Sam Houston State University
Office of Assessment

2021-2022

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College of Criminal Justice

Department of Criminal Justice and Criminology

Criminal Justice and Criminology MA

Methodological and Statistical Compentency

Goal Description:

Enhance and develop student's methodological and statistical abilities.

Providing Department: Criminal Justice and Criminology MA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Competency In Employing Elements Of Qualitative And/or Quantitative Research Methods

Learning Objective Description:

Competency in employing elements of qualitative and/or quantitative research methods to design scientific-based projects in the field of criminal justice and criminology.

RELATED ITEM LEVEL 2

Successful Execution Of Study And Statistics

Indicator Description:

Students will successfully execute the methodology and statistical analyses needed for their thesis. They will also recognize the assumptions and limitations underlying the research methods and statistical techniques used and accurately interpret the results.

Attached Files

📄 Thesis Evaluation Rubric.docx

Criterion Description:

Students will score at least an 80% on each section of the methodological and statistical sections of the thesis rubric. These include 1. mode of inquiry, 2. execution of study, 3. interpretation of results, and 4. analysis.

Findings Description:

For AY 2021-2022 findings reveal that one of eight students scored below the 80% threshold for indicators relating to the methodological and statistical sections of the thesis rubric (Mode of Inquiry, Execution of Study, Interpretation of Results, and Analysis). This student also fell below the 80% threshold for overall score (mean score of 3.0/60%). All other students scored a minimum of 4/5 (80%) on all four indicators. The average scores are listed below.

	AY 2021-2022
Mode of Inquiry	4.75
Execution of Study	4.5
Interpretation of Results	4.31
Analysis	4.38

The average score was highest for Mode of Inquiry (4.75) & lowest for Interpretation of Results (4.31).

RELATED ITEM LEVEL 3

Successful Execution Of Study and Statistics

Action Description:

Program will continue to assess successfully execution of study and statistics using the thesis rubric. Criterion will be evaluated for next assessment cycle.

Research Competence

Goal Description:

Enhance and develop student's ability to conceptualize and deliver an original research paper.

Providing Department: Criminal Justice and Criminology MA

Competency In Conducting Original Criminal Justice And Criminology Research
Learning Objective Description:

Students will demonstrate integration of knowledge, skills and abilities needed to conduct original research in criminal justice and criminology.

Conceptualization And Delivery Of The Thesis
Indicator Description:

Successful conceptualization and delivery of an original research study as demonstrated by the defense of a Thesis using a faculty-developed rubric. The rubric uses a 1 (insignificant) to 5 (critically significant) rating of specific criteria pertaining to conceptualization and delivery of an original research paper. These elements include: choice of problem, theoretical framework, written presentation, originality of idea and/or approach, and contribution to the field.

Attached Files
📄 Thesis Evaluation Rubric.docx

Criterion Description:

Students will demonstrate their ability to conceptualize and write an original research study within the field of criminal justice or criminology by completing a thesis. Students will score at least an 80% on each of the related elements of the faculty developed rubric.

Findings Description:

For AY 2021-2022 findings reveal that two of eight students scored below the 80% threshold for indicators relating to conceptualization and delivery of an original research study (Theoretical Framework, Written Presentation, Originality of Idea and/or Approach, Contribution to Field & Choice of Problem). One of the two students also fell below the 80% threshold for overall score (mean score of 3.0/60%). All other students scored a minimum of 4/5 (80%) on all five indicators. The average scores are listed below.

AY 2021-2022	
Originality of Idea and/or Approach	4.13
Contribution to Field	4.13
Written Presentation	4.63
Choice of Problem	4.38
Theoretical Framework	4.0

The average scores were highest for Written Presentation (4.63) & Choice of Problem (4.38). The average scores were lowest for Theoretical Framework (4.0).

Conceptualization And Delivery Of The Thesis
Action Description:

Program will continue to assess students ability to conceptualize and write an original research study within the field of criminal justice or criminology by completing a thesis using the attached rubric. Criterion will be evaluated for next assessment cycle.

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 assessment cycle, there are a few actions that will be taken during the next assessment cycle which represent steps for continuous improvement:

1. GSAC will continue to closely monitor MA student competencies in statistics and research methodology. They will discuss whether it makes sense to move Stats II to the spring semester of the first year and then Stats I to the fall semester of the first year. Input from students about this change to the MA curriculum map will be collected and incorporated into conversations ahead of the MA self-study.

2. Despite several MA students expressing an interest in applying to our PhD program, GSAC will continue to work with media and other marketing entities to create ways to attract more interest in our nationally ranked doctoral program. Marketing campaigns will be rolled out by Victor Henson (Communication Specialist for the College of Criminal Justice at SHSU) during AY 2021-2022. It would be great to see almost all of our graduating MA students applying to our PhD program every year.

3. Connected to the first and second step, the Graduate Director and GSAC will try to create new ways for students to become more involved in the research process to enhance their learning of methods and statistics. This may take the form of further encouragement to apply for summer research fellowships, working with faculty on projects, or offering elective MA courses that focus on an aspect of research (e.g., qualitative research, evaluation research, advanced methods used by researchers and practitioners, etc.). This step will not only help reinforce principles from statistics introduced to MA student during their coursework, but also encourage them to consider continuing their education with a research intensive professional degree.

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, many of the previously listed items are still under current review.

Marketing campaigns were rolled out in AY 2021-2022. 5 of 8 graduating MA students applied to the and enrolled in the PhD program.

New Plan for Continuous Improvement Item

Closing Summary:

1. GSAC will continue to closely monitor MA student competencies in statistics and research methodology.

2. GSAC will continue to work with media and other marketing entities to create ways to attract more interest in our nationally ranked doctoral program.

Criminal Justice BA/BS

Goal #1: Development of Communication Skills

Goal Description:

Students should demonstrate competency in communication skills.

Providing Department: Criminal Justice BA/BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrate Effective Written Communication and Critical Thinking

Learning Objective Description:

Students will demonstrate effective communication and critical thinking skills important for employers in criminal justice and related fields and/or an advanced degree criminal justice or related field.

RELATED ITEM LEVEL 2

Assessment of Writing Assignments

Indicator Description:

Undergraduate criminal justice students will demonstrate effective written communication and critical thinking skills in criminal justice related areas.

A total of 258 artifacts from CRIJ 3378 Methods of Criminal Justice Research were scored as part of this writing assessment by 23 faculty and staff volunteers during a two-day in-person scoring session in July 2022 using a locally-developed writing rubric. This rubric was divided into four separate domains: (1) Ideas/Critical Thinking/Synthesis; (2) Style; (3) Organization; and (4) Conventions. A copy of this rubric is attached. Each domain was scored individually from 1 to 4, with 1 being the lowest and 4 being the highest.

Each artifact was reviewed by two raters, with a third rater introduced when the scores were too far out of agreement (i.e., a score of 1 and 4 for the same domain). The third rater would only score those domains that were not in agreement, and the two closest scores would be kept. The individual domain scores for each student writing artifact were then averaged together to provide a total average score for the artifact.

Attached Files

📄 Writing Assessment Rubric.docx

Criterion Description:

Student scores will have improved from the 2018-2019 OAPA scores.

Contextual Information: The last time OAPA scored writing artifacts was in 2018-2019. The Department of CJ and Crim Undergraduate Committee scores writing assessments in the years that OAPA does not. Given that this year was a year in which OAPA did the scoring, results can be compared and determine if improvements have been made.

Findings Description:

A table comparing this year's writing assessment scores to the 2018-2019 writing assessment scores indicates that improvements (albeit mostly minor) were made in the Style, Organization, and Convention domains. The ideas/critical thinking/synthesis domain scores remain identical. Please see the attached table for in-depth results.

OAPA also provided evaluator comments that identified problems they found to be most often present in the papers they scored. Comments were provided by 6 of 23 evaluators (~25%). The most common issue in the Ideas/Critical Thinking/Synthesis rubric category was paraphrasing or summarizing without explaining or applying the information to provide new ideas. For the Style category, evaluators felt the writing style was often too informal. For the Organization category, common issues were lack of flow and logical connection of ideas and the need for better transitions. For the Conventions category, evaluators discussed that students needed improvement in citing references and using in-text citations. Evaluators were also asked to provide additional comments about the papers, outside of the rubric categories. One evaluator expressed that sometimes the writing prompts were poorly defined, and one evaluator felt that overall, the writing skills were low-quality. Additionally, one evaluator expressed concern that some papers had similar language and phrasing and wondered if the papers had passed a plagiarism check.

Attached Files
📄 Writing Scores Comparison_Table.docx
📄 AWC Survey Feedback.pdf

RELATED ITEM LEVEL 3

Systematic Process for Writing
Action Description:
A report was written that provided the results, recommendations, and next steps. This report is attached here and was provided to the College, Department Curriculum Committee, and Graduate Development and Assessment Committee. A meeting was held with GDAC as well as with the PhD students who teach our CRIJ 3378 course in the Fall semester.

A summary of the recommendations and actions are listed below:

IV. Recommendations
We are working with the COCJ to develop specific recommendations for improving CJ students' writing. In the
interim, consider:
1. Keeping these results and feedback in mind when developing writing assignments and incorporating them
into your courses. Consider incorporating the characteristic features identified in the below rubric into your own
feedback rubrics.
2. Encouraging students to use the services provided by the Writing Center in the Academic Success Center or
using their established handouts in your own courses.
3. Scaffolding writing assignments in the course. Doing this would allow students to incorporate feedback into
their work over the course of the semester so that they can improve on their writing skills.
V. Actions:
Given that our doctoral teaching fellows primarily teach CRIJ 3378, Drs. Ren and Ingram reviewed all doctoral
teaching fellows' syllabi and writing prompts prior to the start of the fall 2022 semester to ensure that writing
prompts were appropriate and not "poorly written." This report was provided to Dr. Ren so that she can share
with GDAC.

Assessment is intended to help make improvements to program goals. It is not intended to be an evaluation of
individual instructors. The overall goal is to help our students become better writers. Thanks to everyone who
has participated in this process in the past.

Attached Files
📄 CJ Writing Assessment Report_Draft.pdf

Goal #2: Development of Professional Skills

Goal Description:

CJ students should demonstrate professional skills necessary to pursue employment in criminal justice related areas and/or an advanced degree in criminal justice or a related field, including comprehensive knowledge of communication and critical thinking skills.

Providing Department: Criminal Justice BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Student Preparedness for Future Career

Learning Objective Description:

Students will be evaluated by agency administrators and provide feedback on how well prepared they appear for a career in their respective field.

RELATED ITEM LEVEL 2

Internship Supervisor Evaluations

Indicator Description:

Student preparedness will be evaluated by end of semester evaluations sent to the direct supervisors of our student interns. A copy of the evaluation is attached. Note the pdf example says mid-semester, but the final evaluations are the same.

The evaluations will be used to assess the intern's capabilities in the field in the areas of: understanding job requirements (knowledge); understanding the structure, organization, and administration of the intern agency (knowledge); cooperation with staff (ability); communication (skill); courteous/responsiveness (ability); willingness to engage in self-improvement (ability); and adaptability (ability). Students are rated on these dimensions using the following scale: Exceeds Expected Level (3), Expected Level (2), Below Expected Level (1).

The evaluations cover students who took our CRIJ 4373 Undergraduate Internship Criminal Justice course in the Spring (n=30) and Summer (n=24) semesters. Internship supervisors were to complete the evaluation and go over it with the student. The student should then upload the evaluation into the course Blackboard page. Evaluations were uploaded for 16 of 30 enrolled students in the Spring 2022 semester and 19 of 24 enrolled students in the Summer 2022 semester. This provides an overall response rate of 65% of enrolled students.

