



2022-2023



College of Criminal Justice

Department of Criminal Justice and Criminology

Criminal Justice and Criminology MA

Methodological and Statistical Competency

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 \(2\).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 2022-2023, findings reveal that one of two students scored below the 80% threshold on the methodological and statistical sections of the thesis rubric (Execution of Study, Interpretation of Results, Mode of Inquiry, & Analysis). This student also fell below the 80% threshold for overall score (67%). The remaining student scored a minimum of 4/5 (80%) on all four indicators. The average scores are listed below, in descending order.

AY 2022-2023

Mode of Inquiry	5
Execution of Study	4
Analysis	4
Interpretation of Results	3.5

The average score was highest for Mode of Inquiry (5) & lowest for Interpretation of Results (3.5).

Attached Files

 [Thesis rubric results.xlsx](#)

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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 \(2\)_\(2\).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 2022-2023 findings reveal that one of two 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). This student also fell below the 80% threshold for overall score (mean score of 67%). The remaining student scored a minimum of 4/5 (80%) on all five indicators. The average scores are listed below.

	AY 2022- 2023
Choice of Problem	4.5
Originality of Idea and/or Approach	4
Contribution to Field	4

Written Presentation 3

Theoretical Framework 3

The average score was highest for Written Presentation (4.5). The average scores were lowest for Written Presentation (3) and Theoretical Framework (3).

Attached Files

 [Thesis rubric results.xlsx](#)

RELATED ITEM LEVEL 3

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

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.

Update of Progress to the Previous Cycle's PCI:

Program has continued to collect data for MA student theses and methods/statistics. We will continue to recruit highly qualified MA students into the PhD program. This AY an external program review of the MA program will be conducted. As a part of this review, feedback from the review regarding strengths and areas for improvement will be incorporated into the assessment plan.

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.
3. Program will incorporate external review feedback into assessment plan.

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.

Findings 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.

RELATED ITEM LEVEL 3

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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.

Findings Description:

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

RELATED ITEM LEVEL 3

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.

RELATED ITEM LEVEL 3

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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.

Findings Description:

> 90% of participants met or exceeded this element.

RELATED ITEM LEVEL 3

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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](#)

Target Description:

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.

Results Description:

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

RELATED ITEM LEVEL 3

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/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.

Update of Progress to the Previous Cycle's PCI:

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.

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.

Criminal Justice MS

Goal #1 (G1) Advanced comprehensive knowledge

Goal Description:

Upon completion of the Master of Science program in Criminal Justice, Graduate students will be able to exhibit specialized knowledge in the criminal justice and criminology field by demonstrating advanced familiarity with the terms, laws, theories, processes, research methods, statistics, key principles, analyzing and critiquing concepts, theoretical perspectives, empirical findings, and trends.

Providing Department: Criminal Justice MS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

L1- Advanced Communication and Critical Thinking (G1, G2)

Learning Objective Description:

Students will demonstrate advanced communication and critical thinking skills which are necessary in criminal justice on in areas related to the field.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program’s capstone course CRIJ 6388 “Emerging Issues in Criminal Justice Leadership” is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “A” in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw

the results as strengths to be retained at that time.

RELATED ITEM LEVEL 2

IND 3- Research proposal (L1, L2, L3, L5)

Indicator Description:

A research proposal developed in the program’s capstone course CRIJ 6334 “Research Method and Quantitative Analysis” is considered an assessment of the student's integrated knowledge acquired during CRIJ 6334 as well as previously completed coursework. Students enrolled in CRIJ 6334 are required to construct a research proposal with appropriate information from the scholarly literature, utilize sound scholarly methods, and include citations in APA format. The paper should also assess and articulate relevant public policy implications of the project.

Criterion Description:

Three required elements should be developed in the students' Research Proposal: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “Proficient” in each of the 3 categories.

Findings Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 3

IND 3- Research proposal (L1,L2,L3,L5)

Action Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 1

L2- Advanced Comprehensive Knowledge (G1)

Learning Objective Description:

Students will demonstrate advanced comprehensive knowledge of the structure and functions of the various components of the criminal justice system, the major theories, and approaches to inquiry in the field.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program’s capstone course CRIJ 6388 “Emerging Issues in Criminal Justice Leadership” is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “A” in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw the results as strengths to be retained at that time.

RELATED ITEM LEVEL 2

IND 3- Research proposal (L1, L2, L3, L5)

Indicator Description:

A research proposal developed in the program’s capstone course CRIJ 6334 “Research Method and Quantitative Analysis” is considered an assessment of the student's integrated knowledge acquired during CRIJ 6334 as well as previously completed coursework. Students enrolled in CRIJ 6334 are required to construct a research proposal with appropriate information from the scholarly literature, utilize sound scholarly methods, and include citations in APA format. The paper should also assess and articulate relevant public policy implications of the project.

Criterion Description:

Three required elements should be developed in the students' Research Proposal: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “Proficient” in each of the 3 categories.

Findings Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 3

IND 3- Research proposal (L1,L2,L3,L5)

Action Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 1

L4- Advanced Knowledge of the Law and Legal Process (G1)

Learning Objective Description:

Students will have an advanced understanding of the goals and procedures of law and the legal process.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program’s capstone course CRIJ 6388 “Emerging Issues in Criminal Justice Leadership” is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the

program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “A” in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw the results as strengths to be retained at that time.

RELATED ITEM LEVEL 1

L5- Advanced Theoretical Knowledge (G1)

Learning Objective Description:

Students will demonstrate advanced knowledge of the the major theories in the Criminal Justice and Criminology field.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program’s capstone course CRIJ 6388 “Emerging Issues in Criminal Justice Leadership” is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “A” in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw the results as strengths to be retained at that time.

RELATED ITEM LEVEL 2

IND 3- Research proposal (L1, L2, L3, L5)

Indicator Description:

A research proposal developed in the program’s capstone course CRIJ 6334 “Research Method and Quantitative Analysis” is considered an assessment of the student's integrated knowledge acquired during CRIJ 6334 as well as previously completed coursework. Students enrolled in CRIJ 6334 are required to construct a research proposal with appropriate information from the scholarly literature, utilize sound scholarly methods, and include citations in APA format. The paper should also assess and articulate relevant public policy implications of the project.

Criterion Description:

Three required elements should be developed in the students' Research Proposal: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score “Proficient” in each of the 3 categories.

