

2016-2017

College of Criminal Justice

Department of Criminal Justice and Criminology

Assessment Plan Summary

Department: Criminal Justice BA/BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Criminal Justice and Criminology, Department of

Criminal Justice BA/BS

Comprehensive knowledge

Goal Description

Exiting seniors should exhibit comprehensive knowledge of key components of the criminal justice system, criminological theory, and methods of inquiry.

Related Items/Elements



Learning Objective Description

Students will demonstrate comprehensive knowledge of the structure and functions of the various components of the criminal justice system

🔊 🚜 Senior Exit Exam

Indicator Description

Each semester, all graduating seniors are asked to complete an exit exam, through Survey Monkey, an online data collection/response validation website. This survey provides faculty a means of assessing students' comprehension and retention on key concepts provided to them during their educational experience. The 60-item Exit Exam, created by faculty, assesses learning in seven core areas.

Criterion Description

Graduating students will achieve an average of 70% on the exit survey. Last year this average was below 70% but our department will continue to strive toward this goal.

Findings Description

Graduating seniors were sent an email with a link to a Qualtrics Survey asking them 61 substantive and objective questions covering various topics related to criminal justice and criminology. The overall average grade among students who completed the exit survey was 43 out of 61 questions, equating to an average grade of 70% correct across all topics.

🔊 🧲 Evaluate and Improve Within Course Assessment

Action Description

In order to improve the assessment process, additional evaluation of the assessment schedule and process for gathering indicators of student success in the core classes where they are taught will be undertaken. Alternative methods for creating indicators and collecting findings will be discussed by the Assessment Committee for implementation

Theoretical Foundations

Learning Objective Description

Students will understand the prevailing theoretical foundations of criminology.

🔊 🚠 Senior Exit Exam

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Action Description

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Development of professional skills

Goal Description

Exiting seniors should demonstrate professional skills necessary to pursue employment in criminal

justice related areas and/or an advanced degree in criminal justice or a related field, including comprehensive knowledge of various research strategies, communication and critical thinking skills, and legal issues.

Related Items/Elements



Learning Objective Description

Students will demonstrate effective communication and critical thinking skills necessary to pursue employment in criminal justice related areas and/or an advanced degree criminal justice or related field.

🐞 🚣 Development Of Scholarly Research Proposals

Indicator Description

Undergraduate criminal justice students will develop a scholarly research paper proposal in their core required Research Methods course (CRIJ 3378). Writing and research skills will be scored by a rubric agreed upon by a faculty committee. Each professor will utilize this rubric when grading the student research paper proposals. These guidelines include areas of organization, content, quality of proposed research, hypothesis construction and writing.

Criterion Description

Students will score at 70% or above on the research paper scoring rubric.



Findings Description

After further discussion among the assessment committee alternative classes and assignments were selected for the evaluation of student writing. Based on the use of a rubric, the average points earned for writing mechanics was 6.57 out of 10 possible points, which equated to "Meets Expectations". In other words 59% of the students earned a score of "Meets Expectations" or "Exceeds Expectations" on the writing components of their written exam. Overall, student scores averaged 81.38% on the writing assignments.

Additional writing assessment was conducted in CRIJ 4385 across the Fall and Spring semesters. Based on the scoring of these assignments, in the Fall, 80% of students earned a grade of B or higher on the writing assignment with an average grade of 84%. In the Spring, 83% of students earned a grade of B or higher on the writing requirement, with an average grade of 84%.



To Develop Alternate Methods for Writing Assessment

Action Description

In order to better assess the variety of student writing occurring in different courses, the Assessment Committee will evaluate and implement options for assessment of writing that are better suited to different courses.

Nenior Exit Exam

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™Knowledge of Methods

Learning Objective Description

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

🐌 🚣 Senior Exit Exam

Indicator Description

Each semester, all graduating seniors are asked to complete an exit exam, through Survey Monkey, an online data collection/response validation website. This survey provides faculty a means of assessing students' comprehension and retention on key concepts provided to them during their educational experience.

The 60-item Exit Exam, created by faculty, assesses learning in seven core areas.

Criterion Description

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🐞 🌊 Evaluate and Improve Within Course Assessment

Action Description

In order to improve the assessment process, additional evaluation of the assessment schedule and process for gathering indicators of student success in the core classes where they are taught will be undertaken. Alternative methods for creating indicators and collecting findings will be discussed by the Assessment Committee for implementation

🐌 🎮 Law and Legal Process

Learning Objective Description

Students will understand the goals and procedures of law and the legal process.

🔊 🚜 Senior Exit Exam

Indicator Description

Each semester, all graduating seniors are asked to complete an exit exam, through Survey Monkey, an online data collection/response validation website. This survey provides faculty a means of assessing students' comprehension and retention on key concepts provided to them during their educational experience. The 60-item Exit Exam, created by faculty, assesses learning in seven core areas.

Criterion Description

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Action Description

In order to improve the assessment process, additional evaluation of the assessment schedule and process for gathering indicators of student success in the core classes where they are taught will be undertaken. Alternative methods for creating indicators and collecting findings will be discussed by the Assessment Committee for implementation

Update to Previous Cycle's Plan for Continuous Improvement

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

For the 2016 - 2017 academic year, the Department of Criminal Justice & Criminology will continue to place needed focus on implementing and improving the assessment plan.

A new assessment schedule has been put in place in order to reduce the burden the changes in the assessment plan might place on instructors in the classroom. This schedule will allow for the capture of indicators of student success throughout the academic year, in addition to the senior exit exam sent out at the end of each Fall and Spring semesters.