Internship supervisor evaluations are used to assess the knowledge, skills, and abilities of our students. In doing so, it serves as one indicator of the following dimensions highlighted in our department's current mission statement: acquiring knowledge of of the roles of criminal justice agencies, integrating ability and skills in criminal justice settings, and being equipped with the ability to adapt to the evolving nature of the criminal justice system.

In addition the evaluations serve as a way to measure essential skills and abilities deemed important by criminal justice hiring agencies based on our most recent program health check conducted by OAPA. These skills and abilities include communication and cooperation.

Attached Files
📄 InternshipAgencyEvaluation.pdf

Criterion Description:

80% of student interns will be rated at "expected level" or "above expected level" on each individual item assessed. This is the first time student interns have been assessed in our program. As such, we have no baseline for an established criterion. The internship is also not a program requirement and so no programmatic thresholds are established. Finally, there are no current professional or licensure passage standards for this indicator. In this regard, 80% was chosen as this would indicate that the large majority of our interns are performing at the expected level.

Findings Description:

The evaluations were coded for the following areas: understanding job requirements (knowledge); understanding the structure, organization, and administration of the intern agency (knowledge); cooperation with staff (ability); communication (skill); courteous/responsiveness (ability); willingness to engage in self-improvement (ability); and adaptability (ability). Students were rated on these dimensions using the following scale: Exceeds Expected Level (3), Expected Level (2), Below Expected Level (1).

Key Findings: 100% of interns with completed evaluations (N=54) were rated at either the expected level or exceeds expected level across each of the seven areas.

On the 3 point scale, the average ratings were as follows:

1. Willingness to engage in self-improvement: 2.88

2. Communication Skills: 2.86

3. Adaptability: 2.83

4. Cooperation with staff=2.80

5. Courteous/Responsive=2.79

6. Understands Structure, Organization, Administration of Agency=2.68

7. Understands Job Requirements= 2.68

What the program discovered as a result of the findings: Based on the submitted evaluations, our student interns are rated very highly by their supervisors. Not a single intern was rated below expected level on any of the dimensions. The results imply that the objective was met: More than 80% of interns were rated at the expected level or above expected level across all categories.

Areas for improvement: Approximately 35% of students did not submit their supervisor evaluation via Blackboard precluding their inclusion in the results. This has led to a change in the submission process for the next assessment cycle. Supervisors will be sent a qualtrics survey to be completed and then reviewed with the intern. The survey will also expand on the knowledge, skills, and abilities measured.

While all the results are positive, the two lowest scores were knowledge based: understanding job requirements and the structure, organization, and administration of the agency. This information can be used to make improvements during the interns' onboarding period.

Finally, while a useful indicator of students' professional skills, CRIJ 4373 is an advanced CRIJ elective and not a program requirement. The results only reflect approximately 1% of our CJ BA/BS majors. Including additional indicators to assess this goal would be beneficial.

Action - Internship Supervisor Survey

Action Description:

Based on the results, the following actions will be taken:

1. The COCJ Internship Director and Internship Assistant have agreed to assist with future efforts to assess intern's knowledge and skills.
2. The results of this assessment report will be provided to them so that they can continue to monitor and enhance student success in career development.
3. The evaluation will be conducted electronically moving forward. This should reduce the amount of missing information.
4. Feedback will also be solicited for interns who fail to complete the internship for the entire semester.
5. This year only end of year evaluations were conducted. Next year, there will be a mid-semester and an end of semester evaluation.
6. Think about identifying another indicator of student preparedness given that the internship is not required and only represents 1% of our majors.

Goal #3: Revise Curriculum Map

Goal Description:

The Curriculum and Assessment Committee needs to review the curriculum map document to make sure the learning objectives and core courses are still appropriately matched and to determine if objectives are still being introduced, reinforced, and mastered in the courses they are listed under. Furthermore, the map needs to identify how writing and oral communication skills are incorporated throughout the curriculum. After that, the committee should work with faculty who regularly teach the core courses listed on the map to identify possible indicators within the courses to assess the learning objectives. Once updated, the new map should be included as part of the Assessment Plan in Campus Labs. The committee should work with Lori Rodriguez in the College of Criminal Justice to revise the map.

Providing Department: Criminal Justice BA/BS

Progress: Ongoing

Update Curriculum Map

Performance Objective Description:

Align learning objectives in the major core to identify when skills are being introduced, reinforced, and mastered in the courses they are listed under. Include writing and oral communication skills into the curriculum map. Identify possible indicators within the courses to assess the learning objectives.

Curriculum Map instrument

KPI Description:

Identify possible indicators within the courses to assess the learning objectives. Furthermore, the map needs to identify how writing and oral communication skills are incorporated throughout the curriculum. After that, the committee should work with faculty who regularly teach the core courses

listed on the map to identify possible indicators within the courses to assess the learning objectives. Once updated, the new map should be included as part of the Assessment Plan in Campus Labs. The committee should work with Lori Rodriguez in the College of Criminal Justice to revise the map.

Target Description:

The performance objective will be met when the new curriculum map is developed by the committee.

Results Description:

The College of Criminal Justice began a college-wide curriculum mapping project during the Fall 2022 semester. The undergraduate curriculum committee will provide assistance to the College Retention and Assessment Specialist who is leading the project. Based on this method, the curriculum map should be completed by the end of Spring 2023.

RELATED ITEM LEVEL 3

Action - Curriculum Map Instrument

RELATED ITEM LEVEL 3

Revise Curriculum Map

Action Description:

The College has developed a 3 phase plan for the curriculum mapping project. Our committee will assist the college with tasks as asked. Below is the College's action plan.

Phase I: Course Descriptions Compliancy (Fall 2022):

- Review undergraduate course syllabi (by section)/course descriptions from catalog to make sure they match (in progress)
- Report any discrepancies to Dept Chairs (mid-Sept)

Phase II: Identifying Learning Objectives (Fall 2022):

- Review all course syllabi (by section) and identify learning objectives. (Complete by Oct 1)
- Review of all worksheets to identify variances & report to Dept Chairs (by early November)

Phase III: Curriculum Mapping (Spring 2023) The timeline for this phase will be impacted by the last step in Phase II. If there are significant discrepancies among Learning Objectives, Depts will be asked to review and evaluate findings of report before Phase III begins.

- Distribute Course Learning Objectives to Faculty
- Ask faculty to identify indicators for learning objectives
- Incorporate into Curriculum Map **(Major requirements only)**

New Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

In order to improve on our assessment plan, the assessment committee will focus on two areas for the upcoming cycle:

1. Action: Revise our curriculum map. The Curriculum and Assessment Committee needs to review the curriculum map document to make sure the learning objectives and core courses are still appropriately matched and to determine if objectives are still being introduced, reinforced, and mastered in the courses they are listed under. Furthermore, the map needs to identify how writing and oral communication skills are incorporated throughout the curriculum. After that, the committee should work with faculty who regularly teach the core courses listed on the map to identify possible indicators

within the courses to assess the learning objectives. Once updated, the new map should be included as part of the Assessment Plan. A similar process was used by the MS in Victim Service Management program with success. The committee should work with Lori Rodriguez in the College of Criminal Justice to revise the map.

2. Goal/Learning Objective: Demonstrate Effective Written Communication Skills. The committee will continue efforts for assessing written communication skills. Two areas of improvement will be:
    1. A. Developing a systematic process for collecting written artifacts by the department.
    2. B. Getting the results from the last 3 years of assessments out to the faculty, especially those that teach our WE courses, along with recommendations for improving critical thinking, style, organization, and conventions in students' writing.

Update of Progress to the Previous Cycle's PCI:

1. The curriculum map was not updated. A college-level curriculum mapping project is underway.
2. 2a. This year, the written artifacts were scored by OAPA. The process for data collection was developed by the College and was carried out.
3. 2b. This was completed a report was written covering the last 4 years of assessments. Currently, this report has been distributed to the College Retention and Assessment Specialist, the department curriculum committee, and the graduate development committee and includes recommendations.

New Plan for Continuous Improvement Item

Closing Summary:

1. Action: Create a new curriculum map. The Curriculum and Assessment Committee will work with the COCJ Retention and Assessment specialist to create a new curriculum map document to make sure the learning objectives and core courses are appropriately matched. Once created, the new map should be included as part of the Assessment Plan. A similar process was used by the MS in Victim Service Management program with success. The committee should work with Lori Rodriguez in the College of Criminal Justice to revise the map.

2. Action: Summary of actions for assessing career readiness. Based on the results, the following actions will be taken:
    1. The COCJ Internship Director and Internship Assistant have agreed to assist with future efforts to assess intern's knowledge and skills.
    2. The results of this assessment report will be provided to them so that they can continue to monitor and enhance student success in career development.
    3. The evaluation will be conducted electronically moving forward. This should reduce the amount of missing information.
    4. Feedback will also be solicited for interns who fail to complete the internship for the entire semester.
    5. This year only end of year evaluations were conducted. Next year, there will be a mid-semester and an end of semester evaluation.
    6. Think about identifying another indicator of student preparedness given that the internship is not required and only represents 1% of our majors.

3. Action: Summary of written communication skills. We are working with the COCJ to develop specific recommendations for improving CJ students' writing. Keeping these results and feedback in mind when developing writing assignments and incorporating them into your courses. Consider incorporating the characteristic features identified in the below rubric into your own feedback rubrics. 2. Encouraging students to use the services provided by the Writing Center in the Academic Success Center or using their established handouts in your own courses. 3. Scaffolding writing assignments in the course. Doing this would allow students to incorporate feedback into their work over the course of the semester so that they can improve on their writing skills.

4. New initiative: Based on the results of the curriculum mapping project summarized above, we will work to identify another program goal, learning objective, and indicator to directly assess student learning.

Criminal Justice Leadership and Management MS

G1: Improve Practitioner-Student Leadership Abilities

Goal Description:

To provide the working-practitioner participant in the MSCJL&M program with knowledge, skills, and abilities identified by area experts, scholars, and students as useful and meaningful in developing and improving their leadership abilities.

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

L1: Participant Articulation of Relevant Skills / Abilities

Learning Objective Description:

Students will be able to articulate important relevant skills areas and leadership abilities indicative of a successful leader.

RELATED ITEM LEVEL 2

IND 1: Assessment of KSA

Indicator Description:

As a component/requirement of CRIJ 6335-the Seminar in Leadership and Management, the participants will complete an assessment in which their understanding of the relevant leadership skills and success-based leader abilities are evaluated. Particular focus will assess an ability to articulate specific information related to leadership style, successful leadership characteristics, appropriate use of delegation, effective tools for motivation, and cognitive self-awareness. These indicators were developed in concert with the Leadership and Management Committee, CJ Field Experts, CJ Employers, and CJ Practitioners.

Criterion Description:

It is anticipated 80% of the students taking the assessment identified in this goal's Indicator for this goal will successfully identify and discuss:

- Three (3) or more areas of relevant leadership-related success skills (*e.g.,* Communication, Delegation, Listening, etc.);
- Three (3) or more leadership success abilities/characteristics (*e.g.,* Honesty, Forward-Thinking, Competence, etc.);
- Two (2) or more styles or methods of Leadership; and,
- Express an understanding of the influence of cognitive self-awareness.

Attached Files

📄 IND 1 Assessment

Findings Description:

This element was met and/or exceeded as > 80%of course participants were able to successfully discuss leader~related skills.

ACTION: Assessment of KSA

Action Description:

The findings revealed the program's working-C.J. practitioners were successful in identifying relevant cognitive and psychological influences potentially impacting their leadership success. Both our student's/graduate's agencies and the MSCJL&M Committee have identified this area to be of great importance and the program director will continue to assess these essential qualities in the upcoming assessment cycle.

