Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Criminal Justice MS

Goal	**Integration Of Knowledge, Skills, And Abilities** 🔑
	Students completing the Master of Science in Criminal Justice will demonstrate integration of knowledge, skills and abilities through a digital research portfolio.

Objective (L)	**Demonstrate Competency In Emergent Issues In Criminal Justice And Criminology** 🔑
	As students prepare to graduate with a Master of Science in Criminal Justice, they will demonstrate the ability to integrate knowledge, skills, and other abilities by successfully completing a 5-part digital portfolio. These include a leadership philosophy statement and management statement, an academic integrative essay, professional development activities, and Myers-Briggs Indicator individual assessment.

Indicator	**Digital Portfolio** 📎 🔑
	A digital portfolio developed in the program's capstone course, CJ 6388, Emergent Issues in Criminal Justice Leadership, is reviewed using a predetermined set of criteria (see attachment).

Criterion	**Students Will Score An 80% Or Above On Each Criteria Of The Portfolio** 🔑
	Students enrolled in CRIJ 6388 will score an 80% (B) or above on each of the 5 sections of the digital portfolio: leadership philosophy statement and management statement, an academic integrative essay, professional development activities, Myers-Briggs Indicator individual assessment, and the final portfolio.

Finding	**Students Scored 80% Or Above On Each Of The Criteria Of The Portfolio** 🔑
	100% (7/7) of students enrolled in CRIJ 6388 in AY14-15 received an 80% or above on each of the five sections of the digital portfolio. The professor indicated that while students scored above an 80% on each of the five sections, the area that students struggle with the most is the Professional Development Activities, Applications, and Points. Students can show evidence of the activities however when designating what each actively is worth they have a hard time with personal assessment. The goal is to help the student understand the importance of leadership development opportunities and to decide what each element is worth (points). This element tends to be challenging for students as they don't know what point(s) to assign. The element is also designed to learn how to evaluate and assess credentials of others. Students currently work in the field, or will be put in future situations where they decide on someone's credentials or experience. What better way to learn than to start with self-assessment.

Action	**Self-Assessment Of Academic And Professional Development** 🔑
	The feedback from the CRIJ 6388 professor suggests that students tend to struggle most with the Professional Development Activities, Applications, and Points section of the digital portfolio. As such, more of an effort will be placed on teaching students how to self-assess their own academic and professional development in their respective areas of interest. This may be accomplished by the students self-evaluating their own work using a developed rubric as well as providing students with more information as to how and why self-assessment is important.

Goal	**Develop Specific Knowledge Base** 🔑
	Students will develop specific knowledge base in emergent issues in criminal justice and criminology to prepare graduates for positions in the field.

Objective (L)	**Master Of Science Students Will Be Able To Write A Professionally Oriented Paper To Demonstrate Workforce Preparedness** 🔑
	Students completing the M.S. program will demonstrate the necessary knowledge to produce an empirically based review of the academic literature on an emerging criminal justice issue relevant to their area of interest in the criminal justice workforce.

Indicator	**Rubric Evaluating A Selected Element Submitted As Part Of The Digital Portfolio** 📎 🔑
	An academic integrative essay developed in the program's capstone course CRIJ 6388 Emerging Issues in Criminal Justice Leadership is considered a post-test writing assignment from an initial writing assignment developed in CRIJ 6333 Seminar in Organization and Administration. Having completed all of the required courses for the program, students enrolled in CRIJ 6388 are now to reflect on their initial writing assignment from CRIJ 6333 and either defend or change their position by integrating the knowledge base developed throughout the program.

Criterion	**3 Required Elements Will Be Developed In The Academic Integrative Essay** 🔑
	Three required elements should be developed in the students' academic integrative essay: 1. identify the emergent issue in criminal justice and criminology, 2. discuss your academic development pertaining to this issue, and 3. theoretical applications of the paper. Each element is assessed using the attached rubric.

Finding	**Students Scored 80% Or Above On The Integrative Essay** 🔑
	100% (7/7) students in CRIJ 6388 in AY14-15 received an 80% or above determined by the

rubric containing the requirements for the integrative academic essay. In order to assess the development of knowledge base over time, it has been suggested to compare the original essays from CRIJ 6388 to the integrative essays CRIJ 6888 using a pre-test/post-test rubric.

Action   **Pre-test/Post-test** 🔎

For the upcoming year, the Department will create a pre-test/post-test writing rubric to compare the initial writing assignment from CRIJ 6388 to the integrative essay developed in CRIJ 6888 to assess the development of knowledge over time.

Previous Cycle's "Plan for Continuous Improvement"

As this program is still relatively new, one of the goals for the 2014-2015 academic year is to continue to increase student enrollment through marketing efforts. Another goal is to increase our retention rates by encouraging students to take advantage of the services offered by the department and university that are geared towards online education. A review of the current curriculum is also needed to ensure that the required and elective courses are meeting students needs and are aligned with program objectives.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

Marketing efforts resulted in an increase in admissions from AY13-14 to AY14-15 with 12 students admitted in AY13-14 compared to 19 students admitted in AY14-15. Also, the retention rate was 50% in AY13-14 compared to 70% in AY14-15. The Graduate Standards and Admissions committee will continue to review the curriculum to ensure that the required and elective courses are meeting students needs and are aligned with program objectives.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

For the upcoming year, the Department will seek to further assess the development of students' knowledge base beyond the integrative academic essay. This will be accomplished by creating an exit exam required to complete in CRIJ 6388. This exam will include questions from the core courses required in the MS program (e.g., CRIJ 5330 Critical analysis of justice administration, CRIJ 6333 Seminar in organization and administration, CRIJ 6334 Research Methods and quantitative analysis in criminal justice, CRIJ 6336 Computer/Technology applications for criminal justice, CRIJ 6392 Program evaluation in criminal justice, CRIJ 6365 Community theory and the administration of justice). The goal is to assess student learning prior to graduation and to identify areas for improvement for future cohorts. Another goal is to strengthen students' abilities to take an intrapersonal perspective on their own academic and professional development. This may be accomplished by implementing a self-assessment of elements from the portfolio.