Sam Houston State University

2011-2012

College of Criminal Justice

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Criminal Justice MS

View & Request Level Feedback

Goal	Application Of Organizational Theory 🔎

Ability to apply organizational theory to criminal justice management.

Objective (L) **Demonstrate Integration Of Principles** 🔎

Students completing the Master of Science will demonstrate the ability to integrate principles of organizational theory in addressing issues related to the area of public administration, specifically as it relates to criminal justice management.

Indicator **Research Paper Scoring Methodology** 🔎

A consistent faculty-developed scoring methodology will be applied to research papers submitted for CJ 530 - Critical Analysis of Criminal Justice Administration. The research paper will demonstrate application of organizational theory principles taught in a number of courses.

Criterion **At Least 75% Of Students Will Score Satisfactory Or Better** 🔎

At least 75% of students will be assessed as "satisfactory" or better. We will be paying special attention to writing, analysis and research techniques sections, weaknesses that emerged during 2010-2011.

Finding **Student Outcomes Met Expectations** 🔎

Students were assessed as satisfactory or better by scoring at least 75% in all areas of their research papers. Students' overall writing did improve; however, there is a tendency to rely on non-scholarly sources rather than scholarly ones giving both sets of material the same weight in their assessment of the literature. Students tend to focus their attention on one aspect of the system over others and do not openly embrace the parts of the class that do not fall within that aspect. For example, some students identify themselves as police officers and do a good job when we focus attention on that componenet of the system but when we move on to discuss the courts or post-adjudication related functions, they do not seem to appreciate the need to integrate the knowledge about those functions into their knowledge base. Students continue to fail when it comes to fully and appropriately using the APA citation style.

Action **Continue To Emphasize Writing, Analysis, And Research Techniques** 🔎

Faculty will utilize a consistent faculty-developed scoring methodology to be applied to research papers submitted for CJ 530. We will emphasize student skills regarding writing, analysis and research techniques sections as these are weaknesses that emerged in prior academic years among this population of students. Additionally, APA style will be stressed and students will be encourage to utilize the SAM Center to receive additional help with their papers.

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Goal	Integration Of Knowledge, Skills, And Abilities 🔎

Integration of knowledge, skills, and abilities related to the degree's coursework.

Objective (L)	**Demonstrate Ability To Integrate Knowledge, Skills, And Abilities** 🔑
	As students prepare to graduate with a Master of Science of criminal justice, they will demonstrate the ability to integrate knowledge, skills, and other abilities.
Indicator	**Research And Publication Portfolio** 🖋️ 🔑
	A research and publication portfolio developed in the program's capstone course, CJ 6388, Emergent Issues in Criminal Justice Leadership, is reviewed by a faculty committee using a predetermined set of criteria.
Criterion	**80% Of Students With Acceptable Portfolio** 🔑
	At least 80% of the students enrolled in CJ 688 will complete a portfolio judged to be "acceptable" by the faculty committee. As stated last year, there are more sections and methods of delivery so that one focus will be internal consistency.
Finding	**Finding Postponed Until Students Take Capstone Course** 🔑
	Given the new delivery format of this degree, students have not yet reached the point of engaging in the capstone course.
Action	**Educate Students On Capstone Course** 🔑
	For the 2012-2013 Academic Year, a focus on educating students about the upcoming CJ 6388 capstone course will be completed.

Closing the Loops Summary

For the 2012-2013 Academic Year, this degree program will emphasize to students the importance of writing, analysis and research techniques. Through courses in this degree and through faculty mentoring, students will be encouraged to further develop these skills and abilities in future coursework and assignments. Information on an outline of a portfolio judged to be "acceptable" by the faculty committee will be discussed with students who are currently enrolled in the program. It is anticipated that the first portfolios will be finished during the 2013-2014 Academic Year.

Jump to Top

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Criminal Justice PhD

View & Request Level Feedback

Goal	Professional Literature Reviews 🔑
	Students in the Ph.D. program should be exposed to the professional developmental process and the socialization process that guides them from graduate student to faculty colleague. An integral part of this process is becoming adept at writing a literature review.

Objective (L)	Doctoral Students Will Be Able To Write A Professional Literature Review 🔑
	Students completing the Ph.D. program will demonstrate necessary tools and knowledge to produce a professional literature review.

Indicator	Literature Review Rubric For CJ 7333-Proseminar 📎🔑
	Literature reviews in CJ 7333-Proseminar in Criminal Justice Issues are appraised using the attached rubric which lists the important ingredients of a quality literature review. This year the focus will be on mastering the component of describing and integrating the extent and nature of the Extant Literature.