G2: Increased Knowledge of Effective Leadership Theories and Strategies

Goal Description:

To provide the MSCJL&M program's working-practitioner participants with an appreciation for, and specific knowledge regarding, effective leadership theories, strategies, and approaches potentially beneficial in their leadership roles.

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

L2: Identify Leadership Theories and Strategies

Learning Objective Description:

Students will be able to identify and discuss some of the major theories of leadership as well as various leadership strategies or approaches to effective leadership.

IND 2: Assessment of Leadership Theory & Strategies

Indicator Description:

As a component/requirement of CRIJ 6335 — the Seminar in Leadership and Management — the participants will complete an open-ended assessment in which their understanding of the relevant leadership theories and strategies of effective leaders are evaluated.

Criterion Description:

It is anticipated ≥ 80% of the students taking the assessment identified in this Indicator's goal (IND-2) will successfully identify and discuss three (3) or more of the major leadership theories such as SLT, Contingency Theory, and Exchange Theory. Additionally, ≥ 80% of the students taking this assessment will identify and discuss three (3) or more of the strategies/leadership styles, such as Transactional, Transformational or Charismatic Leadership, etc.

Attached Files
📄 IND 2 Assessment

Findings Description:

≥ 90% of the graduating participants successfully completed this assessment.

ACTION: Assessment of Leadership Theory & Strategies

Action Description:

The findings revealed the program's working criminal justice practitioners were successful in identifying elements considered crucial by both the MSCJL&M Committee and, importantly, those field agencies employing our participants/graduates. The program director will continue to assess these essential strategies and theories for effective leadership in the upcoming assessment cycle.

G3: Integration of Emergent Leadership Policy & Practice

Goal Description:

To ensure MSCJLM program participants are able to develop and demonstrate an understanding of the integration of leadership, policy, and practice, particularly related to emergent issues in the field.

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

RELATED ITEMS/ELEMENTS ---

RELATED ITEM LEVEL 1

L3: Emergent Leadership Writing Assignment
Learning Objective Description:

Students will complete a major writing assignment during their concluding semester in which they demonstrate their understanding and integration of policy and practice related to an emergent issue in the realm of criminal justice leadership.

RELATED ITEM LEVEL 2

IND 3: Emergent Leadership Writing Assignment
Indicator Description:

As a required component of CRIJ 6388 — Emerging Issues in Criminal Justice Leadership, the participants will complete a major research paper demonstrating their ability to successfully identify an emergent topic in criminal justice then integrate their knowledge of leadership, theory, and practice — all areas of which they have been exposed to during their course of study in the program. These components are identified in the attached rubric developed by the course instructor and reviewed by the program director.

Criterion Description:

It is anticipated ≥ 80% of the students completing the major research paper identified in this goal's Indicator will successfully demonstrate the following:

1. Appropriate selection and focus of an emergent CJ topics;
2. Provide an in-depth review and discussion of previous research;
3. Demonstrate relevant discussion, and, importantly, include how the MSCJLM curriculum offered in this program contributed to their ability to more effectively address the chosen emergent issue.

Attached Files
📄 SHSU ~ Grading Rubric ~ Emergent Issues in Criminal Justice ~ 2.pdf
📄 SHSU ~ Grading Rubric ~ Emergent Issues in Criminal Justice.pdf

Findings Description:

> 90% of participants satisfied all components of this element.

ACTION: Emergent Leadership Writing Assignment

Action Description:

The findings revealed the program's participants/graduate, who are working-practitioners in criminal justice professions, were successful in identifying elements considered crucial by both the MSCJLM Committee and their employing agencies. Utilizing the rubric created for the required capstone course, Emergent Issues, the participants were able to select a relevant emergent topic in their field, provide an in-depth review or analysis, and synthesize the knowledge received during the entire program with the information. These essential elements will continue to be assessed by the program director and will again be assessed in the upcoming cycle.

G4: Psychology and Leadership

Goal Description:

To provide MSCJLM program participants with a better understanding of the importance of psychological and relational aspects of leadership.

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

L4: Importance of Psychological Bias and Influence in Leadership

Learning Objective Description:

Students will be able to identify and discuss some of major psychological and cognitive biases and influences in how we think about, influence, and relate to one another.

IND4: Demonstration of Relevant Psychological Biases in Leadership

Indicator Description:

As a required component of CRIJ 6363 — Leadership Psychology in Criminal Justice Leadership, the participants will complete an open-ended assessment in which their understanding of the relevant psychological biases and cognitive processing preferences and errors are evaluated.

Attached Files

📄 IND 4 Assessment.docx

Criterion Description:

It is anticipated ≥ 80% of the students taking the assessment identified in this goal's Indicator will successfully identify and discuss three (3) or more of the major cognitive processing influences, errors, or biases as presented in the course (*e.g.,* Hindsight Bias, Fundamental Attribution Error, Actor-Observer Bias, Self-Handicapping Strategy, etc.). The student will be able to provide examples of how these major cognitive processing issues are manifest in real-world leadership settings.

Attached Files

📄 IND 4 Assessment

Findings Description:

> 90% of participants met or exceeded this element.

ACTION: Demonstration of Relevant Psychological Biases in Leadership

Action Description:

The findings revealed this program's working criminal justice practitioners were successful in identifying relevant cognitive and psychological influences that can impact their leadership success. This topic has been identified to be of great importance by both the MSCJLM Committee and those field agencies employing our participants/graduates. These essential qualities will continue to be assessed by the program director and will again be assessed in the upcoming cycle.

G5: Meaningful Program of Instruction

Goal Description:

To provide an overall program of instruction valued by the participants as both meaningful and useful as they continue their leadership development.

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

PO5: Survey of Program Graduates

Performance Objective Description:

Students will reflect on their time in this program and evaluate the overall experience as both positive and helpful in their leadership development. Specifically, a survey of program graduates conducted shortly after the conclusion of their academic program (post-graduation) will demonstrate ≥ 80% of the participants were satisfied or extremely satisfied with the following:

1. The overall program;
2. The course offerings;
3. The professors/instructors; and,
4. Their improvement/development in their own leadership abilities.

KPI: 5 - Content and Quality

KPI Description:

A survey of the program's content and quality was developed and is monitored by the MCSJLM Committee for administration to graduates shortly after their academic program has concluded (August graduation). The survey is sent to these participants via email and is administered via an associated link to the instrument. It is anticipated > 80% of the participants will express their satisfaction with the program's content, instruction, and overall delivery. Additionally, > 80% of the participants will indicate this program materially enhanced their own leadership development and abilities. A copy of the survey link can be found at:

The survey is updated each year.

Attached Files

📄 MS CJ Leadership and Management Completion Survey.docx

Results Description:

> 90% of the graduating respondents indicated the program was highly valuable both professionally and personally.

ACTION for KPI: 5 - Content and Quality

Action Description:

The findings revealed the program participants, who are working-practitioners in Criminal Justice professions, were successful in identifying elements considered crucial by both the MSCJLM Committee and, importantly, their employing field agencies. These essential qualities will continue to be assessed by the program director and will again be assessed in the upcoming cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The Director will review the "new and improved" end-of-program (2 year cycle) evaluations offered by our practitioner/professional participants to determine if program elements continue to meet the needs of those serving the field as well as those agencies that employee our graduates. Assessment rubrics will be evaluated and updated as necessary. The findings/results demonstrate a strong appreciation of the participants for the program's development of their knowledge, skills, and abilities. We will continue to review these offerings so that result remains intact.

Update of Progress to the Previous Cycle's PCI:

Closing Summary

The Director will review the "new and improved" end-of-program (2 year cycle) evaluations offered by our practitioner/professional participants to determine if program elements continue to meet the needs of those serving the field as well as their employing agencies. Assessment rubrics will be evaluated and updated as necessary. The findings/results demonstrate the participants' strong appreciation for the program's development of their knowledge, skills, and abilities. We will continue to review these offerings so that result remains intact.

New Plan for Continuous Improvement Item

Closing Summary:

The Director will review the "new and improved" end-of-program (2 year cycle) evaluations offered by our practitioner/professional participants/graduates to determine if program elements continue to meet the needs of those serving the field as well as their employing agencies. Assessment rubrics will be evaluated and updated as necessary. The findings/results demonstrate a strong appreciation of the participants for the program's development of their knowledge, skills, and abilities. We will continue to review these offerings so that result remains intact. The program just completed the required review (Graduate College) with a self-assessment, program materials, and on-site reviewer and was well received.

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

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

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.

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](#)

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.

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](#)

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 IDEA 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.

Department of Forensic Science

Forensic Science MS

Ability to Conduct Original Research

Goal Description:

Students and faculty engaged in research will publish or present results in the form of peer-reviewed journal articles or national conference proceedings.

Providing Department: Forensic Science MS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Students will Prepare Written Research of Publishable Quality
Learning Objective Description:

Students actively engaged in research projects sponsored by program faculty will develop the technical writing skills and scientific abilities required to publish their findings in journals or present their data at scientific meetings.

RELATED ITEM LEVEL 2

Student Preparation of Research Materials for Publication/Presentation
Indicator Description:

Students will contribute to the knowledge base of forensic science and produce research directed at improving the practice of forensic science. This may be demonstrated by publication of research in a peer reviewed scientific journal or national/international conference proceeding (e.g. American Academy of Forensic Sciences Annual Meeting). Publication of student research in journals and at national or international conferences serves to demonstrate the value and quality of the work to the forensic science and/or scientific community.

Criterion Description:

Program-sponsored research will result publication rates of 0.5 publication/student (50%) at the MS level. Publication rates will be calculated as follows: Number of publications involving MS students / number of full-time students enrolled during the academic year. Publications may include peer-reviewed journal articles or conference proceedings.

Findings Description:

During AY 21-22, there were 0.5 publications per MS student compared with 0.2 last year. During this cycle, 21 MS students produced 10 total publications (1 journal article and 9 conference proceedings). In the past, a large number of conference papers were generated as a result of internship, although that is no longer common. It is difficult to produce conference papers or publications during the MS program due to the timing of abstract deadlines and the fact that publications often are prepared towards the end of the degree (or post-graduation). These publications are a significant increase over past years and may indicate increased publication output as a result of a journal-style report for Capstone papers. Increased opportunities to present at virtual or hybrid conferences may have also played a role in increased number of conference proceedings.

Attached Files
📄 Publications by AY.pdf

RELATED ITEM LEVEL 3

Student Preparation of Research Materials for Publication/Presentation
Action Description:

Continue to monitor this metric and continue to emphasize dissemination of work via conference proceedings as well as peer-reviewed publications. Encourage faculty to submit manuscripts with MS research for external publication, even if it is post-graduation. Encourage earlier engagement in research (when/where possible).

Integration of Knowledge, Skills, and Abilities

Goal Description:

Students completing the MSFS will integrate knowledge, skills and abilities learned in the curriculum and formulate an independent research project to be conducted in an environment conducive to research and scholarly inquiry.

Providing Department: Forensic Science MS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

MS Students will Demonstrate Competency in Research

Learning Objective Description:

Students completing the Master of Science in Forensic Science will demonstrate competency in technical writing and technical laboratory performance during their independent research project.

RELATED ITEM LEVEL 2

Capstone Research Report Scoring Methodology

Indicator Description:

Consistent faculty-developed scoring methodology will be applied to the capstone research report for FORS 6094 – Forensic Science Research. The scholarly report will demonstrate advanced discipline-specific knowledge, investigation, and problem-solving ability.

Criterion Description:

At least 90% of students will be assessed as "satisfactory" (comparable to a B) or higher (A) using the uniform faculty-developed rubric. The final report will be scored by each member of the committee, consisting of a minimum of three individuals (one of whom must be external to the department).

