Sam Houston
State University

2015-2016

Academic
and
Student Services

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Division
of
Academic Affairs

Assessment Plan Summary
Department: Academic Success Center

Sam Houston State University

President, Office of

Academic Affairs, Division of

Academic Success Center

Provide Quality Academic Support Through Supplemental Instruction

Goal Description
The Academic Success Center will assist students and faculty with specific discipline course content.

Related Items/Elements
Increase Student Learning And GPA

Learning Objective Description
Increase student learning and GPA in traditionally high DFW courses with targeted intervention using Supplemental Instruction

Tracking Student Course Performance

Indicator Description
Attendance records will be kept for each SI session. These records will be analyzed in conjunction with student course grades.

Criterion Description
Students who attend 3 or more SI sessions will have a higher semester course grade than those students who did not participate in SI intervention

Findings Description
For the Fall 2015 and Spring 2016 semesters, students who attended 1 or more SI sessions attained a higher GPA in most courses than those students who did not attend SI sessions. Mean GPA results are shown in the information below.

Fall 2015

Class:	SI GPA	Non SI GPA
BIOL 1411:	2.31	2.01
BIOL 1413:	2.57	2.37
BIOL 2440:	2.07	1.53
CHEM 1411:	1.74	1.96
GEOG 1401:	2.92	2.31
MATH 1410:	1.67	1.90

MATH 1420:	2.22	1.84
PHYS 1301:	2.65	2.41

Spring 2016

Class:	SI GPA	Non SI GPA
BIOL 1411:	2.02	1.55
BIOL 1413:	2.42	1.90
BIOL 1436:	2.66	2.38
CHEM 1411:	2.04	1.75
CHEM 1412:	3.04	2.48
GEOG 1401:	2.77	2.38
MATH 1410:	0.57	1.50
PHYS 1301:	2.42	1.90

Enhancing SI Program Effectiveness

Action Description

For 2016-2017, the ASC will use the same criteria to measure the mean success rate between students who attend three or more SI sessions and those students who choose not to participate in the SI program.

Without a full-time SI coordinator and the addition of new SI leaders and courses, predicting outcomes for program growth and student learning has been tenuous, at best.

The new SI coordinator will collaborate with the ASC Executive Director and SHSU faculty to select courses that typically have high D, F, W rates. Forecasting and predicting program effectiveness and student learning should improve, but creating a baseline for these areas may take more than one year of data collection.

Increase ASC Supplemental Instruction (SI) Impact

Performance Objective Description

For the 2015-2016 academic year, ASC staff and SI leaders will serve as resources to increase student retention in traditionally high DFW courses with targeted intervention using Supplemental Instruction. DFW courses are courses in which high numbers of students earn a grade of “D” or “F” or “Withdraw” from the class.

SI Student And ClassTracking Database

KPI Description
Students who attend SI sessions will indicate the class for which they are attending in the ASC tracking database. Data will be collected to examine the classes for which students attended SI sessions.

Results Description
In 2015-2016 academic year, the ASC conducted SI sessions for approximately 964 students.

In Fall 2015, the ASC conducted SI sessions for approximately 458 students. Breakdown of classes follow:

BIOL 1411: 72 students

BIOL 1413: 82 students

BIOL 2440: 49 students

CHEM 1411: 75 students

GEOG 1401: 107 students
MATH 1410: 14 students

Math 1420: 32 students
PHYS 1301: 27 students

In Spring 2016, the ASC conducted SI sessions for approximately 506 students. Breakdown of classes follow:

BIOL 1411: 65 students
BIOL 1413: 113 students

BIOL 1436: 63 students

CHEM 1411: 96 students

CHEM 1412: 27 students
GEOG 1401: 97 students
MATH 1410: 10 students
PHYS 1301: 35 students

Focus on Enhancing SI Constituents and Services

Action Description
We predicted that the number of students availing themselves to SI service would increase, but the overall number of students attending SI sessions decreased. We will keep the same objective for the 2016-2017 academic year.

For the 2016-2017 academic year, a new SI Coordinator position was approved mid-year and hired at the beginning of the Fall 2016 semester. Much of the Fall 2016 semester will be a transition and training period for the new coordinator to

become familiar with faculty, SI programs, and SI Mentors and Leaders. Once the new coordinator in place, more specific supervision and leadership will occur the SI program.

For the 2016-2017 academic year, the decision has been made to work with faculty in other disciplines to add more diverse courses beyond the natural sciences and traditional mathematics, such as Psychology Statistics, Philosophy (Critical Thinking), and History.

Provide Quality Mathematics And Statistics Support And Instruction

Goal Description
The Academic Success Center will assist students, faculty, and staff with mathematics and statistics work.

Related Items/Elements
Increase ASC Mathematics And Statistics Impact

Performance Objective Description
The ASC will serve as a resource for mathematics and statistics services and tutoring for the university and the community beyond the university through the ASC's website, interactions with local community organizations, and interactions with local school districts.

Student And Class Tracking Database

KPI Description
Students who visit the ASC for math/statistics services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the MSP data collection program. When tutors complete the session reports, class information will be recorded, from which college information can be will extrapolated.

Results Description
In Fall 2015 and Spring 2016, the ASC/Math Center conducted approximately 9056 math/statistics tutoring sessions.

In Fall 2015, the ASC/Math Center conducted approximately 3600 math/statistics tutoring sessions. Because of the ineffectiveness of the Legacy data collection program, courses and disciplines could not be captured. Also, a position for an assistant director was approved, and the search was initiated and concluded before the Spring 2016 semester began.

In Spring 2016, an assistant director was in place, and he developed an efficient data collection method to capture the number of tutoring visits. The number of math/statistics tutoring visits for Spring was approximately 5456. With the launch of the Fall 2016 semester, we will once again have access to the course and discipline data breakdown for each tutoring session. Also, we should have access to data that was not provided by the Legacy data collection program.

Focus on Enhancing Mathematics/Statistics Tutoring

Action Description
For the 2016-2017 academic year, the ASC/Math Center will continue to track the number of math/statistics consultations and requests for mathematics and statistics tutoring sessions at the Huntsville campus. The MSP data collection program will allow the ASC/Math Center to collect more robust data which has the potential to enhance student success.

The goal for the ASC@TWC is to employ a graduate assistant or an undergraduate statistics tutor. Also, the MSP data collection program will allow the ASC@TWC to collect more robust data which has the potential to enhance student success.

For the 2016-2017 academic year, mathematics and statistics tutoring sessions may increase minimally, but a significant increase in services will be difficult because of limited physical resources

Woodlands Center Statistics Tutoring Services

KPI Description
The ASC will provide statistics tutoring services at The Woodlands Center. The goal for 2015-2016 academic year is to create a baseline for the number of students using the statistics tutoring services offered by The Woodlands Center.

Results Description
For the 2015-2016 academic year, the number of statistics tutoring sessions decreased. In Fall 2015, 98 statistics tutoring sessions were conducted. For Spring 2016, no statistics tutoring sessions were conducted because a statistics tutor was not available at The Woodlands Center.

Focus on Enhancing Mathematics/Statistics Tutoring

Action Description
For the 2016-2017 academic year, the ASC/Math Center will continue to track the number of math/statistics consultations and requests for mathematics and statistics tutoring sessions at the Huntsville campus. The MSP data collection program will allow the ASC/Math Center to collect more robust data which has the potential to enhance student success.

The goal for the ASC@TWC is to employ a graduate assistant or an undergraduate statistics tutor. Also, the MSP data collection program will allow the ASC@TWC to collect more robust data which has the potential to enhance student success.

For the 2016-2017 academic year, mathematics and statistics tutoring sessions may increase minimally, but a significant increase in services will be difficult because of limited physical resources

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Provide Quality Teacher Certification Test Preparation Services

Goal Description
The Academic Success Center (ASC) will assist pre-service and professional teachers with preparation for their TExES Teacher Certification Exams.

Related Items/Elements

Increase Client Knowledge Of Test-Taking Strategies For Teacher Certification Exams

Learning Objective Description
The ASC will provide teacher certification preparation services that facilitate the growth and confidence of pre-service and professional teachers by reviewing domains and competencies included on the teat and teaching them test-taking strategies that will enable them to develop quality test-taking strategies and pass their certification exams. To determine student learning, the TExES Teacher Certification Exam scores will be used.

Teacher Certification Review Sessions Evaluation

Indicator Description
For 2015-2016, Teacher Certification Review Session effectiveness will be measured by the pass rate of students on the TExES Teacher Certification Exam.

Criterion Description
Of clients who attended two 2-hour teacher certification review sessions, 90% will pass the certification test for which they attended review sessions.

Findings Description
For 2015-2016, the overall pass rate was 96%. Pass rates for individual TExES Teacher Certification Exams were:

EC-6 Generalist Exam: 87% pass rate

118 students attended sessions

63 students took the exam

55 students passed exam

ESL Supplement Exam: 81% pass rate

58 students attended review sessions

31 students took the exam

25 students passed the exam

PPR Exam: 96% Pass Rate

57 students attended review sessions

53 students took the exam

51 students passed the exam

SPED Exam: 100% Pass Rate

6 students attended review sessions

4 students took the exam

4 students passed the exam

4-8 ELAR/SS Exam: 100% Pass Rate

4 students attended review sessions

3 students took the test

3 students passed the test

Bilingual Supplement Exam: 100% Pass Rate

2 students attended review sessions

2 student took the exam

2 students passed the exam

7-12 ELAR Exam: 100% Pass Rate

3 students attended review sessions

1 student took the exam

1 student passed the exam

Physical Education Exam: 100% Pass rate

1 student attended review sessions

1 student took the test

1 student passed the test

Passing rates for the three major certification areas were less than 2014-2015. The EC-6 exam pass rate was down by 3%, the ESL exam pass rate was down by 19%, and the PPR exam pass rate was down 4%. Several variables could have caused the reduction in scores. Pass rates for the EC-6 include students who took the entire test and passed and students who passed a portion of the test and took specific section tests on other attempts.

Teacher Certification Test Preparation Services Performance Criteria

Action Description
For 2016-2017, we will use the same outcome measure of 90% to report the effectiveness of ASC teacher certification test preparation services.

With the implementation of a new EC-6 Core Subjects Exam by the state of Texas, ongoing strategy improvement for test review sessions will be conducted throughout the coming year. The new exam includes 267 questions rather than 140 questions. Also, students have 4 hours and 40 minutes to complete the newly formatted exam rather than the five hours for the old exam. With the old exam students received one score for the entire exam. With the new format, students receive a score for each of the five sections. If students do not pass all sections, they do not pass the test.

Online teacher certification review sessions for the EC-6 Core Subjects Exam, PPR Exam, and the ESL Exam should be completed by December 2016. The online review materials are not meant to replace face-to-face review sessions, but they will allow students another avenue for review.

Teacher Certification Preparation Services

Performance Objective Description
The ASC will serve as a resource for TExES Teacher Certification Exam preparation for the university and the community by offering certification preparation services.

ASC Teacher Certification Review Intake Forms

KPI Description
Students who attend teacher certification review sessions will complete their portion of the ASC Teacher Certification Review Intake Sheet. The 2015-2016 year will also be a baseline for teacher certification review sessions.

Results Description
In 2015-2016, approximately 249 students attended teacher certification review sessions at ASC@TWC for the following teacher certification exams.

EC-6 Generalist Exam: 118 students

ESL Supplement Exam: 58 students

PPR Exam: 57 students

SPED Exam: 6 students

7-12 ELAR Exam: 3 students

4-8 ELAR/SS Exam: 4 students

P. E. Exam: 1 student

Bilingual Supplement 2 students

Provide Teacher Certification Test Review Sessions

Action Description
For 2016-2017, the ASC will offer the same services to help preservice teachers pass their certification tests. We will continue to work diligently with the Educator Preparation Services staff and faculty in the College of Education to promote ASC teacher certification test review services. Realistically, this should not be a steady growth area, but teacher certification is an area that must be addressed because of state mandates and guidelines for success.

Provide Quality Writing Support And Instruction

Goal Description
The Academic Success Center will assist students, faculty, staff, and community members with written and oral work.

Related Items/Elements

Increase Academic Success Center (ASC) Writing Services Impact

Performance Objective Description
The ASC will serve as a resource for writing services and writing tutoring for the university and the community beyond the university through the ASC's website, presentations and workshops, and interactions with local community organizations and school districts, including the Students in the Nursing Program, Students in the College of Business, Students enrolled in Online Classes, and Students at The Woodlands Center.

Increase Use In College Of Business

KPI Description
The ASC will seek to increase the numbers of students and faculty from the College of Business using the ASC writing services. Our goal for 2015-2016 was to increase the number of writing tutoring sessions for COBA students by 5%, an increase from 514 sessions to 540 sessions.

Results Description

For the 2015-2016 academic year, only Fall 2015 data for COBA writing tutoring sessions were collected—18 courses and 164 writing tutoring sessions. As previously stated, Spring 2016 data by discipline and course were not collected because of the implementation of the new MSP program. The number of COBA appointments for the entire academic year may have increased, but without the data, this assertion cannot be made with certainty. With the ability to collect pertinent data for the 2016-2017, we can establish a baseline and create goals for the 2017-2018 academic year.

