



2023-2024



College of Criminal Justice

Department of Criminal Justice and Criminology

Criminal Justice Leadership and Management Certificate

G - Advance Professional Growth and Career Development

Goal Description:

The online Criminal Justice Leadership and Management Certificate caters to working professionals currently in the field of criminal justice. The certificate provides an opportunity for students to advance professional growth and career development while maintaining their occupational responsibilities.

Providing Department: Criminal Justice Leadership and Management Certificate

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

LO - 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

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.

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

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.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Findings revealed criterion was met and students were successful in identifying elements considered crucial by the program director. The program director will continue to assess these essential strategies and theories for effective leadership in the upcoming assessment cycle, and focus on targeted assessment for certificate students.

Update of Progress to the Previous Cycle's PCI:

The program director continued to assess the essential strategies and theories for effective leadership in the upcoming assessment cycle. No changes were made to the assessment plan.

New Plan for Continuous Improvement Item

Closing Summary:

The Director will review the 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 Leadership and Management MS

G1: Improve Practitioner-Student Leadership Abilities

Goal Deption:

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

Providing Department: Criminal Justice Leadership and Management MS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

L1: Participant Articulation of Relevant Skills / Abilities

Learning Objective Description:

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

RELATED ITEM LEVEL 2

IND 1: Assessment of KSA

Indicator Description:

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

Criterion Description:

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

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

Attached Files

 [IND 1 Assessment](#)

Findings Description:

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.

Attached Files

 [IND 2 Assessment](#)

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.

Attached Files

 [IND 4 Assessment](#)

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.

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.

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/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.

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

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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024, and Summer2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but higher than in previous years.

RELATED ITEM LEVEL 3

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

Action Description:

For Fall 2023, Spring 2024, and Summer 2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but 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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024, and Summer2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but higher than in previous years.

RELATED ITEM LEVEL 3

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

Action Description:

For Fall 2023, Spring 2024, and Summer 2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but 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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024, and Summer2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but higher than in previous years.

RELATED ITEM LEVEL 3

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

Action Description:

For Fall 2023, Spring 2024, and Summer 2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but 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

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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024, and Summer2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but higher than in previous years.

RELATED ITEM LEVEL 3

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

Action Description:

For Fall 2023, Spring 2024, and Summer 2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but 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 2023, Spring 2024 and Summer 2024, all students who took CRIJ 6388 successfully demonstrated these skills. There were a total of 41 students who fulfilled this requirement.

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 2023/24. These results were consistent with results reported to members of the external review team in a previous year (2020/21). 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 2023, Spring 2024, and Summer2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but higher than in previous years.

RELATED ITEM LEVEL 3

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

Action Description:

For Fall 2023, Spring 2024, and Summer 2024, the percentage of students earning B or higher on the research proposal was 83. The percentage of students earning a C or higher was 100%. These scores were slightly lower than in AY 2022/23 but 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

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.

Update of Progress to the Previous Cycle's PCI:

During this Academic Year we deemphasized the faculty colloquia (as they were not very successful in the preceding year). Instead we focused on having more junior faculty members be involved with teaching: four junior faculty members taught courses during AY 2023/24 and they contributed to the continuing development and improvement of the program.

We see this step as an ongoing effort and will continue to work on it in AY 2024/2025.

New Plan for Continuous Improvement Item

Closing Summary:

While the MSCJ program does well with offering multiple courses every semester, there is room to offer additional electives for students. At this time, electives are limited due to faculty availability. However, we will try to increase the number of electives offered per semester, which will give students more flexibility with course options. Also, currently there are some MSCJ courses that are only offered in the Spring, even though are required courses. Offering them in the Fall or Summer could allow students the opportunity to graduate at an earlier time. We will explore the possibility of adding sections of these courses during Fall and Summer sessions of future academic years.

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:

In AY 2023-2024 a total of 8 PhD students defended their final dissertation. Of these 8 students, 6 students received a score of 80% or above on each of the 9 elements outlined in the dissertation rubric and 2 students received scores below 80% on at least 1 element. Specifically, one student received a score of 60% on 1 element of the dissertation rubric (theoretical framework) but received a score of 80% or higher on all other elements of the dissertation rubric. The other student received a score of 60% on 4 elements of the dissertation rubric (theoretical framework, mode of inquiry, interpretation of results, analysis) and received a score of 80% or higher on the remaining 5 elements. As such, this criterion was partially met.

RELATED ITEM LEVEL 3

Successful Completion Of The Dissertation

Action Description:

The program will continue to review disaggregated data from the dissertation rubric to identify trends among the rubric categories. This data will be used to identify areas of improvements for doctoral students so that the program can better address these areas. Students will also continue to be provided a "Dissertation Step by Step Guide" to help them navigate the dissertation process.

Attached Files

 [Dissertation Evaluation Rubric.docx](#)

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:

In AY 2023-2024 a total of 6 PhD students defended their portfolios. All 6 of these students had at least one paper either published or under review at a peer-reviewed journal at the time of the defense. As such, this criterion was met.

RELATED ITEM LEVEL 3

Successful Defense Of A Research Portfolio

Action Description:

The program will continue to review disaggregated data from portfolio submissions to identify trends across portfolio dossiers. This data will be used to identify areas of improvements for doctoral students so that the program can better address these areas. Students will also continue to be provided a "Portfolio Step by Step Guide" to help them navigate the portfolio process.

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:

In AY 2023-2024 6 Doctoral Teaching Fellows were observed by faculty. All 6 of these Doctoral Teaching Fellows obtained an average score of 80% or above on the overall rubric and 3 obtained an average score of 80% or above on each element of the rubric. Of the 3 students that did not score above an 80% on all elements of the rubric: 1) one student scored a 60% on 1 element of the rubric (length of presentation) but scored 80% or above on the remaining elements; 2) another student scored a 70% on 1 element of the rubric (enthusiasm), a 60% on 1 element of the rubric (length of presentation) and 80% or above on the remaining elements; 3) the last student scored a 60% on 2 elements of the rubric (eye contact and length of presentation) but scored 80% or above on the remaining elements. As such, this criterion was partially met.

RELATED ITEM LEVEL 3

Faculty Observations

Action Description:

Doctoral Teaching Assistants teaching face-to-face will continue to be observed in the classroom by a faculty member from GDAC 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. Additionally, prior to teaching their own face-to-face courses, doctoral teaching assistants are required to take CRIJ7333 (Proseminar in Criminal Justice) which is designed to further doctoral student's professional development in the areas of teaching, research, and career preparation. During this course doctoral students will develop all aspects of an undergraduate research methods course and conduct a guest lecture to help them prepare for teaching their own course.

Attached Files

 [Teaching Eval \(Blank\).docx](#)

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:

In AY 2023-2024 a total of 10 Doctoral Teaching Fellows taught undergraduate courses. All of the Doctoral Teaching Fellows received a rating of 4.0 or above for teaching evaluations on the following criteria: Excellent Teacher and Excellent Course (based on the adjusted IDEA scores). Note, in AY 2023-2024 the Department of Criminal Justice & Criminology switched to the IDEA Teaching Essentials instrument which no longer includes the Progress of Relevant Objectives criteria. As such, this criterion was met.

RELATED ITEM LEVEL 3

IDEA Evaluation Forms

Action Description:

The program will continue to review IDEA Evaluation forms for doctoral teaching assistants. If doctoral teaching assistants score below a 3.5 on their overall rating scores (excellent teacher and excellent course), the Graduate Program Director will meet with them and discuss strategies for improving their teaching performance.

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. 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.

Update of Progress to the Previous Cycle's PCI:

The program has continued to collect data from PhD student teaching observations, student IDEA scores, portfolio dossiers, and dissertation completion rubrics. Starting AY 2023-2024 PhD students were provided with a "Portfolio Step by Step Guide" and "Dissertation Step by Step Guide" to help them navigate the portfolio and dissertation processes. Additionally, students were provided with teaching related resources from both the department via internal workshops and the Proseminar course and from the Graduate and Professional School.

In AY 2023-2024, an external program review of the PhD program was conducted. The program received excellent feedback from 2 external reviewers. Additionally, a student satisfaction survey was conducted in Fall 2023 among current PhD students. Below are the results of the PhD student poll. Program administration and GSAC has begun discussing how to implement the feedback received from the external reviewers and current students in order to improve the PhD program.

