Online Assessment Tracking Database

Sam Houston State University (SHSU) 2014 - 2015

Humanities & Social Sciences, College Of

Goal	Excellence In Academic Programs DRAFT The CHSS will develop academic programs and constantly review existing programs to ensure excellence in this important mission of the college.
Objective (P)	Increase Student Enrollments DRAFT The CHSS will increase both undergraduate and graduate student enrollments by specified amounts each year.
KPI Performance Indicator	Increase Enrollments In Graduate Programs DRAFT P
	Increase enrollments in graduate programs by 10%.
Result	Graduate Student Enrollments 2014-2015 DRAFT
	In 2013-14, CHSS recorded 1053 graduate student enrollments for 6534 student credit hours. In 2014- 15, there were 1049 graduate student enrollments for 6200 credit hours. These figures represented an 0% change in student enrollments and a 5.1% decrease in total graduate student credit hours.
KPI Performance Indicator	Increase Undergraduate Enrollments DRAFT 🔎
	Increase undergraduate majors in programs of college by 2%
Result	Undergraduate Student Enrollments 2014-2015 DRAFT In 2013-2014, CHSS recorded 4447 undergraduate- major enrollements for a total of 117,662 student credit hours. In 2014-2015 the figures were 4541 undergraduate-major enrollments for 120274 hours. These changes indicated a 2% increase in major enrollments with an 2% increase in student credit hours.
	NOTE: the data for 2014-2015 includes students registered as double majors with one or both major occurring in CHSS. Data from 2013-2014 and before did not include these students.
Action	Enrollment Growth Strategies DRAFT The growth of graduate enrollment is a complex problem consisting in part of recruiting issues and in part of logistical issues. Previously, CHSS departments have improved both the numbers and the quality of incoming graduate students by offering entire degree programs online. In 2015-2016, CHSS will assist the department of Political Science with the transformation of the MA program to an online offering. CHSS undegraduate enrollment continues to grow along with university enrollment. To enhance the production of actual majors, departments within the college are increasing their offerings of social/educational events such as field trips. They are inaugurating or expanding a committment to

	undergraduate clubs. Finally, they are reviewing how their majors are presented during advisement to ensure that inquiring students understand the full potential of majors in the humanities and social sciences.
Objective (P)	Enhance Graduate Student Entering Credentials DRAFT 🔎
	The CHSS will increase the quality of credentials of incoming graduate students.
KPI Performance Indicator	Incoming Graduate Student GPA DRAFT 🔎
	Graduate programs across CHSS will demonstrate a total average incoming graduate student GPA increase of 2%.
Result	Incoming Graduate Student GPA Performance
	DEPT: Fall 2013/Spring 2014 :: Fall 2014/Spring 2015 COMS MA: 3.30/3.15::3.15/3.52 Creative Writing MFA: 3.40/3.34::3.13/3.67 ENGL MA: 3.61/3.37::3.54/3.7
	SPAN MA: 3.47/3.74::3.25/2.97 HIST MA: 3.24/3.37::3.39/3.65 POLS MA: 3.21/3.45::3.59/3.23 POLS MPA: 3.21/3.36::3.6/3.53 PSYC MA: 3.50/no admissions::3.58/no admissions PSCY SSP: 3.54/no admissions::3.31/no admissions Clinical PSYC MA: 3.50/no admissions::3.63/no admissions Clinical PSYC PhD: 3.60/no admissions::3.73/no admissions SOCI MA: 3.26/3.22::3.18/3.53
	DEPT: Percent Change Fall to Fall/Spring to Spring
	COMS MA: Creative Writing MFA: -5%/12% ENGL MA: -8%/10%% SPAN MA: -6%/-21% HIST MA: 6%/8% POLS MA: 12%/-6% POLS MPA: 12%/5% PSYC MA: 2% (admits annual fall class only) PSYC SSP: 6% (admits annual fall class only) Clinical PSYC MA: 4% (admits annual fall class only) Clinical PSYC PhD: 4% (admits annual fall class only) SOCI MA: -2%/10%
KPI Performance Indicator	Increase GRE Scores Of Incoming Graduate Students DRAFT
	Increase GRE scores of incoming graduate students in departments with underachieving admissions criteria. During this academic year, average GRE scores of incoming graduate students in the departments of COM, SOC and FOL will increase by 2%.
Result	Incoming Graduate Student GRE Scores DRAFT Average incoming GRE scores are recorded 2013- 2014::2014-2015 (% change) by program

