Institutional Effectiveness

SAMPLE REPORT

(Fictional Academic- Criminal Justice)

Academic Year: 2011-2012
Department/Unit: Criminal Justice
College: Arts and Sciences
Submission Date: October 8, 2012
Contact: Dr. John Doe

I. Department Mission:

Criminal Justice program at TTU will provide a foundation that combines the theories, principles, and practices necessary for a successful career in Criminal Justice.

II. Program Goals and Student Learning Outcomes:

Student Learning Outcomes:

Graduates will be able to:

1. Provide educational, remedial, and rehabilitative services to families and communities;
2. Organize communities and neighborhoods for social action;
3. Promote family and community interests in public, private, and governmental settings;
4. Communicate criminal justice resources and assistance to all members of a community;
5. Explain functions of the American Criminal Justice System;
6. Understand the corrections systems in the United States of probation, parole, and community supervision;
7. Understand the Federal and State court systems;
8. Demonstrate knowledge of the development of criminal law and criminal procedure;
9. Develop philosophy which integrates critical thinking into a criminal justice career.

III. Assessments

- **Employer Internship Survey** (Conducted in spring of senior internship) - Outcomes 1. 2, 3, & 4.
- **Student Internship Survey** (Conducted in spring of senior internship) - Outcomes 1. 2, 3, & 4.
- **Major Field Test** (Nov & April for graduating seniors) - Outcomes 5, 6, 7, & 8
- **Senior Project/Presentation/Portfolio** (Nov & April) - Outcomes 1-9
• **Senior Exit Exam: CCTST California Critical Thinking Skills Test** (Nov & April) - Outcome 9

### IV. Rationale for Outcomes and Assessments (Process for Data Analysis):

- The senior project/portfolio is evaluated according to a rubric by a team to include at least one professor of criminal justice, one local police officer, and a university police officer.
- Results of the surveys, major filed tests, and portfolios are compiled, distributed, and discussed with the faculty and chair at department meetings.
- Results are also distributed to the Dean of arts and Sciences.
- The Criminal Justice Advisory Council considers results at their fall annual meeting.

### V. Results

All ratings on the **Employer Internship Survey** (Outcomes 1-3) met or exceeded last year’s results in the range of 90-96% for 2011-2012 as compared to 88-94% for the 2010-2011 administration, except in one area. Business supervisors for the interns rated them lower than prior years (80%) in the area of communication (Outcome 4) regarding community resources.

*A chart for longitudinal comparison should be included as an appendix.*

Ratings on the **Student Internship Survey** (Outcomes 1-4) were similar and met or exceeded the prior year, in the range of 95-100% as compared to 94-99% for the prior year. However, students’ comments confirmed that some of them became frustrated about a good way to communicate resources (Outcome 4) which are available in the communities of their internships.

*A chart for longitudinal comparison and sample student comments should be included as an appendix.*

**Major Field Test** (Outcomes 508) scores were lower than the prior year (88% for 2011-2012; 92% for 2010-2011); however they’re within the department’s established standard of success, set at 85%. The department will monitor the specific lower areas of success for Outcomes 5 and 6.

*A chart for longitudinal comparison should be included as an appendix.*

Summary scores of the rubric scoring of a random sampling of **Portfolios** indicated that 80% of the students achieved acceptable or better levels for all of the performance criteria (Outcomes 2, 3, and 5-9) except in the area of “innovative education” for high-crime prone communities. This area continued to have a low score (50% acceptable or better) for the second year in a row.
(Outcome 1). In addition, students’ oral presentations of projects indicated a less than acceptable (2.5 in a scale of 5) overall score for Outcome 4 for the second year in a row.

*A chart for longitudinal comparison and a sample scoring rubric should be included as an appendix.

Senior Exit Exam scores on the CCTST were lower than the prior year (22.8 for 2011-2012; 25.7 for 2010-2011); however, remain higher than the national average for the exam (17.6) and the average for our institution as a whole (18.8 for 2011-2012).

*A chart for longitudinal comparison should be included as an appendix.

VI. Modifications and Continuing Improvement: Program Changes due to Assessments

For Outcomes 3, 5, 6, 7, and 8- No modifications are recommended at this time.

For Outcomes 1, 2, and 4- The department has met and revised the curriculum to include a field trip as part of a capstone course (Prior to internship experiences) to a high crime area. Students will collect information from a designated, high-need constituency in the community (seniors, disabled citizens, etc). Students will work in groups to design and communicate and “innovative education” plan regarding the safety resources available to the appointed constituency.

The capstone curriculum and design (see attached design in appendices) will go before the academic policies committee for approval in the Fall 2012 term. If approved by the committee, the faculty senate, the associate VPAA and Provost, and if funding is provided for the field trip and training experience (See attached Budget in Appendices), the additional course will be added in the Fall 2013 term.

For Outcome 9- The department has met and discussed overall critical thinking scores from the CCTST exam. In order to continue to meet or exceed the national average and the institutional average, and to improve from prior year’s scores, faculty will apply (See sample grant application in Appendices) for one or more of the institutional Quality Enhancement Plan (QEP) grants focusing on the improvement of critical thinking and real world problem solving skills through teamwork, creativity, and communication. Awarding of these grants will enable faculty to implement best practices in the classroom to improve the critical skills in our students. In addition, faculty members have pledged to promote the use of these skills in their courses, and will add an aspect of real-world problem solving in their capstone courses.