Findings Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 3

IND 3- Research proposal (L1,L2,L3,L5)

Action Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

Goal #2 (G2) Apply advanced knowledge to the field of the Criminal Justice and Criminology

Goal Description:

Upon completion of the Master of Science program in Criminal Justice, Graduate students will be able to design and produce an applied, investigative paper or project with real-world implications that draws on scientific literacy, theoretical criminology, and research methods.

Providing Department: Criminal Justice MS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

L1- Advanced Communication and Critical Thinking (G1, G2)

Learning Objective Description:

Students will demonstrate advanced communication and critical thinking skills which are necessary in criminal justice on in areas related to the field.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program's capstone course CRIJ 6388 "Emerging Issues in Criminal Justice Leadership" is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score "A" in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw the results as strengths to be retained at that time.

RELATED ITEM LEVEL 2

IND 3- Research proposal (L1, L2, L3, L5)

Indicator Description:

A research proposal developed in the program's capstone course CRIJ 6334 "Research Method and Quantitative Analysis" is considered an assessment of the student's integrated knowledge acquired during CRIJ 6334 as well as previously completed coursework. Students enrolled in CRIJ 6334 are required to construct a research proposal with appropriate information from the scholarly literature, utilize sound scholarly methods, and include citations in APA format. The paper should also assess and articulate relevant public policy implications of the project.

Criterion Description:

Three required elements should be developed in the students' Research Proposal: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score "Proficient" in each of the 3 categories.

Findings Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 3

IND 3- Research proposal (L1,L2,L3,L5)

Action Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 1

L3- Advanced Knowledge of Methods (G2)

Learning Objective Description:

Students will demonstrate advanced knowledge of the methods used to generate useful scientific knowledge in the fields of criminal justice and criminology.

RELATED ITEM LEVEL 2

IND 2- Digital Portfolio (L1, L2, L3, L4, L5)

Indicator Description:

An academic integrative essay developed in the program's capstone course CRIJ 6388 "Emerging Issues in Criminal Justice Leadership" is considered an assessment of the student's integrated knowledge acquired through completion of all of the prior coursework required for the degree. Having completed each of the required courses for the program, students enrolled in CRIJ 6388 are required to construct a paper or project with appropriate information from the scholarly literature, using citations in APA format presenting their initial thoughts on the program and final reflections regarding how the program impacted their professional development. The paper should also assess and articulate relevant public policy implications of the project. Students should also identify how specific coursework completed throughout their program of study has assisted in their professional development.

Criterion Description:

Students enrolled in CRIJ 6388 will submit a portfolio demonstrating leadership philosophy statement and management statement, professional development activities, MyersBriggs Indicator individual assessment, and an academic integrative essay. Within the academic essay, three required elements should be developed: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score "A" in each of the categories.

Attached Files

 [Capstone Rubric.pdf](#)

Findings Description:

For Fall 2022, Spring 2023 and Summer, all students who took CRIJ 6388 successfully demonstrated these skills.

RELATED ITEM LEVEL 3

IND 2- Digital Portfolio (L1,L2,L3,L4,L5)

Action Description:

According to the data from the instructor teaching the capstone course, 100% of MSCJ students have successfully demonstrated these skills in AY 2022/23. These results were consistent with results reported to members of the external review team in a previous year. The reviewers saw the results as strengths to be retained at that time.

RELATED ITEM LEVEL 2

IND 3- Research proposal (L1, L2, L3, L5)

Indicator Description:

A research proposal developed in the program's capstone course CRIJ 6334 "Research Method and Quantitative Analysis" is considered an assessment of the student's integrated knowledge acquired during CRIJ 6334 as well as previously completed coursework. Students enrolled in CRIJ 6334 are required to construct a research proposal with appropriate information from the scholarly literature, utilize sound scholarly methods, and include citations in APA format. The paper should also assess and articulate relevant public policy implications of the project.

Criterion Description:

Three required elements should be developed in the students' Research Proposal: 1. Communication and Advanced Knowledge, 2. Application of Scientific Literacy, and 3. Sources and Citations. Each element is assessed using the attached rubric. Students in this course will score "Proficient" in each of the 3 categories.

Findings Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

RELATED ITEM LEVEL 3

IND 3- Research proposal (L1,L2,L3,L5)

Action Description:

For Fall 2022 And Spring 2023, the percentage of students earning B or higher on the research proposal was 91. The percentage of students earning a C or higher was 98%. These scores were higher than in previous years.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

One of the recommendations of the reviewers is to involve the junior faculty in the program more than has been the case in the past. We are doing so in two ways: (1) we will hold faculty colloquia with junior faculty--several faculty members have volunteered to be involved; and (2) we will ask junior faculty to teach electives in their fields of expertise--this will broaden the pool of faculty and also enhance the number of electives from which students can choose.

Update of Progress to the Previous Cycle's PCI:

We scheduled 3 faculty colloquia for MSCJ students during AY 2022/23 and held two (one was cancelled due to lack of registered students. We learned about scheduling difficulties at that time, a lesson learned that will benefit us in the future.

Getting junior faculty involved in the MSCJ program is an ongoing process, but we were successful in having new faculty members, albeit senior faculty, offer courses in the program.

New Plan for Continuous Improvement Item

Closing Summary:

Excerpt from the 2021-2022 Assessment Plan:

One of the recommendations of the reviewers [of the 2020-21 external review] is to involve the junior faculty in the program more than has been the case in the past. We are doing so in two ways: (1) we will hold faculty colloquia with junior faculty--several faculty members have volunteered to be involved; and (2) we will ask junior faculty to teach electives in their fields of expertise--this will broaden the pool of faculty and also enhance the number of electives from which students can choose.

We see this step as an ongoing effort and will continue to work on these steps in AY 20223/2024.

2022-2023

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:

Findings for AY 2022-2023 indicate that two of the six students who defended their dissertations scored below the 80% threshold for various indicators. Both students also fell below the 80% threshold for overall score (60% & 73%). All other students scored a minimum of 4/5 (80%) on all nine indicators. The average scores are listed below in descending order:

Written Presentation	4.50
Choice of Problem	4.33
Execution of Study	4.33
Interpretation of Results	4.33
Analysis	4.33
Theoretical Framework	4.17
Mode of Inquiry	4.17
Originality of Idea and/or Approach	4.17
Contribution to the Field	4.17

The average was highest for Written Presentation (4.5) while Theoretical Framework, Mode of Inquiry, Originality of Idea and/or Approach, and Contribution to the Field averaged the lowest with 4.17.