Additional development of the communication and critical thinking assessment will continue to better capture where and how assessment activities are already taking place and improve faculty "buy-in". This will, hopefully, improve the sample size available for evaluating this assessment indicator.

Based on the development of the assessment committee, it is now possible to have a mechanism through which assessment activities and results can be shared with the other faculty members. The Assessment Committee chair will work with the Department Chair in order to make sure the faculty are informed of assessment activities and will work regularly to encourage participation in collecting assessment indicators.

Update of Progress to the Previous Cycle's PCI

The Assessment Committee has been working to continue improving the assessment process within the Department and improve the culture of assessment. An assessment schedule was implemented to gather assessment indicators from select courses to determine if implementing smaller scale assessments in core courses improved our understanding of student learning. Findings from this first year do indicate that these provide valuable insight to student performance at the course-level.

Continued evaluation of the writing assessment process is needed. Due to the varied way instructors implement writing within individual courses, additional planning is needed to target where writing is occurring in courses to systematically collect and evaluate student performance.

Plan for Continuous Improvement

Closing Summary

For the the 2017 - 2018 academic year, the Department of Criminal Justice and Criminology will continue to place needed focus on modifying, implementing, and improving the assessment plan.

The assessment has implemented an assessment schedule to capture indicators of student success throughout the academic year in the classroom. Gathering findings from instructors has been met with some success and the committee hope to continue and improve upon these methods to ensure we are gathering reliable data on student performance.

The Assessment Committee will look into options for improving response rates to our senior exit survey, which has been a primary source of data on student performance. Improving response rates will be critical in enhancing our assessment of student learning. The committee will look into options providing incentives for completion of the exam and/or alternative methods for students to complete the exam.

The Assessment Committee will continue to share results and assessment plans with the faculty in order to continue to normalize assessment practices within the Department and improve faculty buy-in. The Assessment Committee Chair will continue to work with the Department Chair in order to endure the faculty are informed of assessment activities and will work regularly to encourage participation in collecting assessment indicators.

Assessment Plan Summary

Department: Victim Services Management MS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Criminal Justice and Criminology, Department of

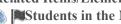
Victim Services Management MS

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 taught 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.

Related Items/Elements



🐞 🎮Students in the MSVSM Program will be able to demonstrate an understanding of evidence-based practices in victim service delivery with an emphasis on the benefits of trauma-informed care.

Learning Objective Description

The Office for Victims of Crime defines "trauma informed care" as "(interventions) delivered with an understanding of the vulnerabilities and experiences of trauma survivors, including the prevalence and physical, social, and emotional impact of trauma. A trauma-informed approach recognizes signs of trauma in staff, clients, and others and responds by integrating knowledge about trauma into policies, procedures, practices, and settings. Trauma-informed approaches place priority on restoring the survivor's feelings of safety, choice, and control" (https://www.ovc.gov/model-standards/glossary.html.) Trauma informed care is generally regarded as the "gold standard" in service delivery.

🐌 🚠 Students in the MSVSM Program will be able to demonstrate an understanding of evidence-based practices in victim service delivery by designing mock shelter programs that are trauma-informed.

Indicator Description

In CRIJ 5635 (Crime Victim Services and Management), students are tasked with developing a policy manual for a mock shelter program. As partial fulfillment of the requirements for the assignment, students must formulate: 1.) a cooperative living agreement (outlining clients' rights and responsibilities) and 2.) a service component description. In preparation for the assignment, students are required

to review: 1.) Section 379.701 of the Texas Administrative Code; and 2.) a document entitled, How the Earth Didn't Fly into the Sun: Missouri's Project to Reduce Rules in Domestic Violence Shelters. Student grades are assessed in accordance with whether their respective hypothetical programs meet Health and Human Services Commission (HHSC) criteria. In Texas, family violence programs are required to provide (at minimum) the following services: intervention, safety planning, support groups, a 24-hour crisis hotline, legal advocacy, children's advocacy and activities, emergency medical care, information and referrals (ex. including job counseling and children's educational arrangements), and emergency transportation (Texas Administrative Code, §379.701). However (from a best practice standpoint), and for the purposes of the assignment, students are also required to incorporate trauma-informed service components. Borrowing from the above-listed OVC definition, trauma-informed care reinforces client safety, choice, and control. Creating a safe environment entails providing adequate security and minimizing shelter rules to avoid replicating the power dynamics clients experienced in their prior relationships. Providing choices is accomplished by offering an array of voluntary services. Empowering clients, or allowing them to regain a sense of self-efficacy and control, is reflected in programming respecting clients' rights to privacy and selfdetermination. Privacy refers to: "the right of the individual to decide what information about (him or herself) should be communicated to others and under what circumstances" (Westin, 1970). Self-determination is: "an ethical principle in (victim advocacy and) social work that recognizes the rights and needs of clients to be free to make their own...decisions" (Barker, 2003).

As the attached rubric reflects, students will be assigned a separate score for each of the following key performance indicators: 1.) services meeting HHSC minimum standards; and 2.) programming maximizing: a.) client safety, b.) choice, and c.) control. A score of "0" would be indicative of the student's neglect to incorporate the information; a "1" would reflect an unsatisfactory attempt to integrate the criterion; and a "2" would represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student would be required to appropriately synthesize and apply learning material (see attached rubric).

Assessment Criteria Rubric for Learning Objective #1

Criterion Description

It is expected that at least 70% of students will develop mock shelter programs meeting HHSC minimum service standards and an equal percentage will incorporate program features maximizing client safety, choice, and control. Given the absence of prior data, we believe that a 70% (baseline) target for each criterion is reasonable.