Findings Description:

A total of 9 students completed MS-level research. This number does not include the number of doctoral students who were involved in Capstone. A total of 27 final report evaluations were received (3 per student; 2 internal faculty and 1 external member to the department). All final report evaluations were satisfactory (B or higher). Oral defenses were conducted in-person with a streaming/virtual Zoom option which allowed increased participation from external committee members. Despite disruptions to laboratory activities from student illness & quarantines, all students performed satisfactorily (67% As and 33% Bs in laboratory performance). The criterion for this objective was met this year.

Attached Files
📄 MS Research Performance.pdf

RELATED ITEM LEVEL 3

Capstone Research Report Scoring Methodology

Action Description:

Continue to provide virtual/remote attendance at Capstone oral defenses to encourage participation of external committee members. Faculty will review deadlines of paper and will determine more suitable deadlines -- some external committee members felt that receiving a copy

of the paper before attending the presentation would allow them better insight and more understanding of the project from a deeper level than is achievable in a short oral presentation.

Job Readiness

Goal Description:

Graduates will possess the required theoretical knowledge and technical skill set to be effective in the workplace.

Providing Department: Forensic Science MS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Graduates will Acquire Necessary Workplace Skills

Learning Objective Description:

Graduates have developed the necessary knowledge, skills and abilities for successful employment in a forensic setting.

RELATED ITEM LEVEL 2

Employer Survey

Indicator Description:

An Employer Satisfaction Survey is conducted twelve months after graduation. Employers are asked to assess whether SHSU graduates posses the appropriate workplace skills. Using a scale of 1 to 4, (1=very unsatisfactory, 2=unsatisfactory, 3=satisfactory, and 4=highly satisfactory), employers assess job readiness.

Criterion Description:

At least 90% of all responses must be ranked as 3 (satisfactory) or 4 (highly satisfactory).

Findings Description:

Of the 11 graduating students, 8 sought employment in forensic science and three transferred into our PhD program. A total of eight employer satisfaction surveys were sent out and the response rate was 87.5%. All (100%) of the respondents stated that they would hire additional MSFS graduates in the future and that the MSFS graduates are technically capable of entry-level positions. Employers were "satisfied" or "highly satisfied" in all categories so the criterion were met. A total of 71% were highly satisfied that graduates had appropriate workplace skill and were adequately prepared for the workplace. Of note, the Postgraduate Survey also indicated very high levels of satisfaction from students related to postgraduate preparedness. Ratings related to skills & knowledge required for the workplace, practical application of skills & knowledge, and hands-on skills were among the highest scores seen in recent years.

We also offered the opportunity for graduating students to take the Texas Forensic Science Commission Licensing Exam. Previously, employment with a forensic science provider was a requirement to be eligible to take the exam. This year 100% of students (n=12) passed the exam and were able to take that with them to their first job post-graduation. This is an excellent opportunity for students to apply the knowledge they've acquired during their graduate education and provides a leg-up when job searching and hiring.

Attached Files
📄 MS Postgraduate Preparedness.pdf
📄 MS Employer Satisfaction Survey.pdf

Employer Survey
Action Description:

Continue to monitor graduates in job readiness and employer satisfaction, particularly as we come out of the pandemic and return to normalcy. Continue to place strong emphasis on workplace readiness in terms of hands-on instruction, problem solving, knowledge of standards development activities, and industry trends and licensing. Continue to offer licensing exam at the end of their 2nd year and go back to students who are now enrolled in our PhD program to allow them the opportunity to take licensing exam prior to their graduation (if desired). Faculty will continue to strengthen graduate student culture and help foster workplace skills beyond scientific knowledge (time management, independence, problem solving abilities, etc).

Postgraduate Success

Goal Description:

This performance indicator is a measure of post-graduate success with respect to employment in the area of forensic science or the pursuit of research or an advanced graduate degree.

Providing Department: Forensic Science MS

Postgraduate Employment or Placement
Performance Objective Description:

MS graduates will be employed in the area of forensic science or will pursue advanced graduate studies or research.

Job or Advanced Program Placement
KPI Description:

The number of MS graduates that are successfully employed in forensic careers or pursue advanced degrees or full time research within 12 months of graduation.

Results Description:

Post-graduate success during this assessment cycle was 100% (for the second year in a row) with a ten-year average of 96%. Three students who successfully met the requirements for the MS degree advanced to the doctoral program. All MS graduates were employed in forensic science within 12 months of graduation. While the number of students employed in the private sector (19%) has remained steady, the number of students pursuing research post-graduation has increased from 14% to 24% over the past five years.

Attached Files
📄 Postgraduate Success - July 2022.pdf

Job or Advanced Program Placement
Action Description:

In addition to providing students with the necessary workplace skills, continue to provide assistance with employment searching, resume writing, and career advising (at the department level). Encourage more student engagement in the growing number of professional development opportunities that are being offered by other departments, including The Graduate School on campus.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Although student satisfaction rates during this assessment cycle were extremely high, this has been at the expense of faculty and staff burnout. Proposed changes to faculty workloads and the implementation of postdoctoral fellows is critical in terms of remediation. It will also help improve publication rates for MS students (which are typically low) and enhance research and operational support. During this academic year all graduating MS students took the General Forensic Analyst Licensing Examination described under [Tex. Admin. Code Chapter 651, Subchapter C](). All graduating students passed this examination which is extremely advantageous from the standpoint of postgraduate success. The program should continue to offer this to graduating students and expand this opportunity to doctoral students.

Update of Progress to the Previous Cycle's PCI:

In this cycle, no changes were made to faculty workload and faculty/staff burnout has remained high. Postdoctoral fellows were requested but not approved. Student satisfaction suffered as a result. A workload that is more reflective of research-productive faculty will allow for increased publications and improved student satisfaction of research experience.

The students were offered the licensing exam and again there was a 100% passing rate. The program should continue to offer this to graduating students and we will expand to doctoral students.

New Plan for Continuous Improvement Item

Closing Summary:

During the next AY 22-23, the department hopes to 1) evaluate faculty workload, 2) hire postdoctoral fellows, 3) improve student research experience (workplace readiness, student satisfaction), 4) evaluate student research interests prior to admission, and 5) execute curriculum mapping exercises.

Focus on workload and postdoctoral fellows will allow faculty to dedicate more time to research (supervision, publications, student skills, and grant writing) which will in turn allow for improved student research experience and increased workplace readiness. A comprehensive department Quality Review conducted over summer identified key action items that will be implemented over the next AY.

Evaluation of student research interests prior to admission will allow us to provide a balance of interests, ensure sufficient elective offerings, and reduce clustering associated with research supervision.

Curriculum mapping will also benefit the department in order to ensure more predictive scheduling, improve academic advising, and ensure elective offerings are meeting the needs of the students while also meeting licensing requirements and professional standards published by Standards Development Organizations (SDOs).

Forensic Science PhD

Ability to Conduct Original Research

Goal Description:

Students and faculty engaged in research will publish or present results in the form of peer-reviewed journal articles or national conference proceedings.

Providing Department: Forensic Science PhD

Students will Prepare Written Research of Publishable Quality

Learning Objective Description:

Students actively engaged in research projects sponsored by program faculty will develop the technical writing skills and scientific abilities required to publish their findings in journals or present their data at scientific meetings.

Student Preparation of Research Materials for Publication/Presentation

Indicator Description:

Students will contribute to the knowledge base of forensic science and produce research directed at improving the practice of forensic science. This may be demonstrated by publication of research in a peer reviewed scientific journal or national/international conference proceeding (e.g. American Academy of Forensic Sciences Annual Meeting). Publication of student research in journals and at national or international conferences serves to demonstrate the value and quality of the work to the forensic science and/or scientific community.

Criterion Description:

Program-sponsored research will result publication rates of 1.0 publication/student (100%) at the PhD level. Publication rates will be calculated as follows: Number of publications involving PhD students / number of full-time students enrolled in the PhD program during the academic year. Publications include peer-reviewed journal articles or conference proceedings.

Findings Description:

For the 21-22 AY, there were 1.8 publications per PhD student. During this cycle, 25 students produced a total of 45 publications (10 journal articles and 35 conference proceedings). This is a slight increase from the prior cycle (1.6) but this metric has not returned to pre-COVID numbers (2.2). It is not yet clear how disruptions to laboratory-based research during the pandemic may have contributed to this metric. However, virtual and hybrid conferences allowed for increased opportunities for students to submit and present research in the form of conference proceedings.

Attached Files

📄 Publications by AY.pdf

Student Preparation of Research Materials for Publication/Presentaion

Action Description:

Continue to place strong emphasis on prompt publication of dissertation research in high impact scientific journals. Identify barriers or impediments to achieving this goal. Connect students with proper resources to writing (writing assistance and training with citation managers). Evaluate the impact of increased funding opportunity that will be provided from The Graduate School (increased from $1000 to $1200 per student per year).

Develop Specific Knowledge Base

Goal Description:

Develop specific knowledge base in forensic science to prepare graduates for future success.

Providing Department: Forensic Science PhD

Detailed Competence of Core Course Material

Learning Objective Description:

Students will command detailed competence of core course material in forensic science. This objective specifically addresses student outcomes and workplace readiness associated with this knowledge transfer.

Knowledge Base and Techncial Competence

Indicator Description:

The Department will evaluate knowledge base and competence among former PhD students. A survey will be developed in order to assess self-reported job readiness. Students will be surveyed regarding their acquisition and integration of skills/knowledge, hands-on experience in the laboratory, competence in the core forensic disciplines, professional values, concepts and problem-solving ability.

Criterion Description:

At least 90% of all responses must be ranked as 3 (satisfactory) or 4 (highly satisfactory).

Findings Description:

Postgraduate Survey responses for three graduating PhD students are reported for this cycle. Response rates were 100%. Responses were Highly Satisfied or Satisfied in 11 of 12 categories. One response was "unsatisfactory" for "provides an environment to develop competence in highly specialized area" as they were not satisfied with the number/type of electives offered in their discipline. Overall, however, scores were highest over the last five years for hands-on skills, integration of knowledge & skills, and faculty motivation/knowledge. It is not clear how disruptions from pandemic may affect these or future metrics.

Attached Files

📄 PhD Postgraduate Survey 2022.pdf
📄 PhD Postgraduate Survey - Curriculum.pdf

Knowledge Base and Technical Competence

Action Description:

Continue to ensure coursework and research experience reflects the skills/knowledge necessary to succeed and encourage participation and engagement in standards development activities that have the potential to impact employer expectations and the industry as a whole. Map curriculum to ensure balance of electives. Evaluate development of new electives and assess recently introduced courses. Determine ability to offer courses that are listed in curriculum but have not been offered.

Integration of Knowledge, Skills, and Abilities

Goal Description:

Students completing the PhD in Forensic Science will integrate knowledge, skills and abilities learned in the curriculum and formulate an independent research project to be conducted in an environment conducive to research and scholarly inquiry.

Providing Department: Forensic Science PhD

RELATED ITEM LEVEL 1

PhD Students will Demonstrate Competency in Research

Learning Objective Description:

Students completing the PhD in Forensic Science will demonstrate mastery in technical writing and technical laboratory performance during the development and execution of an independent dissertation project.

RELATED ITEM LEVEL 2

PhD Dissertation Reports

Indicator Description:

Consistent faculty-developed scoring methodology will be applied to the qualifying examinations as well as the final dissertation research report for FORS 8099. The portfolio and proposal that accompany the qualifying exam will be examined in order to assess student's knowledge base, oral presentation skills, and ability to develop and propose an original research plan. The dissertation report will be examined for mastery of discipline-specific knowledge and advanced technical writing capabilities.

Criterion Description:

When advancing to doctoral candidacy, students will receive a grade of >80% on their qualifying examination, as determined by the portfolio committee consisting of at least three departmental faculty.