Attached Files

 [Dissertation rubric results.xlsx](#)

RELATED ITEM LEVEL 3

Successful Completion Of The Dissertation

Action Description:

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

RELATED ITEM LEVEL 2

Successful Defense Of A Research Portfolio

Indicator Description:

Doctoral students are required to submit and orally defend a portfolio of selected written research products that were developed during their tenure in the doctoral program to a panel of faculty members. The current policy states that the portfolio must contain at least two research articles that are deemed by the committee members as acceptable for submission for publication to a peer reviewed journal.

Criterion Description:

While the current policy states that the minimum requirement for a portfolio defense is two publishable articles, the Graduate Standards and Admissions Committee would like to start seeing Ph.D. students who are defending their portfolio have at least one paper either published or under review at a peer-reviewed journal at the time of the defense.

Findings Description:

Six PhD students defended their portfolios in AY 22-23. Of those 6 the breakdown for paper submissions and acceptances at the time of the defense were as follows:

Student #1: 1 accepted and 1 under review

Student #2: 2 papers under review

Student #3: 2 papers under review

Student #4: 1 under review

Student #5: 1 under review

Student #6: Could not be determined status of papers at time of defense. Expectations memo just stipulated 2 publishable manuscripts.

RELATED ITEM LEVEL 3

Successful Defense Of A Research Portfolio

Action Description:

Program will continue to review disaggregated data from portfolio submissions to identify trends across portfolio dossiers.

Doctoral Teaching Fellows Provide Quality Classroom Teaching

Goal Description:

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

Providing Department: Criminal Justice PhD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Provide Effective Undergraduate Classroom Instruction

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Faculty Observations

Indicator Description:

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

Criterion Description:

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

Findings Description:

DTFs received a score of 80% or higher on all rubric elements. Faculty observations of DTFs during Fall 22 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 95%.

Attached Files

 [DTF Faculty Observation Fall 22.xlsx](#)

RELATED ITEM LEVEL 3

Faculty Observations

Action Description:

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

RELATED ITEM LEVEL 2

IDEA Evaluation Forms

Indicator Description:

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

Criterion Description:

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

and 3. Excellent Course.

Findings Description:

Doctoral Teaching Fellows performed well on all sections taught during the fall 2022 and spring 2023 semesters with an average adjusted score of 4.55 on Progress on Relevant Objectives, 4.65 on Excellent Teacher, and 4.52 on Excellent Course. Based on these results, the objective was met.

Attached Files

 [AY22_23.xlsx](#)

RELATED ITEM LEVEL 3

IDEA Evaluation Forms

Action Description:

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

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

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.

Update of Progress to the Previous Cycle's PCI:

Program has continued to collect data for PhD student teaching observations and dissertation completion rubrics. This AY an external program review of the PhD program will be conducted. As a part of this review, feedback from current and former students will be collected to gain their perspectives about program strengths and areas for improvement.

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. Portfolio outcome data will continue to be collected
4. 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.
5. Assessment recommendations derived from the external program review being conducted this AY will be incorporated into the assessment plan.

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:

There were 0.5 publications per MS student during AY 22-23, which met the objective for this criterion. This included 10 publications from 20 MS students. The 10 publications were comprised of 3 peer-reviewed journal articles and 7 conference proceedings. We maintained the same 0.5 publications per student average from AY 21-22 to AY 22-23 even though we had one less MS student. In general, 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 are typically submitted post-graduation. The recent increase in publications per MS student (AY 21-22 and AY 22-23) may reflect increased virtual or hybrid opportunities for conference presentations because of the COVID pandemic.

Attached Files

 [Publications by AY 22-23.pdf](#)

 [Publications by AY - July 2023.pdf](#)

RELATED ITEM LEVEL 3

Student Preparation of Research Materials for Publication/Presentation

Action Description:

Even though our criterion was met in AY 22-23 and we have seen an increase in student publications the last two assessment cycles, the department is going to continue to encourage increased dissemination of MS-student research through conference presentations and peer-reviewed publications. One specific action item identified at the annual departmental quality review was to

encourage first year MS students to identify a research advisor and topic by the end of the fall semester. This will enable the spring semester to be used to start assimilating the student into the research laboratory and begin familiarization with the relevant scientific literature, with the goal of producing higher quality research outputs. In addition, the format of the formal written capstone report is going to be standardized to match that of a journal submission rather than a thesis to increase the likelihood of manuscript submission shortly after the completion of the student’s capstone research project.

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:

There were 9 students who completed capstone research in AY 22-23. This does not include the 3 additional doctoral students who were involved in capstone research. All final report evaluations were satisfactory (B or higher). Each student received an evaluation from two internal faculty and one external evaluator. Our oral defenses were conducted in-person and with a virtual Zoom option, which enabled increased participation from external evaluators. All students received satisfactory or higher evaluations for their laboratory performance (100% As), technical writing (89% As and 11% Bs), and oral presentation (78% As and 22% Bs). The criterion for this objective was met during AY 22-23.

Attached Files

 [MS Research Performance.pdf](#)

RELATED ITEM LEVEL 3

Capstone Research Report Scoring Methodology

Action Description:

The proposed changes to the timeline and written capstone report format as discussed in the Student Preparation of Research Materials for Publication/Presentation section should also have an impact on the report scoring. The increased time that students can dedicate to their capstone research should help improve their laboratory performance, technical writing, and oral presentation.

However, moving forward, the written student report will be evaluated based on the ability to submit to a peer-reviewed scientific journal, rather than a report of publishable quality. This decision was made at the annual departmental quality review to encourage the dissemination of MS-student research through presentations and peer-reviewed publications.

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 possess 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:

There were 12 graduating students in AY 21-22, including 9 students who sought employment and 3 students who transferred into our PhD program. There was a 78% response rate for the MS employer survey (7 responses out of 9 surveys). 100% of respondents were “satisfied” or “highly satisfied” for all categories, so the criterion for AY 21-22 was met. Of note, 100% of respondents indicated that they would hire additional MSFS graduates in the future. A total of 86% of respondents were highly satisfied that graduates had appropriate workplace skill and were adequately prepared for the workplace, which corresponded to a 15% increase since AY 20-21. These responses were also reflected in the high satisfaction rating of the graduating MS students in the Postgraduate Survey.

