

Criminal Justice Equity and Inclusion Undergraduate Certificate

Goal #1: Enrollment of Quality Students

Goal Description:

The undergraduate certificate in Criminal Justice Equity & Inclusion began being offered in the fall 2021 semester. The target population of students is primarily non-degree seeking individuals. This is also the first undergraduate certificate offered at SHSU. Given the importance of this program to current CJ needs, it is important to increase enrollment of quality students into the certificate.

Providing Department: Criminal Justice Equity and Inclusion Undergraduate Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Performance Objective: Increase enrollment

Performance Objective Description:

To increase or enhance enrollment of quality students into the certificate

RELATED ITEM LEVEL 2

KPI: Enrollment (Direct)

KPI Description:

Increase enrollment of non-degree seeking students in the certificate program. Given that this is a brand new program, there is no baseline enrollment number to target. This objective will be met if the number of students enrolled by summer 2022 is greater than the number of students enrolled in the spring 2022 semester.

Results Description:

Currently IE Factbook does not provide enrollment statistics for this undergraduate certificate. Right now we have 1 student enrolled for the certificate program and this is a non-degree seeking professional with a BA in CJ from out of state.

In addition to the Indirect KPI results outlined in the other areas of this assessment, there appears to be admissions issues that will need to be worked through to attract non-degree seeking students without bachelor's degrees. There is also a need to check the ApplyTexas website to ensure that the certificate is appearing as an enrollment option.

RELATED ITEM LEVEL 3

Action - Enrollment (Direct)

Action Description:

Certificate enrollment will continue to be monitored.

Logical next steps include

- 1) working with the COCJ Director of Diversity, Equity, and Inclusion to develop a recruitment plan for the certificate
- 2) getting informational material out to advisors to promote the certificate to CRIJ majors
- 3) working with COCJ marketing to promote the certificate to other SHSU majors

RELATED ITEM LEVEL 2

KPI: Enrollment (Indirect #1)

KPI Description:

Work with COCJ administrators and the CJ Marketing team to advertise and promote the minor to potential students.

Results Description:

Over the course of the year a series of electronic communications and meetings were held with COCJ administrators, the COCJ marketing team, and with the SHSU Office of Admissions Recruiters to develop ways to advertise and promote the certificate to potential students. Relevant actions included:

1. Asked the College to assist in developing a targeted approach for specific majors (COMS, POLS, SOCI, PSYCH, and VCST) to recruit for the upcoming year (see results for KPI #2 below). This request was put in prior to the beginning of the Fall 2022 registration period.
2. A request was put in with EMC to promote the minor.
3. Digital signage in COCJ as well as across campus was created to promote the minor was completed by the COCJ marketing team.
4. Marketing materials were created by the COCJ marketing team and reviewed and approved by the CJ Undergraduate program director (see attachment).
5. Automated email responses were created for student inquiries.
6. A meeting was held with the SHSU Office of Admissions Recruiters in Summer 2022 to provide updated information about the minor to help recruit potential new students.

Attached Files

 [CJ Certificate Equity Inclusion factsheet 5-2021.pdf](#)

RELATED ITEM LEVEL 3

Action - Enrollment (Indirect)

Action Description:

Certificate enrollment will continue to be monitored.

Logical next steps include

- 1) working with the COCJ Director of Diversity, Equity, and Inclusion to develop a recruitment plan for the certificate
- 2) getting informational material out to advisors to promote the certificate to CRIJ majors
- 3) working with COCJ marketing to promote the certificate to other SHSU majors

RELATED ITEM LEVEL 2

KPI: Enrollment (Indirect #2)

KPI Description:

Work with admissions office to develop a process for admitting non-degree seeking students into the certificate program.

Results Description:

A series of electronic communications was conducted with our Associate Academic Advisor for COCJ in the SAM Center during the year.

In the first communications, we asked if, from an advising standpoint, whether the prerequisites required for our elective requirements for the certificate were deterring students away from it? Currently, two courses have prereqs and so wanted to identify any potential roadblocks in the minor requirements.

From the conversation, we learned that while pre-requisite requirements could present a challenge for some students, it was not believed to be a major deterrent. From an advising perspective, the two main issues resulting in low interest are a general lack of awareness for the certificate, particularly from students majoring in non-CJ subject areas.

For degree seeking students, advisors also noted that they thought the certificate was a good pairing for non-CJ majors, specifically for Psych and Poli Sci, but were not sure that those student populations know that the certificate is available.

What we learned: In essence, the conversations led to a conclusion that the way to improve enrollment is through awareness, marketing, and clarifying questions as opposed to roadblocks in the degree plans for the certificate program.

RELATED ITEM LEVEL 3

Action - Enrollment (Indirect)

Action Description:

Certificate enrollment will continue to be monitored.