When defending doctoral dissertation, students will successfully pass their defense as decided upon by their dissertation committee.

Findings Description:

During this assessment cycle, four students underwent qualifying examination (QE) process. Two students passed (83% and 85%) and two students failed (56% and 61%). The policy and rubrics for the QE were revised by faculty this year in order to provide better explanation of expectations and allow for separate evaluation of writing, presentation, and theoretical knowledge. Increased scrutiny at the QE level is key to ensuring readiness for dissertation-level research and should prevent attrition later in the doctoral program. For the two students who failed, they will be given another semester to prepare and be re-examined.

During this cycle, all doctoral students successfully defended their dissertation defenses. The averaged time to graduation among three students was 5.83 years (range 5.5-6 years). This is an increase from previous years (5.25 in 20-21 and 5 in 19-20).

Two students during this cycle decided to Master out. Both of these students began in the MS program and applied to transfer to the PhD program.

RELATED ITEM LEVEL 3

PhD Dissertation Reports

Action Description:

Continue to emphasize readiness for dissertation-level research during the Qualifying Examination (QE) process. Determine if this reduces future attrition from the doctoral program. Faculty will revise progress reports for students in terms of frequency and depth, in order to

better evaluate student productivity and intercept deficiencies earlier in the process.

Evaluate time to graduation for this and future cohorts to determine if increased time to graduation is a result of pandemic or if other barriers are present but unknown to department.

Better evaluate student abilities during capstone to determine if suitable candidates to transfer to doctoral program, in an effort to reduce attrition in early stages of dissertation research.

Job Readiness

Goal Description:

Graduates will possess the required theoretical knowledge and technical skill set to be effective in the workplace.

Providing Department: Forensic Science PhD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

DTFs Will Demonstrate Competence in Teaching and Instruction

Learning Objective Description:

Eligible students enrolled in the PhD in Forensic Science will have the opportunity to serve as Doctoral Teaching Fellows (DTFs). In this role, they will demonstrate competence as it relates to teaching and instruction.

RELATED ITEM LEVEL 2

Competence in Teaching and Instruction

Indicator Description:

IDEA scores will be used to evaluate competence in teaching and instructional methods in courses.

Criterion Description:

Mean IDEA scores will exceed 4.0 in all courses instructed by DTFs.

Findings Description:

This objective was met. During AY 21-22, six doctoral students taught seven sections of online classes in the Forensic Science Minor (FORS 3366 and for the first time FORS 4364). The scores ranged 4.3-4.7 and compares favorably with IDEA scores for the same courses taught by faculty (4.4-4.8). DTF instructional performance was comparable to full-time faculty, which ensures that undergraduate students enrolled in the minor received a quality experience regardless of the instructor type. This is important as the department prepares itself for growth related to licensing demands and curriculum changes in other colleges. These findings also demonstrate that students are being adequately prepared for online teaching responsibilities, which enhances their workplace readiness for academic-based careers. We have continued to enroll our doctoral students in Blackboard certification once they've successfully passed their Qualifying Exams. If faculty workload is revised, an increased availability in DTF will be much needed.

Attached Files
📄 2022 DTF Teaching scores.pdf

RELATED ITEM LEVEL 3

Competence in Teaching and Instruction

Action Description:

Continue to promote Blackboard Certification once doctoral students have successfully passed their Qualifying Exam. Increase use of students as Teaching Assistants in online courses to assist faculty with their workload and promote better use of time for graduate assistants.

Graduates will Acquire Necessary Workplace Skills

Learning Objective Description:

Graduates have developed the necessary knowledge, skills and abilities for successful employment in a forensic setting.

Competence in Teaching and Instruction

Indicator Description:

IDEA scores will be used to evaluate competence in teaching and instructional methods in courses.

Criterion Description:

Mean IDEA scores will exceed 4.0 in all courses instructed by DTFs.

Findings Description:

This objective was met. During AY 21-22, six doctoral students taught seven sections of online classes in the Forensic Science Minor (FORS 3366 and for the first time FORS 4364). The scores ranged 4.3-4.7 and compares favorably with IDEA scores for the same courses taught by faculty (4.4-4.8). DTF instructional performance was comparable to full-time faculty, which ensures that undergraduate students enrolled in the minor received a quality experience regardless of the instructor type. This is important as the department prepares itself for growth related to licensing demands and curriculum changes in other colleges. These findings also demonstrate that students are being adequately prepared for online teaching responsibilities, which enhances their workplace readiness for academic-based careers. We have continued to enroll our doctoral students in Blackboard certification once they've successfully passed their Qualifying Exams. If faculty workload is revised, an increased availability in DTF will be much needed.

Attached Files

📄 2022 DTF Teaching scores.pdf

Competence in Teaching and Instruction

Action Description:

Continue to promote Blackboard Certification once doctoral students have successfully passed their Qualifying Exam. Increase use of students as Teaching Assistants in online courses to assist faculty with their workload and promote better use of time for graduate assistants.

Employer Survey

Indicator Description:

An Employer Satisfaction Survey will be developed and conducted twelve months after graduation. Employers will be asked to assess whether SHSU graduates posses the appropriate workplace skills. Using a scale of 1 to 4, (1=very unsatisfactory, 2=unsatisfactory, 3=satisfactory, and 4=highly satisfactory), employers assess job readiness.

Criterion Description:

At least 90% of all responses must be ranked as 3 (satisfactory) or 4 (highly satisfactory).

Findings Description:

The survey was sent to 4 employers with a 75% response rate. 100% of respondents would hire another SHSU graduate. Responses were highly satisfied across all categories and the criteria were met.

Attached Files

📄 PhD Employer Satisfaction Survey.pdf

Employer Survey

Action Description:

Continue to monitor survey results to evaluate trends over time. Evaluate ways to increase response rate.

Postgraduate Success

Goal Description:

This performance indicator is a measure of post-graduate success with respect to employment in the area of forensic science or a related field.

Providing Department: Forensic Science PhD

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Postgraduate Employment or Placement

Performance Objective Description:

PhD graduates will be employed in the area of forensic science.

RELATED ITEM LEVEL 2

Job or Advanced Program Placement

KPI Description:

The percentage of PhD graduates that are successfully employed in forensic careers within 12 months of graduation.

Results Description:

All PhD graduates were employed in forensic science within 12 months of graduation. Moreover, most PhD graduates had job offers prior to graduation itself. Cumulative data for the 20 PhD graduates to date shows that 27% are employed in the private sector (compared to 19% for the MS graduates). A vast majority (95%) pursue careers in operational forensic laboratories compared to academia. Notably, more PhD graduates are recruited out-of-state (63%) compared to MS graduates (22%). More PhD students are also employed at the federal level (21%) compared to MS graduates (5%).

RELATED ITEM LEVEL 3

Job or Advanced Program Placement

Action Description:

Continue to monitor trends in PhD postgraduate success in terms of jurisdiction and geographical location and compare to MS program. Over time, evaluate curriculum and workplace readiness to ensure proper skills & knowledge for desired employment jurisdictions. Provide Texas Licensing Exam to doctoral students.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Carefully monitor postgraduate success and differences in trends between PhD and MS students moving forward so that this information can be effectively utilized for marketing and other decision-making purposes. Continue to promote (and require) Blackboard certification for all doctoral teaching fellows moving forward. Ensure that doctoral advisors are apprised of advising efforts, degree plans, policies and

timelines. A dissertation advisor handbook was developed during this academic year. This resource, which provides guidance to faculty on department, college and institutional policies, and expectations must be updated on a continual basis.

Update of Progress to the Previous Cycle's PCI:

Trends in job placement (type, location, and jurisdiction) are emerging as differences between MS and PhD graduates. This will be helpful for advising doctoral students in job searches but will also help us tailor curriculum to meet their career needs.

Doctoral students are enrolling in Blackboard Certification once pass Qualifying Exam which allows for increased number of online sections offered and will help prepare department if(when) workload changes are made.

The dissertation handbook was helpful and new dissertation advisors were paired with experienced faculty in order to help co-chair students. A handbook is underdevelopment at The Graduate School and will help further assist graduate students and graduate student research advisors.

New Plan for Continuous Improvement Item

Closing Summary:

During the next AY 22-23, the department hopes to 1) evaluate faculty workload, 2) hire postdoctoral fellows, 3) improve student research experiences (workplace readiness, student satisfaction), 4) evaluate doctoral candidates at admission and at qualifying exam for dissertation readiness, and 5) execute curriculum mapping exercise.

Focus on workload and postdoctoral fellows will allow faculty to dedicate more time to research (supervision, publications, student skills, and grant writing) which will in turn allow for improved student research experience and increased workplace readiness. A comprehensive department Quality Review conducted over summer identified key action items that will be implemented over the next AY.

Focused recruitment and increased scrutiny at admissions will allow us to identify strong candidates for doctoral program. Increased scrutiny at the time of Qualifying Exam will ensure sufficient readiness to advance to dissertation-level research and decrease attrition early on in the dissertation.

Curriculum mapping will also benefit the department in order to ensure more predictive scheduling, improve academic advising, and ensure elective offerings are meeting the needs of the students. For example, as many students are working in operational laboratories, elective offerings should tailor to meet the needs of those career types (laboratory management, expert testimony, etc).

Department of Security Studies

Homeland Security Studies BA/BS

Goal 1: Grow the Newly Developed Undergraduate Programs Online

Goal Description:

Enhance and develop programmatic quality and scope of undergraduate online offerings in HS and sustain their growth during the first five years.

Providing Department: Homeland Security Studies BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Performance Objective Goal 1: Grow the Newly Developed Undergraduate Programs Online
Performance Objective Description:

Ensure sufficient resources (faculty and logistical needs) to support academic programming needs for BA/BS in HS and to sustain its projected growth.

Monitor and track trends across programmatic course delivery as well as faculty and course quality.

RELATED ITEM LEVEL 2

KPIs for Goal 1: Grow the Newly Developed Undergaduate Programs Online
KPI Description:

KPI 1 - The department will have sufficient faculty and resources to support academic programming needs at the undergraduate level

KPI 2 - All new courses online will be fully developed and exceed online development rubric assessment criteria

KPI 3 - New Certificates will be developed to focus core knowledge on areas most needed in the field

Results Description:

KPI 1 - For 2021/22 Department hired a junior faculty with expertise in Public Health and Biosecurity to enhance tenure-track faculty support to new programs

KPI 2 - Courses have been fully developed but additional new premium digital learning model courses were developed for 2021/22 in:

Introduction to Homeland Security; Introduction to Emergency Management, Transportation Security, Public Health and Security

KPI 3 - Four new certificates: **Security and Resilience: Chemical and Energy; Security and Resilience: Healthcare; Security and Resilience: Transportation, and Security and Resilience: Biosecurity and Pandemics** were developed and approved and can being offered at the department effective January 2023

RELATED ITEM LEVEL 3

Action for Goal 1: Grow the Newly Developed Undergraduate Programs Online
Action Description:

Four new certificates approval has been a great programmatic accomplishment but the department will continue to explore other concentrations in the future; also, the department will provide ongoing technical expertise and content assessment to premium digital courses being

developed at COCJ in Phase II such as Healthcare Security and Resilience

Goal 2: Increase Enrollment and Retention

Goal Description:

To increase enrollment via recruitment and retention of qualified and motivated students

Providing Department: Homeland Security Studies BA/BS

Progress: Ongoing

RELATED ITEM LEVEL 1

Perfromance Objective for Goal 2: Increase Enrollment and Retention

Performance Objective Description:

To increase and sustain the numbers of qualified and motivated undergraduate students as projected in the five year programmatic planning

RELATED ITEM LEVEL 2

KPIs for Goal 2: Increase Enrollement and Retention

KPI Description:

KPI 1 - Number of new recruited students will reflect programmatic projections

KPI 2 - Retention of students will meet or exceed 80% rate

Results Description:

KPI 1 - Numbers of students enrolled exceed projections

KPI 2 - Retention is at 84% and 72% for FTT and FTF; Full time freshmen retention rates are lower than tranfer students and need to be monitored

Attached Files

📄 Copy of Department of Security Studies enrollment.xlsx

📄 Retention .png

RELATED ITEM LEVEL 3

Action for Goal 2: Increase Enrollment and Retention

Action Description:

The Department will continue to collaborate on new marketing strategies and new venues for student recruitment such as local, regional, and national conferences. We would like to keep retention at higher than 70% FTF and FTT.