Attached Files

 [MS Employer Satisfaction Survey.pdf](#)

 [MS Postgraduate Preparedness.pdf](#)

RELATED ITEM LEVEL 3

Employer Survey

Action Description:

The department will continue to monitor the employer satisfaction survey to verify the appropriate workplace readiness of our graduates. We will continue to focus on providing students with hands-on experience with scientific instrumentation, developing critical thinking and problem-solving skills, and familiarization with industry standards and forensic science licensing. Moving forward, the Texas Forensic Science Commission General Forensic Analyst Licensing Examination will be made available to MS students in the Quality Assurance course to complete prior to graduation. Finally, the faculty will continue to foster graduate student culture and the development of soft workplace skills in addition to the necessary scientific knowledge.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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.

Target Description:

Our departmental target is 90% of MS graduates being successfully employed in forensic careers or pursuing advanced degrees or full-time research within 12 months of graduation. The lengthy hiring process for federal positions, due to extensive background checks, may delay our graduates beyond the 12-month mark depending on when the job posting becomes available.

Results Description:

Post-graduate success during this assessment cycle was 100%. This was the third consecutive year with 100% post-graduate success. Our 5-year and 10-year average post-graduate success is 95% and 96%, respectively. None of our MS students applied to transfer to the doctoral program during this assessment cycle (AY 22-23). All our MS graduates were employed in the forensic science field within 12 months of graduation. The breakdown of our cumulative MS student employment is research (23%), state (23%), county (23%), private (19%), city (7%), and federal (5%). Our overall discipline distribution is DNA (42%), toxicology (32%), drugs (14%), trace (5%), firearms (5%), latent fingerprints (1%), questioned documents (1%), and arson (<1%).

Attached Files

 [Postgraduate Success - July 2023.pdf](#)

RELATED ITEM LEVEL 3

Job or Advanced Program Placement

Action Description:

The faculty will continue to assist students with searching for employment, preparation of application materials, and career advising at the department level to maintain our historical success with job placement. The department is also going to continue to encourage student involvement with the Society of Forensic Scientists club, as well as professional development organizations and opportunities through the Graduate and Professional School. Finally, the department is going to continue to assess why we have seen a drop in the number of MS applicants for the PhD program. Feedback from recent graduates indicates that financial needs may be taking precedence over continuing education, which perhaps may be a remaining artifact from the COVID pandemic.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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).

Update of Progress to the Previous Cycle's PCI:

The department has continued to struggle with faculty and staff burnout to meet the student's educational needs, while maintaining research productivity and service commitments. Although the department was able to add a postdoctoral fellow in fall 2022 to assist with teaching and instrument maintenance, this postdoctoral fellow has already been hired as faculty, which has left a void in our postdoctoral fellow position. Ideally, we would like two postdoctoral fellows to support teaching and research moving forward. Adding postdoctoral fellows will help support minor growth and research activity through reducing the existing burden on our faculty. One tenured Associate Professor left the department in AY 22-23 for an alternative employment opportunity. This position has since been filled by a new Assistant Professor this summer.

The general Forensic Analyst Licensing Examination was offered through the laboratory management course in fall 2022 due to workload availability. Moving forward, this examination will be offered each spring to the second year MS students in the Quality Assurance course. We believe this licensure offers our students a leg-up during the application and hiring process and demonstrates the knowledge they have acquired during their graduate education.

New Plan for Continuous Improvement Item

Closing Summary:

During AY 23-24, the department hopes to 1) increase MS student publications, 2) execute a new curriculum mapping exercise, and 3) work to rebalance our MS students by discipline.

The department aims to increase the number of MS student publications by changing the timeline of MS student incorporation into research activities and the format of the final capstone reports. Getting first year MS students involved in shadowing students currently working on their capstone or PhD research will help expedite the research advisor selection process and enable higher-quality scholarly products due to additional project development during the spring semester before students leave for their internship. Shifting the final capstone report from a thesis-based format to a manuscript-based format should also increase the number of MS student publications by expediting the manuscript submission process.

Given faculty turnover during AY 22-23 and the new 12-credit workload policy that the college is implementing this year, the department will undergo an additional curriculum mapping exercise to balance the new workload policy with available faculty. This will include developing discipline-specific pathways through our program that have sufficient faculty coverage to meet both the core courses and the advanced elective needs of our students. The department is in the process of hiring two additional Assistant Professors to accommodate an increase in MS student enrollment requested by the Texas Legislature. The successful onboarding and training of three new faculty members is a major objective of the department over the next year.

The discipline balance of our MS program is another major focus for the department over the next year. Even though we have worked to improve discipline balance in the past, due to faculty turnover, this past year our discipline balance was altered to avoid overburdening our incoming faculty. As the new faculty settle in and develop their research agendas, it will be important to rebalance our student distribution within the MS program, which will be experiencing a 10-student increase over the next two years. The addition of postdoctoral fellows would also help address the burden of additional MS students in the coming years.

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

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 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:

There were 2.0 publications per PhD student during AY 22-23, which met the objective for this criterion. This included 46 publications from 23 PhD students. The 46 publications were comprised of 11 peer-reviewed publications and 35 conference proceedings. The number of publications per PhD student has increased the last two years (AY 20-21 was 1.6 and AY 21-22 was 1.8), which may reflect increased virtual or hybrid presentation opportunities for conference presentations or be due to our relatively top-heavy PhD student population.

Attached Files

 [Publications by AY 22-23.pdf](#)

 [Publications by AY - July 2023.pdf](#)

RELATED ITEM LEVEL 3

Student Preparation of Research Materials for Publication/Presentation

Action Description:

The department will continue to emphasize the importance of prompt publication of doctoral research in high impact scientific journals. Even though we have seen an increase in doctoral publications the last two assessment cycles, the department would like to see this trend continue with the increase in faculty. Connecting students with campus resources, such as the Writing

Center, the Newton Gresham library, and the Graduate and Professional School (TGPS), will assist doctoral students with the successful development of scientific publications. For example, funding from TGPS for research or travel has likely helped increased our doctoral publication production the last two years.

Develop Specific Knowledge Base

Goal Description:

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

Providing Department: Forensic Science PhD

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

Knowledge Base and Technicial 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:

There were no Postgraduate Survey responses collected this assessment cycle due to there being only a single graduating PhD student and concerns with anonymity. This graduate will be included in the next assessment cycle.