Overall Program Satisfaction						
	Very Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Very Satisfied	Total
How satisfied are you with your overall experience in this doctoral program?	0% 0	11% 3	4% 1	39% 11	46% 13	100% 28
How satisfied are you with the performance of the current Graduate Director?	0% 0	0% 0	4% 1	4% 1	93% 26	100% 28

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Required courses are available in a manner that allows students to complete their education on time.	0% 0	7% 2	18% 5	75% 21	0% 0	100% 28
Courses offered are reasonably rigorous.	0% 0	0% 0	14% 4	86% 24	0% 0	100% 28
There are enough elective courses that interest me.	11% 3	25% 7	43% 12	14% 4	7% 2	100% 28
My coursework has laid a good foundation for doing independent research.	0% 0	3% 1	29% 8	68% 19	0% 0	100% 28
My coursework has laid a good foundation for becoming a good teacher.	0% 0	11% 3	57% 16	32% 9	0% 0	100% 28
I understand the requirements to complete this degree program.	0% 0	0% 0	18% 5	82% 23	0% 0	100% 28

Research/Publication

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Ample opportunities exist to work with faculty members on research projects.	0% 0	3% 1	18% 5	79% 22	0% 0	100% 28
Faculty members encourage students to publish in journals and similar outlets.	0% 0	0% 0	14% 4	86% 24	0% 0	100% 28
Faculty members mentor students on publication opportunities.	0% 0	4% 1	14% 4	82% 23	0% 0	100% 28
On-going faculty member research endeavors at SHSU provide students opportunities for thesis topics/material.	0% 0	11% 3	21% 6	64% 18	4% 1	100% 28
On-going institutional research and development endeavors at SHSU provide students opportunities for thesis topics/material.	0% 0	14% 4	25% 7	57% 16	4% 1	100% 28

Funding Package

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The funding package provided to me is adequate.	15% 4	22% 6	30% 8	33% 9	0% 0	100% 27
The funding package is comparable to offers from other universities.	7% 2	19% 5	30% 8	37% 10	7% 2	100% 27
The funding package is distributed fairly among students.	0% 0	4% 1	26% 7	70% 19	0% 0	100% 27
Additional scholarship opportunities available to me are adequate.	7% 2	7% 2	37% 10	45% 12	4% 1	100% 27

Academic Conferences

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
I am strongly encouraged to attend and present at regional and/or national academic conferences (SWACJ, ASC, ACJS, etc.)	0% 0	7% 2	0% 0	93% 26	0% 0	100% 28
I am strongly encouraged to attend academic conferences to network with others in the field and make possible contacts for job opportunities.	0% 0	3% 1	18% 5	79% 22	0% 0	100% 28
I have been made aware of what academic conferences have to offer.	0% 0	7% 2	14% 4	79% 22	0% 0	100% 28
Adequate funding resources are available to travel to academic conferences.	11% 3	21% 6	21% 6	43% 12	4% 1	100% 28

I am satisfied with the reimbursement process for travel expenses incurred while attending academic conferences.	7%	25%	32%	22%	14%	100%
	2	7	9	6	4	28

Doctoral Teaching Experience

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The Proseminar course adequately prepared me to teach undergraduate courses.	7%	19%	15%	11%	48%	100%
	2	5	4	3	13	27
I am assigned to teach courses that I am interested in.	7%	11%	26%	7%	48%	100%
	2	3	7	2	13	27
The size of undergraduate class(es) I taught was/were reasonable.	0%	4%	11%	37%	48%	100%
	0	1	3	10	13	27
Overall, being a doctoral teaching assistant was an excellent learning experience.	0%	0%	7%	41%	52%	100%
	0	0	2	11	14	27

Portfolio Process

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The portfolio policy process was easy to understand.	0%	11%	43%	32%	14%	100%
	0	3	12	9	4	28
The location of the portfolio forms was easily accessible, and the forms were clear.	0%	18%	36%	28%	18%	100%
	0	5	10	8	5	28
Faculty members are willing to serve on a portfolio committee.	0%	0%	11%	68%	21%	100%
	0	0	3	19	6	28
Portfolio expectations and the initial committee meeting were clear.	0%	4%	28%	36%	32%	100%
	0	1	8	10	9	28
The portfolio checklist was helpful.	0%	0%	14%	64%	22%	100%
	0	0	4	18	6	28
The portfolio process is beneficial to students.	0%	0%	7%	79%	14%	100%
	0	0	2	22	4	28
The portfolio process prepares students for the job market.	0%	0%	14%	64%	22%	100%
	0	0	4	18	6	28
The portfolio process demonstrates a student's breadth of criminological knowledge.	0%	0%	39%	43%	18%	100%
	0	0	11	12	5	28
The portfolio process demonstrates a student's depth of knowledge in their research area.	0%	0%	18%	64%	18%	100%
	0	0	5	18	5	28

	Portfolio	Comprehensive Exam	Hybrid	Other	Total
In your opinion, what do you think is the best process for admitting students to candidacy?	93%	0%	7%	0%	100%
	26	0	2	0	28

Dissertation Process

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
The dissertation process is easy to understand.	0%	3%	36%	36%	25%	100%
	0	1	10	10	7	28
The location of the dissertation forms is easily accessible, and the forms were clear.	0%	18%	14%	39%	29%	100%
	0	5	4	11	8	28
Faculty members are willing to serve on a dissertation committee.	0%	0%	11%	43%	46%	100%
	0	0	3	12	13	28
The expectations for my dissertation prospectus are clear.	0%	3%	18%	29%	50%	100%
	0	1	5	8	14	28
The expectations for my dissertation final defense are clear.	3%	3%	14%	25%	54%	100%
	1	1	4	7	15	28

College of Criminal Justice Resources

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
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I am satisfied with my office.	4% 1	0% 0	21% 6	71% 20	4% 1	100% 28
Graduate student offices are well equipped.	0% 0	18% 5	43% 12	39% 11	0% 0	100% 28
I am satisfied with the common spaces available in the CJ building.	3% 1	3% 1	50% 14	43% 12	0% 0	100% 28

Professional Development Opportunities

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree	N/A	Total
Professional Development opportunities (Beto Lectures, Grant Writing, Brown Bags) that have been offered are of interest to me.	0% 0	7% 2	43% 12	43% 12	7% 2	100% 28
I would like to see more Professional Development Workshops/Trainings offered.	0% 0	18% 5	43% 12	32% 9	7% 2	100% 28
Professional Development Workshops are offered at a time that is convenient for me.	4% 1	14% 4	25% 7	50% 14	7% 2	100% 28

Additionally, students were asked to provide qualitative feedback on the types of professional development workshops that they were interested in, the strengths of the doctoral program, the weaknesses of the doctoral program, specific suggestions to strength the program overall, and policies or practices that should be changed or terminated.

New Plan for Continuous Improvement Item

Closing Summary:

1. Doctoral Teaching Assistants will continue to be evaluated through faculty observations and IDEA ratings. Faculty will use the Doctoral Teaching Assistants Observation Rubric when evaluating the Doctoral Teaching Assistants. The Graduate Program Director will review the IDEA scores of the Doctoral Teaching Assistants after each semester. If a student scores below a 3.5 on their overall rating scores (excellent teacher and excellent course), the Graduate Program Director will meet with them to discuss strategies for improving their teaching performance.
2. Dissertation data will continue to be collected. This will be executed via the dissertation evaluation rubric that dissertation committees complete after a PhD students' final dissertation defense.
3. Portfolio outcome data will continue to be collected. Specifically, we will be recording the outcome of the portfolio defense (high pass, pass, needs to be revised and resubmitted, fail) and whether 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.
4. The program will use the feedback received from our recent external program review to improve the PhD program. GSAC will review the external reviewer report and create a plan of proposed changes to the PhD program. Faculty will also have an opportunity to provide feedback on the proposed changes.

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

Progress: Ongoing

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:

In AY 23-24, there were 0.6 publications per MS student, which exceeded the objective for this criterion. This included 13 publications from 23 MS students. The 13 publications included 5 peer-reviewed journal articles and 8 conference proceedings. The 0.6 publications per MS student average is the highest in program history since this metric has been recorded in AY 14-25. 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 since AY 21-22 may reflect increased opportunities for virtual or hybrid conference presentations, but also likely reflects our increased efforts to publish MS student research (i.e., 3 peer-reviewed publications in AY 22-23 and 5 peer-reviewed publications in AY 23-24 compared to only 1 peer-reviewed publication in AY 21-22).

Attached Files

 [Publications by AY 23-24.pdf](#)

RELATED ITEM LEVEL 3

Student Preparation of Research Materials for Publication/Presentation

Action Description:

While it is too early to determine the impact of our updated timeline and formatting for the capstone project, the emphasis the faculty have placed on MS student publications has delivered promising returns. The 0.6 publications per student average in AY 23-24 is the highest in program history since this metric began to be tracked in AY 14-15. The department will keep the updated capstone timeline and report formatting in place for the next assessment cycle to gauge the impact of these changes. Tentatively, it appears that encouraging first-year MS students to start talking to potential research advisors in the fall semester of their first year and formatting the capstone paper as a manuscript rather than a thesis will enable increased MS student peer-reviewed journal publications and conference proceedings.

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

Progress: Ongoing

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 6014 – 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 23-24. This does not include the 3 additional doctoral students who were involved in capstone research. All final report evaluations were satisfactory (earning a B or higher). All students received evaluations from two internal faculty and one external evaluator. The oral defenses were conducted in person and with a virtual Zoom option, which enabled increased participation from external evaluators. All students received satisfactory (B or higher) evaluations for their laboratory performance (100% As), technical writing (78% As and 22% Bs), and oral presentation (89% As and 11% Bs). The criterion for this objective was met during AY 23-24.

Attached Files

 [MS Research Performance AY 23-24.pdf](#)

RELATED ITEM LEVEL 3

Capstone Research Report Scoring Methodology

Action Description:

It is too soon to evaluate if the implemented changes to the capstone timeline and written capstone report format have significantly impacted capstone research report scores. The percentage of students who received an A for technical writing dropped from 89% in AY 22-23 to 78% in AY 23-24. However, the percentage of students who received an A for their oral presentation increased from 78% in AY 22-23 to 89% in AY 23-24. The department will continue to monitor capstone research report scores to assess the long-term impact of the alternative formatting introduced for AY 23-24. Minor modifications to how committee members submit their oral presentation evaluation will be explored for AY 24-25, including using a Qualtrics-based submission.

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

Progress: Ongoing

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 graduates in AY 22-23, including 10 graduates who sought employment and 2 students who continued into the PhD program. Of the 10 graduates who sought employment, there was an 80% response rate for the MS employer survey (8 responses out of 10 surveys). 100% of respondents were “satisfied” or “highly satisfied” for all categories, so the criterion for AY 22-23 was met. In addition, 100% of respondents said they would hire additional MS graduates in the future. Unfortunately, there was a 23% decrease since AY 21-22 in the percentage of respondents who were highly satisfied that graduates had appropriate workplace skills and were adequately prepared for the workplace. However, 100% of respondents were at least satisfied that graduates had appropriate workplace skills and were adequately prepared for the workplace.