Findings Description

In the fall of 2016, twenty-one students enrolled in the CRIJ 5365 (Crime Victim Services and Management) course. Of those, 20 (or 95%) were successful in developing mock shelter programs meeting HHSC minimum service standards. Such students received a "2" for this component of the assignment. [As previously noted, a score of "0" would be indicative of the student's neglect to

incorporate the information; a "1" would reflect an unsatisfactory attempt to integrate the criterion; and a "2" would represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student would be required to appropriately synthesize and apply learning material.] One student (or 5%) received a "0" for failing to incorporate HHSC standards.

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With respect to item #2 ("Creating Trauma-Informed Service Components Designed to Maximize Client Safety"), 15 students (or 71%) received the maximum score ("2") for this category, satisfactorily synthesizing and applying learning material. Six students (or 24%) were deficient in this area. Of the students who received a "1," the vast majority (n=5, or 83%) lost points for proposing unnecessary rules. Such rules included: prohibitions against dressing inappropriately and napping in common areas and requirements for residents to shower, feed their children, understand their medical needs, manage their own finances, notify staff of observed rule violations, be open and honest during counseling, and to develop and maintain healthy boundaries while in shelter. [Some of the same students identified multiple, unnecessary rules.] One student's cooperative living agreement also incorporated threatening language (ex. disciplinary action up to involuntary termination for violating the rules). [As per HHSC guidelines, termination should be a last resort, and limited to the most extreme circumstances, where resident and/or staff safety is/are concerned.)

With respect to item #3 ("Creating Trauma-Informed Service Components Maximizing Client Choice"), 16 students (or 76%) received a score of "2," satisfactorily synthesizing and applying learning material. Five students (or 24%) were deficient in this area. Of the students who received a "1," all (or 100%) required clients to remain "drug-free." Victimization and substance abuse go hand-in-hand. [Per HHSC guidelines, programs are prohibited from "screening clients out" on the basis of drug or alcohol addiction.] Furthermore, rather than penalizing clients for self-medicating with intoxicants during their shelter stay, staff should, ideally, work with residents to identify treatment options and healthier coping strategies. According to the Office for Victims of Crime's (OVC) professional standards for service providers, "Programs should have sufficient experience, training, supervision, materials, and outreach to provide competent service delivery based on the characteristics of (their client populations). This includes services for...clients with...substance abuse (issues)" (https://www.ovc.gov/model-standards/program standards 1.html.)

With regard to item #4 ("Creating Trauma-Informed Service Components Designed to Maximize Client Control"), 17 students (or 81%) received a score of "2" for promoting client self-determination. Four students (or 19%) were deficient in this area. Of the students who received a "1," two (or 50%) mandated that clients participate in case management and counseling; one (or 25%) required residents to disclose private/medical information; and one (or 25%) required clients to seek employment and permanent housing. While the students met the (70%) target(s) for this learning objective, there is still a need for improvement in all areas.

Action Plan for Enhancing Student Performance on Learning Objectives

Action Description

All targets will increase during the next cycle. For the first learning objective ("Students in the MSVSM Program will be able to demonstrate an understanding of evidence-based practices in victim service delivery with an emphasis on the benefits of trauma-informed care"), students will continue to be assigned a separate score for each of the following assessment categories: 1.) services meeting HHSC minimum standards; and 2.) programming maximizing: a.) client safety, b.) choice, and c.) control. A score of "0" will remain indicative of the student's neglect to incorporate the information; a "1" will reflect an unsatisfactory attempt to integrate the criterion; and a "2" will represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student will be required to appropriately synthesize and apply learning material. The target for item #1 will increase to 95%. {In other words, 95% of students will be expected to design shelter programs meeting HHSC minimum service standards). The target for item #2 will increase to 75%. (In other words, 75% of students will be expected to design shelter programs characterized as "trauma-informed"). The target for the second learning objective will similarly increase: For the purposes of writing grants, 85% of students will be expected to successfully identify at least one hypothetical outcome that is measurable, attainable, and directly attributable to the program services.

To enhance student performances, assignment instructions will be revised to include both examples and learning objectives. Furthermore, to enable students to better distinguish between outputs and outcomes, more concerted instructional emphasis will be dedicated to this area.

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.

Related Items/Elements

Students in the MSVSM Program will be able to identify meaningful outcomes for the purpose of writing grants

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 outcomes when evaluating programs' success. For these reasons, students in the MSVSM Program should be able to identify (and understand the significance of tracking)

LStudents in the MSVSM Program will be able to identify meaningful outcomes for the purpose of writing grants as reflected in a mock application for foundation funding.

Indicator Description

In CRIJ 5385 (Non-Profit Management and Grant-Writing), students are tasked with developing funding proposals for a mock family violence program. As partial fulfillment of the course requirements, students must submit a proposal in response to a fictitious solicitation for a foundation grant. For the purposes of the assignment, students are required to expand their hypothetical shelter programs to include a children's play therapy project. As previously noted, victim services grants have become increasingly outcome-driven. According to the textbook assigned for the course, outcomes are measurable goals. Short-term outcomes are attainable, or able to be measured within the service period (ex. the length of a client's shelter stay, etc.). Examples of initial outcomes include: 1.) increased feelings of safety or 2.) Increased knowledge of available options.

As the attached rubric reflects, students will be assigned a separate score for each of the following assessment categories: 1.) the ability to identify at least one outcome that is measurable (ex. "measurable" would suggest that the outcome is able to be operationalized and counted): 2.) the ability to identify at least one outcome that is attainable (ex. "attainable" outcomes are able to be achieved within the service period.); and 3.) the ability to identify at least one outcome that is directly attributable to the program services. A score of "0" would be indicative of the student's neglect to incorporate the information; a "1" would reflect an unsatisfactory attempt to integrate the criterion; and a "2" would represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student would be required to synthesize and apply learning material (see attached rubric).



