

Criminal Justice PhD

Develop the Next Generation of Scholars in Criminal Justice and Criminology

Goal Description:

Provide students with the research skills needed to develop into the next generation of scholars in criminal justice and criminology

Providing Department: Criminal Justice PhD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Doctoral Students Will Be Able To Conduct Original Criminal Justice And Criminology Research

Learning Objective Description:

Students completing the Ph.D. program will demonstrate the ability to produce original research by integrating knowledge, skills, and abilities learned throughout the program.

RELATED ITEM LEVEL 2

Successful Completion Of The Dissertation

Indicator Description:

Successful completion of an original research study as demonstrated by the defense of a Dissertation using a faculty-developed rubric. The rubric uses a 1 (insignificant) to 5 (critically significant) rating of specific criteria each dissertation should address. These criteria include: choice of problem, theoretical framework, mode of inquiry, execution of study, interpretation of results, analysis, written presentation, originality of idea and/or approach, and contribution to the field.

Attached Files

 [Dissertation Rubric.docx](#)

Criterion Description:

Students will demonstrate their ability to engage in an original research study within the field of criminal justice and criminology. At minimum, a dissertation prospectus will include a literature review of relevant empirical literature and a well defined and defensible methodology. The final dissertation will include the statistical analysis appropriate to the methodology described, and the contextualization of the study results within the existing literature. Students defending their final dissertation will receive a score of 80% or above on each of the 9 elements outlined in the dissertation rubric.

Findings Description:

For AY 2021-2022 findings reveal that three of nine students scored below the 80% threshold for various categories on the dissertation rubric. All three scored lowest on Theoretical Framework and Interpretation of Results. All three student also fell below the 80% threshold for overall score with overall scores ranging from 71%-76%. All other students scored a minimum of 4/5 (80%) on all indicators. The average scores are listed below.

AY 2021-2022

Originality of Idea and/or Approach	4.89
Contribution to Field	4.28

Written Presentation	4.39
Choice of Problem	4.78
Theoretical Framework	4.11
Mode of Inquiry	4.63
Analysis	4.63
Interpretation of Results	4.13
Execution of Study	4.63

RELATED ITEM LEVEL 3

Successful Completion Of The Dissertation

Action Description:

Program will continue to review disaggregated data from dissertation rubric to identify trends among the rubric categories.

Doctoral Teaching Fellows Provide Quality Classroom Teaching

Goal Description:

Enhance and develop student's ability to demonstrate high levels of teaching effectiveness.

Providing Department: Criminal Justice PhD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Provide Effective Undergraduate Classroom Instruction

Learning Objective Description:

Advanced doctoral students will develop and demonstrate their aptitude for providing high quality classroom instruction for undergraduate students.

RELATED ITEM LEVEL 2

Faculty Observations

Indicator Description:

Doctoral Teaching Fellows teaching face-to-face will be observed in the classroom by a faculty member using a faculty-developed rubric. Elements being evaluated include Preparation for Lecture, such as organization, content, subject knowledge, and use of Powerpoint as well as Delivery of Lecture, such as professionalism, eye contact, enthusiasm, vocal properties, classroom management, body language, and length of presentation.

Criterion Description:

Faculty observations of a DTF led lecture will be conducted using the faculty developed rubric. Students will obtain an average score of 80% or above on the overall rubric and on each of the elements.

Findings Description:

DTFs received a score of 80% or higher on all rubric elements. Faculty observations of DTFs during Fall 21 had an average rubric score of 93% for elements measuring lecture delivery and 96% for elements measuring lecture preparation, for an overall average score of 94%.

Attached Files

 [DTF Faculty Observation Fall 21.xlsx](#)

RELATED ITEM LEVEL 3

Faculty Observations

Action Description:

Doctoral Teaching Fellows teaching face-to-face will continue to be observed in the classroom by a faculty member using a faculty-developed rubric. Elements being evaluated include Preparation for Lecture, such as organization, content, subject knowledge, and use of Powerpoint as well as Delivery of Lecture, such as professionalism, eye contact, enthusiasm, vocal properties, classroom management, body language, and length of presentation.

RELATED ITEM LEVEL 2

IDEA Evaluation Forms

Indicator Description:

Student ratings of Doctoral Teaching Fellows using the Individual Developmental Education Assessment (IDEA) Evaluation forms.

Criterion Description:

Doctoral Teaching Fellows will perform at or above the similar/middle 40% box on the IDEA evaluation form. Summary Evaluation will be 4.0 or above for teaching evaluations on the following criteria 1. Progress on Relevant Objectives, 2. Excellent Teacher, and 3. Excellent Course.

Findings Description:

Doctoral Teaching Fellows performed well on all sections with an average adjusted score of 4.53 on Progress on Relevant Objectives, 4.75 on Excellent Teacher, and 4.61 on Excellent Course. Based on these results, the objective was met.

Attached Files

 [DTF IDEA Scores Fall 2021.xlsx](#)

RELATED ITEM LEVEL 3

IDEA Evaluation Forms

Action Description:

Program will continue to review IDEA Evaluation forms for doctoral teaching fellows.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):

Closing Summary

Based on the results from the previous assessment cycle, there are three areas that will be the focus for continuous improvement:

1. The status of projects for portfolios will continue to be monitored to assess the stage at which manuscripts are at the time when students are defending their portfolios. This will ensure that students have enough time to go through the review process and hopefully have papers accepted for publication when they are on the job market. In addition to these efforts, GSAC will begin to collect data on how many portfolio committees are requiring a comprehensive exam style question to assess a student's breadth of knowledge of a particular area of research. These data will be helpful for future conversations between GSAC, GDAC, and faculty about the possibility of bringing back some form of comprehensive exam to the PhD curriculum. Information about whether a committee: 1) required such a question, 2) what type of question it was (e.g., specific or comprehensive), and 3) how well the

student performed answering the question in both their written response and orally during their defense.

2. DTF teaching will continue to be evaluated with an eye toward students using active learning techniques in the classroom. Items will be included in the self-report survey administered to DTFs that assess: 1) whether they used such techniques, 2) why they used them, 3) how they used them, and 4) whether they thought they were effective. This will help to expand students' instructional toolbox for when they start their career as an educator. GDAC will be responsible for incorporating these questions into the existing survey and collecting responses.
3. Data from self-report surveys of former PhD students who have retained jobs will continue to be collected. Detailed information from students about what they feel helped prepare them for their first job will be discussed among GSAC and GDAC and used to develop new actions for upcoming assessment cycles. Information about what they were not prepared for and what they would have liked to have had more experience with will also be collected and used to improve the curriculum and graduate student opportunities.

Update of Progress to the Previous Cycle's PCI:

The Dept of Criminal Justice and Criminology experienced a transitional period in Graduate Program Directors during the Fall 2021 term. A new Graduate Program Director was named, effective Spring 2022. While assessment data was collected during this time (DTF teaching evaluations, dissertation data), many of the previously listed items are still under current review.

New Plan for Continuous Improvement Item

Closing Summary:

1. DTF teaching will continue to be evaluated through Faculty Observation and IDEEA ratings review.
2. Dissertation data will continue to be collected.
3. Data from self-report surveys of former PhD students who have retained jobs will continue to be collected. Information about what they were not prepared for and what they would have liked to have had more experience with will also be collected and used to improve the curriculum and graduate student opportunities.