The department offered the Texas Forensic Science Commission Licensing Examination to our graduating MS students through the Quality Assurance and Ethical Conduct in Forensic Science course. 100% of our MS students (n=11) passed the exam and will be able to enter the workforce having already passed the required licensing examination for employment in the state of Texas. This licensure offers our students an additional advantage during the application and hiring process and provides evidence of the knowledge they acquired during their graduate education.

Attached Files

 [MS Postgraduate Preparedness AY 23-24.pdf](#)

 [MS Employer Satisfaction Survey 2023 Graduates AY 23-24.pdf](#)

RELATED ITEM LEVEL 3

Employer Survey

Action Description:

Even though there was a 23% decrease in the percentage of respondents who were highly satisfied with our graduates' workplace skills and preparation, 100% of respondents were at least satisfied with our graduates' workplace skills and preparation. Likewise, 100% of respondents said they would hire additional MS graduates in the future. The department will continue to monitor the employer satisfaction survey to verify the appropriate workplace readiness of our graduates. In addition, we will continue to provide our students with valuable hands-on experience with scientific instrumentation, exposure to critical thinking and problem-solving opportunities, and familiarization with industry standards. Incorporating the Texas Forensic Science Commission General Forensic Analyst Licensing Examination into the Quality Assurance and Ethical Conduct in Forensic Science course provides our graduating MS students with the opportunity to pass the licensure exam before graduation and provides a leg-up during the interview and hiring process. The department will continue to offer this licensure examination through the Quality Assurance and Ethical Conduct in Forensic Science course.

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

Progress: Ongoing

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 6 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 6 months of graduation. The lengthy hiring process for federal positions, due to extensive background checks, may delay our graduates beyond the 6-month mark depending on when the job posting becomes available.

Results Description:

Post-graduate success during this assessment cycle was 83%. This is the first year the department has had less than 100% post-graduate success since AY 18-19. Even though our criterion was not met, it is important to note that 100% of the MS students who graduated from our program were employed within 6 months. The reason for the less than100% post-graduate success is that we had three MS students leave the program between their enrollment in 2021 and their graduation in 2023. Even with this attrition, our 5-year and 10-year average post-graduate success is 95% and 94%, respectively.

For the second consecutive year, none of our MS students applied to transfer to the doctoral program. Our 10 MS graduates were employed within the forensic science field within 6 months of graduation. The breakdown of our cumulative MS student employment is research (23%), state (23%), county (23%), private (18%), city (8%), and federal (5%). Our overall discipline distribution is DNA

(39%), toxicology (29%), seized drugs (14%), trace (6%), firearms (4%), and other (i.e., latent fingerprints, questioned documents, and arson) (8%).

Attached Files

 [Postgraduate Success Flyer.pdf](#)

RELATED ITEM LEVEL 3

Job or Advanced Program Placement

Action Description:

The department will continue to assist students with finding employment, preparing their application materials, and providing career advice to continue our historical success with job placement. We will continue to encourage student involvement with professional development opportunities through the Graduate and Professional School, as well as opportunities through the Society of Forensic Scientists club. For the second year, the department did not have any MS students apply to transition to the PhD program. We will continue to monitor this trend and actively engage our MS students through academic advising with the Graduate Program Director to address the lack of MS students applying to the PhD program.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

While it is too early to determine if the departmental changes to the capstone timeline and report formatting resulted in increased MS student publications, the faculty emphasis on MS student publications resulted in 5 peer-reviewed journal publications compared to 3 in AY 22-23 and only 1 in AY 21-22 and our highest publications per student average in program history. The department will keep the updated capstone timeline and report formatting in place for the next assessment cycle to gauge the impact of these changes since the current cohort is just now submitting their publications from their capstone projects.

The proposed curriculum mapping exercise was completed for AY 23-24; however, additional modifications will be required for the AY 24-25 assessment cycle due to the departure of a tenured Professor and the hiring of a new Assistant Professor. The discipline-specific pathways through the MS program have been mapped, although additional electives on the trace/pattern side would be beneficial. Currently, we don't have the faculty workload capacity due to faculty buyouts. The increased MS enrollment requested by the Texas Legislature continues to drive decisions regarding curriculum and faculty workload allocation. One Assistant Professor was successfully onboarded and trained in AY 23-24 to help meet the increased MS enrollments.

As our new faculty settle into their coursework and continue to develop their research agendas, we will be able to further balance our discipline distribution. Our distribution is still a little out of balance from AY 22-23, which was an intentional decision to avoid overburdening our early career faculty. Although we had a Postdoctoral Fellow, she has since found employment through another institution, and we are yet again in need of a Postdoctoral Fellow to help address the burden of additional MS students.

New Plan for Continuous Improvement Item

Closing Summary:

During AY 24-25, the department will make several changes to our annual assessment to remain consistent with our Forensic Science Education Programs Accreditation Commission (FEPAC) accreditation requirements. For example, postgraduate success will be measured at 6 months after graduation rather than 12 months. Likewise, the postgraduate success will only be calculated for students who have graduated the program (i.e., % of graduates who are employed within 6 months). These changes will be reflected in the supporting information provided in AY 24-25.

The department will continue emphasizing MS student publications through the capstone timeline and formatting modifications applied during this assessment cycle. Due to the delay between implementation and the assessment reporting period, the department will have a better feel for the impact of these changes during the AY 24-25 assessment cycle.

Given continued faculty turnover during AY 23-24, additional modifications to curriculum mapping will be implemented to balance student curriculum needs and available faculty workload. The department will also continue to work towards better discipline balance as our early career faculty continue to grow and develop. Filling the vacant Postdoctoral Fellow role would be a step in the right direction to meet our current workload deficiency.

Finally, the department will work to enhance our students' research experience to improve workplace readiness and student satisfaction. We aim to improve the percentage of employer respondents that are highly satisfied with our graduates' workplace skills and preparation in the next assessment cycle, as well as address student satisfaction concerns raised during the Postgraduate Survey.

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:

During AY 23-24, there were 1.8 publications per PhD student, which met the objective for this criterion. There were 46 publications from 25 PhD students. The 46 publications included 15 peer-reviewed publications and 31 conference proceedings. Even though the number of publications per PhD student decreased since last year (i.e., 2.0 in AY 22-23), the number of peer-reviewed publications was the highest since AY 19-20. This result is likely tied to having five PhD graduates during AY 23-24, who were heavily focused on submission of peer-reviewed publications rather than conference proceedings.

Attached Files

 [Publications by AY23-24.pdf](#)

 [Publications by AY - July 2024.pdf](#)

RELATED ITEM LEVEL 3

Student Preparation of Research Materials for Publication/Presentaion

Action Description:

Even though the total number of publications per PhD student decreased from AY 22-23, the number of peer-reviewed publications was the highest since AY 19-20. This is an encouraging development and one that the department hopes to see continue with our increase in faculty. This result may also be a function of our increased emphasis on connecting our students

with campus resources, such as the Writing Center, the Newton Gresham library, and the Graduate and Professional School, or a result of having five doctoral students actively engaged in dissertation writing before their graduation in AY 23-24. Either way, this is an encouraging development that the department aims to continue during the next assessment cycle.

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 Technical Competence

Indicator Description:

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

Criterion Description:

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

Findings Description:

Postgraduate Survey responses were collected from the five graduating PhD students during AY 23-24. Response rates were 100%. Students were Highly Satisfied or Satisfied in all 12 categories, which exceeded the criterion for this objective. Notably, 100% of students were Highly Satisfied in 7 of the 12 categories, which is the highest percentage of Highly Satisfied responses in program history. Likewise, 80% of our graduates were Highly Satisfied with the category that had the lowest rating during our last Postgraduate Survey assessment cycle (i.e., AY 21-22), which was “provides an environment to develop competence in highly specialized area”. Overall, these results highlight improved knowledge base and competence as assessed through self-reported job readiness.

Attached Files

 [PhD Postgraduate Survey AY23-24.pdf](#)

 [PhD Postgraduate Survey 2018-Present Curriculum.pdf](#)

 [PhD Postgraduate Survey 2018-Present Other.pdf](#)

 [PhD Postgraduate Survey 2018-Present Preparedness.pdf](#)

RELATED ITEM LEVEL 3

Knowledge Base and Technical Competence

Action Description:

The department will continue to ensure that our coursework and research experience reflect the skills and knowledge necessary to successfully gain employment upon graduation. In addition, the department will continue with ongoing curriculum mapping exercises to balance faculty workload and advanced electives to best prepare our students.

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 ITEMS/ELEMENTS -----

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 >70% 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:

Three students completed their qualifying examinations during AY 23-24. All students passed their qualifying examination with scores of 81%, 94%, and 96%. These scores all exceeded our criterion for this objective. As projected in the last assessment cycle, the number of students completing their qualifying examination increased this assessment cycle. We anticipate this trend to continue as our PhD program continues to shift from top-heavy towards a more balanced program.

The average time to graduation for our five PhD graduates during this assessment cycle was 5.9 years. This is an increase compared to AY 22-23, which was only 5.0 years. However, there was only a single graduate in AY 22-23, and one of the AY 23-24 graduates took 8 years to complete our program, which skewed the average time to graduation for this cohort.