Focus on Maintaining, Enhancing, and Expanding ASC Writing Services

Action Description
For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

Online Tutoring Services

KPI Description
The ASC will serve students with online tutoring sessions, with a goal of conducting 10% more writing sessions in 2015-2016 than the 225 sessions conducted in 2014-2015.

Results Description
Requests for online tutoring services have remained flat, primarily due to students being served by the ASC@TWC. Online tutoring numbers for Spring 2016 were down because of a reduction of total staff for online tutoring services and a reorganization of online availability to better serve key times. This transition should be fully complete for Fall 2016, and we anticipate higher numbers in the 2016-2-17 academic year because of an increase in tutors and more appropriate scheduling.

Focus on Maintaining, Enhancing, and Expanding ASC Writing Services

Action Description
For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

Student, Class, And College Tracking Database

KPI Description
Students who visit the ASC for writing services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the My Student Planner (MSP) program, including the class for which they are attending. From class information stored in database, college numbers can be extrapolated.

Results Description
In the Fall of 2015 and Spring of 2016, the ASC conducted approximately 7892 writing tutoring sessions.

In Fall 2015, the ASC conducted 4080 individual writing sessions, serving 220 courses university wide. Breakdown of sessions by colloge follow:

Arts: 16 courses, 39 sessions

Business: 18 courses, 185 sessions

Criminal Justice: 27 courses, 185 sessions

Education: 55 courses, 345 sessions

Nursing: 7 courses, 66 sessions

Humanities: 53 courses, 2652 sessions

Sciences: 35 courses, 245 students

Other (ESL, Personal work, UNIV): 352 sessions

In Spring 2016, the ASC reading/writing tutors conducted approximately 3744 individual sessions, including 523 sessions at ASC@TWC and 122 online sessions. The total number of courses supported was 141.

Breakdown by class and/or discipline is unavailable for Spring 2016 because of the retirement of the Legacy data collection program and implementation of the new My Success Planner (MSP) data collection program. Although partial data is available for some sessions conducted after spring break, the data is neither consistent nor 100% accurate. Much of the unattainable information can be attributed to the reporting issues that were encountered with the implementation of MSP, but these issues were resolved near the close of the Spring 2016 semester. With the launch of the Fall 2016 semester, we will have access to course and discipline data for each tutoring session.

Focus on Maintaining, Enhancing, and Expanding ASC Writing Services

Action Description

For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

Support Students In Nursing Program

KPI Description

The ASC will serve students in the nursing program, with a goal of conducting 10% more writing sessions in 2015-2016 than the 304 sessions conducted in 2014-2015.

Results Description
For the 2015-2016 academic year, only Fall 2015 data for Nursing writing tutoring sessions were collected—six courses and 66 writing tutoring sessions. As previously stated, Spring 2016 data by discipline and course were not collected because of the implementation of the new MSP program. The number of nursing appointments for the entire academic year may have increased, but without the data, this assertion cannot be made with certainty. With the ability to collect pertinent data for the 2016-2017, we can establish a baseline and create goals for the 2017-2018 academic year.

Focus on Maintaining, Enhancing, and Expanding ASC Writing Services

Action Description
For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

Woodlands Center Writing Tutoring Services

KPI Description
The ASC@TWC will provide writing services and writing tutoring for student, faculty, staff, and the community. For 2015-2016, writing tutoring sessions at ASC@TWC will be tracked to create a credible and reliable baseline for future assessment years.

Results Description
For 2015-2016, 1031 writing tutoring sessions were conducted at the ASC@TWC, which is a 62% increase over the 625 writing tutoring sessions conducted in 2014-2015. With the 62% increase in 2015-2016, one more year of data collection minimum should be used to create the baseline for writing tutoring sessions for the future academic

year.

Focus on Maintaining, Enhancing, and Expanding ASC Writing Services

Action Description
For the 2016-2017 academic year, the Academic Success Center will continue to track the number of writing consultations and requests for writing tutoring sessions at the Huntsville location, The Woodlands Center, and the online Writing Center.

For 2016-2017, the ASC will discontinue writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm because writing center stamps no longer being provided for library sessions and a lack of interest at our library location. Rather, the ASC will remain open two hours longer Monday-Thursday and Sunday. Existing hours are 8:00am-7:00pm Monday-Thursday and 2:00-7:00pm on Sunday. The new hours will be 8:00am-9:00pm Monday-Thursday and 2:00-9:00pm on Sunday.

We will continue working with administrators and faculty in several academic disciplines—business management, business communication, nursing, and educational leadership—to enhance writing tutoring services for their programs by tailoring our writing tutoring services to meet the specific writing needs of their students.

Writing Knowledge And Skills

Goal Description
The Academic Success Center help all clients become better writers and develop more confidence in their writing abilities

Related Items/Elements

Increase Client Knowledge Of Writing Principles And Skills

Learning Objective Description
The ASC will provide writing tutoring services that facilitate the growth and confidence of all levels of writers by promoting techniques of effective writing and teaching basic writing skills. The ASC strives to offer services to help maintain and enhance the quality of SHSU's campus wide writing program. To determine student learning, a sample of students visiting the ASC will self-report to an online survey which includes the following prompts:

1. ASC writing services has helped me gain confidence as a writer.

2. What effect has the ASC writing services had on your writing abilities?

3. After the writing center session, do you feel that you have a better plan for completing your paper?

Client Survey Of Learned Skills

Indicator Description
A survey of clients' perceptions of the writing skills they have learned by using the ASC writing services. The survey includes 13 questions. Seven questions pertain to satisfaction with ASC tutors and student growth and confidence in their writing abilities. The last six questions are included for feedback about overall ASC services.

Criterion Description
Near the end of each semester, students are asked to complete an ASC writing services survey. Students complete the survey anonymously and submit before leaving the ASC. The information from the survey is to evaluate students' perceptions of their writing skills and confidence in their abilities as writers. Of the clients surveyed for the 2015-2016 academic year, 95% of students will indicate that ASC writing service consultations have improved their confidence as writers, 90% of students will indicate that ASC writing service consultations have improved their skills as writers, and 95% of students indicate that they have a better plan for completing their paper.

Findings Description
At the end of the Fall 2015 semester, approximately 325 students were surveyed at the conclusion of individual writing center sessions. Survey items pertaining to students' perceptions of learning were:

Survey items:
1. The ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?

3. After the writing center session, do you feel that you have a better plan for completing your paper?

The following results were recorded:
1. Approximately 95% of students surveyed indicated that the ASC writing services improved their confidence levels.
2. Approximately 97% of students felt that their writing was either "getting much better" or "getting better" as a result of ASC writing services.

3. Approximately 98% of students indicated that they left their tutoring session with a better plan for completing their papers.

At the end of the Spring 2016 semester, approximately 405 students were surveyed at the conclusion of individual writing center sessions. Survey items pertaining to students' perceptions of learning were:

Survey items:
1. The ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?

3. After the writing center session, do you feel that you have a better plan for completing your paper?

The following results were recorded:
1. Approximately 93% of students surveyed indicated that the ASC writing services improved their confidence levels.
2. Approximately 96% of students felt that their writing was either "getting much better" or "getting better" as a result of ASC writing services.

3. Approximately 98% of students indicated that they left their tutoring session with a better plan for completing their papers.

Student Attainment Of Key Learning Objectives

Indicator Description
Based upon tutor observations, records will be kept indicating which learning objectives students displayed in the tutoring session. The learning objectives are listed on the intake form on which students fill in information about themselves and their writing visit.

Criterion Description
ASC writing services tutors indicate on each session write up whether or not they observed students meeting one or more of three student learning objectives. For the 2015-2016 school year, the ASC Writing Services staff will determine if students are meeting the learning objectives of:

1. Being able to identify and self-correct errors
2. Being able to choose appropriate sources (i.e. style manuals, handouts, databases, writing handbooks).
3. Being able to articulate a plan for the next steps in the writing process.

Findings Description
During the 2015-2016 academic year, rapid changes occurred in the ASC with regard to data collection. Knowing that the ASC would transition from the Legacy data collection program to the MSP data collection program in Spring 2016, data for this indicator were not collected in the Fall 2015 or the Spring 2016 semester. Also, the rationale was to decrease the amount of paper being used and the manual input of data. As with most new software programs, planning is conducted and completed, implementation occurs, and through trial and error, improvements are made as glitches arise. The Spring 2016 semester was definitely a learning experience with the transition to the new MSP data collection software. Problems may occur and improvements will be made in Fall 2016, but many of the data collection problems have been corrected. During the 2016-2017 academic year, we will begin to realize the benefits of MSP program for data collection to create goals and objectives for the 2017-2018 academic year.

Focus on Student Learning

Action Description
During the 2016-2017 academic year, we will learn and understand the benefits of MSP program for data collection. For the objective of Increase Client Knowledge of Writing Principles and Skills, we may explore students' perceptions of learning using the three survey items in the finding ASC Writing Tutorials Perceived to Be Beneficial. However, with the ability to collect more specific and accurate data, the ACS may explore alternatives to provide more credible and reliable results of student learning to make projections for the 2017-2018 academic year.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
For the 2015-2016 cycle, we will maintain the same goals for writing tutoring and mathematics and statistics tutoring sessions because we are limited by physical space to increase numbers of sessions. Our mini-sessions in the Newton Grisham Library may allow for a few more writing sessions, but without a significant space increase the number of writing tutoring and mathematics and statistics tutoring sessions will increase minimally. Additional visits may occur because more students from the main campus may avail themselves to writing and statistics tutoring services at the ASC@TWC. In regard to SI sessions, participant numbers should increase at a rate proportionate to the number of courses and SI leaders added to the SI program. We will use the 2015-2016 school year, and possibly the 2016-2017 school year, for data collection to make reliable predictions once the number of courses and the number of SI mentors and leaders are more consistent from year-to-year. As we work to improve the teacher certification review sessions, a small increase should occur for the 2015-2016 school year. As we work closely with Educator Preparation Services to promote the ASC teacher certification reviewsessions, more students will be aware of services that can help them be successful on the exams, which in turn, should increase student visits.

Update of Progress to the Previous Cycle's PCI
For the 2015-2016 academic year, the ASC implemented plans to maintain services for writing tutoring and mathematics/statistics tutoring because physical space limited substantial growth. In an effort to serve more students, writing tutoring services were offered at the Newton Grisham Library to answer quick questions that arose when students were writing. Students' expectations for the services were somewhat different, and the differences between services offered and student expectations created low participation over the 2015-2016 academic year.

We knew that the ASC/Math Center would be busy, but we did not have the personnel to have a full-time coordinator in that area at the beginning of Fall 2015, which again created a substantial work load for other ASC personnel, especially the Math/SI Coordinator and Executive Director. Shortly after the beginning of the Fall 2015 semester a position was created and approved, which relieved some of the workload on ASC personnel in the Spring 2016 semester.

The SI Department was in a state of flux with doubling course loads and adding new SI Mentors and Leaders for the 2015-2016 academic year. A few of the original courses were dropped and several new courses were added to the program. The student participation numbers for the 2015-2016 academic year were down from the 2014-2015 academic year. At the end of the 2014-2015 academic year, one ASC employee who was a coordinator SI program resigned, and her position was not reallocated. The ASC

operated the entire 2015-2016 academic year with one person coordinating the efforts of the SI Department with a heavier course load and additional student personnel. The same person was also coordinating the efforts of teaching and advising in the Developmental Math Program. In late Spring 2016, the ASC received approval to hire a SI Coordinator, and the position was filled shortly before Fall 2016 began.

For the 2015-2016 academic year, ASC teacher certification test preparation numbers remained approximately the same as the previous year, which was our prediction. The overall passing rate for all tests decreased two points from 98% to 96%. The passing rate on the EC-6 Generalist remained the same as the previous year at 90%. The PPR test passing rate dropped four points from 100% to 96%. The mean score passing rate for the ESL test declined 19 points from 100% passing rate to 81% passing rate. As ASC personnel work with the Educator Preparation Services department more students will be aware of services which has the potential to allow more successful outcomeson the test.

For the 2015-2016 academic year, the ASC chose to transition from the Legacy data collection program, which was being phased out, to the MSP data collection program. The Fall 2015 semester was a time for substantial planning, coordinating the transition efforts, and tutor training for the Assistant Director of the Writing Center. In the Spring 2016 semester, the MSP data collection program was implemented. Many problems arose and many problems were solved, but working through problems with software created much communication and took much mental effort. As glitches arose and problems were solved, data were not collected because of transitions or because the software was not designed to collect that specific data. New software implementation is typically a time of trial and error occurrence and correction.

Although the ASC did not meet all of its goals, the Center, as a whole, conducted approximately 20,000 tutoring sessions for the 2015-2016 academic year.

Plan for Continuous Improvement

Closing Summary

For the 2016-2017 academic year, we will maintain the same goals for ASC Writing Center tutoring sessions because the Center is limited by physical space to greatly increase the number of student visits. In an effort to create more tutoring availability, the hours for the Writing Center will be extended from 7:00pm to 9:00pm Sunday-Thursday, which is an additional two hours each day. Online writing tutoring for the 2016-2017 academic year will be centralized at the ASC in Huntsville. Operating hours will be late afternoon and evening hours with specifically trained tutors. Additionally, overall tutoring visits may occur because more students at TWC are using our services and students from the main campus, primarily who live in the immediate area, may avail themselves to writing and tutoring services at the ASC@TWC.

