

**Texas A&M International University  
Annual Institutional Effectiveness Review (AIER)  
for Academic Programs**

**Program: BS-Criminal Justice**

**Assessment Period Covered: March 1, 2008 to January 31, 2009**

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**The Annual Institutional Effectiveness Review for Academic Programs is directed at Goal 1: Academics of the Texas A&M International University 2006-2010 Strategic Plan:**

Develop, maintain, assess, and improve academic programs, administrative/educational support services and student services, to admit, retain, and graduate students who achieve established learning outcomes designed to prepare them for success in their chosen careers.

**Institutional Mission**

Texas A&M International University, a Member of The Texas A&M University System, prepares students for leadership roles in their chosen profession in an increasingly complex, culturally diverse state, national, and global society ... Through instruction, faculty and student research, and public service, Texas A&M International University embodies a strategic point of delivery for well-defined programs and services that improve the quality of life for citizens of the border region, the State of Texas, and national and international communities.

**Academic Program Mission**

This program addresses the College (COAS) goal of preparing students for a variety of professions and roles by providing a broad-based liberal arts education. Provide a curriculum that teaches current and relevant Criminal Justice material and that facilitates employment in a high-demand field.

**Provide summary of the last cycle's use of results and changes implemented**

*Program faculty should evaluate the former cycle. This statement should specify if the outcomes addressed were a continuation of previous ones, new outcomes, or modified versions of previous outcomes. In addition, the statement should include a concise analysis of the assessment data collected during the previous year, a brief explanation of actions taken to address specific outcomes, an evaluation of how these actions contributed to the improvement of the program, and any recommendations formulated. Assessment data—including actual samples of student work—must be viewed and discussed by program faculty during this process.*

With the implementation of the TAMIU QEP, we implemented a writing-intensive capstone course (CRIJ 4321). This course serves as our primary tool for assessing student writing development. This is the required Senior Capstone course for all graduating students. Our internship course, with is offered Spring semester, is also writing-intensive and thus serves as a secondary tool for writing assessment.

**Selected list of program-level intended student learning outcomes:** *It is recommended that programs rotate through their entire set of outcomes over a multi-year period. Programs may focus on one or two outcomes each year, as deemed appropriate.*

1. Students will demonstrate professional writing in the field of criminal justice by submitting a written and original research paper using relevant scholarly peer-reviewed articles to develop an understanding of theoretical concepts related to contemporary criminal justice issues.
2. Students will identify and explain the nature of key contemporary issues in the field of Criminal Justice by systematically analyzing core topical areas in policing, the courts, corrections, criminology, and research methods.
3. Students will demonstrate an understanding of expectations for Criminal Justice professionals by critically analyzing their internship environment and providing a written and original research paper that synthesizes their practical experience with their understanding of core concepts in the field of criminal justice.

## Section I: Planning and Implementation

**Outcome(s):** *Identify the outcome(s) that will be focused upon this year.*

Students will demonstrate professional writing in the field of criminal justice through submission of a research paper in CRIJ 4321 (Senior Capstone) and in CRIJ 4601 (Internship).

**Please indicate if the outcome(s) is (are) related to writing (QEP).**

**Methods of assessment to be used:** *The explanation should identify and describe the type of assessment(s) that will be used (e.g., survey, questionnaire, observation instrument, test, rubric to evaluate performance, standardized examination, action research, interviews, etc.), who will provide the information, and how the data will be obtained.*

The Criminal Justice writing rubric will be used to evaluate student performance (see attached rubric).

**Indicate when assessment(s) will take place:**

December 2008 (for the capstone course)

**Criteria/Benchmark(s):** *Specify, if deemed appropriate to assess outcome(s). Criteria/ benchmark(s) may be optional, especially if qualitative measures are used for data collection]*

All students should score a 2.0 on writing rubric.

## Section II: Analysis of Results

**What were the results attained?** *Describe the primary results or findings from your analysis of the information collected. This section should include an explanation of any strength(s) or weakness(es) of the program suggested by the results.*

Eight students scored a 2.0 or above (based on the QEP writing rubric) on their terminal writing essay. Most students scored between 1.2 and 1.8 on the essay. Those whose scores were 2.0 and above successfully mastered skills such as: focusing on the main idea of their paper, proper organization of information, adequate development of main issues, proper sentence style and structure, good grammar and mechanics, and incorporating current research into their essay. Students whose scores were below 2.0 had difficulty with the above skills. Mainly, they had difficulty with the development of their main idea.

Most students, however, had trouble with the above listed skills.

**What were the conclusions reached?** *Should include a brief description of the procedure used for reaching the conclusion(s) based on the evidence collected and describe the process used to disseminate the information to other individuals. For example, if the discussion took place during the annual spring retreat, include a summary from those deliberations using the Meeting Minutes template found at <http://www.tamtu.edu/integrate/docs/Minutes-Template.doc>. Once completed, submit the minutes to [assessment@tamtu.edu](mailto:assessment@tamtu.edu).*

The procedure used for reaching the conclusions was based on an assessment of their writing using the QEP writing rubric which assesses skills such as focusing on the main idea of their paper, proper organization of information, adequate development of main issues, proper sentence style and structure, good grammar and mechanics, and incorporating current research into their essay. The instructor for the Capstone course was the only individual to assess the students' essays.

The results of the assessment will be shared at a program meeting with CRIJ faculty.

**Describe the action plan formulated. (The plan may be multi-year in nature.)** *Based on the conclusion(s), describe the action plan to be implemented to improve or maintain student learning, including a timeline for implementation.*

A plan has been put forth to enhance student writing skills in classes such as undergraduate Criminology and Research Methods. It is believed that if writing is a component of these courses, students will be introduced to writing skills within the discipline at a much earlier stage and thus their writing should be much improved before enrolling in the Senior Capstone course.

## Section III: Resources

**Resource(s) to implement action plan:** *Describe the resources that will be needed to implement the action plan. Also indicate if the resources are currently available, or if additional funds will be needed to obtain these resources.*

### Funding

- New Resources Required
- Reallocation of current funds

Physical

- New or reallocated space

Other

- Primarily faculty/staff time
- University/rule procedure change only

**Provide a narrative description and justification for requested resources (include linkage to Strategic Plan)**

**Identify proposed outcomes for the next assessment cycle:**

*Continuation of present outcome(s) – (Indicate reason for continuation):*

*New Outcome(s) – (List outcomes below):*

*Modification of present outcome(s) – (Indicate reason for modification):*