One PhD student decided to Master out during AY 23-24. This student was directly admitted into the PhD program. Even though they demonstrated the necessary academic performance, they struggled mightily with research and after an extended leave of absence, they chose to Master out in summer 2024. The program also had three PhD students leave the program during AY 23-24. All three students were directly admitted to the PhD program and chose to leave the program for an assortment of reasons (i.e., personal, academic, or program fit). This is the third consecutive assessment cycle that we have had at least one directly admitted PhD student Master out of the program.

RELATED ITEM LEVEL 3

PhD Dissertation Reports

Action Description:

The increased Portfolio Qualifying Examination rigorousness that was implemented two assessment cycles ago appears to have increased the quality of our doctoral students that reach candidacy. The balance between project-specific knowledge and general knowledge appears to help ensure that students who make it through the Portfolio Qualifying Examination are appropriately prepared to complete their doctoral research. The attrition that we have seen in recent years from doctoral students has either been before reaching their Portfolio Qualifying Examination (i.e., three students this assessment cycle) or from students mastering out who were unable to make it through the Portfolio Qualifying Examination process (i.e., one student this assessment cycle). Part of the recent success of our doctoral candidates may be attributed to increased emphasis on thorough PhD progress reports each semester. The department will continue to monitor the results of our Portfolio Qualifying Examination as the number of prospective candidates increases in future assessment cycles.

Another metric that the department will continue to monitor is the time to graduation per cohort. The AY 23-24 cohort had the longest average time to graduation in program history, but this average was impacted by a doctoral student who took 8 years to complete their degree and several other students who were beyond the targeted 5-year mark. The department is currently top-heavy with experienced doctoral students, but we are exploring various options moving forward, including removing financial assistance to those students beyond their fifth year in the program, to encourage students to matriculate on the intended timeline. When students are funded beyond the projected 5 years, this reduces the number of available funding lines for new doctoral students and leads to a top-heavy program rather than a well-balanced doctoral program.

The department is also going to continue to involve MS students in research earlier in the program to better gauge potential doctoral candidates who may be interested in transitioning from the MS to PhD program at the end of their second year. Recently, the department has received limited internal doctoral candidates, which limits the overall quality of our doctoral candidates per admission cycle. Our goal is to increase the number of qualified candidates in our doctoral admissions pool to help improve our retention rate and avoid issues with the slow matriculation of 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 23-24, 10 doctoral students taught 15 sections of online classes in the Forensic Science Minor (FORS 3366, FORS 4310, FORS 4320, FORS 4364, and FORS 4380). Their IDEA scores ranged from 4.1-4.7, which is similar to the IDEA scores for full-time faculty during AY 23-24 (i.e., 3.1-4.6). The continued similarity between doctoral teaching fellows and full-time faculty provides evidence that students enrolled in the undergraduate minor are receiving a quality education regardless of the type of instructor. Due to the continued growth of the online minor, we have increased the number of doctoral students teaching these courses. Knowing that students receive an equivalent course experience is important for the continued utilization of doctoral teaching fellows to support online minor growth. All doctoral teaching fellows complete the Blackboard certification after completion of their qualifying examination in preparation to assist with teaching the online minor courses. Our doctoral teaching fellow IDEA evaluations exceeded our criterion for all courses during AY 23-24, demonstrating that our doctoral teaching fellows are prepared for online teaching. The department will continue to monitor the competence of our doctoral teaching fellows in teaching and instructional methods as their utilization increases with online minor growth.

Attached Files

 [DTF Teaching Scores Summary_AY23-24.pdf](#)

RELATED ITEM LEVEL 3

Competence in Teaching and Instruction

Action Description:

The updated faculty workload policy implemented in AY 23-24 increased our reliance on doctoral teaching fellows for instruction in courses offered through the online minor. Thankfully, our doctoral teaching fellows continue to perform admirably in this role with IDEA evaluations exceeding our target threshold. Nonetheless, the department will continue to monitor IDEA evaluations for doctoral teaching fellows compared to full-time faculty to ensure appropriate doctoral teaching fellow 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 23-24, 10 doctoral students taught 15 sections of online classes in the Forensic Science Minor (FORS 3366, FORS 4310, FORS 4320, FORS 4364, and FORS 4380). Their IDEA scores ranged from 4.1-4.7, which is similar to the IDEA scores for full-time faculty during AY 23-24 (i.e., 3.1-4.6). The continued similarity between doctoral teaching fellows and full-time faculty provides evidence that students enrolled in the undergraduate minor are receiving a quality education regardless of the type of instructor. Due to the continued growth of the online minor, we have increased the number of doctoral students teaching these courses. Knowing that students receive an equivalent course experience is important for the continued utilization of doctoral teaching fellows to support online minor growth. All doctoral teaching fellows complete the Blackboard certification after completion of their qualifying examination in preparation to assist with teaching the online minor courses. Our doctoral teaching fellow IDEA evaluations exceeded our criterion for all courses during AY 23-24, demonstrating that our doctoral teaching fellows are prepared for online teaching. The department will continue to monitor the competence of our doctoral teaching fellows in teaching and instructional methods as their utilization increases with online minor growth.

Attached Files

RELATED ITEM LEVEL 3

Competence in Teaching and Instruction

Action Description:

The updated faculty workload policy implemented in AY 23-24 increased our reliance on doctoral teaching fellows for instruction in courses offered through the online minor. Thankfully, our doctoral teaching fellows continue to perform admirably in this role with IDEA evaluations exceeding our target threshold. Nonetheless, the department will continue to monitor IDEA evaluations for doctoral teaching fellows compared to full-time faculty to ensure appropriate doctoral teaching fellow 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:

There were no Employer Satisfaction Survey responses collected this assessment cycle due to only having a single PhD graduate and concerns with anonymity. This PhD graduate will be included in the next assessment cycle with the five PhD graduates from AY 23-24.

RELATED ITEM LEVEL 3

Employer Survey

Action Description:

Even though there were no Employer Satisfaction Survey responses collected this assessment cycle due to only having a single PhD graduate in AY 22-23, the department will include an Employer Satisfaction Survey response from their employer during the next assessment cycle with the other five Employer Satisfaction Surveys.

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 6 months of graduation.

Target Description:

Our departmental target for PhD graduates is 90% being successfully employed in forensic careers within 6 months of graduation. The lengthy hiring process for federal positions, due to extensive background checks, may delay our graduates beyond the 6-month mark depending on when the job posting becomes available.

Results Description:

Our postgraduate job placement is measured at 6 months post-graduation. Our one PhD graduate during AY 22-23 was employed in the forensic science field within 12 months of 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 a higher percentage of our PhD graduates (i.e., 19%) compared to our MS graduates (i.e., 5%) gain employment at the federal level.

RELATED ITEM LEVEL 3

Job or Advanced Program Placement

Action Description:

The department will continue to track employment of our doctoral graduates based on discipline, jurisdiction, and geographic location. As doctoral graduates, we see increased federal employment opportunities compared to our masters students given the increased qualifications and responsibilities required for federal positions.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The department successfully implemented the new faculty workload policy without significantly impacting the proposed curriculum mapping. The new distribution of faculty workload has increased our reliance on doctoral teaching fellows and necessitated the exploration of adjunct faculty to help with online minor instruction. Although the department successfully hired a postdoctoral fellow in fall 2023, they have already accepted another job outside of the institution. We are again in need of a postdoctoral fellow for the upcoming academic year. There is currently an open position and ongoing search that we hope to fill by the start of the fall semester.

Although our curriculum mapping exercise was updated to accommodate new faculty, additional changes will be required in the next assessment cycle due to additional faculty turnover and grant buyouts. The department is working hard to develop discipline-specific pathways to ensure that all core courses are covered, as well as relevant advanced electives that are essential for completion of the doctoral program. Some of the necessary advanced electives will be developed in future assessment cycles by the faculty hired within the last two academic years. Once the appropriate advanced electives have been developed and the discipline-specific pathways are complete, this will enable more consistent advising within the department and avoid issues with course replacements as students matriculate through the program.

An additional benefit of discipline balance within our doctoral program is that it will help keep our students on track to graduate within the targeted 5-year mark. Long-term, the department aims to accept and graduate 3-5 PhD students per academic year, rather than having large swings in the number of graduates per academic year (i.e., 1 PhD graduate in AY 22-23 and 5 PhD graduates in AY 23-24). We also anticipate that increasing the number of internal doctoral candidates will enhance the overall strength of our doctoral applicant pool to mitigate recent issues with retention and increased time to graduation.

Although the overall number of doctoral publications decreased from AY 22-23, the number of peer-reviewed publications increased during AY 23-24. Likewise, the number of successful Portfolio Qualifying Examinations increased from AY 22-23 to AY 23-24. The department will continue to incorporate MS students into the research laboratory earlier given the promising initial returns. We believe that students getting involved in the research laboratory earlier has enabled our faculty to identify MS students who would be good candidates for the doctoral program, as well as the completion of larger research projects leading to increased MS publications, both of which increase the strength of our internal doctoral applicant pool.

New Plan for Continuous Improvement Item

Closing Summary:

During AY 24-25, the department hopes to 1) hire a new doctoral fellow, 2) develop new advanced electives to meet the curriculum mapping needs, 3) install a formalized faculty mentor program and improve the onboarding process, and 4) update our PhD mission and strategic priorities as part of our updated departmental strategic plan.

The implementation of the 12-credit workload policy during AY 23-24 has necessitated increased reliance on doctoral teaching fellows and the incorporation of adjunct faculty to teach the online minor courses. The department is currently searching for a new postdoctoral fellow, several adjunct faculty positions, and an additional faculty member to help support the development of advanced doctoral electives and supervision of increased MS students in the next assessment cycle.