Criterion Description

Given the concerted textbook emphasis on outcome management in victim services, it is expected that at least 70% of students will identify at least one hypothetical outcome that is attainable, measurable, and directly attributable to the program services. Since this is a new learning objective, we believe that a 70% (baseline) target is reasonable.

Findings Description

In the spring of 2017, 32 students enrolled in the CRIJ 5385 (Non-Profit Management and Grant-Writing) course. Of those, 26 (or 81%) were able to identify at least one outcome that was measurable, attainable, and directly attributable to the services. Five students (or 16%) were deficient in this area. Of the students who received a "1," most confused outcomes with outputs. Finally, one student received a "0" for neglecting to complete this portion of the assignment. While the students met the 70% target, the findings still support the need for additional focus on this objective, specifically with respect to the

difference between outputs and outcomes.



Action Description

All targets will increase during the next cycle. For the first learning objective ("Students in the MSVSM Program will be able to demonstrate an understanding of evidence-based practices in victim service delivery with an emphasis on the benefits of trauma-informed care"), students will continue to be assigned a separate score for each of the following assessment categories: 1.) services meeting HHSC minimum standards; and 2.) programming maximizing: a.) client safety, b.) choice, and c.) control. A score of "0" will remain indicative of the student's neglect to incorporate the information; a "1" will reflect an unsatisfactory attempt to integrate the criterion; and a "2" will represent satisfactory performance on the assessment indicator. To achieve a "satisfactory" rating, the student will be required to appropriately synthesize and apply learning material. The target for item #1 will increase to 95%. {In other words, 95% of students will be expected to design shelter programs meeting HHSC minimum service standards). The target for item #2 will increase to 75%. (In other words, 75% of students will be expected to design shelter programs characterized as "trauma-informed"). The target for the second learning objective will similarly increase: For the purposes of writing grants, 85% of students will be expected to successfully identify at least one hypothetical outcome that is measurable, attainable, and directly attributable to the program services.

To enhance student performances, assignment instructions will be revised to include both examples and learning objectives. Furthermore, to enable students to better distinguish between outputs and outcomes, more concerted instructional emphasis will be dedicated to this area.

Update to Previous Cycle's Plan for Continuous Improvement

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

In 2014, the faculty teaching in the VSM Program began developing courses that are National Advocate Credentialing Program (NACP) approved. The NACP is a voluntary credentialing option for victim advocates. We currently offer a single course that is NACP "pre-approved" (CRIJ 5366 Advocacy and Case Management.) In addition to receiving credit toward the MSVSM degree, students successfully completing the course may apply for a provisional advocate credential. This is an entry-level certificate; prior experience is not required. CRIJ 5366 is the only NACP "Series A" course in the state of Texas. During the current assessment cycle, three additional courses (CRIJ 5383 Family Violence, CRIJ 5384 Child Abuse and Neglect, and CRIJ 5370 Elder Abuse) were designed according to NACP continuing education ("Series B") requirements. Per the Committee, it would be logical to develop additional courses with advanced ("Series C") credentialing in mind. Other NACP specialty topics include: drunk driving, sexual violence, and homicide. By offering additional electives focusing on these specialty topic areas, we can provide opportunities for student-practitioners to acquire more certifications.

Moving forward, the Committee will revisit prior discussions about: 1.) fall-only/"fixed" admissions; 2.) a possible portfolio requirement; and 3.) more meaningful program evaluation indicators.

In the summer of 2016, a pilot survey was administered to students. In the fall, the Committee will begin reviewing the data.

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Update of Progress to the Previous Cycle's PCI

As planned, the MS VSM committee, in consultation with Office for Academic Planning and Assessment, worked to enhance the program's ongoing evaluation efforts. The committee identified two new goals and learning objectives. While students met the established targets, the findings still support the need for added instructional emphasis in both areas.

In addition to the above, the committee reviewed admissions practices, and consistent with a recent directive from the Office of Graduate Studies, agreed to admit program applicants on a rolling basis.

Furthermore, as noted in last year's report, much of the program coursework focuses on service delivery. However, fundamentally, victim service organizations are also businesses. In the spring of 2016, in order to better prepare graduates, faculty developed a "special topics" course entitled HR Management. Additionally, the Non-Profit Management and Grant Writing course was expanded to include budgeting. Finally, two required courses (Victimology and Critical Analysis of Justice Administration) were overhauled to better meet program needs. The Victimology course was redeveloped in accordance with National Advocate Credentialing Program (NACP) standards, providing students with a fifth, voluntary option for acquiring professional certification. (This is consistent with the program's goal of increasing students' marketability).

Finally, in the summer of 2016, students completed a pilot survey. In response to an overwhelming demand for information on professional development opportunities, faculty teaching in the VSM program developed a job and information portal. Committee conversations will continue into the next cycle regarding a possible portfolio option.

Plan for Continuous Improvement

Closing Summary

Moving forward, the MS VSM committee will revisit prior conversations about the degree plan, course development needs, and a possible portfolio requirement. We will also continue working closely with the Office for Academic Planning and Assessment to identify additional program evaluation measures. A program coordinator was recently assigned to coordinate these various efforts.

A student survey was administered in the summer of 2017. In the fall, the committee will begin reviewing the data. For triangulation purposes, the next iteration of the survey (for AY 2017-2018) will include two self-assessment questions to better gauge student performance on learning objectives.