Criterion	Score 4 Or Above On Component, 🔑
	Students will score a 4 or above on Component, "Describe/integrate the extent and nature of the Extant Literature". This component is by far the weakest in the Literature Reviews but one of the most important. More emphasis will be placed on this component in this classroom. Students must integrate the various disparate components of the literature on a specific CJ topic into a cogent, well-presented review of the literature. The paper should read smoothly, grammar appropriate, syntax well-organized, gaps in the literature identified, a cogent review of integrated literature, and strengths and weaknesses of the literature identified. Explain what research needs to cover the holes in the literature. Several of these, along with APA style, emerged as weaknesses last year.

Finding	Literature Review Findings 🔑
	Students in CJ 7333 were all asked to complete a literature review for CJ 7333. The 2011 cohort demonstrated a good knowledge of the APA manual this year with all of the students receiving above acceptable on their paper. Papers were arranged accordingly so that the idea flowed. Strengths were seen in identifying the extant literature that either supported or refuted the researcher's question. Students scored 4 and above in this area of the rubric.

Action	Literature Review 🔑
	Students seem to be benefiting from the use of the rubric to identify those areas that are weak. The rubric breaks down the parts of the Literature Review for students so they are aware of the major areas that should be a part of their paper. This rubric will be used for the Proseminar research paper.

Goal	Doctoral Teaching Fellows Provide Quality Classroom Teaching 🔑
	Doctoral Teaching Fellows Provide Quality Classroom Teaching

Objective (L)	Doctoral Teaching Fellows Provide Quality Classroom Teaching 🔑
	Third year Ph.D. students are given the opportunity to teach as Doctoral Teaching

Fellows (DTF) and provide classroom instruction for undergraduates. These DTF's will demonstrate the necessary abilities to provide quality classroom experiences.

Indicator

Doctoral Teaching Fellows IDEA Scores 🔑

Doctoral Teaching Fellows IDEA scores

Criterion

DTF's Ratings On IDEA Evaluation Forms 🔑

DTF's 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.

Finding

DTF's Scores On IDEA Diagnostic Report 🔑

Of the thirteen students who were Doctoral Teaching Fellows, all received performance ratings at or above the 40% and 4.0 in the summary evaluation, except for two students who received below the 4.0 and were rated in the 20% category of the summary evaluation.

Action

DTF Reviews 🔑

Those students receiving below the 4.0 scale for the summary evaluation will be counseled by the associate dean and will be given direction on how to improve those areas that were rated below the 40% category in the overall rating. Those areas, progress on relevant objectives and overall rating for excellent teacher, have individual components for each of these students that will be addressed.

Closing the Loops Summary

The CRIJ 7333 has been very beneficial in preparing the new cohort of Ph.D. students for the rigors of the program and the challenges they will be facing in the upcoming years. The literature review rubric has proved to be a great tool and will be used in the class to identify strengths and weaknesses in the students' writing. The IDEA evaluation forms highlight where new student professors need additional help and we will assess these to address these concerns and to punctuate those good qualities. In the 2012-2013 academic year, we will see a change in the Assistant Dean of Graduate Studies for the College of Criminal Justice. This person will identify new goals and objectives for the graduate program.

Jump to Top

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Criminal Justice, Security Studies MS

View & Request Level Feedback

Goal	Practical Application Of National Security Principles 🔑
	Practical Application of National Security Principles

Objective (L)   **Demonstrate Practicable Solutions And Knowledge Base** 🔑

Students completing the Master of Science degree in Security Studies will be able to provide comprehensive analysis and apply problem solving techniques to complex issues applicable to defense of the Homeland.

Indicator   **Successful Performance In Practical Exercises And Internship** 🔑

Integration of theoretical approaches to problem solving with practical analytical solutions is a primary indicator of the success of the program. During the Internship students routinely receive critiques and personal evaluations from both the faculty member monitoring the student and the employer who supervises the student intern. In addition, students provide periodic written progress reports during the internship. Immediate performance feedback is provided to students so that the student will be able to improve their performances if warranted.

Criterion   **85% Of Security Studies Students Will Score Greater Than 85% For Their Internship And Practical Exercises** 🔑

It is not enough to perform well in the classroom. Nearly each course students take in the Security Studies program requires successful completion of some measurable out-of-class project. Students will score greater than 85% on these exercises. Moreover, successful completion of the required Internship with an 85% score provides a critical evaluation for students seeking to graduate from the program.