Installing a formalized faculty mentor program and improving the onboarding process should help expedite the incorporation of new faculty and lead to better discipline balance with the MS and PhD cohorts. As the department has continued to experience faculty turnover, it is imperative to provide increased support for early-career faculty to minimize the impacts on student outcomes.

The department is updating our PhD mission and strategic priorities as part of our updated strategic plan. This exercise is being completed as part of updates to the college and university strategic plans.

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.

Attached Files

 [Capstones 23 and 24.docx](#)

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:

Students in graduate MS HSS demonstrated core program competencies receiving scores of 80% or higher on Capstone Research Paper

RELATED ITEM LEVEL 3

Action for ICF 1 Integrated Major Paper

Action Description:

Capstone Research Projects created by students reflect a wide range of topics germane to Homeland Security as well as novel topics such as AI in Emergency Management. For the 2023/2024 cycle the Graduate Program Director will assess feasibility of offering courses in Environmental Security within Homeland Security lens. Moreover, the department will continue exploring areas of the field in need of research linking with practitioners.

RELATED ITEM LEVEL 1

Performance Objective Item Demonstrate an Understanding of the Integration of Core Components

Performance 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

KPI for Goal 1

KPI Description:

Key Performance Indicators for Goal 1 and Goal 2 are:

For Goal 1:

1. IDEA Evaluation progress on course objectives.
2. Successful scores (a minimum of 3.0 across all the courses and overall 80% at 4.0 or higher across all of the courses based on IDEA scores).
3. Completion of Capstone Research Paper at 80% or above; minimum 80% success rate in CRP completion.
4. Alignment of CRP topics/content areas with HSE strategic goals.

Target Description:

KPI 1 and 2 target 3.0 minimum on individual IDEA evaluations appraising progress on relevant objectives and minimum 80% of all evaluations scored 4.0 or higher

KPI 3 target is 80% or better score on Capstone Research Project

KPI 4 targets are topics inherent to Homeland Security missions as specified by Homeland Security Quadrennial Review reports

Results Description:

The variable measuring progress on relevant objectives was removed mid-year from student IDEA evaluations.

KPI 3 was achieved as all students scored 80% or higher in CRP projects

KPI 4 was fulfilled as topics reflect a range of strategic issues germane to Homeland Security such as migration, disasters, resiliency, domestic terrorism, border security, etc.

Attached Files

 [Capstones 23 and 24.docx](#)

RELATED ITEM LEVEL 3

Action for Goal 1 KPI

Action Description:

While graduate research at the department reflects field needs and current issues, IDEA evaluations are no longer a good indicator of students translating knowledge into practice as those items were removed from a new form. Therefore, better ways of assessment will be needed in 2024/2025 and the role of the new Program Director will be instrumental in exploring more diversified ways of assessment.

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 ITEMS/ELEMENTS -----

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:

There were no students enrolled in graduate internships

RELATED ITEM LEVEL 3**Action for ICF 2 Successful Performance In Practical Exercises And Internship****Action Description:**

The Department has observed decline in interest in internships and fewer community engaged research and service by the students. The new graduate program director will work in 2024 and 2025 to rekindle internship interest working with the new Director for Internships at the College and seeking new ways to integrate community engagement in an online environment.

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.

RELATED ITEM LEVEL 1**Performance Objective Item 2****Performance Objective Description:**

Internship participation and ACE Course offerings.

RELATED ITEM LEVEL 2**KPI for Goal 2****KPI Description:**

For Goal 2:

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

Target Description:

At least 4 students placed in graduate internships

80% of IDEA scores reflect 4.0 or higher on the item related content to real life scenarios

At least 1 course certified as ACE

At least one community partnership developed through ACE

80% of IDEA scores related to student applying knowledge at the level of 4.0 or better

Results Description:

There were no graduate students placed in graduate internships in 2023/2024

IDEA evaluations were modified and no longer reflect linking content knowledge to practical experiences in the field

One course EMI 1 was certified as ACE but no community partnerships were developed

IDEA evaluations no longer reflect applying knowledge

RELATED ITEM LEVEL 3

Action for Goal 2 KPI

Action Description:

Graduate students in MS HSS have not opted for internships in 02023/2024. This might be the result of courses migrating fully online. However, for new 2024/2025 the Graduate Program Director will seek avenues to support the Internship program especially because the COCJ selected a new Internship Director who will offer more strategic direction. In addition, there is relative little engagement in community projects at the Department. Given the motto of the University is The Measure of Life is Its Service, the Graduate Program Director will work with graduate faculty and the Center for Community Engagement to identify areas for community engagement and collaboration.

RELATED ITEM LEVEL 1

Performance Objective Item Demonstrate an Understanding of the Integration of Core Components

Performance 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

KPI for Goal 1

KPI Description:

Key Performance Indicators for Goal 1 and Goal 2 are:

For Goal 1:

1. IDEA Evaluation progress on course objectives.
2. Successful scores (a minimum of 3.0 across all the courses and overall 80% at 4.0 or higher across all of the courses based on IDEA scores).
3. Completion of Capstone Research Paper at 80% or above; minimum 80% success rate in CRP completion.
4. Alignment of CRP topics/content areas with HSE strategic goals.

Target Description:

KPI 1 and 2 target 3.0 minimum on individual IDEA evaluations appraising progress on relevant objectives and minimum 80% of all evaluations scored 4.0 or higher

KPI 3 target is 80% or better score on Capstone Research Project

KPI 4 targets are topics inherent to Homeland Security missions as specified by Homeland Security Quadrennial Review reports

Results Description:

The variable measuring progress on relevant objectives was removed mid-year from student IDEA evaluations.

KPI 3 was achieved as all students scored 80% or higher in CRP projects

KPI 4 was fulfilled as topics reflect a range of strategic issues germane to Homeland Security such as migration, disasters, resiliency, domestic terrorism, border security, etc.

Attached Files

 [Capstones 23 and 24.docx](#)

RELATED ITEM LEVEL 3

Action for Goal 1 KPI

Action Description:

While graduate research at the department reflects field needs and current issues, IDEA evaluations are no longer a good indicator of students translating knowledge into practice as those items were removed from a new form. Therefore, better ways of assessment will be needed in 2024/2025 and the role of the new Program Director will be instrumental in exploring more diversified ways of assessment.

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:

KPI 1 - Emergency Management Integration 1 SCST 5320, Emergency Management Integration 2 , SCST 6320 and Leadership in Homeland Security and Emergency Management all include built-in certifications.

KPI 2 - Students in EMI 1 attended a graduated webinar on disaster mitigation by FEMA and students in EMI 2 attended a Webinar by Institute of Strategic Risk Management on Disaster Resiliency in Spring 2023

Students in EMI 1 created Public Information Officer (PIO) reports and students in Global Perspectives on Homeland Security created policy briefs

RELATED ITEM LEVEL 3

Action 3 - Upskilling Students

Action Description:

With respect to curricular offerings representing opportunities for student upskilling, the Department met standards set for 2023/2024. One area worth enhancing is to increase the number of webinars, certifications built into courses, and workshops in the upcoming 2024/2025. The new position of the graduate Director will significantly improve this focus.

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Performance Objective Item

Performance Objective Description:

Performance objective for KPI's listed in plan relating to internship, graduate program leadership.

RELATED ITEM LEVEL 2

KPI for Goal 4: Create Graduate Level Leadership

KPI Description:

Work towards developing leadership and administrative capabilities of the faculty to be able to perform a graduate leadership function and work with the College to secure such position

Target Description:

Department will prepare faculty to assume the position of the Graduate Program Director and the Department will secure the position of the Graduate Program Director

Results Description:

The Department created in January of 2024 a position of Graduate Program Director - Dr, Nate Jones assumed this role

RELATED ITEM LEVEL 3

Action for Goal 4

Action Description:

The Department was successful in creating a new position of the Graduate Program Director.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The efforts of the new Graduate Program Director focused in Spring 2024 on enrollment and the assessment of the needs of the Master of Science in HSS program will have to be prioritized in 2024/2025. IDEA evaluations underwent significant changes and no longer offer salient measure of practical skills and marketable competencies fostered by our faculty among the graduate students. The new Director convened meetings with graduate students to assess the feasibility of enhancing the number of face to face courses and continues to survey them about their interest and availability for various schedules. Regrettably, no graduate courses face to face offered made for Fall 2024. The Graduate Program Director we will work with the University on adopting alternative potential assessment tools in the future. Our new faculty Dr. Haase did not remain at the department due to lack of face to face offerings and accepted a new position at Texas A&M. The Internship Director at COCJ changed and we need to develop new relationships to ensure good internship placement and potential career opportunities for graduate students. Dr. Haase did revise Law and Ethics in HS course to integrate more applicable content and to included legal genre writing. His overall score for that course from students on IDEA evaluations was 5.0.

