

Criminal Justice MS

Develop Specific Knowledge Base

Goal Description:

Students will develop specific knowledge base in emergent issues in criminal justice and criminology to prepare graduates for positions in the field.

RELATED ITEMS/ELEMENTS-----

RELATED ITEM LEVEL 1

Demonstrate Competency In Emergent Issues In Criminal Justice And Criminology

Learning Objective Description:

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 digital portfolio. These portfolios will include identification of an emergent issue associated with the criminal justice system at large or associated with three emergent issues related to one of the sub-disciplines within criminal justice (police, courts, or post-adjudication agencies) , with integrative comments drawing from scholarly literature related to their issue(s), a summary of their professional development activities, and development of a web-based resource guide associated with salient emergent issue(s) selected by the student.

RELATED ITEM LEVEL 2

Digital Portfolio

Indicator Description:

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 Description:

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.

Findings Description:

100% (8/8) of students enrolled in CRIJ 6388 in AY15-16 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.

RELATED ITEM LEVEL 3

Reflections on the On-Line Degree Environment

Action Description:

As part of their portfolio project, students who completed the on-line degree program will be required to reflect on how the learning platform(s) relied upon throughout their program of study contributed to the learning environment. These reflections will include comments focusing on the order of classes taken, the timing of class completion (e.g. short-semester vs. long semester experiences), and the responsiveness of the University's technical support staff to particular issues they faced throughout the duration of their studies.

RELATED ITEM LEVEL 1

Master Of Science Students Will Be Able To Write A Professionally Oriented Literature Review To Demonstrate Workforce Preparedness

Learning Objective Description:

Students completing the M.S. program will demonstrate the necessary tools and knowledge to produce an review of the scholarly literature on three emerging criminal justice issue relevant to their area of interest in the criminal justice workforce or focusing on one emerging criminal justice issue relevant to the disciplinary agency of their choice (law enforcement, courts, or post-adjudication agencies).

RELATED ITEM LEVEL 2

Rubric Evaluating A Selected Element Submitted As Part Of The Digital Portfolio

Indicator Description:

An academic integrative essay developed in the program’s capstone course CRIJ 6388 Emerging Issues in Criminal Justice Leadership is considered a an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed all of the required courses for the program, students enrolled in CRIJ 6388 are now required to reflect on how their initial expectations of the program correspond with their final reflections of the program's contribution to their professional development. They will also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

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.

Findings Description:

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.

RELATED ITEM LEVEL 3

Demonstration of Critical Review of Web-Based Information

Action Description:

Students will provide a listing of web-based resources associated with the different issues identified in their portfolio project. This listing will include a brief description of how each web-source helps edify their understanding of the issue(s) identified in their portfolio project.

Integration of Knowledge, Skills, and Abilities

Goal Description:

Students completing the Master of Science in Criminal Justice will demonstrate integration of knowledge, skills and abilities through a digital research portfolio.

Update to Previous Cycle's Plan for Continuous Improvement

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

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 adding a sub-section to the project required in CRIJ 6388. This sub-section will require that students provide specific feedback about their experiences with classes completed throughout their entire program of study. The goal of this addition 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 a personal inventory of their own academic and professional development.

Update of Progress to the Previous Cycle's PCI:

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 adding a sub-section to the project required in CRIJ 6388. This sub-section will require that students provide specific feedback about their experiences with classes completed throughout their entire program of study. The goal of this addition 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 a personal inventory of their own academic and professional development.

The Department is also in the process of hiring a new faculty member who will assume full responsibility for coordinating and overseeing the development of this program. Applicants are being interviewed during the Fall, 2017 semester and the new director of this program should be hired before the beginning of the AY 2017-18.

Updated Plan for Continuous Improvement

Closing Summary:

Student feedback identified a need to offer some of the program's classes on a shortened format so that students enrolled in the program can complete their classes in a 7.5 week time-frame rather than the conventional 15 week semester. This has allowed students to focus their attention on one class at a time rather than trying to balance their time over two or more classes. Since many of the students enrolled in this program are also working professionals it is necessary for us to accommodate their special needs.

It is also important for us to fine-tune the focus of the "directed management projects" being completed as the capstone for their program. We need to make sure the projects are timely and that they identify current issues facing the criminal and juvenile justice systems. A long range goal is for these classes to add to the general body of literature focusing on the improvement of justice system related activities. Accordingly, the material submitted for the "Directed Management Projects" being completed by the students enrolled in this program will be monitored by the College of Criminal Justice's Director of Practice Development for possible inclusion in a web-based resource center including references to projects related to professional development that are underway throughout the nation. Posting these resources will enhance the quality of professional services being offered throughout the nation.