For the 2016-2017 academic year, the same goals will be maintained for ASC Math Center tutoring sessions because the Center is limited by physical space to increase numbers of sessions significantly. An Assistant Director for the ASC/Math Center was hired at the beginning of the Spring 2016 semester. With his direction we should see an enhancement of human and physical resources capability and output for the 2016-2017 academic year. In an effort to create more math tutoring capacity, the hours for the ASC/Math center will be extended from 7:00pm to 9:00pm Sunday-Thursday, adding two hours each day for tutoring sessions. Also, the ASC/Math Center will conduct tutoring hours in the library form 7:00-10:00pm Monday-Wednesday.

Teacher certification review sessions will remain at approximately the same level. Strategies will be implemented to increase the passing rate on the ESL test. Also, online tutoring modules should be available by December to allow students who cannot attend face-to-face sessions to have access to test review. Online modules are not meant to replace face-to-face teacher certification review sessions, but merely add another option.

A coordinator for the Integrated Reading and Writing (INRW) Program was hired beginning Fall 2015.

Data was collected for the 2015-2016 academic year, and the INRW Program will be included in the ASC Planning and Assessment data for the 2016-2017 academic year, which will allow us to collect some baseline data.

The new SI Coordinator will be more involved with supervision and leadership of the SI program. With the new coordinator in place for Fall 2016, participant numbers may increase. Data collection may occur for two more years to ensure that reliable predictions can be made once the number of courses and the number of SI mentors and leaders are more consistent from year-to-year.

With the MSP data collection program in place, more robust data will be collected to ensure that students are receiving quality tutoring on a timely basis. Improvements in the My Success Planner (MSP) data collection program have been implemented. Beginning Fall 2016, students will have the option of creating their own tutoring appointments. A MSP button has been placed on the Student page in the My Sam Portal. This option may or may not increase student visits, but it does allow students more freedom and choice in scheduling tutoring appointments. Also, for the upcoming year, MSP can be used to schedule teacher certification review sessions for pre-service teacher candidates.

Assessment Plan Summary
Department: Economics and International Business, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Economics and International Business, Department of

Enhance External Recognition Of Quality

Goal Description
External recognition of quality enhances the department's ability to attract quality students, faculty, and prospective employers for its graduates.

Related Items/Elements
Identify And Promote Points Of Excellence

Performance Objective Description
Identify and promote points of excellence from within the department.

Identify And Promote Points Of Excellence

KPI Description
The department will identify and promote points of excellence within the department.

Results Description
Dr. Frank's work on income inequality was the focus of several National Public Radio interviews. Dr. Grant's work on election ballot ordering was also the subject of a radio interview.

Department Reputation

Action Description
The faculty will identify specific actions that we can take to enhance the reputation of our department and our degree program.

Promote The Development And Maintenance Of Quality Academic Programs

Goal Description
The Department of Economics and International Business supports the College's and the University's goal of high quality academic programs.

Related Items/Elements
Continue Refining The Assurance Of Learning Process

Performance Objective Description
As part of the department's commitment to continuous improvement, it will continue to refine and adapt its Assurance of Learning (AoL) process for courses and degree programs housed within the department.

Refine Assurance Of Learning Process

KPI Description
The department will document changes it has undergone to adapt and refine its Assurance of Learning Process.

Results Description
During this academic year Dr. Zijun Luo has joined Dr. Tuttle in assessing the International Business degree program. Dr. Aditi Bhattacharya has joined Dr. Bumpass in assessing the Economics degree program.

Perform Preliminary Reviews Of Degree Programs Housed In The Department

Performance Objective Description
In anticipation of more formal reviews of the degree programs found in the College of Business Administration, the department will undergo preliminary reviews of the BBA in Economics degree and the BBA in International Business degree.

Complete Preliminary Reviews Of Degree Programs

KPI Description
The department will complete initial reviews of the BBA in Economics and BBA in International Business degree programs.

Results Description
The reviews of the Economics B.B.A. and the International Business B.B.A. were completed and sent to the dean's office.

Provide An Environment Supporting Students' Professional And Academic Success

Goal Description
As a department that houses professional degree programs, the Department of Economics and International Business is cognizent of its responsibility to promote its students' growth both inside and outside of the classroom. Toward that end, the college desires to create an environment that supports students’ professional and academic success.

Related Items/Elements
Expand Online Course Offerings

Performance Objective Description
To meet student needs and demands for a variety of course options, expand the number of online offerings of courses offered by departmental faculty.

Expand Online Course Offerings

KPI Description
The department will expand the number and frequency of courses offered through distance (online) education.

Results Description
Dr. Natalie Hegwood began offering Intermediate Business Analysis BANA 3363 online during the summer 2016 session. Dr. Mark Tuttle and Dr. Donald Bumpass offered Managerial Economics ECON 4357 online for the first time. Dr. Christian Raschke offered Microeconomics Principles ECON 2302 online for the first time during the spring 2016 semester.

Support The Recruitment And Retention Of A Productive, High-Quality Faculty

Goal Description
In support of the University's and College's missions, the Department will develop and maintain quality academic programs.

Related Items/Elements

Maintaining SA, SP, IP and PA Percentages

Performance Objective Description
Policies will be implemented to help ensure that AACSB guidelines for the percentage of classes taught by Scholarly Academics (SA), Scholarly Practitioners (SP), Instructional Practioners (IP) and Practice Academics (PA) faculty continue to be met.

Maintenance Of SA, SP, IP, and PA Percentages

KPI Description
The department will ensure that the number of course sections taught by SA (Scholarly Academics), SP (Scholarly Practitioners), IP (Instructional Practitioners) and PA (Practice Academics) meets or exceeds AACSB guidelines.

Results Description
The department employs a combination of tenured/tenure track professors, clinical professors, and non-tenure track lecturers. Of the fourteen tenured/tenure track professors, all but one were classified as Scholarly Academics during the academic year. The two clinical professors were also classified as Scholarly Academics. Of the four lecturers employed during the year, two were classified as Practicing Professionals, one was Scholarly Academic, and one was classified as Other.

Tenure-Track Faculty Hires

Action Description
Conduct a job search and hire three new tenure-track faculty.

Provide Funding For Development And Professional Travel

Performance Objective Description
To encourage greater research productivity and the professional qualifications of the faculty, funding will be provided for faculty development and for presentations of scholarly works at professional and academic venues.

Provide Funding For Travel And Professional Development

KPI Description
The department will provide funding to support faculty travel to present papers at academic and professional conferences and for professional development opportunities.

Results Description
Faculty members of the Department of Economics and International Business took a total of 39 trips during the academic year. $47,502.30 was spent on travel.

Seminar Series

Action Description
Host a research seminar series that showcases research from faculty from our department and from other universities.

Recruit New Faculty

Performance Objective Description
During the 2014-2015 academic year, we will attempt to find a new faculty member to fill the position vacated by Dr. Blackburne.

Attend The January 2016 American Economic Association In San Francisco To Recruit New Faculty.

KPI Description
The American Economics Association (AEA) will hold its national conference in San Francisco in January, 2016. We will arrange to interview candidates there and the select the best to come to Huntsville for a campus interview.

Results Description
Dr. Freeman and Dr. Nath attended the San Francisco meetings and interviewed twelve people. After campus interviews, we hired Dr. Younoh Kim, Dr. Vlad Radoias, and Dr. Lei Ji.

Adjunct Faculty Hires

Action Description
Due to increasing enrollments and faculty development leaves, the department will identify and hire adjunct faculty.

Tenure-Track Faculty Hires

Action Description
Conduct a job search and hire three new tenure-track faculty.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The biggest challenge facing the department in the 2015-2016 academic year is to hire three new tenure track faculty. To meet this challenge, Don Freeman will chair the search committee. Interviews will be conducted at the Southern Economic Association conference in November and at the American Economic Association meeting in January. Campus visits will be conducted during the Spring 2016 semester.

Update of Progress to the Previous Cycle's PCI
We hired three new faculty members: Dr. Younoh Kim, Dr. Vlad Radoias, and Dr. Lei Ji. They start fall 2016.

PCI for 2015-2016

Closing Summary
The department will seek to replace the recent loss of several faculty by hiring three new tenure-track faculty members. The department will form an internal hiring committee, and attend two national conferences to recruit and evaluate potential job candidates. The committee will seek to have the new members start their employment by the fall semester of 2016.

Assessment Plan Summary
Department: General Business and Finance, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

General Business and Finance, Department of

Promote The Development And Maintenance Of Quality Academic Programs

Goal Description
In support of the University's and College's missions, the Department will develop and maintain quality academic programs.

Related Items/Elements

Conclude Formal Reviews Of Degree Programs Housed In The Department

Performance Objective Description
The department will conclude program reviews of the BBA in Banking and Financial Institutions degree and BBA in Finance degrees.

Complete Initial Examination Of Degree Programs

KPI Description
The department will complete initial reviews of the BBA in Banking and Financial Institutions, BBA in Entrepreneurship, BBA in Finance, and BBA in General Business degree programs.

Results Description
The department successfully completed a thorough review of the BBA in Finance and BBA in Banking and Financial Institutions degrees. The review resulted in a new requirement to fulfill the upper-level economics elective (choice limited to either ECON 4373 or ECON 4362) and a new course (BUAD 3357 Financial Compliance and Regulations) that can be substituted for BUAD 3355 Business Law in both degree plans. A new course, FINC 3330 (Financial Spreadsheet Modeling), was developed as a new elective for both programs, with the likelihood of the course later becoming a requirement for the Finance degree program.

The program review for the degree in Entrepreneurship is ongoing with a final report expected during the Fall 2016 semester.

Given a variety of unforeseen circumstances, a formal review of the General Business Administration BA degree program was not instituted. Nonetheless, degree program changes were instituted to direct more of the "free" electives toward specific

business courses.

Program Reviews Action

Action Description
The new requirement to fulfill the upper-level economics elective for both BAFI and FINC majors (choice limited to either ECON 4373 or ECON 4362) was made effective with the 2016-17 catalog. Creating the new BUAD 3357 course (and allowing it to substitute for BUAD 3355 for both BAFI and FINC majors) was also made effective with the new catalog. FINC 3330 was created and available, beginning with the 2016-17 catalog.

The program review for the degree in Entrepreneurship was expanded during the summer with a final report expected during the Fall 2016 semester.

New requirements limiting the use of many of the "free" electives for the General Business Administration BA degree program was made effective with the new catalog.

Expand Online Course Offerings

Performance Objective Description
To meet student needs and demands for a variety of course options, particularly the online BBA degree in General Business Administration and the online MBA program, the department will continue to expand the number and frequency of online course offerings by departmental faculty.

Expand Online Course Offerings

KPI Description
The department will continue to expand the number and frequency of courses offered through distance (online) education.

Results Description
66 unique sections of online courses were offered during the year, 56 undergraduate, 10 graduate. This was increase from the previous year when 49 courses were offered (39 undergraduate, 10 graduate).

The 39 undergraduate sections were comprised of 13 different undergraduate courses, one of which, FINC 4335, was offered for the first time in an online format. The 10 graduate sections were comprised of 7 different graduate courses, one of which, FINC 5345, was offered for the first time in an online format.

Expand Online Course Offerings Action

Action Description
17 additional sections of online courses were offered during the year, including one new undergraduate course and graduate course. Further growth in online course offerings is anticipated, given sufficient resources are made available.

Support The Growth Of The BBA Degree In General Business Administration Day Program At The Woodlands Center

Performance Objective Description
To meet student demand and assist with the College's commitment to offering the BBA degree in General Business Administration daytimes at the Woodlands Center, the department will add elective courses to its scheduling of classes at TWC.

Expand Course Offerings In Support Of BBA Degree In General Business Administration Daytimes At The Woodlands

KPI Description
Expand number of upper-level (i.e., COBA) courses to support the BBA in General Business Administration degree offered daytimes at the Woodlands Center

Results Description
Five courses (BUAD 3335, BUAD 3355, BUAD 3360, FINC 3310, and FINC 3320) were offered daytime at TWC, the same number as the previous year.

Expanding TWC Daytime Courses Action

Action Description
One additional section per academic year of BUAD 3335, BUAD 3355, FINC 3310, and FINC 3320 are planned to be offered beginning with the 2015-16 academic year.

Support The Recruitment And Retention Of A Productive, High-Quality Faculty

Goal Description
The most valuable asset for an academic department is its faculty. The faculty are responsible for the creation and delivery of quality academic programs, the creation of new knowledge as well as other intellectual contributions, and for providing service as it relates to shared governance and serving students, the academy, employers and the community. As such, it is vital that the department recruits and retains a high quality faculty.

Related Items/Elements

Expectations For Teaching, Research, And Service

Performance Objective Description
The faculty will meet or excee expectations in teaching, research, and service commensurate with the mission and goals of the College of Business Administration and Department of General Business and Finance.