New Plan for Continuous Improvement Item

Closing Summary:

The Master of Science in Homeland Security Studies underwent significant enrollment drop from 67 students in Spring 2023 to 47 students in Spring 2024 and from 23 students in summer 2023 to 16 in summer 2024. While this drop is indicative of the overall decline in enrollment in graduate programs at SHSU, the Department will endeavor to focus on enrollment in 2024/2025. We are well positioned to do so for a number of reasons. First, the Department has been extremely successful in creating jointly with Computer Sciences and COBA, a new graduate program Master of Science in Business Security and Resilience. This major draws 1/3 of its curricular offerings from courses in emergency management, critical infrastructure protection, and risk assessment already offered at the Department of Security Studies. The new program has been approved and is slated to tentatively launch in January of 2025. Thus, the largest focus of the Department with respect to enrollment and recruitment will be on collaboration and coordination with other departments involved in this multi-disciplinary project. The Graduate Program Director will engage in activities that will allow for effective joint program delivery. Moreover, The Department will work with other involved departments to structure sound assessment methods for the new program. This will necessitate an overhaul of current assessment methods for our existing MS HSS program to replace the ones that are no longer available such as IDEA evaluation items. Moreover, the Program Director will continue efforts to explore deferred corporate reimbursement scheme that exists in programs competitive to ours to ensure opportunities for funding for graduate students. The COCJ hired a new Internship Director for Fall 2024 and we will work closely with her to make sure that our graduate internship becomes re-energized and attractive to our graduate students. The new Graduate Program Director will also work with the Director for Strategy and Innovation as well as the Institute for Homeland Security to identify ways in which community engagement can play a larger role in our graduate program. The newly created Office of Comparative and International Education and Leadership (OCIEL) might be a good partner to liaise with to explore opportunities to experiential learning of our graduate students such as exchanges and study abroad initiatives. Finally, the department will consider expanding special topics curriculum at the graduate program to include Environmental Security to ensure that faculty with expertise in this area could engage students more in capstone research and other academic research and to expand the thematic opportunities for graduate student research.

Security and Resilience in the Chemical Energy Sectors, Undergraduate Certificate

Goal 1: Develop Certificate Courses Fully

Goal Description:

This goal refers to the process of completing design, editing, and review of all certificate offerings

Providing Department:

Security and Resilience in the Chemical Energy Sectors, Undergraduate Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Performance Objective Item for Goal 1

Performance Objective Description:

Develop certificate courses fully - finalize course material.

RELATED ITEM LEVEL 2

New KPI, Target, and Results Item for Goal 1: Develop Certificate Offerings Fully

KPI Description:

KPI 1 - all courses in the certificate will be fully developed

KPI 2 - course content will be assessed to ensure student performance can be adequately measured

KPI 3 - undergraduate director will oversee adjunct and full faculty familiarity with courses and best practices in delivery

Target Description:

KPI 1 - by Fall 2024 all PDL courses will be completed in 5 week design

KPI 2- in 2023/2024 course content will be assessed for appropriate exercises testing student achievement

KPI 3 - all faculty and adjuncts will review course content and submit any required changes to Master Copies of all courses within certificates

Results Description:

All courses in the certificate have been designed. In Fall 2023 formal assessment by the department necessitated changes in course design to include exercises - 3 critical thinking and 2 applied - as norm for student measure of content mastery. In Spring 2024 all courses in the certificate were augmented by said exercises. In Fall 2023 and Spring 2024 all faculty already teaching courses contained in the certificate provided editing, review, and reports of changes. Courses not yet taught have yet to be reviewed as adjunct faculty get assigned to teaching them.

RELATED ITEM LEVEL 3

Action for Goal 1: Develop Certificate Offerings Fully

Action Description:

In 2023/2024 all courses within the certificate were completed. Moreover, the Department faculty was engaged in thorough overhaul of the courses' assessment. Each course was enhanced by 3 additional critical thinking exercises and 2 applied exercises. There are few courses yet to be taught. For year 2024/2025 if those courses have full enrollment, faculty will be tasked with completing their reviews to ensure content excellence.

Goal 2: Recruit Students into Certificate

Goal Description:

This goal refers to all efforts aimed at enrolling students into the certificate

Providing Department:

Security and Resilience in the Chemical Energy Sectors, Undergraduate Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Performance Objective Item for Goal 2

Performance Objective Description:

Conduct recruitment efforts to increase enrollment in the Biosecurity & Pandemics undergraduate certificate.

RELATED ITEM LEVEL 2

New KPI, Target, and Results Item for Goal 2: Recruit Students into the Certificate

KPI Description:

KPI 1 - Recruitment efforts among incoming freshmen, in undergraduate classes, and in professional organizations

KPI 2 - Recruitment via conferences

KPI 3 - recruitment via UNIV 1101

Target Description:

KPI 1 - fliers and information sheets will be disseminated by Department administration and faculty at freshmen events, professional organizations, and undergraduate classes

KPI 2 - Faculty/staff will attend at least one conference where certificate will be promoted in vendor area; recruitment will double for 2023/2024

KPI 3 - Faculty teaching UNIV 1101 will promote the certificate in class

Results Description:

The new Undergraduate Program Director personally attended Bearkat week, Saturdays at Sam, new freshmen orientations, parent of freshmen orientation working with Luke Putnam on flyer distribution during all those events. Dr. Denham attended Texas Division of Emergency Management (TDEM) conference in May 2024 where the Department and Miss Carlson had set the vendor tent and advertised the certificate during presentation and during vendor exhibitions. Dr. Denham promoted the certificate during the annual conference of Emergency Management of Texas (EMAT) in March 2024 and at the Memorial Hermann Hospital System, Humble location in December 2023 and during LIFE at LEMIT in January 2024 and March 2024. Finally, Dr. Denham advertised the certificate in her Fall 2023 UNIV 1101 course. Other efforts consisted of Senior Director for Strategy and Innovation efforts at COCJ to promote the certificate. Overall, the recruitment in the certificate incresed from 1 student in Fall 2023 to 3 in Fall 2024.

Attached Files

 [Department of Security Studies enrollment 2 Assessment Cycle 2023-2024.xlsx](#)

RELATED ITEM LEVEL 3

Action for Goal 2: Recruit Students into the Certificate

Action Description:

One significant progress has been the establishment of the position of the Undergraduate Program Director and consistent and sustainable recruitment efforts on part of the Director, Department and COCJ staff. The Department will focus 2024/2025 efforts on continuing working with Senior Director for Strategy and Innovation in seeking strategies for recruiting. We will plan increase the enrollment in the certificate by 50% in 2024/2025.

Goal 3: Provide Strong Knowledge Base

Goal Description:

This goal is related to students' ability to demonstrate key knowledge

Providing Department:

Security and Resilience in the Chemical Energy Sectors, Undergraduate Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective 1 for Goal 3: Provide Strong Knowldge Base

Learning Objective Description:

The Undergraduate Certificate in Security and Resilience in the Chemical and Energy Sectors is designed to educate students working in, or seeking careers in, areas relating to security and resilience of infrastructures in the chemical and energy sectors.

RELATED ITEM LEVEL 2

ICF for Learning Objective One for Goal 3: Provide Strong Knowldge Base

Indicator Description:

This indicator will be scores on applied exercises and critical thinking exercises across all courses in the certificate in Security and Resilience in the Chemical and Energy Sectors measuring knowledge in areas relating to security and resilience of infrastructures in the chemical and energy sectors.

Criterion Description:

70% average class scores in all critical thinking exercises and 70% average class scores in all applied exercises in all certificate courses

Findings Description:

The Department could not receive diagnostics for Spring 2024 and no data to assess this item were thus available.

RELATED ITEM LEVEL 3

Action for Goal 3: Provide Strong Knowledge Base

Action Description:

Knowledge checks moving students between units and their successful completion indicate some learning objectives are being met. However, the Department had difficulty obtaining scores and diagnostics for exercises in PDL courses and will focus its attention on streamlining access for 2024/2025 in order to have a better assessment of their applied skills and critical thinking skills.

RELATED ITEM LEVEL 1

Learning Objective 2 for Goal 3: Provide Strong Knowledge Base

Learning Objective Description:

Students will learn the language, frameworks, and vulnerabilities associated with Security and Resilience in the Chemical and Energy Sectors.

RELATED ITEM LEVEL 2

ICF for Learning Objective Two for Goal 3: Provide Strong Knowledge Base

Indicator Description:

Students who complete this program will be able to:

- Summarize key concepts in risk evaluation
- Sketch interdependences within the chemical and energy sectors
- 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 chemical and energy sectors

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:

80% of students passed the knowledge check with a score of 70% or higher

RELATED ITEM LEVEL 3

Action for Goal 3: Provide Strong Knowledge Base

Action Description:

Knowledge checks moving students between units and their successful completion indicate some learning objectives are being met. However, the Department had difficulty obtaining scores and diagnostics for exercises in PDL courses and will focus its attention on streamlining access for 2024/2025 in order to have a better assessment of their applied skills and critical thinking skills.

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

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

Closing Summary

Targeted emails will continue to be sent to students who have completed at least one of the required courses for the Security & Resilience in Chemical Energy Sectors 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.

Update of Progress to the Previous Cycle's PCI:

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

We identified Learning Objectives and indicators and students met knowledge check

New Plan for Continuous Improvement Item

Closing Summary:

The Department will work with the Senior Director for Strategy and Innovation as well as with Institute for Homeland Security to find ways to recruit students into the certificate. The Undergraduate Program Director will continue marketing efforts through agencies, conferences, freshmen events, courses, and other venues. As more students enroll, we will be able to monitor their progress on objectives. We will also ensure that courses not yet taught will be diligently assessed by faculty teaching them for the first time and we will streamline methods to receive exercises results/score data at the Department after each class session.

Security and Resilience in the Healthcare Sector, Undergraduate Certificate

Goal 1: Develop all Certificate Offerings Fully

Goal Description:

This goal relates to completing the design of all courses with relevant exercises across the certificate and to editing certificate courses for accuracy

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

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Performance Objective Item for Goal 1

Performance Objective Description:

Develop certificate courses fully - finalize course material.