	COMS MA: 298::299 (0%) Creative Writing MFA: 304::306 (0%) ENGL MA: 299::306 (2%) SPAN MA: Not Required HIST MA: 317::305 (-4%) POLS MA: 302::294 (-3%) POLS MPA: 296::302 (2%) PSYC MA: 303::298 (-2%) PSYC SSP: 300::306 (2%) Clinical PSYC MA: 307::310 (1%) Clinical PSYC PhD: 315::314 (0%) SOCI MA: 293::301 (3%)*
	*(not including an individual admission with 491 overall)
	Across all programs, the non-weighted average was 01%, essentially unchanged from the previous academic year.
Result	GRE Waiver Rates By Program DRAFT 🎤
	Program: Fall Waiver %/Spring Waiver %
	COMS MA: 85%/33% Creative Writing MFA: 0%/0% ENGL MA: 0%/0% SPAN MA: not required for admission HIST MA: 4%/18% POLS MA: 69%/80% PSYC MA: 69%/no spring admissions PSYC SSP: 0%/no spring admissions PSYC Clinical MA: 0%/no spring admissions PSYC Clinical PhD: 0%/no spring admissions SOCI MA: 55%/40%
Action	Graduate Student Entrance Credentials DRAFT 🞤
	The departments of the degree programs have primary control over the admissions standards they impose upon applicants. At the level of the college administration, we can assist these programs in part by increasing their access to strong applicant pools. In the past, we have found that offering whole degrees online actually increases the strength of incoming student credentials by opening enrollment to highly qualified students who cannot physically attend campus. To this end, CHSS will assist the POLS MA program in converting to offering the degree wholly online.
Objective (P)	Periodic Graduate Program Review DRAFT 🔎
	The CHSS will complete a thorough program review of each of its graduate programs before August 2019.
KPI Performance Indicator	Graduate Program Review Process DRAFT &
	The College will complete program reviews of all its graduate programs according to the following schedule:

Review Year Program

	2012-13 History MA 2013-14 School Psychology SSP 2015-16 Political Science MA 2015-16 Public Admin MA 2015-16 Communication Studies MA 2016-17 Sociology MA 2016-17 Spanish MA 2018-19 English MA 2018-19 Clinical Psychology MA 2018-19 Clinical Psychology PhD
	Scheduled completion of the PSYC MA SSP review before closure of the 2013-2014 reporting cycle will indicate timely initiation of this process. All departments will fulfill the process by submitting thorough program self-studies conducted according to a rubric provided by the Office of Graduate Studies. Each department will then host on-campus visitors from peer institutions/programs to review the reports and to make further recommendations. Departments will conclude the process by submitting responses to visitors' reports and any additional program planning inspired by the overall program review.
Result	Graduate Program Review Progress 2014-2015
	At the close of the 2013-2014 academic year, the PSCY MA SSP successfully completed a program review including reporting by external visiting referees. PSYC MA SSP is one of the best-reported programs in the college owing to the accreditation context of the discipline and the outstanding efforts of the program director.
	CHSS had no program reviews scheduled for 2014-2015.
	CHSS is scheduled to complete three such program reviews for academic 2015-2016: POLS MPA; POLS MA; COMS MA
Action	New Graduate Program Reviews DRAFT 🔎
	For the academic year 2015-2016, CHSS will conduct the graduate program reviews for the following degrees: POLS MA; POLS MPA; COMS MA.
Objective (P)	Promote Centers Of Scholarly Excellence DRAFT 🔎
	The CHSS will develop centers for focused scholarly activity within the departments
KPI Performance Indicator	Centers Of Scholarly Excellence DRAFT 🔎
	Each department will present to the dean of the college at least one area of focused scholarly excellence for that department. The college will support the establishment of at least two interdisciplinary research centers recommended by CHSS faculty.

Result

Centers Of Scholarly Excellence: Progress DRAFT

After many months of prepartion reaching back into 2013, CHSS secured University approval to launch the Cneter for the Study of Disasters and Emergency Management (CDEM) to begin operations in November 2014.