Logical next steps include

- 1) working with the COCJ Director of Diversity, Equity, and Inclusion to develop a recruitment plan for the certificate
- 2) getting informational material out to advisors to promote the certificate to CRIJ majors
- 3) working with COCJ marketing to promote the certificate to other SHSU majors

Goal #2: Development of Evidence-Based Knowledge on Multiculturalism and Crime

Goal Description:

A key educational objective of the certificate is for students to demonstrate their knowledge on the influence of particular group cultures, such as different races, ethnicities, sexualities, or disabilities on criminal justice outcomes based on empirical research.

Providing Department: Criminal Justice Equity and Inclusion Undergraduate Certificate

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrate Knowledge and Critical Thinking Skills

Learning Objective Description:

Students will demonstrate knowledge and critical thinking skills on the role of race/ethnicity in crime and criminal justice processing.

RELATED ITEM LEVEL 2

Assessment of Writing Assignments

Indicator Description:

Objective: Two program objectives for our minor in Criminal Justice Equity and Inclusion certificate are to understand cultural diversity issues as it relates to criminal justice and to improve critical thinking and communication skills with regard to multiculturalism

Instruments: These objectives will be assessed by scoring student writing assignments in CRIJ 4385 Criminal Justice and Social Diversity, one of the required courses for the minor. The nature of the assignment is a film review where the students are instructed to discuss how a film (relevant to the course) applies to material learned in class (3 examples). A copy of the writing prompt used for this

assessment is attached. Scores will be derived using the Office of Academic Planning and Assessment's Writing Assessment Rubric (also attached).

Process: Given that the minor is a new program with only a handful of students, we chose to focus on assessing one of the required courses for the minor: CRIJ 4385. A total of ~40 writing assignments from one section of CRIJ 4385 were assessed. Paper scores, which ranged from 1 (few features present) to 4 (features are most always present) were averaged across each of the four domains: (1) Ideas/Critical Thinking/Synthesis, (2) Style, (3) Organization, and (4) Conventions. Further, an overall score was calculated by adding each paper's score across the four domains.

Usefulness to the program: As the minor grows, we will use these results as a baseline that can be applied in future assessment cycles where we are able to assess declared minor students. This will eventually allow for comparisons across years to track changes and or improvements on students' critical thinking and written communication skills.

Attached Files

 [Writing Assessment Rubric.docx](#)

 [Film Review Paper Guidelines.pdf](#)

Criterion Description:

A majority of written assessments will score at "Features are often present" or above on an the average total score, as well as scores for each of the four rubric domains.

Findings Description:

The overall average score was 2.84 out of 3 with 51.4% of students having an average score of 3 or above. The percentage of students who averaged a three (features are often present) across domains were as follows: Ideas/Critical Thinking/Synthesis (59%), Style (65%), Organization (81%), and Conventions (57%). In this regard, the majority of students averaged a 3 or above across all four domains. The lowest mean score was for conventions (2.78), followed by Ideas/Critical Thinking/Synthesis (2.81) and Style (2.81). The highest average score was in Organization (2.97). Conventions focuses on grammar and mechanics, documentation style, appropriate use of sources, and minor errors that do not interfere with readability.

RELATED ITEM LEVEL 3

Action - Assessment of Writing Assignments

Action Description:

We will continue to assess student writing assignments as indicators of students' competence in demonstrating critical thinking and knowledge-based skills in multiculturalism and criminal justice. To accomplish this, the assessment committee will continue to develop a process for incorporating assessment of student writing using OAPA's writing assessment rubric directly within our assessment schedule. Methods can be recommended to enhance student performance, especially in the area of Ideas/Critical thinking/synthesis as well as encouraging students to use campus resources that can assist in this area, such as the writing center.

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

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

Closing Summary

During the upcoming assessment cycle, the curriculum and assessment committee will identify a goal and learning objective to assess. The goal and objective will be associated with the course: CRIJ 4385 Criminal Justice and Social Diversity. This is a required course for the certificate and is in our set of core courses.

Update of Progress to the Previous Cycle's PCI:

Goal #2: Development of knowledge in multiculturalism and crime was established. Students will demonstrate knowledge and critical thinking skills on the role of race/ethnicity in crime and criminal justice processing. Writing assessments were used to assess this objective and this was completed.

New Plan for Continuous Improvement Item

Closing Summary:

1. Action: Summary of enrollment action: Certificate enrollment will continue to be monitored. Logical next steps include 1) working with the COCJ Director of Diversity, Equity, and Inclusion to develop a recruitment plan for the certificate, 2) getting informational material out to advisors to promote the certificate to CRIJ majors, 3) working with COCJ marketing to promote the certificate to other SHSU majors
2. Action Summary: demonstrating knowledge and critical thinking action: We will continue to assess student writing assignments as indicators of students' competence in demonstrating critical thinking and knowledge-based skills in multiculturalism and criminal justice. To accomplish this, the assessment committee will continue to develop a process for incorporating assessment of student writing using OAPA's writing assessment rubric directly within our assessment schedule. Methods can be recommended to enhance student performance, especially in the area of Ideas/Critical thinking/synthesis as well as encouraging students to use campus resources that can assist in this area, such as the writing center.
3. New Initiative: Devise a way to assess students who have declared for the certificate rather than just courses associated with the certificate.