Effective Researchers

KPI Description
In support of the College's accreditation by AACSB International, the Department of General Business and Finance expects sustained research output from the faculty. The department uses the Faculty Evaluation System (FES) Form 3 to document the publications and other intellectual contributions of the faculty. The percentage of effective researchers defined and measured using FES 3 will provide information about the quantity and quality of intellectual contributions provided by the department's faculty.

1. Ninety percent (90%) of all Scholarly-Academic eligible faculty, based on the College's self-defined standard for AASCB International accreditation purposes of Scholary Academics (SA), Scholarly Practioners (SP), Practice Academics (PA), and Instructional Practioners (IP) in the department will meet or surpass the departmentally-set minimum FES 3 score of 2.5.

Results Description
91.3% (21 of 23) of all Scholarly Active (SA) faculty members received FES 3 scores of 2.5 or higher. The average across the department was 3.34.

Effective Researchers Action

Action Description
The department continues to exceed expectations. The research activities of the faculty will continue to be monitored to ensure continued compliance with research expectations.

Effective Service Providers

KPI Description
The Department of General Business and Finance uses the Faculty Evaluation System (FES) Form 4 to document the service activites of the faculty. The percentage of effective service providers defined and measured using FES 4 will provided data concerning the service activities of the faculty.

1. Eighty percent (80%) of all Participating Faculty (as defined by AACSB International standards) in the department will meet or surpass the departmentally-set minimum FES 4 score of 3.0.

Results Description
86.4% (19 of 22) of eligible faculty members received FES 4 scores of 3.0 or greater. The average across the department was 3.70.

Effective Service Providers Action

Action Description
The department continues to exceed expectations. The service activities of the faculty will continue to be monitored to ensure continued compliance with service expectations.

Effective Teachers

KPI Description
The university, college, and department utilize the IDEA System as part of its evaluation of classroom performance. The IDEA System, developed by the IDEA Center at Kansas State University, is a nationally normed, validated and reliable measure of classroom performance based on up to 12 learning objectives. The IDEA scores are a major portion of the department's Faculty Evaluation System (FES) as it relates to classroom performance. The percentage of effective teachers as defined and measured using IDEA and FES will provide data as to the quality of instruction within the Department of General Business and Finance.

1. Eighty percent (80%) of all faculty in the department will meet or surpass the departmentally-set minimum IDEA score of 45 on the Discipline Weighted Average.
2. Eighty percent (80%) of all faculty in the department will meet or surpass the departmentally-set minimum score for the average of FES 1 and 2. Consistent with the department's post-tenure review process this average score must be 2.5 or above.

Results Description
91.3% (20 of 22) of the tenured/tenure-track faculty had average IDEA scores of 45.0 or greater. The average across the department was 54.9.

In addition, all 10 of the adjunct faculty members had average scores exceeding 45.0.

90.9% (20 of 22) of the tenured/tenure-track faculty had average FES 1 and 2 scores of 2.5 or greater.

Effective Teachers Action

Action Description
The department continues to exceed expectations. The teaching activities of the faculty will continue to be monitored to ensure continued compliance with teaching expectations.

Maintaining SA, SP, PA, And IP Percentages

Performance Objective Description
Policies will be implemented to help ensure that AACSB guidelines for the percentage of classes taught by qualified faculty continue to be met. At least 40% of departmental faculty must meet the college and AACSB definitions of Scholary Academic (SA); 60% must be Scholarly Academics, Scholarly Practioners (SP) or Practice Academics (PA); and 90% must be Scholarly Academics, Scholarly Practioners, Practice Academics, or Instructional Practioners (IP).

Maintenance Of SA/SP/PA/IP Percentages

KPI Description
The department will ensure that the number of course sections taught by SA (scholarly academics), SP (scholarly practioners), PA (practice academics), and IP

(instructional practioners) meets or exceeds AACSB guidelines.

Results Description
Of 33 faculty members, 23 (69.7%) are designated as SA, 26 (78.8%) are SA + PA + SP, and 32 (97.0%) are SA + PA + SP + IP.

Maintaining AACSB Credentials Action

Action Description
The department continues to exceed minimum requirements. Maintaining appropriate credentials will continue to be monitored to ensure compliance with AACSB requirements.

Recruit New Highly-Qualified Faculty

Performance Objective Description
The department will conduct national searches for new faculty members in business communications and finance.

Complete Faculty Searches

KPI Description
Following national searches, the department will hire a new tenure-track faculty member in Business Communication and one in Finance. We will also hire a tenure-track faculty member to fill a faculty line that became available upon a retirement.

Results Description
The department completed a successful search for a new assistant professor of Business Communication, Dr. Danica Schieber. The department was unsuccessful in filling its new line in finance. The department was unsuccessful in filling the open business law position.

Faculty Searches Action

Action Description
The department has reopened the search for a new Finance faculty member with an anticipated start date of 9/1/17. The department has redoubled its efforts to fill the open business law position with an anticipated start date of 1/1/17. but at the latest, 9/1/17.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Searches for four new faculty members should help the department in meeting the demands placed upon it from continued growth in student enrollment. Greater coordination with the assessment efforts undertaken by those charged with assessing the various majors within the department is also expected to improve the overall effectiveness of the department.

Update of Progress to the Previous Cycle's PCI

Minimal progress was made in presenting a more strategic vision of the department. With the hiring of a new department chair, further changes are anticipated. The new chair will work with the former chair to ensure a smooth transition.

Continuous Improvement of Department of General Business and Finance

Closing Summary

Although some progress was made in presenting a more strategic vision of the department, there is still room for improvement. The move to a more userfriendly reporting system along with more direction in what should or should not be addressed in the assessment of department activities should allow for improvements in reporting on department activities.

Assessment Plan Summary
Department: Center for Community Engagement (CCE)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Center for Community Engagement (CCE)

Support scholarly work linked to community engagement

Goal Description
Promote scholarly work associated with Academic Community Engagement activities.

Related Items/Elements
Highlight ACE-related research

Performance Objective Description
Make ACE-related research more visible.

Visibility of ACE research

KPI Description
Another way to highlight ACE research by SHSU's ACE faculty is to make articles accessible in some form through the CCE website.

Results Description
Creating a dedicated space on the CCE website to feature ACE-related scholarly work is ongoing. Several other adjustments to the website took precedence this academic year. This task will rollover to the upcoming academic year.

Support ACE research

Performance Objective Description
Support ACE research activities by reinstating the ACE Researcher program.

ACE Researcher Program

KPI Description
The most successful initiative the Center for Community Engagement has offered to date to support ACE-related research was the ACE Researcher Program. Selected through the submission of an informal research proposal, a small group of ACE faculty were invited to participate in a series of workshops, meetings, and conversations about the development of their ACE-related research.

Results Description
Despite the positive results, 70% of the participants have since published their work, the Center for Community Engagement did not have the funds to support it for a second

year. We are hoping to offer it again as funding allows.

Training for ACE faculty

Performance Objective Description
Train faculty on methods of linking teaching of ACE courses to scholarly work through workshops, presentations, and individual meetings.

Training opportunities

KPI Description
Offer at least one workshop on ACE scholarship each academic year for ACE faculty.

Results Description
The Center for Community Engagement held a workshop on ways to link ACE courses to scholarly activity in late spring 2015. A session at the annual teaching workshop in 2015 was dedicated to this topic.

Assess Impact of ACE Coursework

Goal Description
Maintain a database for assessing the impact of ACE coursework on students and community partners

Related Items/Elements

ACE Database

Performance Objective Description
Maintain database of ACE courses, professors, and initiatives.

ACE impact on student learning

Performance Objective Description
Assess impact of Academic Community Engagement on student learning.

ACE impact on social responsibility

KPI Description
Analyze the impact of ACE courses on students' social responsibility through written reflections.

Results Description
The Center for Community Engagement worked with the Office of Planning and Assessment to pilot an assessment of ACE courses on students' social responsibility. The CCE developed the assessment tool, solicited faculty to provide written reflections, and recruited third-party raters. The Office of Planning and Assessment organized and sponsored the rating session. Based on students' written reflections, ACE courses did seem to have a positive impact on social responsibility.

BACE scale

KPI Description
Implement survey (BACE scale) in fall 2015. Analyze data, disseminate reports to ACE instructors, compare to previous results.

Results Description
Implementation of the BACE scale survey was postponed this year since we had just approached ACE faculty to administer the written reflection assessment in their spring 2015 classes. The fall survey schedule will resume in fall 2016.

Build ACE Coursework

Goal Description
Increase the number and variety of ACE courses through design of new community-based curriculum.

Related Items/Elements

Increase ACE courses

Performance Objective Description
Increase number and variety of ACE courses.

Increase number of ACE courses

KPI Description
Increase number of ACE courses by 10% over last year.

Results Description
The number of ACE courses increased by 25% in the 2015-2016 academic year. Faculty teaching ACE courses grew 28%.

Action to build ACE courses

Action Description
Launching the Minor in Community Leadership will be the focus of the upcoming year's efforts to build ACE coursework. Fall 2016 semester will feature a kick-off event for the minor and advertising to students before and during pre-registration. Additionally, CCE will work with the Office of Graduate Studies to increase the presence of community engagement courses in the graduate curriculum.

Variety of ACE Courses

KPI Description
Encourage development of an ACE course in at least two academic departments that have not yet offered one.

Results Description
As of spring 2016, all colleges at SHSU offer ACE courses. Furthermore, all departments at SHSU except two, offer or have offered at least one ACE course. This has dramatically increased the variety of ACE courses at SHSU.

Action to build ACE courses

Action Description
Launching the Minor in Community Leadership will be the focus of the upcoming year's efforts to build ACE coursework. Fall 2016 semester will feature a kick-off event for the minor and advertising to students before and during pre-registration. Additionally, CCE will work with the Office of Graduate Studies to increase the presence of community engagement courses in the graduate curriculum.

New Community-based Curriculum

Performance Objective Description
Collaborate with community partners to design an interdisciplinary minor to teach and apply skills students need to be leaders in their communities.

Interdisciplinary minor based on ACE

KPI Description
Seek input from community, draft minor, vet proposal, revise, submit for approval chain, and present to campus and community.

Results Description
The Minor in Community Leadership was successfully approved by the Council of Academic Deans in August 2015. Publicizing the minor is ongoing and will be boosted by a kick-off event in fall 2016.

Action to build ACE courses

Action Description
Launching the Minor in Community Leadership will be the focus of the upcoming year's efforts to build ACE coursework. Fall 2016 semester will feature a kick-off event for the minor and advertising to students before and during pre-registration. Additionally, CCE will work with the Office of Graduate Studies to increase the presence of community engagement courses in the graduate curriculum.

Foster partnerships with community organizations

Goal Description
Cultivate and maintain strong, mutually beneficial partnerships with community organizations

Related Items/Elements

Community partnerships

Performance Objective Description
Create and maintain database to track partnerships and assess growth (numbers and depth).

Grow Community Partnerships

KPI Description
Increase the number of partnerships with community organizations and develop stronger connections with current partners.

Results Description
While the number of community partners grew over this academic year, we realize that a community partner database is needed to track partnerships more systematically.

Seek grants to support partnerships

KPI Description
Seek grants to support course-related projects that include community partners. Apply for at least one external grant annually.

Results Description
The Center for Community Engagement applied for a grant from Entergy to work with local non-profits to address hunger in Walker County. CCE received $5,000 to support the campus food pantry as it expands into its new facilities in the renovated ABIII.

Promote a Culture of Civic and Community Engagement

Goal Description
Promote a culture of civic and community engagement on campus that is both locally and nationally recognized

Related Items/Elements

American Democracy Project

Performance Objective Description
Strengthen the American Democracy Committee by expanding membership to be more representative and by collaborating with other groups on campus.

ADP expansion

KPI Description
As of the beginning of the 2015-2016 academic year, the American Democracy Project initiative had shrunk to a small group of faculty. Therefore, this year's focus was to bring new energy into the committee and its initiatives. The campus visit by AASCU's George Mehaffy was inspirational and led to renewed commitments by previous members and helped recruit additional participants. Another way to increase ADP's impact is to collaborate with other groups on events that promote democracy and citizenship.

Results Description
During the 2015-2016 academic year, the ADP committee expanded to include a broader representation of colleges and departments. Additionally, ADP has agreed to partner with the Global Center for Journalism and Democracy on specific events.

SHSU Participation in ADP Conferences

KPI Description
To reinvigorate the ADP Committee, our goal in 2015-2016 was to facilitate participation of at least two representatives from SHSU to attend the national ADP conference or other national event supporting civic engagement.

Results Description
This year one faculty member attended the national Campus Compact conference and two faculty members attended the national American Democracy Project conference. All three are current members of the ADP committee and returned with new ideas for our students.

Community engagement on campus

Performance Objective Description
Promote, advertise, and recognize Community Engagement at SHSU.

ACE College Showcase

KPI Description
Sponsor ACE College Showcase event each fall semester.

Results Description
The Center for Community Engagement supported the College of Criminal Justice ACE Showcase in fall 2015. COCJ ACE Coordinator, Dr. Magdalena Denham, negotiated with the college Dean, invited colleagues, and planned an excellent event. After welcoming remarks from the Dean, a representative of a community partner, the Montgomery County Court at Law #2, came to address the crowd. Several professors already have ACE courses partnering with this entity, and several expressed interest in doing so. The ACE Showcase was successful in making ACE more visible on campus, particularly in Criminal Justice.