Highlights of CDEM activity for 2014-2015 include:

1) Submission of two major grant applications totalling over \$900,000 in projected funding. The first won inclusion in a overall University of North Carolina bid to become the Center for Coastal Resilience for the Department of Homeland Security (DHS). UNC was not awarded that center. The second has been selected as part of a University of Houston proposal to DHS to become a Coastal Resilience Center of Excellence. That proposal is still under DHS review.

2) In September 2014, the CDEM Director Dr. Jason Enia participated in the PH+SocialGood Summit in the Philippines (Manila), giving two talks on the political economy of natural disasters. Dr. Enia also traveled to Tacloban and conducted research on the region's recovery from Typhoon Yolanda (Ha)yan) in fall 2013.

3) In November 2014, CDEM faculty member Dr. Ashley Ross was named a one of 20 fellows in the prestigious, NSF-funded Next Generation of Hazards and Disasters Researchers Program.

4) In April 2015, Drs. Clayton Wukich, Ashley Ross, and Jason Enia were invited participants at a North Dakota State University (NDSU) Department of Emergency Management workshop to explore a variety of collaborative research opportunities and to discuss best practices for emergency management education

Action Continued Center Development DRAFT 🔎

In light of the successful inauguration of the CDEM, CHSS will begin planning for a proposed Sam Houston Center for Applied Ethics and Critical Thinking. The Sam Houston Center for Applied Ethics and Critical Thinking will be an academic center dedicated to the support of teaching, research, and other scholarly initiatives in higher education focused on promoting learning outcomes and skills acquisition critical to the well-being of the American participatory governmental system. Through disciplines in the humanities and social sciences, the Center will cultivate educational excellence focused on critical thinking; communication; teamwork; personal responsibility; and social responsibility.

Faculty Research Development DRAFT

Goal

	he CHSS will identify and promote best practices for faculty research levelopment.
Objective (P)	Faculty Research Publications DRAFT
	The CHSS will increase the number of faculty involved in peer- reviewed publications.
KPI Performance Indicator	Peer-Reviewed Publications DRAFT
	Universities must produce new knowledge and understanding. The college will collect data on the number of peer-reviewed publications and compare this with the previous year. Because these are peer-reviewed publications, the quality of the research also is measured. The college will increase the per capita number of peer-reviewed publications by 2%.
Result	Faculty Publication Performance DRAFT 🔎
	In 2013, 117 CHSS faculty produced 186 peer- reviewed publications. In 2014, 115 faculty produced 155 such works.
	During 2013 CHSS average 1.32 articles per faculty member. In 2013, per capita book production was .12, while book chapter production was .15. In 2014, faculty article production was 1.10 per member. Per capita book production was .16 and book chapter production was .09.
	It should be noted that this production was achieved in spite of the loss of the Department of Family and Consumer Sciences, whose scholarly products are not counted here.
Action	Faculty Research Support DRAFT Faculty research activity in CHSS continues to meet all expectations. The college will therefore maintain its commitment to promote and reward scholarship and principally to assist departments with research support money whenever appropriate.
Objective (P)	Faculty Grant Activity DRAFT 🔎
	The CHSS will increase the number of grants submitted by college faculty and funded.
KPI Performance Indicator	Increased Grant Submissions And Grant Funding DRAFT P
	One measure of the productivity of faculty is the number of outside grants funded. Outside funding shows that the research of the faculty is of high quality. The amount of funding varies by the discipline as do the funding opportunities. The College will collect data on the number and amounts of outside funding received by our faculty, as well as the number of grants submitted. These numbers will be compared to last year's numbers. The College will increase by 2% the per capita number of grants externally submitted and the percentage of submitted external grants

that are funded. Measurements of per capita grant activity and grant success rates also will be analyzed.