RELATED ITEM LEVEL 3

Knowledge Base and Technical Competence

Action Description:

Given that only a single PhD student graduated this assessment cycle, there were no Postgraduate Survey responses collected. However, this graduate’s survey responses will be collected with the cohort in the next assessment cycle. This strategy has been implemented in the past so that we collect all necessary feedback without sacrificing student anonymity.

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:

There was only a single student who underwent a qualifying examination (QE) this assessment cycle. The student passed their qualifying examination with a score of 91%. The limited number of students completing a QE this assessment cycle is related to a decrease in new PhD students as our program is relatively top heavy in senior PhD students who are approaching graduation and we are limited to 26 graduate assistantship positions. We anticipate that our number of QEs will increase in the next assessment cycle.

Our lone PhD graduate this assessment cycle graduated in five years, which is our projected timeline for PhD graduates. This is a decrease from AY 21-22 (5.25 years) but is only representative of a single student rather than an average of multiple graduating students (e.g., N=3 in AY 21-22).

One PhD student decided to Master out during AY 22-23. This student was a direct admit PhD student who didn't love research as much as they anticipated. This is always the risk with direct admit PhD students who don't come from a research-intensive undergraduate program.

RELATED ITEM LEVEL 3

PhD Dissertation Reports

Action Description:

The department will continue to maintain Portfolio Qualifying Examination rigorousness and to strike a balance between project-specific knowledge and the general knowledge required of a doctoral candidate. We will continue to emphasize student preparation for doctoral research given recent issues with doctoral students who have not made the necessary progress in their doctoral research. The addition of more frequent and in-depth PhD progress reports has helped document student deficiencies, but we are still lacking a mechanism for mastering out doctoral students who have not made sufficient progress or developed the necessary skills to succeed as a doctoral candidate. The department will consider options to fill this void in the coming year.

We will also continue to evaluate the time to graduation per cohort. Our lone AY 22-23 graduate was right at the 5-year mark, but the rising cohort contains several candidates well-beyond the targeted 5 years. The department is currently exploring various options, including removing financial assistance to those students beyond their fifth year in the program, so that we are not

limiting the number of incoming PhD students each year given our capped number of doctoral graduate assistantship lines.

Given the issues we are experiencing at the doctoral level, the department intends to start involving MS students in research earlier in our program. This should enable an increase in MS student publications and a better assessment of MS students who are interested in transferring into the PhD program. Our goal is to increase the overall quality of our doctoral candidates, which will help improve our retention rate and avoid issues with slowly matriculating doctoral candidates.

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:

During AY 22-23, 8 doctoral students taught 13 sections of online classes in the Forensic Science Minor (FORS 3366 and FORS 4364). The scores ranged from 4.2-4.7, which compares favorably to full-time faculty (3.5-4.7) during the same timeframe. The similarity in IDEA scores between doctoral teaching fellows (DTFs) and full-time faculty provides evidence that undergraduate students enrolled in the minor are receiving a quality educational experience regardless of the type of instructor. Understanding the equivalency of DTFs and full-time faculty is important as the minor continues to grow due to licensing demands and curriculum changes within the college. We enroll our doctoral students in Blackboard certification after completion of their qualifying examinations to assist with online minor course instruction as DTFs. The IDEA evaluations exceeding our criterion in all courses indicates that our DTFs are adequately prepared for online teaching responsibilities. Given upcoming changes to the faculty workload policy and our projected continued growth of the minor, our reliance on DTFs is going to continue to increase.

Attached Files

 [DTF Teaching Scores Fall 2022-Spring 2023.pdf](#)

RELATED ITEM LEVEL 3

Competence in Teaching and Instruction

Action Description:

The continued use of doctoral teaching fellows (DTFs) will be essential given changes to the faculty workload policy in the upcoming year and the projected growth of our forensic science minor. The department will continue to promote Blackboard Certification for all doctoral students who have passed their Portfolio Qualifying Examination and monitor IDEA evaluations relative to full-time faculty to assure appropriate DTF competence in teaching and instruction.

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

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:

During AY 22-23, 8 doctoral students taught 13 sections of online classes in the Forensic Science Minor (FORS 3366 and FORS 4364). The scores ranged from 4.2-4.7, which compares favorably to full-time faculty (3.5-4.7) during the same timeframe. The similarity in IDEA scores between doctoral teaching fellows (DTFs) and full-time faculty provides evidence that undergraduate students enrolled in the minor are receiving a quality educational experience regardless of the type of instructor. Understanding the equivalency of DTFs and full-time faculty is important as the minor continues to grow due to licensing demands and curriculum changes within the college. We enroll our doctoral students in Blackboard certification after completion of their qualifying examinations to assist with online minor course instruction as DTFs. The IDEA evaluations exceeding our criterion in all courses indicates that our DTFs are adequately prepared for online teaching responsibilities. Given upcoming changes to the faculty workload policy and our projected continued growth of the minor, our reliance on DTFs is going to continue to increase.

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Competence in Teaching and Instruction

Action Description:

The continued use of doctoral teaching fellows (DTFs) will be essential given changes to the faculty workload policy in the upcoming year and the projected growth of our forensic science minor. The department will continue to promote Blackboard Certification for all doctoral students who have passed their Portfolio Qualifying Examination and monitor IDEA evaluations relative to full-time faculty to assure appropriate DTF competence in teaching and instruction.

RELATED ITEM LEVEL 2

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 possess 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 Employer Satisfaction Survey was sent to four employers with a 100% response rate. Responses were “satisfied” or “highly satisfied” across all categories, which met the objective for this criterion. Interestingly, one respondent indicated that they wouldn’t hire a PhD graduate in the future, but this was due to over qualification and no current room for growth in their organization. We evaluate this response as a function of the organization and not a negative reflection of the graduate or our preparation of the graduate.

Attached Files

 [PhD Employer Satisfaction Survey.pdf](#)

RELATED ITEM LEVEL 3

Employer Survey

Action Description:

The department will continue to monitor employer survey results each year to evaluate trends over time. Our largest historical challenge has been identifying ways to increase the rate of survey responses, although we had a 100% response rate during the AY 22-23 assessment cycle.

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.

Target Description:

Our departmental target for PhD graduates is 90% being successfully employed in forensic careers within 12 months of graduation. The lengthy hiring process for federal positions, due to extensive background checks, may delay our graduates beyond the 12-month mark depending on when the job posting becomes available.