Action - Culture of Community Engagement

Action Description
The promotion of a culture of community engagement on campus will continue during the upcoming academic year, as will efforts to position SHSU as a leader in community engagement. To this year's initiatives, we will resume nominations of SHSU faculty members or administrators for external

recognition, and begin data collection for the renewal of the Carnegie classification.

David Payne Award

KPI Description
Publicize and manage the David Payne Award for Excellence in Academic Community Engagement process annually.

Results Description
In 2015-2016 the Center for Community Engagement advertised the David Payne Award for Academic Community Engagement and supported the selection process. The pool of applicants for the award was strong. The applications were reviewed and ranked by the ACE Coordinators from each college according to a rubric. The David Payne Award winner was chosen and the result was communicated to the Center for Community Engagement and then to the Provost. The President notified the recipient directly. The recipient, along with the recipients of the three other excellence awards, was featured in an article on SHSU's website.

Action - Culture of Community Engagement

Action Description
The promotion of a culture of community engagement on campus will continue during the upcoming academic year, as will efforts to position SHSU as a leader in community engagement. To this year's initiatives, we will resume nominations of SHSU faculty members or administrators for external recognition, and begin data collection for the renewal of the Carnegie classification.

Connect to ADP networks

Performance Objective Description
Connect SHSU ADP committee to regional/national networks to learn best practices in fostering democracy and citizenship and to gain visibility.

SHSU as a regional/national leader in community engagement.

Performance Objective Description
Establish SHSU as a regional/national leader in community engagement.

Achieve external recognition of SHSU

KPI Description
Achieve external recognition of SHSU through presentations, awards, professional associations, etc. Maintain the Carnegie classification as an Engaged University.

Results Description
SHSU's presence as a leader in regional and national Community Engagement groups has grown enormously during 2015-2016. Faculty from SHSU participated in several

national community engagement events, and made presentations to community engagement faculty and staff. Representatives of the Center for Community Engagement were asked to organize a panel of experts on community experts and present to the Texas Association of Chief Academic Officers in early 2016. Additionally, SHSU is represented as a sponsor of the Gulf South Summit, the leading regional community engagement association in the U.S. We also sit on the Executive Committee of the Gulf South Summit, further increasing SHSU's contribution to the field and external visibility. In fall 2015, the Center for Community Engagement organized and held the inaugural meeting of Centers for Community Engagement in Texas. The event was so successful that it is slated to continue in fall 2016. The venue will rotate to a different campus each year. Next year's organizer is planning the event in consultation with SHSU's Center for Community Engagement: a tribute to SHSU's leadership role in Texas.

Action - Culture of Community Engagement

Action Description
The promotion of a culture of community engagement on campus will continue during the upcoming academic year, as will efforts to position SHSU as a leader in community engagement. To this year's initiatives, we will resume nominations of SHSU faculty members or administrators for external recognition, and begin data collection for the renewal of the Carnegie classification.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
No plan has been added to this level.

Plan for Continuous Improvement

Closing Summary
Community-Based Research

CCE could do a better job of promoting and supporting faculty in community-based research. Securing funding to support this research is an ongoing objective of the CCE. In the meantime, CCE will investigate alternate support mechanisms including training, workshops, brown bag seminars, a research symposium, etc.

Interdisciplinary ACE Projects

During the past year, CCE has worked to develop large-scale, interdisciplinary projects to provide faculty, students, and staff ongoing ACE opportunities. This new approach to community engagement has resulted in the creation of three projects so far: Program Dignity; Bearkat Community Gardens, and Task Force on Homelessness. Faculty and students in every college are linked to these projects. Due to the initial positive reaction to this model, we hope to expand it next year.

Assessment Plan Summary
Department: Criminal Justice, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

G1 Sustained Student Growth

Goal Description
Sustained student growth

Related Items/Elements
G1 Increase enrollment

Performance Objective Description
The department will continue to recruit and increase both undergraduate and graduate enrollment.

G1 Increase Graduate Program Enrollment

KPI Description
Through recruitment and retention strategies, the College of Criminal Justice will increase the number of graduate students enrolled in the graduate programs.

Results Description
During this academic year, we increased our graduate student enrollment from 352 to 389 students.

G1 Continue to increase student enrollment in COCJ

Action Description
The College of Criminal Justice will continue recruiting students to increase enrollment in our college. We will pay special attention to our developing graduate programs.

G1 Increase In Number Of Criminal Justice Majors

KPI Description
Through recruitment and retention strategies, the College of Criminal Justice will increase the number of undergraduate students enrolled as Criminal Justice majors.

Results Description
During this academic year we increased our overall undergraduate enrollment from 3,126 to 3,280. The number of Criminal Justice majors increased from 2,959 in the Fall of 2015 to 3,111 in the Fall of 2016. Additionally, the number of students enrolled as Victim Study majors slightly increased from 167 in the Fall of 2015 to 169 in the Fall of 2016.

G1 Continue to increase student enrollment in COCJ

Action Description
The College of Criminal Justice will continue recruiting students to increase enrollment in our college. We will pay special attention to our developing graduate programs.

G2 Sustained faculty growth and impact in the field

Goal Description
Sustained faculty growth and impact in the field.

Related Items/Elements

G2 Increased impact in the field of criminal justice

Performance Objective Description
The College will continue to grow and impact the fields of criminal justice, criminology, victim services, forensic science, and security studies. The faculty within the College and respective Departments will increase in number and impact of publications.

G2 Increase In Journal Publications.

KPI Description
The faculty will produce a higher number of journal publications from last year.

Results Description
Over the last academic year the faculty of the College of Criminal Justice increased their impact in the field of criminal justice by publishing more articles in peer-reviewed journals. They increased productivity by almost 10%. The average faculty publication rate last academic year was 1.8 publications for the Department of Criminal Justice and Criminology. This ratio increased to 2.0 over the academic year of 2015-2016.

In addition to the above results, our Department of Criminal Justice and Criminology was honored by an article that was published in the Journal of Criminal Justice Education (Kleck & Mims, 2016) that reported our graduate program as being the top producing group of scholars in the field. We were rated as the most productive faculty in the country. We out published Arizona State University, Cincinnati, Florida State University, Michigan State University and several other top research institutions.

G2 Sustained Faculty Growth and Impact in the Field

Action Description
Over the last year we have continued to increase our faculty numbers and our impact within the field. We were rated as the #1 graduate faculty for peer-reviewed publications in criminal justice and criminology this year (see Kleck and Mims, 2016; Journal of Criminal Justice Education). Although we cannot beat #1, we have the goal to continue being the top producing group of scholars

in the field.

G2 New Faculty Will Be Hired

KPI Description
Four or Five new faculty will be hired to increase the growth of the respective Departments/Divisions.

Results Description
During the academic year of 2015-2016 the College of Criminal Justice hired new faculty members in each of the departments. In the Department of Forensic Science, Drs. Sparks Veasey (Forensic Pathology) and Patrick Buzzini (Trace Evidence) were hired. Dr. Nadav Morag was hired as the new Chair for the Department of Security Studies. Dr. Eryn O'Neal (Victimology; Decision making in sexual assault cases) and H. Daniel Butler (Corrections) were hired in the Department of Criminal Justice and Criminology.

G2 Sustained Faculty Growth and Impact in the Field

Action Description
Over the last year we have continued to increase our faculty numbers and our impact within the field. We were rated as the #1 graduate faculty for peer-reviewed publications in criminal justice and criminology this year (see Kleck and Mims, 2016; Journal of Criminal Justice Education). Although we cannot beat #1, we have the goal to continue being the top producing group of scholars in the field.

G3 Sustained Program Development

Goal Description
Sustained program development

Related Items/Elements

G3 New Programs

Performance Objective Description
The College will continue to develop and implement new programs to serve our students.

G3 New Online Degree Offered

KPI Description
The College implemented the MS degree in Victim Services two years ago. To continue the development of this new program, we will increase course options and enrollment over the 2015-2016 academic year.

Results Description
Over the academic year of 2015-2016, two new courses were developed for the graduate students options for electives and enrollment increased by 39 students. The current enrollment for the MS in Victim Services online program is 71. The program has increased each incoming cohort to approximately 25 students.

G3 Sustained Program Development

Action Description
Over the last academic year we have continued to build course offerings for our undergraduate and graduate students. We also began the first Forensic Science PhD program in the country by enrolling the first cohort of five students.

We also have further developed the new online MS program in Victim Services.

Over the next academic year our college will examine potential areas for growth and begin working on required applications and forms for new programs. For example, our Department of Security Studies desires to submit a new minor program in Homeland Security.

G3 PhD In Forensic Science

KPI Description
As the Department of Forensic Science commenced the first PhD program in Forensic Science the Fall semester of 2015, the College of Criminal Justice will continue to support this new program. The program will enroll at least five students this academic year.

Results Description
The new PhD Forensic Science graduate program began in the fall of 2015. The program enrolled five new PhD students in the program. The first cohort has successfully moved through the program this year and (at least) another five students will be accepted for the next academic year.

G3 Sustained Program Development

Action Description
Over the last academic year we have continued to build course offerings for our undergraduate and graduate students. We also began the first Forensic Science PhD program in the country by enrolling the first cohort of five students.

We also have further developed the new online MS program in Victim Services.

Over the next academic year our college will examine potential areas for growth and begin working on required applications and forms for new programs. For example, our Department of Security Studies desires to submit a new minor program in Homeland Security.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The College of Criminal Justice will utilize similar recruitment methods to continue to increase our enrollments for both undergraduate and graduate students. We will develop additional methods to identify and recruit our own undergraduates for our graduate programs.

We strive to hire more faculty in the next academic year than we did last year. Our faculty will be challenged to keep publishing in high impact peer-reviewed journals and increase our impact in the field by additional numbers of publications and conference presentations. Additionally, we will attempt (again) to develop a standardized way of collecting 'impact' data from our faculty and research institutes that allows accurate counts for specific goal setting. We will work with our own programmer to develop a standardized way for faculty to upload publications, presentations, and grant applications. This will allow us to keep more accurate account of faculty productivity and brag on their accomplishments more than once a year.

We did not develop any new academic programs or degrees this academic year. However, we began our PhD program in Forensic Science and will continue to work to develop and augment our existing programs. The Department of Security Studies will proposal a new minor area of study.

Update of Progress to the Previous Cycle's PCI
Although our College utilized the same recruitment methods as we have previously, we had a lower percentage increase in students this academic year. However, we still increased our student enrollment when other colleges were unable to do the same. We were able to recruit more of our undergraduate students for our graduate programs and significantly increased enrollment in our newly commenced master degree in Victim Service Management.

We did hire more faculty this academic year, with additions in each of our departments. Our existing faculty made a huge impact in the field by being ranked #1 in the field of criminal justice and criminology research productivity. This ranking has served to boost our College's and University's research reputation and aids our efforts in recruiting both competitive students and faculty.

The College of Criminal Justice did not start any new programs or degrees over this academic year, but the Department of Security Studies proposed a new minor in Homeland Security.

Plan for the 2016-2017 academic year

Closing Summary
The College of Criminal Justice will increase the recruitment efforts by sending more faculty and staff to High School College fairs and spending specific marketing funds for graduate programs. Although we did increase our student enrollments, we would like to increase the numbers by a larger percentage. Over the next academic year, we will continue to recruit specifically for our newer graduate programs of Victim Services Management MS and the Forensic Science PhD.

Our faculty in the Department of Criminal Justice and Criminology were awarded with a #1 ranking for

scholarly productivity; our faculty published significant research at a higher level (number of publications in top tier academic journals) than any other criminal justice/criminology doctoral program in the country. We strive to keep this ranking. Our faculty in the departments of Security Studies and Forensic Science also strive to increase their research productivity over the next academic year.

As a leader in the field, our College will examine potential new programs in the upcoming year. For example, we will discuss the possibility of proposing a practitioner-based PhD program in criminal justice. We continue to strive to produce timely, competitive, and helpful programs.

Assessment Plan Summary
Department: Criminal Justice, Department of Forensic Science

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Criminal Justice, Department of Forensic Science

Enhance And Develop Academic Program Quality

Goal Description
Enhance and develop academic program quality and scope by implementing a new doctoral degree in forensic science.

Related Items/Elements
Doctoral Program Implementation

Performance Objective Description
Implement the interdisciplinary doctoral program in forensic science.

Doctoral Program Implementation

KPI Description
Effective implementation the doctoral degree in forensic science.

Results Description
The first cohort of doctoral students in forensic science was accepted during 2015. During the first year a total of five students were accepted, all of who were internal (existing MS students). The first cohort consists of three students in the field of forensic toxicology and two in forensic DNA. Doctoral stipends of $26,000 were provided to each student, three of which were externally funded by the National Institute of Justice.

Doctoral Program Implementation

Action Description
The Department of Forensic Science was successful recruiting students into the new doctoral program and was able to successfully implement the new program, despite numerous challenges. Ongoing institutional support is critical in order for it to develop fully. The new faculty position added this academic year, and recruitment efforts of a second (next academic year) are evidence of this support. Costs associates with scientific equipment (capital outlay and repairs) and physical space within the department continue to be the most pressing issues.