Result	 Faculty Grant Activity Results DRAFT In 2014, 115 CHSS faculty submitted 62 total grant applications (27 internal and 35 external) for a per capita submission rate of .54. Of these submissions 27 (11 internal and 16 external) were funded for a per capita success rate of .23. The submission success rate was 44%. In 2013, 117 CHSS faculty submitted a total of 55 grant applications (26 internal and 29 external for a per capita submission rate of .47 (.22 internal only and .25 external only). Of these submissions, 27 (15 internal and 12 external) were funded for a per capita success rate of .23 (.13 internal only and .10 external
	only). The submission success rate was 57%.
Action	Grant Writing Support DRAFT P The dean of CHSS has detailed one Associate Dean to offer ongoing support and informational workshops for faculty seeking grants. We will review and assess the impact of this support in the following years.
Objective (P)	Faculty Conference Participation DRAFT 🔎
	The CHSS will increase faculty activity at scholarly conferences.
KPI Performance Indicator	Faculty Presentations At Scholarly Conferences DRAFT Universities must not only produce new knowledge, but they must also disseminate this knowledge. Conference presentations are one method of disseminating knowledge. The college will collect data on the number of presentations at professional, peer-reviewed conferences and compare this with the previous year. Because these are peer- reviewed presentations, the quality of the research is also measured. The College will increase by 2% the number of per capita professional conference presentations by faculty in the college.
Result	Conference Presentation Performance DRAFT In 2014, 115 college faculty made 278 conference presentations for a per capita rate of 2.42. In 2013, the college faculty of 117 made 329 conference publications for a per capita rate of 2.81.
Action	Faculty Conference Support DRAFT The office of the Dean of CHSS will continue to offer travel support to faculty in the various programs where appropriate. More strategically, the college will begin a review of the system of merit rewards, to ensure that scholarly and pedagogical activities not immediately resulting in peer-reviewed publication nonetheless win the participating faculty rewards for their efforts.

	Student Research Development DRAFT 🎤
	The CHSS will promote the whole experience of students taking courses in the college: classroom activities, research opportunities, and presentation opportunities. The college will also monitor student graduation outcomes.
Objective (P)	Student Research Objectives DRAFT 🔎
	The CHSS will increase the quality and quantity of both undergraduate and graduate student research publication activities.
KPI Performance Indicator	Number Of Students Presenting And Publishing DRAFT
	As research and scholarly activity increases with faculty, the college would like to see more students involved in the research process. The process of creating knowledge is essential to each discipline, and exposing students to this process provides quality instruction. The College will collect data concerning the number of peer-reviewed presentations and publications by undergraduate students and by graduate students and compare this to last year's data. The College will increase by 2% the number of undergraduate student and graduate students who are involved in research that result in publication or presentation at professional conferences.
Result	Student Presentation And Publication Performance DRAFT
	In 2014-2015, 20 undergraduate students made 27 presentations and 4 published for a total of 31 undergraduate research activities. In 2013-2014, 52 undergraduate students presented papers and 7 published for a total of 59 undergraduate research activities. In 2012-2013, 64 undergraduate students presented papers, while 15 published for a total of 79 undergraduate research activities. The totals were 75 for 2010 and 81 for 2011-2012.
	The 2014-2015 results thus represent a continuation in the overall decline in undergraduate research accomplishments since 2010.
	In 2014-2015, at least 100 CHSS graduate students made 195 conference presentations 23 publications for a total of 218 research activities. The exact number of participating graduate students was difficult to ascertain because of multiple authorship and because of changes in reporting methods. In 2013-2014 93 graduate students presented papers and 52 published for a total of 145 research activities. In 2012-2013, 107 graduate students presented papers while 42 published for a total of 149 graduate student research activities. The totals were 89 in 2010 and 119 in 2011-2012. Graduate student research activities increased 25% over 2011 and by 39% in the last two

years.

CHSS has achieved a multi-year trend of increasing graduate student research activity, with the department of PSYC especially successful in this regard.