Results Description:

The one PhD graduate during AY 22-23 was employed in the forensic science field within 12 months of graduation and in fact, had multiple job offers prior to graduation. The breakdown of our cumulative PhD student employment is county (38%), private (24%), federal (19%), state (9%), city (5%), and academia (5%). The largest difference between our MS graduates and PhD graduates is for county employees (23% vs. 38%) likely due to the postdoctoral fellowship offered through a local county laboratory where several of our PhD graduates have been hired directly out of graduate school. We also see considerably more positions at the federal level for our PhD graduates (19%) compared to our MS graduates (5%).

RELATED ITEM LEVEL 3

Job or Advanced Program Placement

Action Description:

The department will continue to monitor trends in the postgraduate success of our PhD students in terms of their type of employment and geographic location. Although we have several large organizations within the state of Texas that hire our graduates, our PhD graduates have greater access to federal positions based on their qualifications and targeted job responsibilities (i.e., research and development). The department will also continue to monitor our offered advanced electives to ensure that appropriate workplace readiness is maintained even as the job market changes over time.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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).

Update of Progress to the Previous Cycle's PCI:

Issues with workload will hopefully improve through the combination of the new workload policy that the College of Criminal Justice is adopting for this upcoming year. However, the need for postdoctoral fellows remains. We hired one postdoctoral fellow in fall 22, but that individual has since been hired on as faculty, creating another void. Postdoctoral fellows are vital for teaching and instrument maintenance to offset faculty responsibilities as the department continues to grow and develop.

Our focused recruitment and increased scrutiny during admissions has resulted in our highest percentage of out of state PhD acceptances. It will take several assessment cycles to understand the impact of these efforts but attracting high caliber students from out of state highlights the initial success of these efforts. Even though we only had a single Portfolio Qualifying Examination completed this assessment cycle, the candidate scored favorably compared to our historical average. The department will continue to monitor the MS program and encourage our most suitable candidates to consider transferring to the PhD program at the conclusion of their MS degree. We believe our recent drop in MS to PhD transfer students is primarily driven by financial need, which highlights the need to explore increasing the graduate assistantship for doctoral students to remain competitive with other programs and employers.

The curriculum mapping exercise completed during AY 22-23 must be modified to account for turnover in faculty. Developing discipline-specific pathways that fit within the new workload policy will ensure more predictive scheduling, improved academic advising, and the availability of advanced electives to meet student needs. The ability to tailor advanced electives to specific student needs (i.e., academia vs. R&D, vs. federal forensic laboratory) will improve the postgraduate success of our doctoral graduates.

New Plan for Continuous Improvement Item

Closing Summary:

During AY 23-24, the department hopes to 1) implement a new workload policy, 2) hire a postdoctoral fellow, 3) execute a new curriculum mapping exercise, 4) establish a better cohort balance within our doctoral candidates, and 5) improve our doctoral publication rate and overall doctoral student quality.

The department will be implementing the new 12-credit workload policy starting in fall 2023. This policy will bring the department in alignment with a traditional 2-2 teaching load that is more consistent with research active terminal degree programs. However, given that one of the new Assistant Professors was hired from the postdoctoral fellow position, the department needs to backfill this position to assist with teaching and instrument maintenance.

Updating the curriculum mapping to account for the new workload policy and faculty turnover will be essential in the coming assessment cycle. The development of discipline specific pathways will help ensure that all core courses are covered, as well as the advanced electives that are essential for completion of our doctoral program. Uniform discipline specific pathways will also enable more consistent advising at the department level and avoid issues with course replacements as students matriculate through the program.

We hope that the established discipline specific pathways will also help to improve cohort balance within our doctoral program by keeping students on track to graduate in 5 years. Currently, we anticipate a large cohort to graduate in the next assessment cycle, whereas we only had a single doctoral graduate this assessment cycle. Ideally, we would like to accept and graduate 3-5 doctoral students per academic year. Additionally, we have seen a reduction in the number of MS to PhD transfer students, which we are actively investigating from a departmental level. Based on student feedback, finances appear to be the biggest motivator to pursue employment rather than doctoral education. However, the department will continue to monitor this trend as we pursue better cohort balance.

Finally, the department intends to increase the rate of doctoral publications and the overall doctoral candidate quality through several mechanisms. First, the improved rigorousness of the Portfolio Qualifying Examination will continue. Making sure that only qualified doctoral candidates make it into doctoral research will help reduce the issues with slowly matriculating doctoral candidates and improve the publication rate. Second, we believe that incorporating MS students into the laboratory earlier will enable more interaction between doctoral students and MS students. This provides valuable mentorship opportunities, as well as the ability to get involved with additional projects and thus, more publication opportunities. Perhaps some of our unpublished MS student research would have been published with the involvement of an experience doctoral student. We also hope that the incorporation of new faculty with diverse experience and research interests will help spark increased research productivity in the coming years, although we know there will be an initial lag as the new faculty establish themselves at SHSU.

Department of Security Studies

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:

All graduate students received a score of 80% or above on their major integrated paper

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper

Action Description:

Students in the graduate program are led to 80% or better completion of their major research projects.

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.

Findings Description:

All graduate students received a score of 80% or above on their major integrated paper

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper

Action Description:

Students in the graduate program are led to 80% or better completion of their major research projects.

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

Progress: Ongoing

RELATED ITEM LEVEL 1

L 2.1 Apply Research Skills

Learning Objective Description:

Students completing the Master of Science degree in Security Studies will be able to conduct research and produce studies based on the generation and assessment of various sources of data.

Successful completion of Capstones at 80% or better underscores mastery of research and assessment of data.

Thesis track shall be encouraged for highly motivated students.

RELATED ITEM LEVEL 2

ICF 2 Successful Performance In Practical Exercises And Internship

Indicator Description:

Demonstrating the capacity to integrate conceptual frameworks to problem solving with practical analytical solutions is a primary indicator of the success of the program's learning objectives. Those students engaging in an internship routinely receive critiques and personal evaluations from both the faculty member monitoring the student (internship director) and the employer who supervises the student intern. In addition, students provide written progress reports during the internship process.

For students who do not follow the internship route, assignments in key courses require that students develop the skill to engage in policy, process, or project development and that they demonstrate this skill in the form of practical outcomes such as policy memos, exercise design, scenario development, or ACE (experiential learning) professional community service delivery.

