

Texas A&M International University
Annual Institutional Effectiveness Review (AIER)
(Transition Period)

Date Submitted August 31, 2005

Assessment Period Covered (FY 2005)

Budget Period Covered (FY 2005)

Academic Program/AES Unit Master of Science in Criminal Justice

Person Preparing Review John Kilburn / Dean Champion

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

We are continuing to assess our students' work through the locally generated comprehensive exams. We continue to consider students' writing skill development a primary goal in our program. We are benefitting from faculty re-allocation and the nature of new hires teaching a larger course load (3-4 instead of 3-3) to offer more sections of a course and reduce the course size.

Provide summary of budget decisions and their impact on your program/division.

One faculty line that taught Sociology exclusively will teach courses in both Sociology and criminal Justice. The replacement faculty positions will be teaching more 7 courses per year instead of 6. This will allow us to offer fewer adjunct taught courses and reduce class size by offering more sections of required courses.

Section I: Planning and Implementation

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/Administrative/Educational Support Unit 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. We provide a curriculum that teaches current and relevant Criminal Justice material and that facilitates employment in a high-demand field. The graduate program teaches advanced skills for those pursuing more knowledge in the field.

Identify outcomes and relationship to Strategic Plan

Outcome 1

At the end of the program, Master's students will demonstrate knowledge of the theoretical and methodological underpinnings of the field of Criminal Justice and be able to critically evaluate the legal, ethical, and professional (i.e., operational standards) components of the field.

Identify Strategic Plan Goal related to Outcome 1

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 1 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs. Students completing the program will demonstrate their advanced knowledge of the core ideas in the field of Criminal Justice.

Methods of assessment

Students completing the Criminal Justice Master's Program will take a locally-generated comprehensive examination developed by the Criminal Justice faculty and one outside faculty member in the student's minor and team-graded using a rubric ranging from 1 (poor) to 4 (excellent). The average score on the examination will be "3" or better. Subscales that measure the ability to evaluate legal, ethical, and professional components of the field will be included in the comprehensive examination. On no subscale will the average score fall below "3".

Frequency of administration

Fall and Spring semesters

Criteria/Benchmark

The overall quality of the exam is ranked from 1=poor, 2=satisfactory, 3=good, 4=excellent. The average student score for the locally developed exam will be a 3.0 on a 4.0 scale.

Outcome 2

Graduates at the Master's level will be prepared for advancement in Criminal Justice jobs.

Identify Strategic Plan Goal related to Outcome 2

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 2 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs.

Methods of assessment

Graduating Master's students were surveyed in Spring 03 and Fall 04 to determine whether they believe the program has prepared them for advancement in Criminal Justice jobs. Graduates will be interviewed to see if they have been promoted since earning their MSCJ degree.

Frequency of administration

Fall Semester

Criteria/Benchmark

At least 80% of these graduates will strongly agree or agree that the program has prepared them for advancement. At least 50% of these graduates will have advanced in their respective positions.

Outcome 3

Graduates at the Master's level will be prepared for further graduate study.

Identify Strategic Plan Goal related to Outcome 3

Goal 2 Academic

Identify Strategic Plan Objective and Strategy related to Outcome 3 (Appendix A – Strategic Goals)

Implement an Institutional Effectiveness plan to evaluate academic and educational/administrative support units and track the use of results used to improve programs

Methods of assessment

Contact with recent graduates will ask them if they have pursued graduate study.

Frequency of administration

Fall survey of recent graduates.

Criteria/Benchmark

Students aspiring to advance in further study will be accepted into programs and perform quality work there.

Section II: Analysis of Results

When (term/date) was assessment conducted?

Outcome 1

October 2004, April 2005

Outcome 2

December 2004

Outcome 3

Ongoing project

What were the results attained (raw data)?

Outcome 1

The average score on the examination was “3” for the comprehensive exam. The average score on each subscale was “3.” A total of three (3) graduate students received a Master of Science in Criminal Justice Degree in Fall 2004. An additional 3 students passed with an overall score of 3.33.

Outcome 2

With regards to the graduate survey, 14 M.S. in Criminal Justice Degrees were granted since Spring 2003; 50% of the Master’s students strongly agreed and 50% agreed that the program prepared them for advancement in Criminal Justice jobs. The alumni survey is incomplete and will be continued in the Fall of 2005.

Outcome 3

We are not aware of our recent graduates directly entering further study.

Who (specify names) conducted analysis of data?

Outcome 1

Dr. Dean Champion

Outcome 2

Dr. Dean Champion

Outcome 3

Dr. Dean Champion, Professor Claudia San Miguel, and Dr. John Kilburn

When were the results and analysis shared with the department chair/director? Minutes with data analysis submitted to assessment@tamiu.edu? (Please use Minutes Template)

April 6, 2005 meeting with chair and Criminal Justice faculty. Also discussions on August 30, 2005.

Has the assessment documentation (i.e., surveys, rubrics, course exams with embedded questions, etc.) been submitted to the Office of Institutional Effectiveness and Planning?

Yes, all are on file.

What changes, if any, based on the data have been recommended?

Outcome 1

We are teaching more online graduate courses. Because these course require more writing than most standard classroom courses, we expect to achieve some writing improvement.

Outcome 2

We are planning to gather more information from our graduates about how their training is related to the work that they do.

Outcome 3

We are planning to offer graduate study information sessions once per semester.

Section III: Programmatic Review

What are the implications of the recommended changes?

The Criminal Justice program continues to have a large enrollment. We will continue to ask for more faculty lines and work on developing student research and writing skills. We will also search for the most challenging internship settings. These initiatives will help the students' levels of employability and readiness for graduate school.

Will resources be affected by the recommended changes? Yes No

If so, specify the anticipated effect(s) using the chart below:

| Funding | Physical | Other |
|--|---|--|
| <input type="checkbox"/> New resources required | <input type="checkbox"/> New or reallocated space | <input checked="" type="checkbox"/> Primarily faculty/staff time |
| <input type="checkbox"/> Reallocation of current funds | | <input type="checkbox"/> University rule/ procedure change only |
| | | <input type="checkbox"/> Other: |

Narrative description and justification for request including related strategy (Attach Budget Request 'Form B' and/or 'Form C')

What is the impact of budget decisions on program/division?

In the box below, provide information on the outcomes for the next assessment cycle:

| Outcomes for Next Assessment Cycle |
|--|
| Continuation of previous outcome(s) - (Indicate reason for continuation): We plan to continue monitoring the quality of student writing as well as plan to continue monitoring their progress on our comprehensive exam. |
| New Outcome(s) – (List outcomes below): We will monitor the quality of the work performed in the online courses. |
| Reason for changing outcome(s) – (How have the data gathered from current assessments influenced the change in outcomes?): All coursework for the MSCJ may now be completed online. While we will continue to offer courses on campus, we believe that we will experience a significant increase in demand for the online graduate courses. We plan to evaluate the nature of these courses. |