Finding   **87% Of Security Studies Students Scored Greater Than 85% For Their Internship And Practical Exercises** 🔑

As noted in the indicator section, security studies students are routinely engaged in out of classroom exercises that task their imagination and creativity as well as their organizational and briefing skills. In addition, during their internships students are evaluated by faculty as well as the intern's employer. As faculty we strongly stress this level of student participation as preparation for entering the workforce. During this reporting period, students exceeded our expectations with 87% of our students scoring greater than 85% on their out of class projects and internship evaluations. Successful completion of the required internship with an 85% score provides a critical evaluation for students seeking to graduate from the program as it expands their base of experience and potential employers evaluate their employability.

Action   **Improve Projects? Quality And Variety Of Electives Available** 🔑

Even though the goal of 87% of students meeting our performance objective was achieved more work needs to be done to improve the quality of our outside projects. To this end, additional practical exercises supported by the cooperation of other classes will be introduced. Moreover, the faculty responded to student input to provide a wider variety of electives available to them in order to achieve this variation in project variability. For example, one new elective is a two part course that spans two semesters of instruction and, following completion, students are qualified to receive certificates in crisis management.

Goal	Demonstrate Core Competency 🔎
	Demonstrate Core Competency

Objective (L)   **Demonstrate Knowledge And Integration Of Core Competencies** 🔎

Students graduating with a MS in Security Studies will demonstrate comprehensive assessment of the major issues and principles related to Homeland Security through integration of core knowledge and core competencies.

Indicator   **Integrated Major Paper Rubric** ✒ 🔎

The Capstone course, CJ688, for Security Studies students requires substantial research and integration of theories and principles of completed coursework in order to successfully complete the Paper's requirements. The project requires students to state a Homeland Security or related issue and put it in context of the related security field; conduct a comprehensive literature review of the issue and analyze the issue in terms of a security problem or situation and explain how the situation was resolved and provide thoughtful insight into how the issue may have been resolved differently. Through this analysis of the problem's solution, strengths and weaknesses in the mastery of core competencies emerge.

Criterion   **At Least 80% Of Students Will Score 80% Or Better** 🔎

80% is considered a minimum standard and students will receive incremental feedback during the research process to ensure appropriate topical progress is being made. As we noted in 2010-2011, we seek to determine if our revisions improve the areas of writing, analysis and research techniques, weaknesses that emerged last year.

Finding   **90% Of Security Studies Students Scored 80% Or Better In The Capstone Course** 🔎

Successful completion of the Capstone course is a graduation requirement, but, more than that, it provides the student an opportunity to expand the knowledge base in a topic that is specifically interesting to them. In evaluating the quality of these compositions it is easy to determine who has put in the work and done the research. Students are encouraged to choose topics that will generate self-interest and those students that do this score better. Students are afforded the opportunity to not only expand their knowledge base but also their writing and analytic skills. An evaluation of their writing shows that over the course of their two years in the program, that, for most students, their ability to express themselves on paper has markedly improved. We believe this is a result of greater emphasis on writing skills in all security studies courses.

Action   **Work To Improve Writing And Research Skills** 🔎

The Security Studies faculty places a premium on the ability of students to express themselves on paper and to demonstrate certain analytical skills that complement their research capabilities. In this regard we are working to hire an analysis instructor who will have the mandate to teach the analytic writing style and analytic research methods that will complement the research methods course. The payoff for this will be better quality student papers and a better Capstone course result.

Closing the Loops Summary

Student goals for the MS in Security Studies were largely met for this reporting period; however, additional work needs to be done in order to assure that each student receives maximum benefit from the program. During the last reporting period, student comments regarding quality of instruction were very favorable; however, students suggested the program could include additional and more focused national security-related content. To this end, in Fall 2011 semester a visiting professor was hired who taught four classes this past academic year covering subjects not normally available to students. We will continue this practice in the coming academic year in order to seek additional quality course content pertinent to the Master of Security Studies program.

Also, greater emphasis needs to be placed on following students' progress as they seek their first jobs. In fields as variable as Homeland Security or Private Security students are often lost when it comes to beginning a job search. A well maintained follow-up database of successful student job searches would be a positive step to creating an in-house capacity for getting current students in touch with former students who are already in the job market.

In summary, while we are generally pleased with our students' performance in the Security Studies program, we are constantly seeking ways to improve the curriculum's overall quality, thereby enhancing the overall educational experience for Security Studies students.