Criterion Description:

Students following the Internship track will provide a measurable out-of-class outcome based on the nature and quality of their work with an outside agency/company. Students will score greater than 85% on these practical outcomes.

Students not engaging in internships will demonstrate learning based on their improvements in iterations of policy, process, or project development design resulting in policy memos, exercise design, scenario development, or ACE (experiential learning) professional community service delivery.

Findings Description:

All graduate students engaged in internships scored 85% or better

Courses in Emergency Management require students to conduct case studies analyzing policy development based on After Action Reports - all students in EMI 1 and EMI2 successfully completed assigned case studies and offered policy recommendations

Course in Intelligence requires students to conduct intelligence case studies with in-depth analysis of intelligence policies; all students in Intelligence course successfully completed assigned case studies and offered intelligence analysis

RELATED ITEM LEVEL 3

Action for ICF 2 Successful Performance In Practical Exercises And Internship

Action Description:

All graduate students engaged in internships score 85% or higher on their internship evaluations. Moreover, one student was offered a job based on her performance. All graduate students undertaking policy analysis and case studies score at 85% or better on those applied projects.

RELATED ITEM LEVEL 1

L 2.2 Critical Thinking and Problem Solving

Learning Objective Description:

Students completing the Master's degree will be able to think critically, and apply problem solving techniques to complex issues relating to the Homeland Security Enterprise.

Goal 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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

L 1.3: Upskilling Students

Learning 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

RELATED ITEM LEVEL 2

ICF 3 - Upskilling Students

Indicator 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

Criterion Description:

Criterion for KPI 1 would be at least 2 graduate courses offering built-in certifications

Criterion for KPI 2 would be attendance of at least 2 professional webinars by graduate students

Criterion for KPI 3 would be at least 2 different genres of writing that reflect professional genres used in the field

Findings Description:

Students in graduate courses in Emergency Management received a total of 12 FEMA certificates

Students in graduate courses in Intelligence attended 2 webinars and completed 1 certification course from Center for Defense and Homeland Security

Students in Leadership in HSEM completed a meta-leadership certification from Center for Defense and Homeland Security

Students in Critical Infrastructure courses produce policy analysis memos

Students in Global Perspectives in HS produce comparative briefs

Students in Emergency Management Integration 2 developed resiliency plans

RELATED ITEM LEVEL 3

Action - Upskilling Students

Action Description:

The department has been very successful at integrating various modes of professional genre writing, offers numerous certifications within courses and creates opportunities for webinars.

Goal 4: Creating Graduate Level Leadership

Goal Description:

Create graduate-level academic administrative support to students and curriculum

Providing Department: Homeland Security Studies MS

Progress: Ongoing

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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 strenghten 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.

Update of Progress to the Previous Cycle's PCI:

For the 2022/2023 cycle the Department of Security Studies 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 conducted a search and hired faculty Dr. Thomas Haase with expertise in Emergency Management and legal studies which will be a great contribution to the department because we do not have legal expertise per se. The department started strategic planning for expansion of graduate program towards PHD but market analysis has not yet been conducted. We created a position of Program Director that will enhance support to the graduate arm of the department. We have continued 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 have explored the collaboration with ORSP to leverage their grant writing seminars for our graduate student but determined it was not very applicable to our student body and field needs. We supported student research through robust Capstone mentoring and direction, though community engaged research projects such as Templeton scholarship

initiative; our students have received a number of certifications and attended webinars; moreover students like Ariana Camarillo were funded by and assisted with grant research. We have not reached conclusion for Capstone archiving - Ms. Carlson implemented a better communication system with students to report their topics but it has not been very efficient. We are unfortunately losing face to face courses (only one in the Fall and none in the Spring) as students migrate to online. It is however easier to ensure appropriate sequencing and appropriate offerings in Fall, Spring, and Summer semesters; all our graduate classes made for Fall 2023. We have offered at least 2 summer courses for our graduate students who are working professionals.

New Plan for Continuous Improvement Item

Closing Summary:

As the Department secured the position of the Graduate Program Director we are well aligned to conduct a robust assessment of the needs of the Master of Science in HSS program in 2023/2024 year. The new Director will work with the assessment to implement ways to align course objectives with content delivery in some of the courses. Also, he will seek ways to implement grant writing course that will be better suited for our graduate students. The Director will assess the feasibility of enhancing the number of face to face courses and conduct surveys with students about their interest and availability for various schedules. Because major tool for assessment are IDEA evaluations and those might be replaced ,we will work with the University on adopting potential assessment tools in the future. Our new faculty Dr. Haase will engage in creating new courses as well as be encouraged to offer ACE component due to his strong ties with professionals in the field. We will seek opportunities to engage graduate students better in participating in conferences in the future. We will continue a strong working relationship with the Internship Director at the College to ensure good internship placement and potential career opportunities for graduate students. Dr. Haase will revise Law and Ethics in HS course to integrate more applicable content and to include legal genre writing.

Security and Resilience in the Healthcare Sector, Undergraduate Certificate

Improve Marketability

Goal Description:

The Undergraduate Certificate in Security and Resilience in the Healthcare Sector is designed to provide graduates with the following marketable skills:

Risk Assessment.

Emergency Management.

Healthcare Sector Security and Resilience.

Providing Department: Security and Resilience in the Healthcare Sector, Undergraduate Certificate

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

New Learning Objective Item

Learning Objective Description:

Students will learn the language, frameworks, and vulnerabilities associated with Security and Resilience in the Healthcare Sector.

RELATED ITEM LEVEL 2

Knowledge check

Indicator Description:

Students who complete this program will be able to:

- Summarize key concepts in public health
- Sketch institutions and interdependencies within the healthcare sector
- Interpret the role of planning and liaison in crisis management
- Recognize a range of cyber vulnerabilities impacting critical infrastructures
- Integrate vulnerabilities, features, and stakeholders pertaining to the maintenance of resilience in the healthcare sector

Knowledge checks will be completed in blackboard associated with each of the above-mentioned learning objectives.

Criterion Description:

80% of students will pass the knowledge check with a score of 70% or higher.

Findings Description:

No findings to report. There were no students enrolled in the Security and Resilience in the Healthcare Sector Certificate during the 2022-2023 assessment cycle.