RELATED ITEM LEVEL 2

New KPI, Target, and Results Item for Goal 1: Develop Certificate Offerings Fully

KPI Description:

KPI 1 - all courses in the certificate will be fully developed

KPI 2 - course content will be assessed to ensure student performance can be adequately measured

KPI 3 - undergraduate director will oversee adjunct and full faculty familiarity with courses and best practices in delivery

Target Description:

KPI 1 - by Fall 2024 all PDL courses will be completed in 5 week design

KPI 2- in 2023/2024 course content will be assessed for appropriate exercises testing student achievement

KPI 3 - all faculty and adjuncts will review course content and submit any required changes to Master Copies of all courses within certificates

Results Description:

All courses in the certificate have been designed. In Fall 2023 formal assessment by the department necessitated changes in course design to include exercises - 3 critical thinking and 2 applied - as norm for student measure of content mastery. In Spring 2024 all courses in the certificate were augmented by said exercises. In Fall 2023 and Spring 2024 all faculty already teaching courses contained in the certificate provided editing, review, and reports of changes. Courses not yet taught have yet to be reviewed as adjunct faculty get assigned to teaching them.

RELATED ITEM LEVEL 3

Action Item for Goal 1: Develop all Certificate Offerings Fully

Action Description:

In 2023/2024 all courses within the certificate were completed. Moreover, the Department faculty was engaged in thorough overhaul of the courses' assessment. Each course was enhanced by 3 additional critical thinking exercises and 2 applied exercises. There are few courses yet to be taught. For year 2024/2025 if those courses have full enrollment, faculty will be tasked with completing their reviews to ensure content excellence.

RELATED ITEM LEVEL 3

Action item Goal 1: Develop Fully Certificate Offerings

Action Description:

In 2023/2024 all courses within the certificate were completed. Moreover, the Department faculty was engaged in thorough overhaul of the courses' assessment. Each course was enhanced by 3 additional critical thinking exercises and 2 applied exercises. There are few courses yet to be taught. For year 2024/2025 if those courses have full enrollment, faculty will be tasked with completing their reviews to ensure content excellence.

Goal 2: Recruit Students into the Certificate

Goal Description:

This goal relates to all activities aimed at increasing enrollment in the new certificate

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

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Performance Objective Item for Goal 2

Performance Objective Description:

Conduct recruitment efforts to increase enrollment in the Security and Resilience in the Healthcare Sector undergraduate certificate.

RELATED ITEM LEVEL 2

New KPI, Target, and Results Item for Goal 2: Recruit Students into the Certificate

KPI Description:

KPI 1 - Recruitment efforts among incoming freshmen, in undergraduate classes, and in professional organizations

KPI 2 - Recruitment via conferences

KPI 3 - recruitment via UNIV 1101

Target Description:

KPI 1 - fliers and information sheets will be disseminated by Department administration and faculty at freshmen events, professional organizations, and undergraduate classes

KPI 2 - Faculty/staff will attend at least one conference where certificate will be promoted in vendor area; recruitment will double for 2023/2024

KPI 3 - Faculty teaching UNIV 1101 will promote the certificate in class

Results Description:

The new Undergraduate Program Director personally attended Bearkat week, Saturdays at Sam, new freshmen orientations, parent of freshmen orientation working with Luke Putnam on flyer distribution during all those events. Dr. Denham attended Texas Division of Emergency Management (TDEM) conference in May 2024 where the Department and Miss Carlson had set the vendor tent and advertised the certificate during presentation and during vendor exhibitions. Dr. Denham promoted the certificate during the annual conference of Emergency Management of Texas (EMAT) in March 2024 and at the Memorial Hermann Hospital System, Humble location in

December 2023 and during LIFE at LEMIT in January 2024 and March 2024. Finally, Dr. Denham advertised the certificate in her Fall 2023 UNIV 1101 course. Other efforts consisted of Senior Director for Strategy and Innovation efforts at COCJ to promote the certificate. Overall, the recruitment in the certificate increased from 0 student in Fall 2023 to 3 in Fall 2024.

Attached Files

 [Department of Security Studies enrollment 2 Assessment Cycle 2023-2024.xlsx](#)

Goal 3: Provide Strong Knowledge Base

Goal Description:

This goal relates to performance objectives that aim at providing students with key concepts and knowledge on Healthcare and Public Health Sector security

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

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective One for Goal 3: Provide Strong Knowledge Base

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings Item for Learning Objective One for Goal 3: Provide Strong Knowldge Base

Indicator Description:

This indicator will be scores on applied exercises and critical thinking exercises across all courses in the certificate in Security and Resilience in the Healthacre Sector measuring knowledge in areas relating to security and resilience of infrastructures in the chemical and energy sectors.

Criterion Description:

70% average class scores in all critical thinking exercises and 70% average class scores in all applied exercises in all certificate courses

Findings Description:

The Department could not receive diagnostics for Spring 2024 and no data to assess this item were thus available.

RELATED ITEM LEVEL 3

Action Item for Goal 3: Provide Strong Knowledge Base

Action Description:

Knowledge checks moving students between units and their successful completion indicate some learning objectives are being met. However, the Department had difficulty obtaining scores and diagnostics for exercises in PDL courses and will focus its attention on streamlining access for 2024/2025 in order to have a better assessment of their applied skills and critical thinking skills.

RELATED ITEM LEVEL 1

Learning Objective Two for Goal 3: Provide Strong Knowledge Base

Learning Objective 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.

RELATED ITEM LEVEL 2

Indicator, Criterion, and Findings for Learning Objective Two for Goal 3: Provide Strong Knowledge Base

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:

80% of students passed knowledge checks at 70% or higher

RELATED ITEM LEVEL 3

Action Item for Goal 3: Provide Strong Knowledge Base

Action Description:

Knowledge checks moving students between units and their successful completion indicate some learning objectives are being met. However, the Department had difficulty obtaining scores and diagnostics for exercises in PDL courses and will focus its attention on streamlining access for 2024/2025 in order to have a better assessment of their applied skills and critical thinking skills.

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

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

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.

Update of Progress to the Previous Cycle's PCI:

Targeted emails were 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 were sent and tracked through EMMA, with follow-up enrollment reports run to capture any new student enrollment.

We identified Learning Objectives and indicators and students met knowldgge check

New Plan for Continuous Improvement Item

Closing Summary:

The Department will work with the Senior Director for Strategy and Innovation as well as with Institute for Homeland Security to find ways to recruit students into the certificate. The Undergraduate Program Director will continue marketing efforts through agencies, conferences, freshmen events, courses, and other

venues. As more students enroll, we will be able to monitor their progress on objectives. We will also ensure that courses not yet taught will be diligently assessed by faculty teaching them for the first time and we will streamline methods to receive exercises results/score data at the Department after each class session.

Security and Resilience in the Transportation Sector, Undergraduate Certificate

Goal 1: Develop Fully all Certificate Offerings

Goal Description:

This goal relates to all activities aimed at finalizing course development, assessment, and content review

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

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Performance Objective Item for Goal 1

Performance Objective Description:

Develop certificate courses fully - finalize course material.

RELATED ITEM LEVEL 2

KPI, Target, and Results Item for Goal 1: Develop Fully all Certificate Offerings

KPI Description:

KPI 1 - all courses in the certificate will be fully developed

KPI 2 - course content will be assessed to ensure student performance can be adequately measured

KPI 3 - undergraduate director will oversee adjunct and full faculty familiarity with courses and best practices in delivery

Target Description:

KPI 1 - by Fall 2024 all PDL courses will be completed in 5 week design

KPI 2- in 2023/2024 course content will be assessed for appropriate exercises testing student achievement

KPI 3 - all faculty and adjuncts will review course content and submit any required changes to Master Copies of all courses within certificates

Results Description:

All courses in the certificate have been designed. In Fall 2023 formal assessment by the department necessitated changes in course design to include exercises - 3 critical thinking and 2 applied - as norm for student measure of content mastery. In Spring 2024 all courses in the certificate were augmented by said exercises. In Fall 2023 and Spring 2024 all faculty already teaching courses contained in the certificate provided editing, review, and reports of changes. Courses not yet taught have yet to be reviewed as adjunct faculty get assigned to teaching them.

RELATED ITEM LEVEL 3

Action item Goal 1: Develop Fully Certificate Offerigs

Action Description:

In 2023/2024 all courses within the certificate were completed. Moreover, the Department faculty was engaged in thorough overhaul of the courses' assessment. Each course was enhanced by 3 additional critical thinking exercises and 2 applied exercises. There are few courses yet to be taught. For year 2024/2025 if those courses have full enrollment, faculty will be tasked with completing their reviews to ensure content excellence.

Goal 2: Recruit Students into the Certificate

Goal Description:

This goal relates to all activities aimed at recruitment efforts to enroll students in the certificate

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

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

New Performance Objective Item

Performance Objective Description:

Conduct recruitment efforts to increase enrollment in the Security and Resilience in the Transportation Sector undergraduate certificate.

RELATED ITEM LEVEL 2

KPI, Target, and Results Item for Goal 2: Recruit Students into the Certificate

KPI Description:

KPI 1 - Recruitment efforts among incoming freshmen, in undergraduate classes, and in professional organizations

KPI 2 - Recruitment via conferences

KPI 3 - recruitment via UNIV 1101

Target Description:

KPI 1 - fliers and information sheets will be disseminated by Department administration and faculty at freshmen events, professional organizations, and undergraduate classes

KPI 2 - Faculty/staff will attend at least one conference where certificate will be promoted in vendor area; recruitment will double for 2023/2024

KPI 3 - Faculty teaching UNIV 1101 will promote the certificate in class

Results Description:

The new Undergraduate Program Director personally attended Bearkat week, Saturdays at Sam, new freshmen orientations, parent of freshmen orientation working with Luke Putnam on flyer distribution during all those events. Dr. Denham attended Texas Division of Emergency Management (TDEM) conference in May 2024 where the Department and Miss Carlson had set the vendor tent and advertised the certificate during presentation and during vendor exhibitions. Dr. Denham promoted the certificate during the annual conference of Emergency Management of Texas (EMAT) in March 2024 and at the Memorial Hermann Hospital System, Humble location in December 2023 and during LIFE at LEMIT in January 2024 and March 2024. Finally, Dr. Denham advertised the certificate in her Fall 2023 UNIV 1101 course. Other efforts consisted of Senior Director for Strategy and Innovation efforts at COCJ to promote the certificate. Overall, the recruitment in the certificate increased from 0 student in Fall 2023 to 3 in Fall 2024.