Excellence In Teaching, Research And Service

Goal Description
Sustained excellence in teaching, research and service at the department level.

Related Items/Elements
FES

Performance Objective Description
All faculty will engage in research, teaching, and service.

Faculty Evaluation System

KPI Description
Faculty are evaluated per University guidelines on research, teaching, and service. Faculty must be actively engaged in sustained efforts that demonstrate effective research (evidenced by publications and supervision of student-directed research), teaching (evidenced by student evaluation scores on IDEA that meet department expectations), and service (evidenced by documented service activities to the department, college, university, and academic community at large). 100% of faculty in the department will meet or exceed the minimum expectations in all three areas.

Results Description
The standardized Faculty Evaluation System (FES) matrix utilized by the College of Criminal Justice showed that all faculty performed at or above the minimum expectations in terms of research, teaching and service. During this academic year, faculty received three additional awards from the National Institute of Justice in the form of Graduate Research Fellowships in STEM, which support three of the five PhD students in Forensic Science. The Department was specifically recognized for its research accomplishments with respect to external funding by the Office of Research and Sponsored Programs during Spring 2016.

In addition to faculty success related to research, faculty within the Department of Forensic Science are engaged scholars within their respective disciplines and participate on numerous advisory boards, commission and hold elected positions at the state and national level.

Faculty Evaluation

Action Description
The department has struggled to distribute graduate student researcher more evenly among existing faculty and more importantly, encourage participation in underrepresented disciplines (e.g. trace/physical evidence).

This year an additional faculty member specializing in trace/physical evidence was added to the faculty. We anticipate this will increase our impact in these forensic disciplines, encourage growth and facilitate collaborative research between faculty members within the department. Additionally, the institution approved a new growth position, which will

allow the department to recruit a second faculty member with expertise in forensic toxicology. Currently 35% of all graduates are employed in forensic toxicology (43% in DNA, 22% all other forensic disciplines), with only one faculty member. This new growth position will significantly alleviate current constraints related to supervision of toxicology research within the department.

The department plans to update the Faculty Evaluation System (FES) matrix that is currently used to place increased emphasis on the quality of the student research experience (including, but not limited to mentoring, manuscript preparation and availability/accessibility of faculty to students).

Forensic-Related Careers Or Advanced Graduate Studies

Goal Description
This performance indicator is a measure of post-graduate success with respect to employment in the area of forensic science or the pursuit of research or an advanced graduate degree.

Related Items/Elements
Postgraduate Success

Performance Objective Description
Upon completion of the MS program, graduates will be employed in the area of forensic science or will pursue advanced graduate studies or research.

Job Or Advanced Program Placement

KPI Description
The number of MSFS graduates that are successfully employed in forensic careers or pursue advanced degrees or full time research within 12 months of graduation.

Results Description
The employment status of Forensic Science graduates is surveyed within twelve months of graduation. In 2016, the survey of 2015 graduates indicated that 92% were successfully employed or pursuing advanced degrees. Of these, 65% pursued work in the public sector, 20% in the private sector and 15% pursued research.

Postgraduate Success

Action Description
Forensic Science graduates enjoy high rates of postgraduate success in terms of employment and the pursuit of advanced degrees. The extensive hands-on laboratory experience and FEPAC-accredited curriculum have been critical in terms of sustaining this high level of performance. The Department of Forensic Science must maintain current levels of laboratory instruction despite the high operational costs. Additionally, it must continue to invest in capital equipment to support instructional methods hat are relevant to accredited forensic laboratories.

During the AY 2015-2016 cycle we were in fact able to retain graduates pursuing advanced degrees at SHSU, who would have otherwise applied to doctoral programs elsewhere. A total of five students enrolled in the MS program transferred to doctoral status during the Spring 2016 semester. This represents the very first cohort of PhD students.

Increase Enrollment

Goal Description
To increase enrollment via recruitment and retention of qualified and motivated students.

Related Items/Elements
Increase Enrollment

Performance Objective Description
To increase enrollment via recruitment and retention of qualified and motivated students.

Enrollment And Retention

KPI Description
Enrollment numbers and retention rates of students accepted into the Master of Science in Forensic Science annually.

Results Description
During this academic year there were a total of thirty full-time students enrolled in the MS in Forensic Science, representing an increase of 7% from last year. A total of sixteen MS students graduated and fourteen new students were accepted. Retention rates were 100% during AY 15-16.

Additionally, five new students were accepted into the PhD in Forensic Science, bringing the total number of graduate students to thirty five, representing an overall increase in graduate student enrollment of 25% from last year.

Enrollment and Retention

Action Description
Due to the increased emphasis on forensic science reform at the national level, the number of FEPAC-accredited programs throughout the United States is growing each year. Additionally, other institutions are also developing doctoral programs in forensic science, increasing competition for high quality students. The Department must continue to offer student assistantships and scholarships support in order to remain competitive with other programs. It must also increase marketing and outreach efforts. In order to maintain enrollment at current levels the department must has high visibility marketing and participation in student-related activities at national meetings, such as the American Academy of Forensic Sciences.

Graduate Research Assistantships

KPI Description
Resources available to support graduate assistantships and scholarships.

Results Description
During this academic year the department received assistantship support to fully-fund ten of the thirty MS students at a rate of $12,000 per student (inclusive of scholarship).

Enrollment and Retention

Action Description
Due to the increased emphasis on forensic science reform at the national level, the number of FEPAC-accredited programs throughout the United States is growing each year. Additionally, other institutions are also developing doctoral programs in forensic science, increasing competition for high quality students. The Department must continue to offer student assistantships and scholarships support in order to remain competitive with other programs. It must also increase marketing and outreach efforts. In order to maintain enrollment at current levels the department must has high visibility marketing and participation in student-related activities at national meetings, such as the American Academy of Forensic Sciences.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Shortfalls in physical (laboratory) space for teaching and research must be addressed. Failure to do so will stifle enrollment, produce attrition among faculty and impede our ability to recruit tenure track faculty. During the upcoming year, we must place additional emphasis on budgeting and allocation of appropriate resources for capital equipment (repair, replacement, new purchases) to support the graduate programs at the MS and PhD level.

Update of Progress to the Previous Cycle's PCI
Shortfalls in physical (laboratory and office) space continue to present a significant challenge. These issues have been addressed in the department and college strategic plans and await a long-term solution. Although recruitment of students was not adversely affected, faculty recruitment is particularly challenging when science faculty are not provided a research laboratory. Although this limitation makes it hard for us to compete with other institutions, we were able to successfully recruit faculty and replace an additional faculty member (due to attrition/resignation). The department was able to remodel storage space into two faculty offices and although doctoral students do not have office space or computers, revenue form the Institute for Forensic Research, Training and Innovation (IFRTI) were used to secure them laptop PCs to facilitate their laboratory research.

Institutional support in the form of capital equipment was critical during this first year of the doctoral program (with an anticipated $350,000 next year). Although the department was not allocated specific funds in support of scientific equipment repairs, for the first time it was possible for the department to fund all repairs from its allocated O&M budget, in large part because of the offset costs from external

funding and utilization of indirect costs to support research.

Summary

Closing Summary

The Department of Forensic Science will continue to align its Strategic Operational Plan with much-needed resources to support graduate education in forensic science. Specifically, institutional support to meet the needs of the recently implemented doctoral program must be addressed, related to capital equipment, repairs, scientific consumables and physical space. The Department of Forensic Science must also address graduate student financial support within its master's program in order to remain competitive with other programs and attract high quality students. Finally, "clustering" or the unequal distribution of students among research faculty will be evaluated to determine its impact on productivity, morale, publication rates and faculty retention.

Assessment Plan Summary
Department: Education, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Academic Programs

Goal Description
Demonstrate quality and effectiveness of the academic programs

Related Items/Elements
Candidate Quality And Effectiveness In The Field

Performance Objective Description
As the leader of the educator preparation unit, the College of Education will assure candidate preparedness for teaching through benchmark assessments at entry, entry to clinical experience, and at exit. In addition, the college monitors candidate performance and employer satisfaction after graduation. The assessment system for initial candidates includes measures of proficiency which occur at specified transition points. These measures are aligned with institutional, state and professional standards.
Unit-level learning objectives for candidates completing the educator preparation programs are recorded here by the College of Education because responsibility for learning outcomes resides in multiple departments within the college.

Benchmark: Candidate Performance In 2012-2013 On Texas Examination Of Educator Standards

KPI Description
Pass rates on the TExES certification tests comprise one component for state accreditation of the Educator Preparation Programs. Interdisciplinary Studies majors preparing for teaching in elementary or middle school settings acquire much of their required content knowledge while taking degree-specific courses in the Core Curriculum and also in the courses offered within the college. They acquire pedagogical content knowledge and skills in courses offered by the departments of LLSP, Educational Leadership and Counseling, and Curriculum and Instruction. Results for candidates seeking initial certification are thus reported for the unit by the College of Education. Performance by SHSU candidates should meet or exceed the state standard which specifies an overall pass rate of 80%.

Results Description
For the AY 2015-16, SHSU's candidates achieved a pass rate of 94% as calculated by TEA. Please see accompanying PDF.

15-16 SBEC TExES Pass Rate

Create Strategic Plan for COE

Action Description
Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

Benchmark: Candidate Performance On Teacher Work Sample

KPI Description
Upon completion of the initial certification programs, candidates are required to submit a Teacher Work Sample which provides evidence of their ability to consider the contextual factors of the classroom, develop goals for instruction, develop an assessment plan appropriate to those goals, design and deliver effective instruction, evaluate student learning and reflect upon the teaching and learning related to the unit of instruction. Overall and component scores are reviewed and anyalyzed annually by program faculty to examine both the assessment processes and trends in performance that might prompt program changes. The Teacher Work Sample assessment is scored using a blind scoring protocol and assigned a score of 3, 2 or 1. As a key performance indicator, the percent of candidates scoring 3 (target), in 2013-2014, should meet or exceed 60%.

Results Description
TWS is being transitioned to a portfolio. Results are not yet available.

Create Strategic Plan for COE

Action Description
Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

Design Teacher Preparation Capstone Portfolio

Action Description
Create, pilot, and implement new Teacher Preparation Capstone Portfolio to replace Teacher Work Sample

Retention Of SHSU Teachers In The Classroom

KPI Description
Each year, the five-year retention rate of SHSU graduates who are teaching in Texas schools is tracked and compared to the following groups: 1) graduates of the largest University systems' Educator Preparation Programs (EPPs), 2) graduates of the private University's EPPs, 3) those teachers produced by for-profit Alternative Certification Programs (ACPs), and 4) teachers produced by non-profit ACPs. Retention in the field is considered a key indicator of quality in teacher preparation. Historically, SHSU teachers have been retained in the classroom at a rate that exceeds each of the other groups, as reported annually by the Center for Research, Evaluation and Advocacy of Teacher Education (CREATE). The five year retention rate reported in fall 2013-2014 should

meet or exceed the rate of each of those groups.

Results Description
The attachment displays teacher retention results for the 2011 cohort. SHSU outperformed all groups named in the goal.

Teacher Retention

Operational Excellence

Goal Description
Operational excellence is examined by determining the extent to which operations, programs and services within the college are managed in ways that meet candidate needs. In addition, candidates are questioned about their perceptions of the efficacy and importance of their learning experiences as related to key elements of the Conceptual Framework-i.e. the extent to which 1)Techonology, 2) Assessment, 3) Communication,4) Knowledge, and 5) Experiences with Diverse Populations were a part of their learning. Annual operations surveys are administered to both baccalaureate and master's degree completers as they finish their work in the programs.
In the routine schedule of assessment review and revision, the Assessment Committee revised the Likert scale for the Services and Operations Survey, thus the 2013-2014 scale reflects only three levels of performance, where five levels had been assigned by students completing the Survey in past years. The goals for each indicator on this survey was set during the previous assessment cycle at 80% student rating of quality as “High” or “Very High”. For the 2013-2014 survey results, only those areas that exceed 80% rated “High” should be considered as meeting the goal. Since the rating scale was revised, it is not possible to conclude that ratings that do not exceed 80% are indicative of goal attainment related to student satisfaction with the quality of learning experiences, assessment or experiences with diverse learners, faculty or peers. Goal setting for the upcoming year should reflect the new rating scale.

Related Items/Elements

Candidate Satisfaction With College Operations, Services And Learning Experiences

Performance Objective Description
Candidate ratings of the quality of services and experiences offered by the College of Education provide several measures of efficiency and effectiveness. The Conceptual Framework of the unit is the organizing framework for programs, services, teaching and evaluation. Thus, an important measure of the efficacy of programs is evaluation of the extent to which learning experiences of candidates were connected to key elements of the Conceptual Framework. In addition, candidates rate the assessment practices within the programs, the quality of interactions that they experience with diverse peers, faculty and P-12 students. They also rate the quality of management and organization of their learning experiences. A survey to assess the quality of operations, services and programs is disseminated to all graduates during the final class in their program and data is collected, analyzed and reviewed in order to promote improved efficiency and effectiveness of operations and services in the college.