RELATED ITEM LEVEL 3

Recruitment & Enrollment

Action Description:

Recruitments efforts are ongoing for the certificate program.

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

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

New unit, no previous PCI

Update of Progress to the Previous Cycle's PCI:

New unit, no previous PCI

New Plan for Continuous Improvement Item

Closing Summary:

Targeted emails will be sent to students who have completed at least one of the required courses for the Security & Resilience in the Healthcare Sector certificate encouraging their enrollment in the certificate program. Emails will be sent and tracked through EMMA, with follow-up enrollment reports run to capture any new student enrollment.

Multiple Learning Objectives and indicators will also be identified to incorporate in the 2023-2024 assessment plan.

2022-2023

Security and Resilience in the Transportation Sector, Undergraduate Certificate

New Goal Item

Goal Description:

The Undergraduate Certificate in Security and Resilience in the Transportation Sector is designed to educate students working in, or seeking careers in, areas relating to security and resilience of infrastructures in the transportation sector. The undergraduate certificate covers all aspects of the homeland security cycle—from protection, prevention, and mitigation to response and recovery—as they relate to the transportation sector.

Providing Department: Security and Resilience in the Transportation Sector, Undergraduate Certificate

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

New Learning Objective Item

Learning Objective Description:

The Undergraduate Certificate in Security and Resilience in the Transportation Sector is designed to provide graduates with the following marketable skills:

- Risk Assessment.
- Emergency Management.
- Transportation Sector Security and Resilience.

RELATED ITEM LEVEL 2

New Indicator, Criterion, and Findings Item

Indicator Description:

The Undergraduate Certificate in Security and Resilience in the Transportation Sector is designed to provide graduates with the following marketable skills:

- Risk Assessment.
- Emergency Management.
- Transportation Sector Security and Resilience

Knowledge checks will be completed in blackboard associated with each of the above-mentioned learning objectives.

Criterion Description:

80% of students will pass the knowledge check with a score of 70% or higher.

Findings Description:

No data collected - there were no students enrolled in the Certificate program in 2022-2023.

RELATED ITEM LEVEL 3

Action item - Recruitment

Action Description:

Recruitments efforts are ongoing for the certificate program.

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

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

New unit, no previous PCI

Update of Progress to the Previous Cycle's PCI:

New unit, no previous PCI

New Plan for Continuous Improvement Item

Closing Summary:

Recruitments efforts are ongoing for the certificate program. Targeted efforts were initiated in Summer 2023 to recruit students into the Security and Resilience in the Transportation sector certificate. Emails were sent to students who have completed at least one of the required certificate courses to encourage enrollment.

Multiple Learning Objectives and indicators will also be identified to incorporate in the 2023-2024 assessment plan.

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 voluntary student survey was not administered, IDEA responses for 5365 indicate the following:

5 of the 11 students who responded to the survey described their progress on learning to apply course material as "Substantial"

5 of the 11 students who responded to the survey described their progress on learning to apply course material as "Exceptional"

1 of the 11 students who responded to the survey described their progress on learning to apply course material as "Slight"

The Mean score for "Learning to apply course material (to improve thinking, problem solving, and decisions) was 4.4 (on scale of 1 to 5).

RELATED ITEM LEVEL 3

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 2023-2024 academic year, or if another indicator will be selected for this learning objective.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

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.

RELATED ITEM LEVEL 2

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 5365 indicate the following:

3 of the 8 students who responded to the survey described their progress on learning to apply course material as "Substantial"

2 of the 8 students who responded to the survey described their progress on learning to apply course material as "Exceptional"

1 of the 8 students who responded to the survey described their progress on learning to apply course material as "Moderate"

1 of the 8 students who responded to the survey described their progress on learning to apply course material as "Slight"

1 of the 8 students who responded to the survey described their progress on learning to apply course material as "No Apparent Progress"

The Mean score for "Learning to apply course material (to improve thinking, problem solving, and decisions) was 3.5 (on scale of 1 to 5).

RELATED ITEM LEVEL 3

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 2023-2024 academic year, or if another indicator will be selected for this learning objective.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

Curriculum mapping for the graduate programs in the College of Criminal Justice have been delayed until mapping for the undergraduate programs is complete.

New Plan for Continuous Improvement Item

Closing Summary:

Assessment specialist will work with the new graduate program director for Victim Studies to evaluate assessment efforts for the MSVSM program to help identify new goals, learning objectives, and indicators that will yield meaningful data for the 2023-2024 assessment cycle.

2022-2023

Victim Studies, Undergraduate Certificate

Overview of Victimology and Victim Services

Goal Description:

The Undergraduate Certificate in Victim Studies provides students and professionals with an overview of victimology and victim services.

Providing Department: Victim Studies, Undergraduate Certificate

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Marketable Skills In Victim Studies

Learning Objective Description:

Upon completion of the Undergraduate Certificate in Victim Studies, students will understand the victim experience and be equipped to help victims through the criminal justice system in an empathetic and compassionate way.

RELATED ITEM LEVEL 2

Knowledge Check VCST 3351 Victim Service Delivery

Indicator Description:

Knowledge check in Blackboard for VCST 3351 Victim Service Delivery

Criterion Description:

80% of students completing the knowledge check in Blackboard will complete the check with a minimum of 70%.

Findings Description:

No data collected - there were no students enrolled in the Victim Studies Undergraduate Certificate program in 2022-2023.

RELATED ITEM LEVEL 3

Recruitment of students

Action Description:

Targeted recruitment efforts are underway for the Victim Studies Undergraduate Certificate Program. Students who have completed a minimum of 1 required certificate course have been identified and encouraged to enroll in the program. Emails were sent to these students that included new marketing materials and instructions on how to enroll in the program. The list of students was also shared with Academic Advisors in the SAM Center to help with recruitment.

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

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

New unit, no previous PCI

Update of Progress to the Previous Cycle's PCI:

New unit, no previous PCI

New Plan for Continuous Improvement Item

Closing Summary:

Targeted recruitment efforts are underway for the Victim Studies Undergraduate Certificate Program. Students who have completed a minimum of 1 required certificate course have been identified and encouraged to enroll in the program. Emails were sent to these students that included new marketing

materials and instructions on how to enroll in the program. The list of students was also shared with Academic Advisors in the SAM Center to help with recruitment.

Assessment efforts will also be reviewed to identify additional Learning Objectives and Indicators.