Goal 3: Demonstrate Core Knowledge Competency

Goal Description:

Students enrolled in BA/BS degree in Homeland Security Studies will demonstrate knowledge of major trends, issues and principles associated with the field of Homeland Security.

Providing Department: Homeland Security Studies BA/BS

Progress: Ongoing

RELATED ITEM LEVEL 1

Learning Objective 3.1: Gaining Basic Understanding

Learning Objective Description:

Students will gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, and theories)

Gaining Basic Understanding ICF 3.1.1.

Indicator Description:

This indicator will be the score obtained from general faculty IDEA evaluations

Criterion Description:

In order to satisfy the indictor level, the 4.0 average across the department has been set as benchmark; moreover, no faulty will score below 4.0 in their respective assessment on that item.

Findings Description:

Even though the department held the average of 4.2, several scores of adjunct and junior faculty were below 4.0. See attached.

Attached Files

📄 IDEA Scores 21 and 22.docx

Action for Gaining Basic Understanding ICF 3.1.1.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The undergraduate BA/BS programs show a continuous growth. While all courses have been now fully designed, opportunities in public health, as well as transportation and energy sectors will continue to demand from the department ongoing assessments for concentrations and/or certificates. For 2021/2022 we plan to develop fully all Forms B for the certificate in Public Health Security which has been conceptualized; we plan to have the series of courses in the certificate approved by the Higher Education Coordination Board and ready to be technically designed online in Fall 2022. The transportation, health, and energy sectors have been identified as core components of focus for the newly established Homeland Security Institute. The department will evaluate ways and avenues for collaboration with the Director of the Institute and the undergraduate program to include cross-walking or adaptation of curricular offerings from BA/BS program at the Institute. Concurrently, we will endeavor in 2021/2022 cycle to coordinate with future leadership and expert partners at the Institute to seek avenues for development and mutual cooperation in research, teaching, and technical support. We will work jointly with the office of assessment at the SHSU and the Associate Dean of Assessment and Planning at COCJ to devise a better BA/BS student retention strategy, mitigate against student dropout, and elicit student satisfaction via avenues other than IDEA evaluations. We will certify additional courses, particularly those in public health and security as Academic Community Engaged and we ill continue to pursue undergraduate student learning opportunities through immersion programs such as Study Abroad model. Because we anticipate an ongoing interest in our degrees, we will collaborate with the College and the University on planning for additional faculty lines for 2022/2023 cycle. As we have instituted a new Internship Director Office at COCJ, we will shift our focus to support this unit in (a) internship placement for our undergraduate students, (b) student internship assessment, and (c) undergraduate student job placement post internship. We will also work with appointed new staff on undergraduate alumni tracking to determine career paths, sectors for job placement, and ongoing education. We will work towards creating a position of Program Director at our department in the future and support faculty administrative and leadership skills by supporting opportunities for professional development in those areas. As we have hired 5 new adjuncts for the 2020/2021 cycle, we will monitor their performance and student satisfaction scores from IDEA evaluations to mitigate dropout rates and low scores albeit we will lower the benchmarking of individual course scores to 3.5 because we anticipate continuous effects of COVID 19 on student retention rates and satisfaction.

Update of Progress to the Previous Cycle's PCI:

The undergraduate BA/BS programs show a continuous growth. For 2021/2022 we planned to develop fully all Forms B for the certificate in Public Health Security which not only has been conceptualized but 3 addtional certificates were developed as well. We accomplished 4 certificates being approved in Summer 2022 and will be launched within department in Spring 2023 (some technical design is ongoing). The transportation, health, and energy sectors have been identified as core components of focus for the newly established Institute for Homeland Security Institute. - Transportation Security and Public Health Security courses both have been redesigned into premium digital style and those undergraduate offerings will be available as curricular offerings at the Institute as well. In 2021/2022 all faculty coordinated with executive leadership at IHS having discussion about research, teaching, and technical support. Our efforts at the office of assessment at the SHSU and the Associate Dean of Assessment and Planning at COCJ resulted in premium digital course design as a student retention strategy and student satisfaction. We are still in pursuit of avenues avenues other than IDEA evaluations. We certified additional courses, Public Health and Security as Academic Community Engaged and we continued to pursue undergraduate student learning opportunities through immersion programs such as Study Abroad model. However, because of Ukraine conflict our program which had substantive enrollment had to be cancelled for summer 2022. We were not able to secure additional faculty lines for 2022/2023 cycle. As we instituted a new Internship Director Office at COCJ, we shifted our focus to support this unit in (a) internship placement for our undergraduate students, (b) student internship assessment, and (c) undergraduate student job placement post internship. We worked with alumni tracking to determine career paths, sectors for job placement, and ongoing education but so fa our response rates to exit surveys have been vey low. We will continue to work towards creating a position of Program Director at our department in the future and support faculty administrative and leadership skills by supporting opportunities for professional development in those areas. As we have hired 5 new adjuncts for the 2020/2021 cycle, we monitored their performance and student satisfaction scores from IDEA evaluations - some of those were abysmally low and we advised those faculty - their subsequent scores in Spring 2022 improved from Fall 2021.

New Plan for Continuous Improvement Item

Closing Summary:

The undergraduate BA/BS programs show a continuous growth. For 2022/2023 we need to focus our attention on assessment of new curses particularly the ones offered in a new digital format to ensure successful delivery and student satisfaction - while we believe 5 module-delivery is attractive to our students the design is experimental and IDEA scores need to be closely monitored. Because we exceeded goals for new certificates, we need to ensure that all courses comprised within them have been offered. Our adjunct pool has increased making the department one with the highest ratio of adjuncts to full faculty and communications with adjuncts are becoming increasingly critical. The department will continue to collaborate closely with the Institute for Homeland Security executive leadership for research, student opportunities, and connections to practitioners. We will continue support to the Internship Director Office at COCJ, in (a) internship placement for our undergraduate students, (b) student internship assessment, and (c) undergraduate student job placement post internship. Because our undergraduate programs are growing, we will continue to work towards creating a position of Program Directors at our department in the future and support faculty administrative and leadership skills by supporting opportunities for professional development in those areas. We endeavored to maintain retention rates at above 80% - COVID-19 might be a factor in our freshmen retention not meeting this benchmark and that is why it will be very important for us to continue gauging student satisfaction with new courses. For 2022/2023 we will continue to evaluate effective methods to upskill students with professional credentials and certificates and will examine how those might be integrated into premium design courses. The department will continue to find ways to improve teaching practices through planned redesign of FES teaching criteria and setting standards that align with the University strategic visioning.

Homeland Security Studies MS

G 1 Demonstrate Core Knowledge Competency

Goal Description:

Demonstrate that students are learning the core competency areas required in the field.

Providing Department: Homeland Security Studies MS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

L 1.1 Demonstrate Core Knowledge

Learning Objective Description:

Students graduating with a master's degree in Security Studies will demonstrate comprehensive knowledge of the major issues and principles associated with the field of Homeland Security.

Capstone topics will reflect students performing research across the relevant and current domains of Homeland Security such as:

1. Emergency Management
2. Terrorism
3. Border Security/Immigration
4. Cybersecurity
5. Media and HS
6. Intelligence
7. Organized Crime
8. Public Health/Pandemic and Environmental Security domains.

RELATED ITEM LEVEL 2

ICF 1 Integrated Major Paper

Indicator Description:

The Capstone course, SCST 6388, for Security Studies graduate students requires substantial research and integration of theories and principles of completed coursework in the program. The culminating project in this course requires students to analyze a complex Homeland Security issue. This paper requires a comprehensive literature review, analysis of the issue in relation to national threat, explanation of how the issue was resolved, and how the issue may have been resolved differently. This project should demonstrate the capacity to gather and assess data, think and analyze critically, and produce an effective written product that qualifies either as an academic paper or a policy document.

Criterion Description:

The scoring of core competencies in the Capstone course consists of evaluating four areas; 1) problem statement, 2) review and analysis of the salient literature, 3) use of a relevant methodology with which to gather and analyze data, 4) conclusions based on data and analysis. Each student completing the capstone course will score 80% or higher.

Findings Description:

100 % completion of Capstone Research Paper: the completion of 24 Capstone Research Papers (CRPs) at 80% or above.

Topics align with core areas of HS - see attached

Specifically, all students for 2021/22 successfully completed the CRP; concurrently, research areas across CRPs in the MSHSS reflect core domain knowledge needed in the field. Those focal research areas are: (1) Terrorism Studies; (2) Emergency/Disaster/Crisis Management; (3) Environmental Homeland Security; (4) HS and Policing; (5) Homeland Security and Public Health; (6) Risk Assessments and Cybersecurity; (7) Border Security and (8) HS Technologies. CRPs tend to concentrate heavier in Emergency Management indicating higher student interests in this domain.

Attached Files

📄 Capstone Research Papers 2021 and 22.docx

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper
Action Description:
Topics in CRP tend to weigh heavy in EM direction so we need to engage faculty teaching in other areas to support student CRP mentoring in other directions.

RELATED ITEM LEVEL 1

L 1.2 Demonstrate an Understanding of the Integration of Core Components
Learning Objective Description:
Demonstrate and understanding the complexity of the homeland security enterprise and the various interdependencies of core homeland security components.

Topics of Capstone Research Projects shall illustrate multi-dimensional understanding of the HSE environment.

RELATED ITEM LEVEL 2

ICF 1 Integrated Major Paper
Indicator Description:
The Capstone course, SCST 6388, for Security Studies graduate students requires substantial research and integration of theories and principles of completed coursework in the program. The culminating project in this course requires students to analyze a complex Homeland Security issue. This paper requires a comprehensive literature review, analysis of the issue in relation to national threat, explanation of how the issue was resolved, and how the issue may have been resolved differently. This project should demonstrate the capacity to gather and assess data, think and analyze critically, and produce an effective written product that qualifies either as an academic paper or a policy document.

Criterion Description:
The scoring of core competencies in the Capstone course consists of evaluating four areas; 1) problem statement, 2) review and analysis of the salient literature, 3) use of a relevant methodology with which to gather and analyze data, 4) conclusions based on data and analysis. Each student completing the capstone course will score 80% or higher.

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Topics align with core areas of HS - see attached

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Attached Files

📄 Capstone Research Papers 2021 and 22.docx

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper

Action Description:

Topics in CRP tend to weigh heavy in EM direction so we need to engage faculty teaching in other areas to support student CRP mentoring in other directions.

RELATED ITEM LEVEL 1

PO for Goal 1Form B Analysis & IDEA Scores

Performance Objective Description:

Reviewing Form B's to identify course objectives and IDEA Scores.

RELATED ITEM LEVEL 2

KPI for Goal 1

KPI Description:

KPI 1 - IDEA Evaluation progress on course objectives.

KPI 2 - Successful scores (a minimum of 3.0 across all the courses and overall 80% at 4.0 or higher across all of the courses based on IDEA scores).