Jump to Top

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2011 - 2012

Criminal Justice, Victim Studies BA

View & Request Level Feedback

Goal	Specific Knowledge Acquired By All Undergraduates 🔑	⊟

Exiting seniors should exhibit comprehensive knowledge of key concepts provided during their educational experience

Objective (L) **Exhibit Comprehensive Knowledge** 🔑

Graduating seniors will exhibit comprehensive knowledge of core criminal justice course work.

Indicator **Senior Exit Exam** 🔑

Each semester, all graduating seniors are asked to complete an exit exam, on the SHSU Blackboard academic support system, that provides faculty a means of assessing students' comprehension and retention on key concepts provided to them during their educational experience. The 60-item Exit Exam, created by faculty, assesses learning in seven core areas.

Criterion **70% Average Score On Each Competency Area** 🔑

The average on each competency area: (1) Criminal Law; (2) Corrections; (3) Law Enforcement; (4) Courts; (5) Theory/Criminology (6) Research Methods/Statistics, and (7) Diversity within the Criminal Justice System will be at least 70% for graduating seniors taking the exit exam at the end of their capstone course. We will be paying special attention on the Criminology/Theory score as this was low for our first administration in 2010-2011.

Finding **Overall Average Of 77% Achieved On Exit Exam** 🔑

Graduating seniors achieved an average of 77% on the overall exit exam and between 66% and 89% on the component areas representing the undergraduate curriculum.

Senior exit exam scores for the 2011-2012 academic year indicated that students had the following averages across the six core competency areas:

Criminal Law - 84%

Corrections - 89%

Policing and Law Enforcement - 72%

Courts - 74%

Criminology/Theory - 66 %

Research Methods/Statistics - 74%

Crime, Justice, and Social Diversity - 77%

Results indicated that the graduating seniors scored above 70% on all competency areas except for Criminology/Theory.

Action **Improve Students' Overall Knowledge And Comprehension Of Core Competency Areas.** 🔑

This was our second administration of the senior exit exam that represents our newly developed undergraduate curriculum. We will collect this exam data through 2012-2013 to obtain a higher N before we make changes to the exam or coursework. We will be watching each competency score carefully, with

special attention on the Criminology/Theory score as this was low for our first two administrations.

Goal	Development Of Writing And Research Skills 🔑

Development Of Writing And Research Skills

Objective (L)   **Competence In Writing And Research Skills** 🔑

Students will demonstrate competence in their writing and research skills.

Indicator   **Development Of Scholarly Research Proposals** 🔑

Undergraduate criminal justice students will develop a scholarly research paper proposal in their core required Research Methods course (CRIJ 3378). Writing and research skills will be scored by a rubric agreed upon by a faculty committee. Each professor will utilize this rubric when grading the student research paper proposals. These guidelines include areas of organization, content, quality of proposed research, hypothesis construction and writing.

Criterion   **The Majority Of Students Will Score At 75% Or Above On The Research Paper Proposal Scoring Rubric.** 📎 🔑

The majority of students will score at 75% or above on the research paper proposal scoring rubric.

Finding   **Students' Outcome Of 75% Met** 🔑

The students who were assessed by the scoring rubric met the criterion of scoring an overall average of 75%. However, most sections of the Research Methods course (CRIJ 3378) did not utilize the rubric.

Action   **Increase Quality And Quantity Of Writing Skills** 🔑

Increase the quality and quantity of the writing and research skills of our undergraduates. We will also meet with the Research Methods instructors to discuss and ensure the use of the developed scoring rubric for the continued assessment of our student's writing and research skills.

Closing the Loops Summary

Moving forward into the 2012-2013 academic year we will continue to assess and improve our undergraduate programs. During the last academic year we began implementing our updated and approved BA and BS programs in Victims Studies. The goals for the BA/BS in Victims Studies for the 2012-2013 academic year will include these latest objectives.

During the academic year of 2011-2012 we exceeded our goal of having our graduating seniors score at the 70th (or higher) percentile on all exit exam component areas except one. The overall score was 77%. Thus, overall our new curriculum seems to be increasing our students' knowledge. Additionally, in the majority of the component areas, our students scored very high. As in the previous years, our students scored below expectations in the area of Criminology/Theory. We will assess the scores in the component areas for possible deficiencies or warranted changes in our courses.

During the 2012-2013 academic year we will embolden and support our undergraduates in their efforts to develop their research and writing skills by encouraging and supporting their attendance at local, regional, and national conferences. Additionally, we will meet with all Research Methods instructors to ensure the assessment rubric's

application in order to obtain a larger assessment of our students' writing and research proposal skills.

Jump to Top