One additional staff member from the Dean's Office

Action	Support Student Research Endeavor DRAFT Graduate student research activity continues to flourish in CHSS. The college therefore proposes to maintain the system of incentives and support that have promoted these results.
	Effective programs of undergraduate research are difficult to build and maintain. For the academic year 2015-2016, CHSS will review the possibility of establishing an undergraduate research journal as an outlet for the best efforts of students in the junior and senior-level writing courses (and for independent efforts as well). Additionally, the Office of the Dean will work with the SHSU center for undergradute research (EURECA) to increase undergraduate research participation. Initial ideas to be implemented in 2015-2016 include: introductory workshops each for students in humanities and social sciences disciplines; canvassing of departmental clubs for likely candidates; canvassing of honor socities for likely candidates; creation of a proposal for increased CHSS internal grants, for consideration by the dean.
Goal	CHSS Staff Development DRAFT 🔎
GOAI	The CHSS will promote the intellectual and professional development of staff members serving departments and programs in the college.
Objective (P)	Staff Professional Development DRAFT
	The CHSS will identify and increase the number of college staff members obtaining outside professional and intellectual development experiences.
KPI Performance Indicator	Off-Site Conferences And Professional Development DRAFT P
	Staff professional development will exceed the minimally mandated hours provided by the university. CHSS will fund staff attendance at at least one regional or national conference dedicated to developing university staff professionals.
Result	Off-Site Professional Development Results DRAFT Seven college staff members attended the Natioinal Association of Graduate Admissions Professionals 28th Annual Conference. Development instruction received emphasized graduate enrollment management.

attended "Strengthening Alumni Boards" hosted by Academic Impressions.

Action	Continued Support For Staff Professional Development DRAFT
	Direct feedback from staff about professional development support was overwhelmingly positive. Consequently, CHSS will renew this effort in 2016. The goal will be to increase staff participation beyond the 2015 level.

Previous Cycle's "Plan for Continuous Improvement"

Results of 2013-2014 assessment have indicated the following action steps:

1) CHSS will collaborate with department chairs and faculty to increase the number of majors. Currently, though student enrollments in CHSS classes have increased with university growth, the number of majors has lagged and even declined in some programs.

CHSS plans to increase emphasis on faculty teaching development possibly to include but not be limited to such elements as: enhanced faculty training in interpretation and implementation of student teaching evaluation results; support of facutly participation professional teaching development activities (local and off campus); workshopping with chairs and faculty to review undergraduate relations within the departments and programs. Assessment results revealed a decline in student research participation at both the graduate and undergraduate levels. The college will review and compare student research support from previous, more successful reporting cycles to determine specific aid to direct at this problem.

2) CHSS does not have another scheduled graduate program review until 2016. During the hiatus of graduate program performance reporting, CHSS will undertake creation of staff development initiatives and staff performance assessment. As a first step, the college has already created a committee comprised of various ranks of the college staff to create an agenda for staff professional development and assessment.

Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.

1) The Office of the Dean of Humanities and Social Sciences engaged in multiple, succesful collaborative efforts with chairs and program heads to organize efforts at promoting an increase of majors and enrollments in general. All departments and programs now have individuals whose service duties reflect these intitatives. To date, the best results have occurred in the Department of History, which raised general upper-division enrollment approximately 18% over 2013-2014. The Office of the Dean will review fall 2015 enrollments at the 12th-day census to determine additional progress.

2) CHSS sponsored workshops for chairs twice in the last year, including sessions on undergraduate demographic trends and marketing strategies. The college was succesful in initiative and Academic Community Leadership minor, offered in cooperation with other colleges at SHSU. This initiative will offer students opportunity to shape a CHSS curriculum to pressing needs in the modern-day workplace.

While graduate student research participation grew, CHSS was not succesful in accelerating undergraduate research participation.

3) 2015-2016 will see graduate program reviews for: COMS MA, POLS MA, and POLS MPA. As of 1 September, 2015, the Office of the Dean had organized reporting committees in both

departments, had distributed reporting materials, and had held meetings between departmental representatives and the Dean of Graduate Studies.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.

1) Having achieved successful start-up of the Center for Disaster and Emergency Management, the College of Humanities and Social Sciences will explore an additional center to fulfill the strategic plan of two new centers. Currently, a likely candidate will be a center to coordinate a critical thinking minor.

2) CHSS will repeat and expand the staff development support program.

3) The Office of the Dean of CHSS will analyze and report on the efforts of departments successful in enrollment growth (PSYC, HIST) for the assistance of other departments and programs.

4) Faculty scholarship and grant activity remain at effective levels. The Office of the Dean will implement budget reforms to enhance availability of funds to support such activity.

5) It being 10 years since CHSS began operations as an individual college, the Dean will organize a full-scale review and, where necessary, revision of college policies regarding tenure/promotion and merit assessment.