Results Description:

KPI 1 - With the exception of two courses, MSHSS courses revealed scores 4.0 or higher on objective progress (see attached). The overall score for the department was 4.5

KPI 2- All IDEA scores 3.0 or above for all courses

With respect to ***Goal 1: Demonstrate core knowledge competency***, the following performance indicators were used:

1. Compilation of Forms B compilation of all course IDEA scores.
2. Students' assessment of progress on course objectives as measured by Forms B (course objectives) and faculty IDEA evaluation scores (Progress on Course Objectives) at level 4.0 or better.

The Department compiled all Forms B that were submitted for new courses since the Department was created; courses created prior to the date Department was created were not available. All faculty IDEA reports were compiled and averages recorded across all courses for which IDEA reports were available in 2021/2022. Reports total average for *meeting of objectives* across all courses **at** which meets the performance criterion**;** 2 of the 13 courses (15%) had evaluations of the progress on relevant objectives that were below 4.0 and none of them lower than 3. Slightly more than 60% of courses (8) met their objectives at score range of 4.5 or higher.

Attached Files

📄 IDEA 21 and 22 Graduate Program.docx

RELATED ITEM LEVEL 3

Action for Goal 1 KPI

Action Description:

Even though the average score for IDEA assessment is 4.2, we need to move all faculty beyond 4.0 benchmark.

G 2 Knowledge into Action: Professional Application of Coursework

Goal Description:

Demonstrating the capacity to apply skills and knowledge gained in the classroom to the profession (whether in the public sector or private sector).

Providing Department: Homeland Security Studies MS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

PO for Goal 2 Professional Application of Coursework

Performance Objective Description:

Professional Application of Coursework through field-related internships, real-life examples into academic courses, ACE certified courses, student perception of applying knowledge on IDEA evaluations.

RELATED ITEM LEVEL 2

KPI for Goal 2

KPI Description:

For Goal 2:

1. Placement of graduate students in field-related internships. Satisfactory completion of tasks related to internship.
2. Integration of real life practical examples into academic courses (assessed by analysis of Forms B).
3. Certification of courses as Academic Community Engaged.
4. Engagement with community through ACE.
5. Scores on IDEA evaluations related to student applying knowledge at the level of 4.0 or better

Results Description:

KPI 1 - Camron Durnford was placed with Lyondell Basell in Intelligence Unit, Amanda Frank in Chevron Global Security, and Emily Brazee with Cheniere Energy (secured employment post internship Fall 22)

KPI 2 - All courses had integration of real practices into courses beyond 3.0 and the departmental average on this item was 4.3 (see attached)

KPI 3- new faculty Christine Blackburn ACED her Public Health and Security courses for Fall 21 and Spring 22

KPI 4 - Students engaged with healthcare sector community in Dr. Blackburn course

KPI 5 - Only in two courses students did not indicate scores 4.0 or above; the average for the department was 4.5

With respect to Goal 2*: **_Knowledge into action; Professional application of coursework_**, the following performance indicators were used:

1. level of engagement in the graduate Internship Program and student activities that translated content into practice during that engagement.
2. Faculty level of engagement in Academic Community Engagement (ACE) pedagogy and students' activities that translated content into practice.

Scores of IDEA evaluations on Items: "Related course material to real life situations" and "Created opportunities for students to apply course content outside classroom".

None of the individual scores across 13 courses on items related to practical application of coursework was below 3.0; the average for Item "Related Course Material to Real Life Situations" was 4.3 and the average for Item "Created opportunities for students to apply course content outside of the classroom" was 4.1.

Below are the result of our analysis.

SCST 6320 Emergency Management Integration II

Denham Magdalena Objectives 4.7; Overall 4.9; Related Course Material to Real Life Situations – 5; Created opportunities for students to apply course content outside of the classroom – 4.33

1) Discuss different levels of federal, territorial, state, and regional coordination and assistance in domestic crisis management
2) List policies, directives, and laws regulating domestic crisis management and apply said policies, directives, and laws to assess compliance and preparedness at tribal and local community levels
3) Discuss models, structures, and practices best suited to manage a broad range of scenarios in critical incident management requiring federal, territorial, state, and regional levels' coordination and support to tribal and local communities
4) Apply models, structures, and practices best suited to manage a broad range of scenarios in critical incident management in a simulated environment by managing a potential large-scale crisis involving federal, territorial, state, and regional level response and support to tribal and local community and by using crisis management technologies

SCST 5344 Unconventional Threats

1. Explain the difference between conventional and unconventional threats, and provide a variety of examples of the latter.
2. Define asymmetric warfare.
3. Discuss the public and private agencies which deal with unconventional threats.
4. Define terrorism, and justify the chosen definition as opposed to others.
5. List the causes of terrorism, domestic and international, and explain why some groups see terrorism as a means to achieve their goals.
6. Explain why nuclear and biological weapons pose an unconventional threat.
7. Describe how transnational criminal activity compromises border security.
8. Explicate how natural disasters, economic crises, and environmental catastrophes can constitute a security threat to public and private agencies.
9. Evaluate which threats are most critical to specific organizations, both now and in the near future.

Nadav Morag, Objectives 4.7; Overall 4.8; Related Course Material to Real Life Situations – 4.6; Created opportunities for students to apply course content outside of the classroom – 4.4

SCST 6362 CI Risk Mgmt

1) Select and apply the risk assessment techniques and models best suited to the various types of critical infrastructure assets, systems, networks, and their interdependent connections.
2) Compare the various attributes associated with risk assessment as related to All-Hazards risks versus risk assessment as applied in other areas (e.g., engineering).
3) Summarize complementary aspects of prevention, protection, and resilience as methods of managing risks in interdependent critical infrastructure.
4) Discuss analytical risks (incorrect data, overconfidence, uncertainty, complexity) and situationally assess the "acceptable levels of risk".

5) Apply performance measurement feedback to generate improvements in risk management programs and activities.

Russell Lundberg, Objectives 3.3; Overall 3.4; Related Course Material to Real Life Situations – 3.67; Created opportunities for students to apply course content outside of the classroom – 3.0

SCST 5339 Foundations of HS

Nathan Jones, Objectives 4.6; Overall 4.6; Related Course Material to Real Life Situations – 4.25; Created opportunities for students to apply course content outside of the classroom – 4.25

SCST 5338 Security and Management

Russell Lundberg, Objectives 4.3; Overall 4.1; Related Course Material to Real Life Situations – 4.33; Created opportunities for students to apply course content outside of the classroom – 4.17

SCST 5336 Law and Ethics in HS

Nadav Morag, Objectives 4.6; Overall 4.9; Related Course Material to Real Life Situations – 4.83; Created opportunities for students to apply course content outside of the classroom – 4.67

SCST 5335 Global Perspectives in HS

Nadav Morag Objectives 4.6; Overall 4.5; Related Course Material to Real Life Situations – 4.4; Created opportunities for students to apply course content outside of the classroom – 4.6

SCST 5396 Research Methods in HS St.

1) Discuss his or her personal philosophy about Security Studies and align it with one of the research paradigms explored in the course.
2) Describe the ethical parameters of research with protection of research participants and of sensitive information.
3) Focus the scope of inquiry by posing research questions matching an appropriate research paradigm and design.
4) Discuss research contexts suitable for qualitative inquiry, quantitative inquiry, and those suited to mixed-methods exploration.

Russell Lundberg, Objectives 4.2; Overall 3.2; Related Course Material to Real Life Situations – 3.33; Created opportunities for students to apply course content outside of the classroom – 3

Natalie Baker, Objectives 4.9; Overall 5; Related Course Material to Real Life Situations – 4.6; Created opportunities for students to apply course content outside of the classroom – 4.8

SCST 5320 Emergency Management Integration I

1) Explain the different stages of the crisis management cycle within the all-hazard approach
2) Discuss models, structures, and practices best suited to manage a broad range of scenarios in critical incident management
3) Analyze historical case studies in crisis management and link lessons learned to specific policy, legislation, and procedural changes and to various integration efforts at tribal and local community levels
4) Discern interdependent connections among various stakeholders involved in crisis management at tribal and local community levels and compare respective functions, roles, and impact of various stakeholders in crisis management at various stages of the crisis management cycle

5) Apply models, structures, and practices best suited to manage a broad range of critical incident management scenarios in a simulated environment by managing a potential crisis at tribal and local community level and by using crisis management technologies

Magdalena Denham Objectives 4.5; Summary 4.6; Related Course Material to Real Life Situations – 4.67; Created opportunities for students to apply course content outside of the classroom – 4.67

SCST 5346 Information and Intel Mgmt

1) Compare differences between information sharing and intelligence collection, analysis, and dissemination practices
2) Discuss political, institutional, legal, and societal challenges in intelligence and information sharing among federal, state, local, tribal, and territorial (FSLTT) levels of government
3) Explain the reorganization of the Intelligence Community (IC) since 2004 and compare areas of responsibility in information and intelligence management among various members of the Intelligence Community
4) Assess progress and initiatives designed to facilitate information and intelligence sharing among federal, state, local, tribal, and territorial (FSLTT) levels of government through interoperability, collaboration, coordination, and communication efforts
5) Synthesize the effects of changes in information and intelligence sharing that occurred post 9/11 with respect to decision making processes, policies, and information technology support systems
6) Execute simulated, role-play, scenario exercise to manage information and intelligence through the activation of the Joint Information Center (JIC) during an all level (federal, state, local, tribal, and territorial) response to a well-planned terrorist activity against the U.S.

Natalie Baker, Objectives 4.8; Overall 4.8 Related Course Material to Real Life Situations 4.5; Created opportunities for students to apply course content outside of the classroom – 4.25

Nate Jones, Objectives 4.2; Overall 4.5 Related Course Material to Real Life Situations 4.4; Created opportunities for students to apply course content outside of the classroom – 4.4

SCST 5348 Critical Infrastructure Protection

Russell Lundberg, Objectives 3.9; Overall 4.1 Related Course Material to Real Life Situations 3.67; Created opportunities for students to apply course content outside of the classroom – 4

Attached Files
📄 IDEA 21 and 22 Graduate Program.docx

Action for Goal 2 KPI

Action Description:

As we migrate more and more online in our graduate classes, it will become even more critical to offer experiential learning opportunities for students. We have a number of upskilling certifications, but experiential learning opportunities need to be enhanced.

G 3: Upskilling Students for Workforce

Goal Description:

This goal relates to equipping students with particular skillsets that they will be able to leverage in competitive entry into workplace

Providing Department: Homeland Security Studies MS

Progress: Ongoing

PO for Goal 3 Upskilling Students

Performance Objective Description:

This objective is based on SHSU strategic goal of equipping students with marketable skills; the objective will be defined by professional certifications, memberships, or affiliations that link to those required in the professional field

KPI for Goal 3: Upskilling Students

KPI Description:

KPI 1- Courses will contain professional certificates, webinars, or self-study courses that link to professional contexts

KPI 2 - Students will attend professional webinars

KPI 3 - Students produce field-related genres of writing beyond academic writing

Results Description:

KPI 1 - SCST 5348 FEMA Independent Study IS-860C The National Infrastructure Protection Plan; SCST 6320 Emergency Management Integration 2 - FEMA IS 800 - National Response Framework; IS 2900 National Recovery Framework; IS366a - Children in Disasters; IS241B - Crisis Decision-Making; IS240B Leadership and Influence ; IS120C Excercise Design; IS 130A Becoming Exercise Evaluator; IS1300 Continuity of Operations Planning

SCST 6360 - CHDS Self-Study - Meta-leadership

SCST 5320 - Emergency Management Integration 1 - FEMA IS- 100 Incident Command System; 200 ICS Initial Resources; 700 - National Incident Management System

SCST 5335 Global Perspectives in HS - CHDS Self-Study Counter-terrorism in Israel ; Counter-terrorism in United Kingdom

KPI 2 - Spring 22 SCST 5335 Students attended National Security Webinar on Ukraine Conflict

KPI 3 -

SCST 6362 Students Create Policy Memos

SCST 6360 Infographics – very good tools for community disaster risk education

SCST 5320 Public Information Officer Reports (digests of response in current critical incident); Case studies based on AARs; AAR evaluation/EOP/COOP assessments

SCST 6320 Disaster Simulation and Reflection on Mitigation and Preparedness' Practices

Testing of Resilience Model based on children of Katrina trajectories – students use the model to test if certain capabilities and adaptive capacities were present and whether a trajectory (declining, thriving and sustaining) matches the model

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

For the 2021/2022 cycle the Department of Security Studies will focus on implementing recommendations from the 2015-2020 Self-Study report. Moreover, we will coordinate with new College staff responsible for alumni tracking as well as new Internship Director for (a) internship placement, (b) tracking, and (c) assessment. There are few suggestions for curricular expansion of electives and for the next year we plan on assessing, proposing, and designing a grant-writing graduate course. We will continue to support student research and encourage graduate student scholarship through participation in conferences, or publications in professional journals. We will continue to assess the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters. We will specifically focus on offering summer courses for our graduate students who are working professionals.