Candidate Rating Of Quality Of Interactions With Diverse Peers, Faculty And P-12 Students

KPI Description

Candidates report their perception as to the quality of their interactions with faculty, peers, and P-12 students of other races, languages and ethnic traditions. Questions in this section relate to interactions with diverse faculty, peers, school based faculty and P-12 students. Based on previous results, the target level performance on this indicator is 85% % of of respondents will rate the quality of interactions with diverse persons as high or very high.

Results Description
During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 651 participants. Of these, 493 gave a high quality rating (76%).

Create Strategic Plan for COE

Action Description
Convene committee of faculty and staff to create the COE strategic plan that will guide goals and actions for all departments and programs for the next 5 years.

Candidate Rating Of Quality Of Assessment Of Performance

KPI Description
Candidates rating of the quality of assessment by professors and supervisors within the unit. Questions in this section related to accuracy and fairness of assessments, how assessment practices were modeled and used, and assessment of field experiences. No fewer than 80% of respondents should rate the quality of performance assessment as high or very high.

Results Description
During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 657 participants. Of these, 530 gave a high quality rating (81%).

Quality Of Learning Experiences Related To The Conceptual Framework

KPI Description
Candidates are surveyed upon completion of their program as to the quality of learning experiences connected to the conceptual framework. Questions in this section relate to creating authentic technological environments, communicating effectively, use of assessment and feedback to improve P-12 learning, use of learner profiles for improving instruction, all key elements of the unit's Conceptual Framework. Target level performance requires 80% of respondents will rate the connection of the program to the elements of the Conceptual Framework as high or very high.

Results Description
During 2015-16, surveys were given to students either completing student teaching or completing a COE degree, masters or higher. There were 537 participants. Of these, 399 gave a high quality rating (74%).

Productivity Of The College

Performance Objective Description
Increase semester credit hour production, at all locations, in undergraduate, graduate and doctoral programs .

SCH Production

KPI Description
Semester Credit Hour production for undergraduate, graduate, and doctoral programs provide a measure for tracking growth in the various departments at each level in the College of Education. This is a critical measure that provides information to our analysis of strengths, weaknesses, opportunities and threats. Since programs are now offered online and at three distant locations, tracking of SCH production by location, should be calculated in 2013-2014.

Results Description

	Total COE SCH	Percent Online Sections	Approximate Online SCH
2013-14	50748	25.8	13093
2014-15	47906	26.6	12743
2015-16	47595	50.3	23940

In 2015-16, several categories of course instructional method were eliminated, leaving only Face-to-Face and Internet. In 2016-17 we should see a better comparison of Online percents.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The College has developed a plan of improvement that will continue to focus on the goal and indicators listed in this report. Two significant improvements for next year will be the transition of the Teacher Work sample to a portfolio and offering customer service and team building exercises for staff.

Once data on SCH production are available, the College will provide this information in the form of an update.

Update of Progress to the Previous Cycle's PCI
This year, the college focused on professional development for staff. The following sessions were offered:

Monthly:

1. The Dean will host a Staff Professional Development luncheon – inviting people from across campus to discuss topics such as Scholarships, Procurement, Travel, Safety, and Marketing, to name a few. Many of these topics are helpful tips in their daily work. Getting together monthly also helps to maintain a teamwork attitude for the College of Education. Lunches are monthly for 1 hour.

2 times each semester:

1. Staff Chat offered to the College of Education staff hosted by Academic Affairs Provost office. Similar to our Monthly Staff Professional Development luncheons that are hosted by the College. This Staff Chat has speakers from across the University to help staff gain experience with other areas, what other departments do, etc… This Staff Chat encourages questions and best practices are shared freely among staff. Staff Chat are offered 2 times each semester.

Yearly:

Leadership Blueprint Training – training provided by the Flippen Group. This 16 hour - 2 day training (offered on 6-16-16 & 6-17-16) was instrumental in providing Leadership / Mentorship training. This training helps practice skills to make clear, candid communication. Participants outcomes are: Create peer connections that help accomplish common goals. Open lines of communication to give and receive feedback effectively. Build high-performing, self-managing teams. Develop techniques for conflict resolution. Uncover and overcome personal restraints. Identify self-limiting behavior patterns.

Capturing Kids Hearts – training provided by the Flippen Group. This is a 16 hour – 2 day training (offered on 8-11-16 & 8-12-16). Training will help to develop healthy relationships between staff and faculty/students by decreasing disruptive behaviors and reinforcing an environment of teamwork. Participants outcomes are: Significant improvement in staff performance. High rates of job satisfaction among staff. Strengthen staff connectedness to others by enhancing healthy bonds with coworkers and faculty.

Google Sessions – training provided by a Representative from Google). 1 hour training. This training was held to demonstrate some of the latest technology that was recently purchased for innovative classrooms.

Plan for Continuous Improvement

Closing Summary

In the 2016-2017 academic year, the college will create and implement strategic plans for the college, departments, and programs. This plan will guide the college for the next 5 years in striving to meet established goals and objectives.

Assessment Plan Summary
Department: Counseling, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Counseling, Department of

CACREP Accreditation

Goal Description
The Clinical Mental Heath Program (M.A.), School Counseling (M.Ed.), and Doctoral (Ph.D.) programs will be accredited by CACREP.

Related Items/Elements
All Programs Accreditated

Performance Objective Description
All of the current counseling programs are CACREP accredited.

Current Programs CACREP Accredited

KPI Description
Currently, all Counseling programs are accredited. However, we have created a Marriage Couple Family Counseling track under the M.A. degree and are preparing course and program alignment for CACREP accreditation for this new track.

Results Description
Currently, marriage, couples, family counseling (MCFC) faculty have completed all but the final sections of the CACREP self-study and plan to submit it to the CACREP accreditation review board in fall 2016.

CACREP Accreditation for all Counselor Education Programs

Action Description
The Counselor Education Ph.D., the Clinical Mental Health Counseling MA, and the School Counseling MEd. are CACREP accredited. Accreditation for these three programs was extended to the full accreditation period of eight years after the two unmet standards were accomplished. These three programs are accredited until 2022. The Marriage, Couples, and Family Counseling MA is not CACREP accredited. The self-study is 90% completed with an expected completion date of fall 2016 to submit the self-study to the CACREP Accreditation review board.

Decrease Student Enrollment In The Master's Programs.

Goal Description
Decrease student enrollment by refraining from recruiting candidates for the Master of Arts and Master of Education.

Related Items/Elements

Decrease Enrollment In The Master's Programs.

Learning Objective Description
Enrollment in the Master of Arts and Master of Education programs will decrease in order to meet CACREP faculty student ratio.

Enrollment Numbers Will Decrease

Indicator Description
Faculty/student ratio will be 1 to 10 to meet CACREP requirements.

Criterion Description
Faculty/Student ratio in the master's programs will be no more than 1 to 10 in order to meet CACREP standards.

Findings Description
We accomplished the goal of decreasing student enrollment to meet CACEP standards of 1 to 10 faculty/student ratio. However, because we did not actively recruit students for our master's programs our enrollment decreased lower than our target of 1 to 10 ratio. The number of students we planned to admit for the school year was dependent on the number of students we graduated from the master's programs less enough to students to reduce our 1 to 11 ratio to meet the 1 to 10 ratio to meet CACREP standards. Our ratio for the fall 2015 semester was 1 to 9 and our spring 2016 ratio was 1 to 10.

Decrease Student Enrollment

Action Description
We accomplished the goal of decreasing student enrollment to meet CACREP standards of 1 to 10 faculty/student ratio. In July 2016, CACREP increased faculty/student ratio to 1 to 12. Our plan for the upcoming year is to increase our student enrollment to meet the 1 to 12 ratio.

Decrease Faculty/student Ratio By Hiring Additional Faculty.

Learning Objective Description
Hire two or three additional faculty to reduce faculty/student ratio.

Increase The Number Of Counseling Faculty.

Indicator Description
Increase the number of counseling faculty from 9 to 12.

Criterion Description
The faculty/student ratio will be 1 to 10 as required by CACREP with the addition of three new faculty in the counseling programs.

Findings Description
Two new faculty members were hired and one faculty was moved from Education Leadership Department to the Department of Counselor Education. With the addition of three faculty, we have maintained the 1 to 10 faculty to student ratio as required by CACREP for three consecutive semesters.

Stakeholders Satisfaction

Goal Description
Stakeholders as represented by the advisory committee for the Ph.D., M.A., and M.Ed. are satisfied with the counseling programs.

Related Items/Elements

Stakeholders Will Approve Of The Counseling Programs.

Learning Objective Description
Stakeholders will be members of the advisory committees for the counseling programs and will approve of the courses and learning experiences for students in the programs.

Members Of The Advisory Committee Will Be Satisfied With The Programs

Indicator Description
Members of the advisory committee will respond favorably to the courses and learning experienes designed for students in the counseling program. Members will offer feedback to improve the programs and student learning experiences.

Criterion Description
Feedback from the Advisory Committee members will be included in student learning experiences and program requirements as faculty efforts for continuous improvement.

Findings Description
Feedback from members of the Advisory Committee overall was very supportive of the programs in the department. Specifically, advisory members stated they experience our interns and graduates to be skillful in the areas of rapport building, reflecting of content and affect, and goal setting. However, several members stated that our students needed more preparation and learning experiences with assessment. The faculty teaching the assessment courses will include learning objectives in the assessment course as suggested by members of the advisory committee.

Stakeholder Suggestions for Program Improvement

Action Description

Based on feedback from the Counselor Education Advisory Committee concerning an emphasis on assessment protocol as a learning objective for students in our programs more emphasis has been placed on assessment in the assessment, practicum, and internship courses. Specifically, students have specific course objectives for understanding the shift in diagnostic assessments of clients moving from the Diagnostic and Statistical Manual of Mental Health Disorders (DSM-5) to International Statistical Classification of Disease and Health Problems (ICD10).

Update to Previous Cycle's Plan for Continuous Improvement

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

1) During this school year (2014-2015) it was important for the program to reduce the student faculty ratio to be in compliance with CACREP student/faculty ratio of 1 to 10. This goal was accomplished and our current ratio is between 9 and 10 students to 1 faculty. We will continue to monitor our graduation rate as a guideline for the number of students we can admit to the program in order to be in compliance with CACREP Standard for student/faculty ratio.
2) Continue to work toward completion of self-study for the Marriage, Couples, and Family Counseling track as part of the Master of Counseling degree. Currently, MCFC faculty are preparing the self-study and plan to submit the study to CACREP in spring 2016.
3) Practicum faculty will continue using the two new assessments for clients. Currently, faculty at the Woodlands Counseling Clinic are utilizing both assessments for clients receiving services at their clinic. This year, some of the practicum faculty at the Jack Staggs Clinic will begin utilizing the two assessment instruments to assess clients current state when entering counseling and then use the instruments to monitor clients progress throughout the time receiving counseling services in the two SHSU clinics.

Update of Progress to the Previous Cycle's PCI

We will continue monitoring the faculty student ratio to maintain compliance with CACREP reviewed Standard of 1 to 12 faculty to student enrollment. We hired a new faculty member, replacing one of our faculty who retired last year. The new faculty will lead efforts to build our school counseling program. Two full-time faculty in the department resigned in summer 2016 and we are currently conducting two faculty searches. Both vacant positions are in the master of arts programs; one position is for the clinical mental health counselor track and one is in the marriage, couples, and family, counseling.

We will continue to have an annual advisory committee meeting in the spring for all programs, Ph.D., MA (CMHC and MCFC), and M.Ed. in School Counseling. In addition, to be compliant with TEA we will add an advisory committee meeting for the fall semester. Scheduling the fall meeting in addition to the spring meeting will meet TEA requirements of two annual advisory committee meetings for the school counseling program.

Hire Highly Qualified Faculty and Recruit Competent Students

Closing Summary

To ensure our program is of the highest quality, we plan to hire two new faculty to replace the positions recently made available. We are seeking highly qualified applicants with the educational emphasis and experiences we need to strengthen our program. In addition, we are increasing our recruitment efforts to recruit competent students who meet the admissions criteria to the university and to our program as well as display the dispositions we believe necessary to be successful as students and potential counselors. This year, we recruit for all our programs put will focus efforts on recruiting students for our M.Ed. school counseling program. Currently, we have a cohort with Aldine ISD and will attempt to build other cohorts with nearby school districts.

Assessment Plan Summary
Department: Educator Preparation Services

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Educator Preparation Services

Quality Educator Preparation Services

Goal Description
To provide quality services to students in the areas of advisement, Ep prep application assistance quality field experience, TExES exams, NCATE-CAEP requirements, and teacher certification

New Folder

Related Items/Elements
Advisement

Performance Objective Description
Provide quality academic advisement to students transferring to SHSU and entering the educator preparation program

Candidate Satisfaction With Service Area Of Advisement

KPI Description
Transfer student satisfaction will be measured by 1) their level of satisfaction as shown on the advising session evaluation sheet and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.5 to 2.6 in 2015-2016.