Assessment Plan Summary
Department: Victim Studies BA/BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Criminal Justice and Criminology, Department of

Victim Studies BA/BS

Competence in Oral Presentation Skills

Goal Description

Exiting seniors will demonstrate competence in their oral presentation skills.

Related Items/Elements



Learning Objective Description

Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and inclusion of appropriate and relevant prior research.

Indicator Description

Senior Level Capstone Course Oral Presentation

Criterion Description

Students will score at 70% or above on the oral presentation scoring presentation rubric used in CRIJ 4398.



Findings Description

In the spring of 2017, twenty-nine students enrolled in the CRIJ 4398 (Problem Analysis in Victim Studies) course. Of those 29 students, all (or 100%) scored at 70% or above on the oral presentation grading rubric.

Action Plan for Enhancing Student Performance on Learning Objectives

Action Description

The targets will increase during the next cycle. For the first learning objective ["Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and inclusion of appropriate and relevant prior research"], students will continue to be assigned a separate score for each rubric domain. For the following domains ("Speaking Skills," "Clarity and Organization," "Contact with Audience," "Subject Knowledge and Preparedness," "Use of Visual Aids," and "Mechanics"), a score of "17" will remain indicative of "excellent performance;" a score of "13" will remain indicative of "satisfactory performance;" a score of "9" will remain indicative of "minimally acceptable performance;" and a score of "5" will remain indicative of a "need for improvement." For the final rubric domain ("Products Discussed"), a score of "45" will remain indicative of "excellent performance;" a score of "35" will remain indicative of "satisfactory performance;" a score of "25" will remain indicative of "minimally acceptable performance;" and a score of "15" will remain indicative of the student's "need for improvement." In AY 2017-2018, the target for this learning objective will increase by 10 percent. (Students will score at 80% or above on the oral presentation grading rubric.) Cumulatively, students may earn 147 maximum points. To meet the 80% target, they will be required to score at least 118 points. For the second learning objective ["Exiting students will demonstrate their scientific writing ability in their required Problem Analysis in Victim Studies course (CRIJ 4398) with the following emphasized: structure and organization, writing and grammar, statement of the research purpose, and inclusion of appropriate and relevant prior research], students will continue to be assigned a separate score for each of the above domains. For both the "Introduction" and the "Conclusion," students may earn up to 50 points. For both the "Overview and Background" and "Discussion," students may earn up to 75 points. For the "References," students may earn a maximum of 15 points. And, for the "Overall Paper Style," students may earn up to 35 points. In AY 2017-2018, the target for the second learning objective will increase by 10 percent. (Students will score at 80% or above on the research paper grading rubric.) Cumulatively, students may earn a maximum of 300 points. To meet the 80% target, they will be required to score at least 240 points. To enhance student performance on the abovelisted learning objectives, the class will be encouraged to attend writing workshops, to work individually with Writing Center tutors, to consult with reference librarians, to submit rough drafts and incorporate the instructor's editing suggestions, to practice public speaking, and to utilize peer-review.

Goal Description

Exiting seniors will demonstrate competence in their scientific writing skills.

Related Items/Elements



Learning Objective Description

Exiting students will demonstrate their scientific writing ability in their required Problem Analysis in Victim Studies course (CRIJ 4398) with the following emphasized: structure and organization, writing and grammar, statement of the research purpose, and inclusion of appropriate and relevant prior research.

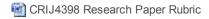
🔊 🚠 Senior Level Capstone Research Paper

Indicator Description

Exiting seniors will write a research paper in CRIJ 4398.

Criterion Description

Students will score at 70% or above on the research paper scoring rubric used in CRIJ 4398.



Findings Description

In the spring of 2017, twenty-nine students enrolled in the CRIJ 4398 (Problem Analysis in Victim Studies) course. Of those 29 students, all (or 100%) scored at 70% or above on the research paper grading rubric.

Action Plan for Enhancing Student Performance on Learning Objectives

Action Description

The targets will increase during the next cycle. For the first learning objective ["Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and inclusion of appropriate and relevant prior research"], students will continue to be assigned a separate score for each rubric domain. For the following domains ("Speaking Skills," "Clarity and Organization," "Contact with Audience," "Subject Knowledge and Preparedness," "Use of Visual Aids," and "Mechanics"), a score of "17" will remain indicative of "excellent performance;" a score of "13" will remain indicative of "satisfactory performance;" a score of "9" will remain indicative of "minimally acceptable performance;" and a score of "5" will remain indicative of a "need for improvement." For the final rubric domain ("Products Discussed"), a score of "45" will remain indicative of "excellent performance;" a score of "35" will remain indicative of

Sam Houston State University of excellent

performance;" a score of "35" will remain indicative of "satisfactory performance;" a score of "25" will remain indicative of "minimally acceptable performance;" and a score of "15" will remain indicative of the student's "need for improvement." In AY 2017-2018, the target for this learning objective will increase by 10 percent.

(Students will score at 80% or above on the oral presentation grading rubric.) Cumulatively, students may earn 147 maximum points. To meet the 80% target, they will be required to score at least 118 points. For the second learning objective ["Exiting students will demonstrate their scientific writing ability in their required Problem Analysis in Victim Studies course (CRIJ 4398) with the following emphasized: structure and organization, writing and grammar, statement of the research purpose, and inclusion of appropriate and relevant prior research], students will continue to be assigned a separate score for each of the above domains. For both the "Introduction" and the "Conclusion," students may earn up to 50 points. For both the "Overview and Background" and "Discussion," students may earn up to 75 points. For the "References," students may earn a maximum of 15 points. And, for the "Overall Paper Style," students may earn up to 35 points. In AY 2017-2018, the target for the second learning objective will increase by 10 percent. (Students will score at 80% or above on the research paper grading rubric.) Cumulatively, students may earn a maximum of 300 points. To meet the 80% target, they will be required to score at least 240 points. To enhance student performance on the abovelisted learning objectives, the class will be encouraged to attend writing workshops, to work individually with Writing Center tutors, to consult with reference librarians, to submit rough drafts and incorporate the instructor's editing suggestions, to practice public speaking, and to utilize peer-review.