Update of Progress to the Previous Cycle's PCI:

For the 2021/2022 cycle the Department of Security Studies focused on implementing recommendations from the 2015-2020 Self-Study report. Moreover, we coordinated with new College staff responsible for alumni tracking as well as new Internship Director for (a) internship placement, (b) tracking, and (c) assessment. W have conducted feasibility research into grant-writing graduate course. First,, there are no graduate comparable courses at SHSU, but we do not have faculty line to teach the course. Upon discussions with graduate division we were advised to explore collaboration with ORSP to leverage their grant writing seminars for our graduate students - that is something we would lie to explore further. We continued to support student research and encouraged graduate student scholarship through participation in conferences (Katherine Linn presented at EMAT), or publications in professional journals (Andrea Bauer co-authored an article with Dr. Denham) . We assessed the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters and all our graduate classes made for Fall 2022. We focused on offering summer courses for our graduate students who are working professionals.

New Plan for Continuous Improvement Item

Closing Summary:

For the 2022/2023 cycle the Department of Security Studies will focused on implementing recommendations from the 2015-2020 Self-Study report. To that end, the most critical piece is revising tenure and promotion and FES criteria to ensure their alignment with department needs, inclusion of junior faculty in the process to ensure transparency, and the alignment with SHSU strategic visioning. Moreover, the department lost a tenured faculty in summer 2022 and for 2022/23 we will conduct a search and hire faculty that will fill the gap and strentghten Emergency Management and legal capacity in our graduate program. The department will start strategic planning for expansion of graduate program towards PHD in the future, to include seeking opportunities to create a position of Program Director that will enhance support to the graduate arm of the department. We will continue to coordinate with College staff responsible for alumni tracking as well as with Internship Director for (a) internship placement, (b) tracking, and (c) assessment. We will explore collaboration with ORSP to leverage their grant writing seminars for our graduate student. We will continue to support student research and expand graduate

student scholarship through participation in conferences, publications, and workshops. We will set up a better system for Capstone archiving and evaluatuion. We will continue to assess the ratio of face to face and online courses to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters and endeavor to make all our graduate classes full for Fall 2023. We will continue to focus on offering summer courses for our graduate students who are working professionals.

Department of Victim Studies

Victim Services Management MS

The Master of Science in Victim Services Management (MSVSM) Program will provide online student-practitioners with the knowledge required to effectively manage victim service organizations.

Goal Description:

The Master of Science in Victim Services Management Program will remain a leader in providing high quality education to students in the field of victim services. The program has broad application to policy analysts, program administrators, and direct service providers. Through a rigorous, online curriculum, developed and delivered by experienced faculty, the program is committed to promoting professionalism in victim services nationwide. Students earning this advanced degree will be educated on evidence-based best practices to provide more efficacious programming for victims of crime.

Providing Department: Victim Services Management MS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Students will demonstrate a conceptual understanding of the dynamics, antecedents, causes, and correlates of criminal victimization.

Learning Objective Description:

While "there are no formal regulatory boards" governing victim services,…"there is a growing (national) trend…toward…the standardization of training and practice" (www.OVC.gov). As a result, the Office for Victims Of Crime's (OVC) National Victim Assistance Standards Consortium (NVASC), established model guidelines, or standards, for victim service professionals. Such standards relate to: services, competency, and ethics. The competency standards pertaining to administrators include (among other things) the ability to "integrate (industry) knowledge…into program practices." This entails "recogniz(ing) ways that the goals and objectives of (victim service organizations) have been shaped by perspectives on the *causes of victimization*…" (www.ovc.org). The victim services industry does not operate in a vacuum and survivor agency is constrained by social forces (ex. poverty, unemployment, homelessness, racism, sexism, homophobia, pervasive societal attitudes promoting gender-based crimes, and the politicization of funding for social services, etc.). Understanding these macro-level forces, or the structural impediments to survivor help-seeking, is essential for addressing clients' complex needs.

RELATED ITEM LEVEL 2

Students in the MSVSM Program will feel confident in their ability to provide trauma informed care as reflected on a survey

Indicator Description:

For the past several years, the MSVSM committee has administered a voluntary student survey to better assess the program's strengths and weaknesses. The most recent iteration of the survey includes a question about trauma informed care: "After designing a mock shelter program for CRIJ 5365, I feel confident in my ability to provide trauma informed care in a victim-service setting." Using a five-point Likert Scale, students had the option of selecting one of the following responses: "Strongly Disagree," "Disagree," "Somewhat Agree," "Agree," or "Strongly Agree." In the spring of 2019, the survey will be anonymously emailed to students. All students enrolled in spring courses will be eligible to participate.

Criterion Description:

It is estimated that at least 70% of students will respond affirmatively to the survey question, selecting "Somewhat Agree," "Agree," or "Strongly Agree."

Findings Description:

While the anonymous survey was not administered, IDEA surveys indicate that 11 out of 16 (69%) students stated that they made exceptional progress on Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Students in the MSVSM Program will feel confident in their ability to provide trauma informed care as reflected on a survey

Action Description:

Assessment committee will determine if the anonymous survey will be administered for the 2022-23 academic year, or if another indicator will be selected for this learning objective.

Students will demonstrate an understanding of the theoretical perspectives on criminal victimization through the critical analysis of referreed journal articles.

Indicator Description:

In CRIJ 5364 Victimology, students are tasked with completing three supplemental research reports (SSRs). Each requires students to read an article and answer a series of questions. One of the questions reads: "What, if any, are the theoretical perspectives discussed in the article?" Students correctly identifying the theoretical perspectives informing each journal article will be awarded credit for this segment of the report.

Attached Files

📄 Assessment Rubric #1 2018 .docx

Criterion Description:

75% of students will be able to identify each article's theoretical perspective.

Findings Description:

No data was collected for this indicator during the 2021-2022 assessment cycle.

Students Will demonstrate an understanding of the theoretical perspectives on criminal victimization through the criticial analysis of referreed journal articles.

Action Description:

The Dept will review current indicators for the MSVSM and identify other course-imbedded indicators to use for the 2022-2023 assessment cycle.

The Master of Science in Victim Services Management Program will provide online student-practitioners with the skills required to effectively manage victim service organizations.

Goal Description:

The Master of Science in Victim Services Management Program will remain a leader in providing high quality instruction to students in the field of victim services. The program is committed to providing professionals in the industry with a range of marketable skills. Such skills include, but are not limited to: 1.) grant-writing; 2.) leadership/management; and 3.) program evaluation.

Providing Department: Victim Services Management MS

Progress: Ongoing

Students in the MSVSM Program will be able to formulate meaningful outcomes for grant-writing purposes.

Learning Objective Description:

In recent years, victim service organizations have become increasingly outcome-driven. According to Voth (2013) "An outcome-focused organization uses quality measures to assure evidence-based, comprehensive, and efficient services that are victim-centered and victim-driven" (http://www.socialsolutions.com). Grantors are likewise concerned with outcome measures to evaluate programs' success. For these reasons, students in the MSVSM Program should be able to formulate (and understand the significance of tracking) meaning program outcomes.

Students in the MSVSM Program will feel confident in their ability to formulate outcomes as indicated on a survey.
Indicator Description:

For the past several years, the MSVSM committee has administered a voluntary student survey to better assess the program's strengths and weaknesses. The most recent iteration of the survey includes a question about outcomes: "After completing the mock proposal assignments for CRIJ 5385, I am capable of identifying meaningful outcomes for the purpose of writing grants." Using a five-point Likert Scale, students had the option of selecting one of the following responses: "Strongly Disagree," "Disagree," "Somewhat Agree," "Agree," or "Strongly Agree." In the spring of 2019, the survey will be anonymously emailed to students. All students enrolled in spring courses will be eligible to participate.

Criterion Description:

It is estimated that at least 72% of students will respond affirmatively to the survey question, selecting "Somewhat Agree," "Agree," or "Strongly Agree."

Findings Description:

While the voluntary student survey was not administered, IDEA responses for 5385 indicate that 12 of 18 (67%) students described their progress on learning to apply course material as exceptional.

Students in the MSVSM Program will feel confident in their ability to formulate outcomes as indicated on a survey
Action Description:

Assessment committee will determine if the anonymous survey will be administered for the 2022-23 academic year, or if another indicator will be selected for this learning objective.

Students in the MSVSM program will be able to demonstrate an ability to formulate outcomes in a practical, written exercise.
Indicator Description:

In CRIJ 5385 (Non-Profit Grant-Writing), students are tasked with developing funding proposals for a mock family violence program. As partial fulfillment of the course requirements, students must submit a proposal in response to a fictitious solicitation for a foundation grant. For the purposes of the assignment, students are required to expand their hypothetical shelter programs to include a children's play therapy project. In the process, they will also formulate a SMART, hypothetical outcome. SMART outcomes are: "specific, measurable, attainable, relevant, and time-limited."

As the attached rubric reflects, student performance will be assessed in accordance with their ability to formulate a SMART outcome [ex. one that is specific (or clearly articulated), measurable (or able to be counted), attainable (or realistic), relatable (or directly attributable to the program services) and timely (or achievable during the service period]. For each category of the rubric, a "1" reflects "low-

level mastery" of the learning objective, or an unsatisfactory attempt to integrate the criteria and a "2" represents "proficient mastery" of the learning objective, or a satisfactory attempt to incorporate the information. To achieve "proficient mastery" of the learning objective, the student would be required to successfully incorporate all (SMART) criteria.

Attached Files

📄 Assessment Rubric #3 2018-2019.docx

Criterion Description:

It is expected that at least 77% of students will demonstrate proficient mastery of the learning objective, formulating a SMART, hypothetical outcome. Given the concerted textbook emphasis on outcome management in victim services, we believe that a 77% target for this indicator is reasonable.

Findings Description:

No data was collected for this indicator during the 2021-2022 assessment cycle.

RELATED ITEM LEVEL 3

Students in the MSVSM program will be able to demonstrate an ability to formulate outcomes in a practical, written exercise.

Action Description:

The Dept will review current indicators for the MSVSM and identify other course-imbedded indicators to use for the 2022-2023 assessment cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

We will be working to make changes to curriculum this year to be able to stay current within the field.

Update of Progress to the Previous Cycle's PCI:

The College is currently conducting a curriculum mapping project (to be completed Spring 2023) that will assist in identifying learning objectives within MSVSM courses. This project will allow the program to review it's curriculum to identify potential gaps.

New Plan for Continuous Improvement Item

Closing Summary:

The MSVSM program is part of a college-wide project that will conclude in Spring 2023. This project consists of a curriculum mapping that will aid in assessment for the 2022-2023 assessment cycle.