

OFFICE OF ASSESSMENT AND ACCREDITATION
GOAL ASSESSMENT REPORT: AY 06/07
MAJOR: BCJ in Law Enforcement

Section One:

Activity Statement:

This year's Outcomes Assessment in the Law Enforcement major focused on faculty development as it relates to the discovery of new and updated knowledge and its transfer to classroom learning units and other learning activity to ensure that both students and faculty are kept current on emerging trends and new knowledge found in the law enforcement and criminal justice literature.

While most faculty do, and others should, continue learning in their field beyond what is found in updated editions of textbooks in the classes they teach, it is not always demonstrated that this new learning takes place nor that it is transferred to the classroom or to online courses where students can benefit in having the most up-to-date knowledge about the field they are majoring in. The half-life of standard introductory books in most fields is 2-4 years since new knowledge is always emerging and there is a delay of two years on average to get a textbook written, produced, and distributed.

The 2006-2007 Outcome Assessment for the Law Enforcement Major in the Bachelor of Criminal Justice degree program will focus on closely linked faculty development and student learning activity about the critical and emerging new roles for law enforcement agencies and their personnel and in particular the new and controversial responsibilities police officers have in dealing with illegal immigrants in the United States and in protecting the nation's borders.

A faculty member who teaches JUS 110 Introduction to Criminal Justice had the option of reading 1 new book or 5 professional practice journal articles on a specific developing content area relating to current law enforcement practice as it relates to illegal immigration. The faculty member (Keith Haley) read Patrick Buchanan's book *State of Emergency: The Third World Invasion and Conquest of America*, Regnery Publishing 2006. In order to share that information with other faculty, he wrote and published a book review of this literary work in the June edition of *Conservative Justice Digest*, an online professional practice criminal justice journal. Other criminal justice faculty and students may access and read the book review.

The new learning content that the faculty member gleaned from the book *Invasion* was also shared in several other ways: (1) Used in an online UNIT 8 discussion thread entitled "Civilian Monitors on the U.S. Border: The Minutemen" and in a UNIT 9 discussion thread entitled "Citizens Watch Texas Borders in JUS 110 Introduction to Criminal Justice online, Fall 2006 semester; (2) Used in a UNIT 4 discussion thread entitled "Citizen Volunteers on the Border" and in UNIT 13 Illegal Immigration and Border Security in JUS 510 Contemporary Criminal Justice Issues and Trends online, Fall 2006 and Spring 2007 and; (3) Used in the IN THE NEWS segment class update in JUS 110 Introduction to Criminal Justice seated during the Spring 2007 semester.; (4) Used in UNIT 1 discussion thread entitled "Sheriff Arpaio's Posse to Stop Illegal Immigration" in JUS 515 Research Design and Analysis online during the Spring 2007 semester.

Section Two:

Intended Outcome # 1: Law Enforcement graduates will be able to describe the four major features of the law enforcement officer role in American society: law enforcement; order maintenance; service; information gathering.

Assessment Criteria: Eighty percent of students in JUS 110 seated (Spring 2007) and online (Fall 2006) taught by Keith Haley will demonstrate clear comprehension of the new responsibilities and issues related to local law enforcement and illegal immigration by participating in an in-class Socratic type of discussion and in online discussions of the aforementioned responsibilities and issues. The instructor (Haley) applied a modified Flanders Interaction Analysis tool to assess the quantity of discussion comments, questions, student-to-student conversation, and acknowledgements of student understanding of the new illegal immigration content for both the seated and online classes in JUS 110 Introduction to Criminal Justice.

Results of Outcomes Activity:

<p><u>2006-2007</u> Assessed Fall of 2006 and Spring of 2007.</p>	<p><u>Met</u> More than 90% of the students in both the JUS 110 online and seated classes demonstrated clear comprehension of the law enforcement officer's role in dealing with illegal immigration. The instructor completed and posted an online book review of <u>Invasion</u> by Patrick Buchanan.</p>	<p>In JUS 110 seated, 90 % of the students demonstrated in a discussion clear comprehension of the police/illegal immigration responsibilities. In JUS 110 online the comprehension result in discussion threads was 100%.</p>
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Section Three:

Analysis and Action Plans:

It is almost universally accepted that faculty members upgrade their courses with the latest and most relevant content and not wait for textbook writers to periodically do that for them. In more research oriented universities, the nature of the requirements to gain tenure promote continuous renewal of expert knowledge as faculty pursue research and publication in their field. In the smaller teaching universities and professional schools this discovery and renewal of knowledge is no less desirable but often difficult to sustain because of heavy teaching and advising loads.

By linking the outcomes assessment process with some faculty motivation to pursue the latest knowledge in their field or even to discover new knowledge by means of research, students, faculty, and the practitioners in their chosen professions all have the potential to benefit. While most faculty members are curious by nature concerning developments in their respective field, some are not, but are still effective classroom teachers. By getting them to read a new book or five recent articles in their field they are able to use this information to better educate their students.

Concerning the Intended Outcome # 1, it would be useful to pursue one more round of work with the local, state, and federal law enforcement officers' responsibilities in dealing with illegal immigration since it seems to be developing into the issue of the day in the upcoming presidential election and many of our graduates will be confronting the issue almost immediately upon gaining employment in a law enforcement agency.

In next year's outcomes assessment process, it is recommended that more than a classroom or online discussion be used as standard for assessing comprehension of the knowledge of the law enforcement officer's role in dealing with illegal immigration. An in-depth student paper on the subject is recommended.