Practical Application Of Knowledge

Goal Description

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

Related Items/Elements



Learning Objective Description

Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and inclusion of appropriate and relevant prior research.

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Indicator Description

Senior Level Capstone Course Oral Presentation

Criterion Description

Students will score at 70% or above on the oral presentation scoring presentation rubric used in CRIJ 4398.



Findings Description

In the spring of 2017, twenty-nine students enrolled in the CRIJ 4398 (Problem Analysis in Victim Studies) course. Of those 29 students, all (or 100%) scored at 70% or above on the oral presentation grading rubric.

Action Plan for Enhancing Student Performance on Learning Objectives

Action Description

The targets will increase during the next cycle. For the first learning objective ["Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and inclusion of appropriate and relevant prior research"], students will continue to be assigned a separate score for each rubric domain. For the following domains ("Speaking Skills," "Clarity and Organization," "Contact with Audience," "Subject Knowledge and Preparedness," "Use of Visual Aids," and "Mechanics"), a score of "17" will remain indicative of "excellent performance;" a score of "13" will remain indicative of "satisfactory performance;" a score of "9" will remain indicative of "minimally acceptable performance;" and a score of "5" will remain indicative of a "need for improvement." For the final rubric domain ("Products Discussed"), a score of "45" will remain indicative of "excellent performance;" a score of "35" will remain indicative of "satisfactory performance;" a score of "25" will remain indicative of "minimally acceptable performance;" and a score of "15" will remain indicative of the student's "need for improvement." In AY 2017-2018, the target for this learning objective will increase by 10 percent. (Students will score at 80% or above on the oral presentation grading rubric.) Cumulatively, students may earn 147 maximum points. To meet the 80% target, they will be required to score at least 118 points. For the second learning objective ["Exiting students will demonstrate their scientific writing ability in their required Problem Analysis in Victim Studies course (CRIJ 4398) with the following emphasized: structure and organization, writing and grammar, statement of the research purpose, and inclusion of appropriate and relevant prior research], students will continue to be assigned a separate score for each of the above domains. For both the "Introduction" and the "Conclusion," students may earn up to 50 points. For both the "Overview and

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Improvement of Scientific Writing Skills

Learning Objective Description

Exiting students will demonstrate their scientific writing ability in their required Problem Analysis in Victim Studies course (CRIJ 4398) with the following emphasized: structure and organization, writing and grammar, statement of the research purpose, and inclusion of appropriate and relevant prior research.

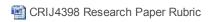
🐌 🚠 Senior Level Capstone Research Paper

Indicator Description

Exiting seniors will write a research paper in CRIJ 4398.

Criterion Description

Students will score at 70% or above on the research paper scoring rubric used in CRIJ 4398.



Findings Description

In the spring of 2017, twenty-nine students enrolled in the CRIJ 4398 (Problem Analysis in Victim Studies) course. Of those 29 students, all (or 100%) scored at 70% or above on the research paper grading rubric.

Action Plan for Enhancing Student Performance on Learning Objectives

Action Description

The targets will increase during the next cycle. For the first learning objective ["Students will demonstrate oral communication competency in their required Problem Analysis in Victim Studies course (CRIJ 4398), with emphasis placed on clarity and organization, contact with audience, subject knowledge, use of visual aids, mechanics and

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Update to Previous Cycle's Plan for Continuous Improvement

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

For the 2016-2017 academic year, continued emphasis will be placed on strengthening the VS BA/BS program. There has been a lot of change administratively that has impacted the progress of the VS undergraduate program. The department has a new chair and as a result, the responsibilities of the undergraduate program director have shifted. In the upcoming year, the Chair and Undergraduate Program Director will clarify who is responsible for overseeing the program's development.

The program continues to struggle with appointing a faculty or instructor who is primarily

responsible for the program's capstone course (CRIJ 4398). The necessity of this course will be discussed by the Chair and Undergraduate Program Director.

Update of Progress to the Previous Cycle's PCI

During this assessment period, the Department Chair and the Undergraduate Program Director continued to engage in critical dialogue about the direction of the Victim Studies Program and the challenges specific to the Capstone course. As predicated, it was difficult to find faculty who were interested in teaching the course. Moving forward, they will continue to explore whether the Capstone is needed. After careful consideration of the VS program's administrative needs, a faculty member was appointed to oversee next year's assessment.

Plan for Continuous Improvement

Closing Summary

As previously noted, a primary challenge with offering the Capstone course concerns instructor coverage. In the 2016-2017 academic year, CRIJ 4398 (Problem Analysis in Victim Studies) was taught by part-time instructors (a Doctoral Teaching Assistant and adjunct faculty.) For quality assurance purposes, a concerted effort was made to identify full-time faculty willing to teach the course. In the next academic year, it will be assigned to two tenured professors. A committee was recently convened to address Victim Studies program needs. In the next academic year, the committee chair will be responsible for all Victim Studies BA/BS program assessment. Such assessment is anticipated to include a more nuanced analysis of the grading rubric domains. The committee will consult with the Office for Academic Planning and Assessment to identify additional outcomes. Finally, the Department Chair and the Undergraduate Program Director will continue to engage in important dialogue about the direction of the Victim Studies program.