Attached Files

 [Department of Security Studies enrollment 2 Assessment Cycle 2023-2024.xlsx](#)

RELATED ITEM LEVEL 3

Action Item Goal 2: Recruit Students into the Certificate

Action Description:

In 2023/2024 all courses within the certificate were completed. Moreover, the Department faculty was engaged in thorough overhaul of the courses' assessment. Each course was enhanced by 3 additional critical thinking exercises and 2 applied exercises. There are few courses yet to be taught. For year 2024/2025 if those courses have full enrollment, faculty will be tasked with completing their reviews to ensure content excellence.

Goal 3: Provide Strong Knowledge Base

Goal Description:

This goal related to Undergraduate Certificate in Security and Resilience in the Transportation Sector educating 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

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Learning Objective Two for Goal 3: Provide Strong Knowledge Base

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

Indicator, Criterion, and Findings for Learning Objective Two Goal 3: Providing Strong Knowledge Base

Indicator Description:

This indicator will be scores on applied exercises and critical thinking exercises across all courses in the certificate in Security and Resilience in the Transportation Sector measuring knowledge in areas relating to security and resilience of infrastructures in the chemical and transportation sectors.

Criterion Description:

This indicator will be scores on applied exercises and critical thinking exercises across all courses in the certificate in Security and Resilience in the Transportation Sector measuring knowledge in areas relating to security and resilience of infrastructures in the chemical and energy sectors.

Findings Description:

The Department could not receive diagnostics for Spring 2024 and no data to assess this item were thus available.

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

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

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.

Update of Progress to the Previous Cycle's PCI:

Emails were sent to students who have completed at least one of the required certificate courses to encourage enrollment.

Learning Objectives and indicators were assessed in the 2023-2024 assessment plan.

New Plan for Continuous Improvement Item

Closing Summary:

The Department will work with the Senior Director for Strategy and Innovation as well as with Institute for Homeland Security to find ways to recruit students into the certificate. The Undergraduate Program Director will continue marketing efforts through agencies, conferences, freshmen events, courses, and other venues. As more students enroll, we will be able to monitor their progress on objectives. We will also ensure that courses not yet taught will be diligently assessed by faculty teaching them for the first time and we will streamline methods to receive exercises results/score data at the Department after each class session.

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

Indicator Description:

In VCST 5364 Seminar in Victimology, students are tasked with completing writing assignments and a final project to demonstrate their understanding of the course content.

Criterion Description:

80% of students will successfully complete the weekly writing assignments and final project with a minimum score of 800.

Findings Description:

100% of students completed the written assignments with a score of 700 or higher.

RELATED ITEM LEVEL 3

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

Action Description:

Criterion met, Graduate Program Director will review course and learning objectives to select other means of assessment.

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 be able to demonstrate an ability to formulate outcomes in a practical, written exercise.

Indicator Description:

In VCST 5385 (Non-Profit Grant-Writing), students are tasked with writing grants for the mock shelter programs they developed in VCST 5365, or they may use a generic shelter program provided in the course. Students will complete five practical, written exercises including four mock grant proposals, worth 20 points each.

Criterion Description:

At least 80% of enrolled students will receive a minimum of 80 points.

Findings Description:

39/41 students received a minimum of 80 points. 2 students fell below the 80 point threshold.

RELATED ITEM LEVEL 3

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

Action Description:

Criterion met, Graduate Program Director will review course and learning objectives to select other means of assessment.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

We will continue this for 2024-2025 academic year.

Update of Progress to the Previous Cycle's PCI:

Actions listed in previous cycle's PCI are still in progress. Identification of new goals, learning objectives, and indicators is ongoing.

New Plan for Continuous Improvement Item

Closing Summary:

In the upcoming assessment cycle, the department will prioritize aligning its assessment practices with the strategic goals outlined in the college's strategic plan, ensuring that program objectives support college and institutional priorities. Additionally, the department will collaborate with the Associate Dean for Programs and Assessment and the Associate Director of Assessment and Academic Support to ensure clear alignment between course content, learning outcomes, and assessment methods. This effort will ensure a continuous improvement process that is both data-driven and strategically aligned.

Victim Studies BA/BS

Goal #1: Application of Knowledge and Skills to Future Career

Goal Description:

Exiting seniors should demonstrate professional skills necessary to pursue employment in victim studies, or related areas, including comprehensive knowledge of various research strategies, communication, and critical thinking skills.

Providing Department: Victim Studies BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Application of research skills and analytic techniques

Learning Objective Description:

Students will apply research skills and analytic techniques to address facets of victimization including intimate partner violence, family violence, violence against women, elder abuse, and child abuse and neglect, stalking, and human trafficking.

RELATED ITEM LEVEL 2

VCST 4398 Problem Analysis in Victim Studies (Capstone Course)

Indicator Description:

Successful completion of capstone course, VCST 4398 Problem Analysis in Victim Studies.

In VCST 4398, students will use skills and knowledge from prior victim studies courses to address victimization issues by synthesizing various types of information regarding victim studies and victim services and understanding how victim service providers operate within an agency organizational structure. This will be demonstrated in course assignments: 5 discussion posts, 3 exams, and a final research project.

Criterion Description:

At least 80% of enrolled students will successfully complete course with grade of "C" or better.

Findings Description:

95% of students (57/60) who took VCST 4398 Problem Analysis in Victim Studies received a grade of "C" or higher during the 2023-2024 academic year.

RELATED ITEM LEVEL 3

VCST 4398 Capstone Course

Action Description:

Criterion was met. For 2024-2025 assessment cycle, data reported for VCST 4398 will focus on assessing written communication skills, specifically on the final research project completed in the course.

Goal #2: Student Preparedness for Future Career

Goal Description:

Exiting seniors will report feeling prepared for their future career in the victim service, or related, field.

Providing Department: Victim Studies BA/BS

Progress: Ongoing

RELATED ITEM LEVEL 1

Application of Theory and Research during Internship

Learning Objective Description:

Students should be able to apply their knowledge of theory and research on victims and victimization in their internship, which will translate into their future career.

RELATED ITEM LEVEL 2

Internship Survey

Indicator Description:

A survey will be created and sent to several agency administrators to assess how VS majors perform on a range of tasks that administrators look for when hiring new employees, including critical thinking skills, written communication skills, and oral communication skills.

Criterion Description:

VS majors will receive ratings at or above 80% for communication skills, and quality of work produced by intern.

Findings Description:

Two surveys were created and implemented by the college's internship office in Summer 2024: Internship Agency Survey and Student Exit Survey. The Intern Agency Survey measures the Agency's satisfaction with the intern's performance while the Student Exit Survey measures the students' satisfaction with their internship placement.

In Summer 2024, there were no Victim Studies majors enrolled in the CRIJ 4373 Undergraduate Internship course. Enrollment is listed below. Due to no enrollment of Victim Studies majors in Summer 2024, no data has been reported.

2023/2024 CRIJ 4373 Undergraduate Internship Course enrollment			
MAJOR	Fall 2023	Spring 2024	Summer 2024
Criminal Justice	30	30	13
Security Studies	1	1	0
Victim Studies	2	0	0
TOTAL ENROLLMENT	33	31	13

RELATED ITEM LEVEL 3

Internship survey

Action Description:

There are two Victim Students students currently enrolled in CRIJ 4073 for Fall 2024 and more anticipated in Spring/Summer 2025. The Internship surveys will be distributed to the agencies in which they are interning and also to the students.

Goal #3: Curriculum Map for VS BA/BS Programs

Goal Description:

Create a detailed curriculum map for VS BA/BS programs that will outline what specific skills students learn and master as they progress through the curriculum.

Providing Department: Victim Studies BA/BS

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Curriculum Map

Performance Objective Description:

A curriculum map will be created for the BA/BS Victim Studies program to align learning objectives to courses.

RELATED ITEM LEVEL 2

Curriculum Map

KPI Description:

A curriculum map will be drafted for the undergraduate Victim Studies program. This map will align learning objectives to required coursework and assist in identifying new methods of assessment.

Target Description:

It is projected that this plan will be completed in Spring 2024.

Results Description:

The curriculum map was not completed in Spring 2024.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

The curriculum mapping project is ongoing. New projected timeline for completion is early Spring. Assessment efforts will also be evaluated to identify new goals, learning objectives, and indicators.

Update of Progress to the Previous Cycle's PCI:

To date, curriculum mapping has not been completed - new goals, learning objectives or indicators have not been identified. The department is now focusing on aligning assessment practices with the strategic plan, and will work to identify ways to improve assessment practices for 2024-2025.

New Plan for Continuous Improvement Item

Closing Summary:

In the upcoming assessment cycle, the department will prioritize aligning its assessment practices with the strategic goals outlined in the college’s strategic plan, ensuring that program objectives support college and institutional priorities. Additionally, the department will revisit and update the curriculum mapping project, to ensure clear alignment between course content, learning outcomes, and assessment methods. This effort will ensure a continuous improvement process that is both data-driven and strategically aligned.