Department of Forensic Science

Assessment Plan Summary

Department: Forensic Science MS/PhD

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Forensic Science, Department of

Forensic Science MS/PhD

Ability to Conduct Original Research

Goal Description

Students engaged in faculty-sponsored research are encouraged to publish or present results externally.

Related Items/Elements



Learning Objective Description

Students actively engaged in research projects sponsored by program faculty will publish their findings in journals or present their data at scientific meetings.

🐞 👬 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 publications/student (50%) at the MS level and 1 paper/student (100%) at the PhD level. Publication rates at the MS or PhD level will be calculated as follows: Number of publications involving MS or PhD students / number of full-time students enrolled in the MS or PhD program during the academic year.

Findings Description

During AY 16-17 there were a total of 63 program-sponsored publications by faculty or students in the Department of Forensic Science. Of these, 23 were peer-reviewed scientific journal articles (37%) and 40 were conference proceedings (63%).

A total of 28 publications during AY 16-17 involved MS students. Based on full-time enrollment during this period (27), the MS students produced on average 1.0 publication/student, above the 0.5 criterion.

A total of 25 publications during AY 16-17 involved PhD students. Based on full-time enrollment during this period (12), the PhD students produced on average 2.1 publications/student, well above the 1.0 criterion.



Action Description

Continue to place emphasis on publications in peer reviewed scientific journals rather than conference proceedings, while recognizing that both are required for degree completion at the doctoral level. Strong emphasis will be placed on prompt publication of dissertation research in high impact scientific journals, and formal progress reviews of doctoral students will reinforce this requirement.

Develop Specific Knowledge Base

Goal Description

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

Related Items/Elements

🐞 🎮 Detailed Competence of Core Course Material

Learning Objective Description

Students will command detailed competence of core course material in forensic science. The Forensic Science Education Programs Accreditation Commission (FEPAC) defines the core forensic science topics that must be incorporated into the graduate curriculum. These include analytical chemistry and instrumental methods of analysis, drug chemistry/toxicology, microscopy and trace evidence, forensic biology, and pattern evidence. This objective specifically addresses student learning, development and outcomes associated with the core forensic disciplines.

The Forensic Science Assessment Test (FSAT)

Indicator Description

The Forensic Science Assessment Test (FSAT) was developed as an assessment tool for forensic science academic programs in the United States and is administered by the American Board of Criminalistics (ABC). The content and administration of the examination were modeled on ABC certification exams and is used by the program to assess trends which may indicate strengths and weaknesses within the curriculum and to evaluate its relevance. The FSAT exam covers a wide variety of forensic disciplines including some that are not part of the core FEPAC curriculum, such as firearms, toolmarks and questioned

documents.

Criterion Description

The overall average score of the FSAT for SHSU shall be above the median for all participating graduate programs in forensic science nationally.

Findings Description

All fourteen graduating students participated in the FSAT examination in the Spring of 2017. Due to scheduling of the examination, students at SHSU participate in the FSAT before all of their coursework is completed, placing them at a slight disadvantage. SHSU did meet the criteria, achieving an average score of 70% (falling above the median of all colleges nationally – 65%). During the 2017 cycle, a total of 126 students from 10 universities participated in the FSAT. In an attempt to motivate students to participate, the FSAT examination was included as a graded assessment in a core course (FORS 5116).



Action Description

Continue to include the FSAT as a graded piece of assessment. Participation in the FSAT will also be re-evaluated during the 2018 Quality Review.

Integration of Knowledge, Skills, and Abilities

Goal Description

Students completing the Master of Science in Forensic Science will demonstrate integration of knowledge, skills and abilities through an independent research project conducted in an environment conducive to research and scholarly inquiry.

Related Items/Elements

Tesearch | Students will Demonstrate Competency in Research

Learning Objective Description

Students completing the Master of Science in Forensic Science will demonstrate integration of knowledge, skills and abilities through an independent research project conducted in an environment conducive to research and scholarly inquiry.



Indicator Description

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

Criterion Description

At least 70% of students will be assessed as "satisfactory" or higher 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

All students (100%) performed satisfactorily in their capstone research report in accordance with the faculty-developed rubric. Of the 14 students enrolled, all received satisfactory final scores and satisfactory scores in their final technical report (which has consistently presented the greatest challenge to students). Scores were assigned by a capstone research committee consisting of at least three members, one of whom was external to the department in accordance with accreditation standards (Forensic Science Education Programs Accreditation Commission).

A total of 42 reviews were received for the 14 students, 14 of whom were external reviewers. Five were deemed satisfactory (acceptable) and 9 were rated as excellent. Of the 6 students enrolled in FORS 6014 who transitioned into the PhD program, all (100%) were rated as excellent.



Action Description

Continue to enforce a formalized timetable for submission of draft capstone reports and document the receipt and return of drafts reports. Continue to emphasize publications in peer-reviewed scientific journals over national conference proceedings.

Job Readiness

Goal Description

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

Related Items/Elements

🐞 🎮 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.



Indicator Description

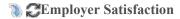
An Employer Satisfaction Survey is conducted twelve months after graduation. Employers are asked to assess whether SHSU graduates posses the appropriate workplace skills. Using a scale of 1 to 4, (1=very unsatisfactory, 2=unsatisfactory, 3=satisfactory, and 4=highly satisfactory), employers assess job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

Criterion Description

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

Findings Description

During the summer of 2017, surveys were sent to each employer of the seven 2016 forensic science graduates employed within the forensic community. The response rate for the survey was 86% (6 out of 7). The results of the survey indicated that the criterion was met, with 100% of the employers indicating satisfactory (67%) or highly satisfactory (33%) on all aspects of the survey. Among the employers responding to the survey, 100% were public sector forensic laboratories.



Action Description

SHSU graduates in forensic science continue to meet the expectations of forensic science employers. The department attributes this in large part due to the hands-on, laboratory-based instructional focus of the current curriculum. Experience using scientific instrumentation (hardware and software) that is currently used by practitioners in the field is critical in terms of graduate success. The department must continue to invest in these resources.

Update to Previous Cycle's Plan for Continuous Improvement

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

Although the Department of Forensic Science was successful recruiting an additional faculty member for the Fall 2016 semester, increased enrollment in full-time MS and PhD students greatly exceeds the physical space limitations within the Chemistry and Forensic Sciences Building. Limitations in teaching laboratories, research laboratories and adequate support for operational costs and capital outlay present the greatest challenges to both the MS and PhD programs.

Update of Progress to the Previous Cycle's PCI

The addition of a growth faculty position this year positively impacted both the MS and PhD programs and will help offset faculty burnout and clustering effects associated with supervision of graduate student research. Although the department was successful increasing publication outputs, particularly in peer-reviewed scientific journals, the absence of sufficient laboratory space to accommodate faculty and students needs has not yet been addressed.

Physical Space

Closing Summary

The Department of Forensic Science occupies insufficient space on the second floor of the Chemistry and Forensic Sciences Building. The absence of physical space and its impact on the ability of the department to fulfill its mission has been documented as a critical issue in assessment plans dating back to 2014. Without a plan in place to address this need, graduate programs will be unable to admit additional students into masters and doctoral programs.

Department of Security Studies

Assessment Plan Summary

Department: Homeland Security Studies MS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Security Studies, Department of

Homeland Security Studies MS

Demonstrate Core Knowledge Competency

Goal Description

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

Related Items/Elements



Demonstrate Knowledge And Integration Of Core Competencies

Learning Objective Description

Students graduating with a master's degree in Security Studies will demonstrate comprehensive knowledge and assessment of the major issues and pinciples related to Homeland Security.

🔊 🚜Integrated Major Paper

Indicator Description

The Capstone course, CRIJ 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 state a Homeland Security or related issue and place it in context of the related security field. This paper requires a comprehensive literature reivew, analysis of the issue in relation to national threat, explanation of how the issue was reslolved, and how the issue may have been resolved differently. Through this analysis, core competencies in the field should be demonstrated.

Criterion Description

The scoring rubric for the core competency project in the Capston course consists of four areas; 1) statement of the issue, 2) review of the salient literature, 3) appropriate sources cited, and 4) reflections of how the curriculum contribted to your abiltiy to solve the issue. Each student completing the capstone course will score 80% or higher on the rubric.

Findings Description

During the 2016-17 academic year, 15 students successfully completed their capstone courses (based on a capstone paper) with a score of 80% or higher, and 2 students have incompletes.

Knowledge into Action: Professional Application of Coursework

Goal Description

Professional application of the skills and knowledge gained in the classroom.

Related Items/Elements

Name Research, Critical Thinking and Analysis

Learning Objective Description

Students completing the Master of Science degree in Security Studies will be able to think conduct research, think critically, and apply problem solving techniques to complex issues relating to the Homeland Security Enterprise.

🐞 🚠 Successful Performance In Practical Exercises And Internship

Indicator Description

Integration of theroetical approaches to problem solving with practical analytical solutions is a primary indicator of the success of the program's learning objectives. During the internship experience, security studies graduate students reoutinely recevie critiques and personal evaluations from both the facutly 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.

Criterion Description

It is not enough to perform well in the classroom. Nearly each course students take in the Security Studies program requires successful completion of some measurable out-of-class project or outcome. Students will score greater than 85% on these practical excercises at the apex of their training experience during their internship.

Findings Description

For the 2016-17 academic year, all the students in internship courses achieved a score of 85% or more (13 students total).

All the students in the security management course achieved a score of 85% or more in practical exercises.

Update to Previous Cycle's Plan for Continuous Improvement

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

The homeland security enterprise emphasizes communication and coordination to solve complex problems, and the integration of knowledge and skills from different realms. Accordingly, in this school year (2016-7), we plan to improve the MS in Homeland Security Studies degree program in the following two ways: First, we will continue to develop and update our course content to ensure that it is useful and relevant to the field and works to prepare students for decision-making positions

within the Homeland Security Enterprise. Second, we will continue to bridge the gap between academia and the real world. This is a big job, but there are a few concrete things we can do to contribute to a better integration between this disparate realms. In our hiring decisions, we will look for candidates who utilize and integrate different approaches (academic, policy, and practitioner) to homeland security issues. And in our classes, we will seek to prepare our students to apply their skills in the real world, especially through real-world examples and cases. These improvements will not only help our program succeed in its academic goals, but also bring us more fully in line with best practices in the field of homeland security.

Update of Progress to the Previous Cycle's PCI

We will continue to endeavor to ensure that our curriculum is relevant to the field and up-to-date. We will also work to ensure that students benefit from real-world knowledge and experience as part of their course of academic studies. We will also work to open the program up to a larger-range of students by increasing our online offerings and developing new online programs.

The department is currently working to add a course on leadership in emergency management to the MS Homeland Security Studies curriculum in order to strengthen the offerings in the emergency management sub-discipline.

Expanding program offerings

Closing Summary

We will continue to expand program offerings in the MS HSS (including the newly-developed Leadership in HS/EM course) as well as the BS Homeland Security Studies being currently developed.