-

Results Description
Transfer student satisfaction will be measured by 1) their level of satisfaction as shown on the advising session evaluation sheet and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being

the highest score. Our target is to increase the mean score of 2.5 to 2.6 in 2015-2016.

Our results show that we have made strides toward our goal of 2.6 on the end-of-program evaluation of SHSU Services and Operations. Our score went up for a 2.5 to a 2.54 which is on our way to meeting our goal of 2.6. We will continue the services and recruitment elements in place for advisement of our students. All COE advisors will meet monthly in order to share information and keep current on all aspects of quality advising for our students.

Advisement

Action Description
The COE is in the midst of restructuring our advisement staff. We will be working with the SAM center to employ a full-time advisor at the SAM center that is only for education students. We believe this will streamline communication and help increase the quality of advising.

Educator Preparation Program

Performance Objective Description
Provide effective communication about requirements and the application process in order to support student's application and admittance to the educator preparation program.

Candidate Satisfaction With Service Area Of Educator Preparation Program Admission

KPI Description
Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.6 to 2.62 currently to 2.7 in 2015-2016.

Results Description
Our results in this area are mixed. We are now requiring students to apply for educator preparation program in TK20. This new procedure has caused some issues to arise that were unexpected and required time to be fixed. Our student application efficiency suffered because of the new process and communication about it. In the future we will continue our goal of 2.8 satisfaction score although there was a positive response on the survey of 2.57 the previous year to 2.6 this year.

Educator Preparation Program

Action Description
Our newest action is to communicate efficiently and effectively the application process to our students. We have modified the presentation for

students and have put a graduate assistant for the EPP office in sole charge of the process. We believe that one person having the responsibility for the application process will increase the effectiveness and efficiency of the process.

Field Experiences

Performance Objective Description
Provide effective communication of information to support and facilitate quality, and meaningful field experiences (Levels I, II, and III) for teacher candidates in the public school setting.

Candidate Satisfaction With Service Area Of Field Experiences

KPI Description
Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.7 to 2.74 presently and reach 2.8 in 2015-2016..

Results Description
Our field experience processes must be revisited in order to ensure a successful and quality field experience for all candidates. Our satisfaction score fell from a 2.73 to a 2.7. We are within the range we want to be but we expect to only increase satisfaction with our new processes.

Field Experience

Action Description
Our new processes are: field experience in an urban school setting focusing on Sharpstown high school in Houston ISD and Aldine high school in Aldine ISD. We are actually transporting our students to these schools in order for them to complete their requirement for field experience. We are using alternative field experiences for our students. For level 1 we are implementing a video based field experience using the MET (Methods of Effective Teaching) from the University of Michigan. We are seeking student teaching for 2 4-8 social studies teacher candidates at the Houston Outdoor Education Center just outside of Huntsville. We will also seek professional development opportunities to learn about other types of field experience. A group of COE representatives will visit an established field experience program at Ball State University in Indiana in order to gain information and knowledge about new field experience processes.

TExES Examination

Performance Objective Description
Support teacher candidates and other school professional candidates by providing effective

communication of information (including testing pre-requisites, examination schedules, and applicable review software and proactive examinations) and approval for required state educator certification examinations.

Candidate Satisfaction With Service Areas Of TExES Facilitation

KPI Description
Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target is to increase the mean score of 2.37 to 2.52 currently and then to 2.65 in 2015-2016.

Results Description
We are judged by TEA and the SBOE on the number of students that successfully complete our program. This rating ensures that we are in constant communication with our students regarding their state requirements. Our new website has an alert when items are due or required and we hope that this will increase our students effectiveness in completing our program. We communicate with students when we are informed that they have failed a portion of a certification test. We encourage them to seek assistance so that we can recommend them for another attempt.

Teacher Certification

Performance Objective Description
Provide effective means of information, monitor and facilitate candidates/ completion of program requirements, and ultimately recommend teacher candidates and other school professional candidates for certification to the State Board for Educator Certification.

Candidate Satisfaction With Service Area Of Certification Facilitation

KPI Description
Candidate satisfaction will be measured by 1) their level of satisfaction and 2) importance to them, expressed as mean score using a 3 point Likert scale from the Student Teacher End-of-program evaluation of SHSU services and Operations. The service and operations survey was changed in the summer of 2013. The survey uses a 1-2-3 Likert scale, with 3 being the highest score. Our target was to increase the mean score of 2.35 to 2.5 in 2014-2015 which was met and surprassed at 2.53. for 2015-2016 the mean score target will be 2.63.

Results Description
We have been able to exceed our goal of 2.5 on the satisfaction survey. Our rating this year is a 2.53. This is a direct result of the new technological process that we implemented for certification by the state through SHSU.

Certification

Action Description

We will continue the new process that was implemented last Fall to ease the navigation of the educator preparation process. Working through TK20 and with the SHSU IT department we have been able to increase our efficiency in the EPP office and our students satisfaction with the process. We will continue to enhance and refine our current process and raise our goal of student satisfaction to 2.55-2.6 for the future.

TExES

Action Description
We have established a test success plan whereby we meet with students that have failed one or more portions of their test. We offer moral support, testing strategies, resources, and test prep sessions with Dr. Wally Barnes in the academic success center. This will continue because we believe this has be an instrumental act in getting our students successfully through the certification and testing process.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
During the past year and under new college of education leadership there have been several additional items added to our plan fro improvement. WE are now depending on social media to increase our communication with our students. We use Facebook, twitter, and Instagram in order to communicate important facts, items and deadlines to our students. SHSU has had a student from our college be chosen as the statewide student teacher of the year. This is an honor that we be publicized at the state level and recognized by many educators. We have established communication with our new teacher candidates through semesterly meetings on certification and COE requirements. We are also able to follow up with a second meeting on individual basis if needed. We have an advisor meeting each semester and have all advisors come together and meet to discuss advising issues. We have had secondary campus administrators come to campus and meet with us regarding their future teacher needs.

Update of Progress to the Previous Cycle's PCI
During the past year and under new college of education leadership there have been several additional items added to our plan fro improvement. WE are now depending on social media to increase our communication with our students. We use Facebook, twitter, and Instagram in order to communicate important facts, items and deadlines to our students. SHSU has had a student from our college be chosen as the statewide student teacher of the year. This is an honor that we be publicized at the state level and recognized by many educators. We have established communication with our new teacher candidates through semesterly meetings on certification and COE requirements. We are also able to follow up with a second meeting on individual basis if needed. We have an advisor meeting each semester and have all advisors come together and meet to discuss advising issues. We have had secondary campus administrators come to campus and meet with us regarding their future teacher needs.

The EPP office in the COE have continued our use of social media to inform students of important information related to our programs. Deadlines, current information, and degree requirement changes are examples of the critical information that we have shared with students through social media. We have continued to promote the Texas student teacher of the year from SHSU and are continuing to be

involved in the student teacher of the year selection process at the state level. Our student information meetings held each semester are continuing each semester with an expanding agenda in order to keep our students informed of critical information. Our advisor meetings have increased to monthly meetings since we are adding an education advisor hired through the SAM center. Our career services sponsored meeting for student teachers are continuing with bringing area public school administrators to speak to students. In the future we will add more students to the audience by allowing methods students to attend as well.

Education Preparation Services Continuous Improvement Plan

Closing Summary

The EPP office has implemented several initiatives that have been successful in thepast. Out intent is to continue to improve what has already been implemented and to bring additional items into process so that we can improve our office efficiency and increase student success. We are hiring a new data management person that will be in charge of the new data processes that we have implemented for program admission, methods placement, and student teaching assignments. This will free our student assistants to be able to work directly with students in order to problem -solve whatever issues the students have. We have added 3 new districts to our partnership which bring us to 74 district members of the Sam Houston Innovative Partnership with Schools (SHIPS). During the spring and summer of 2016 several administrators from the COE traveled to the SBOE and SBEC meetings in Austin and testified on behalf of our students and the state processes for certification. WE became advocates for our students when necessary and will continue to go and testify in the future when our students can be affected negatively. We are continuing to seek new avenues and innovative ways to offer field experience for our students. We are including urban districts and will travel to Indiana to view an exemplary program there as a possible model for our program. Out test success plan of meeting with students and mentoring them through successful certification testing will be continued and enhanced as we go through the year. The new Texas teacher evaluation system is in place for all student teachers and the committee of university supervisors will make recommendations for improvement at the end of the year. Interested faculty and staff are invited to attend 4 1 hour training sessions held this fall so they can remain current on the new system implementation. The director of the EPP and the career services representative will be presenting at the American Association of Employment in Education AAEE conference to showcase our collaborative work between the COE and Career Services.

Assessment Plan Summary
Department: Library Science, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Library Science, Department of

Candidate Recruitment

Goal Description
Increase candidate enrollment in Department of Library Science Program.

Related Items/Elements
Candidate Recruitment

Performance Objective Description
Enrollment Services and the Office of Graduate Studies recruit candidates for graduate programs. The Library Science Department will support their efforts when faculty members attend regional, state, and national conferences.

Candidate Recruitment

KPI Description
Enrollment of candidates in Library Science courses will increase by 2%.

The Library Science Department has had an increase in enrollment last academic year. Faculty members will continue to be active at conferences by recording the contact information of potential applicants to the program so follow up may be initiated to help the applicants through the application and registration processes.

Results Description
The number of graduate candidates enrolled in the Library Science program decreased by 20% for 2015-2016 when compared to 2014-2015.

Action on Recruitment of Graduate Candidates

Action Description
The Department will continue to support recruiting efforts for the 2016-2017 academic year. Past recruiting venues have been successful. In addition, our alumni continue to recommend colleagues to our library science program. The Department will continue to look for additional recruiting opportunities.

Cooperative Teaching And Learning Within College Of Education

Goal Description
Work in conjunction with other College of Education programs to provide courses at undergraduate, masters, and doctoral levels that enrich and enhance the studies of SHSU students enrolled in the College of Education.

Related Items/Elements
Cooperative Teaching And Learning

Performance Objective Description
Contact interested program coordinators in the College of Education involved with literacy, leadership, and technology and collaborate on providing information about how the school librarian can assist in literacy learning, leading, and teaching.

Cooperative Teaching And Learning

KPI Description
After our success two years ago, the Department of Library Science is planning to collaborate with at least one additional cooperative doctoral program within the College of Education to support school librarians who are wanting to obtain a doctoral degree.

Results Description
The 2015-2016 academic year did not yield a result for a collaboration with a cooperative doctoral program. However, the library science faculty members continue to support and sit on doctoral candidate committees for candidates who are completing their doctoral degrees in Educational Leadership with a library science cognate.

Cooperative Teaching and Learning Action

Action Description
The Instructional Technology doctorate was approved during the 2014-2015 academic year. The Department will reach out to the Instructional Technology Program Coordinator concerning possible opportunities for collaboration and cooperative teaching for 2017-2018.

Faculty Excellence

Goal Description
Increase faculty excellence and scholarly productivity within the Department.

Related Items/Elements
Scholarly Productivity

Performance Objective Description
Faculty will engage in collaborative research, writing, and presentations.

Manuscript Submission

KPI Description
Faculty will submit 2+ manuscripts for peer review and publication. Last year, faculty members met this goal with some outperforming others. The faculty members would like to maintain this goal for another year.

Results Description
The goal of 2 or more manuscripts for peer review and publication was met by all faculty members.

Scholarly Productivity

Action Description
Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicators for manuscript submissions and presentations will remain the same.

Presentation Submission

KPI Description
Faculty will submit 1+ presentations at a professional conference. Last year, faculty members met this goal. The faculty members would like to maintain this goal for an additional year.

Results Description
All faculty members have documented that their number of presentations met or exceeded the goal.

Scholarly Productivity

Action Description
Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicators for manuscript submissions and presentations will remain the same.

Update do Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The Department will continue to support recruiting efforts during 2015-2016. Past recruiting venues have been successful. The Department will continue recruiting at these venues and look for additional opportunities.

The Department continues to receive inquiries regarding opportunities for a doctoral program with library science courses. Many of the potential applicants for such a doctoral collaboration have expressed interest in Instructional Technology because of the demands of their current work environment. These inquiries support the interest the Department has in collaborating with Instructional

Technology. Thus, the Department will pursue this with the hopes of implementation in 2016-2017.

Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicator for presentations will remain the same. With the addition of two new tenure-track faculty members for 2015-2016, the performance indicator for manuscript submissions will be lowered to one or more manuscripts submitted for peer review and publication to follow the Department's policy regarding requirements for tenure-track faculty members.

Update of Progress to the Previous Cycle's PCI
The Department will continue to support recruiting efforts for the 2016-2017 academic year. Past recruiting venues have been successful even though the program has experienced a decrease in numbers. Some of the drop in enrollment numbers may be due to changes in the requirements for admittance to the library science program. These requirements raised the GPA from 2.5 to 3.0 in order to maintain a cohort average GPA of 3.0 as required by the State of Texas for professional programs.

The Department receives inquiries regarding opportunities for a doctoral program with library science courses. These inquiries support the interest the Department has in establishing a possible collaborating with Instructional Technology. Thus, the Department will pursue this with the hopes of implementation in 2017-2018.

Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicator for manuscript submissions and presentations will remain the same.

Closing Summary

Closing Summary
The Department will continue to support recruiting efforts for the 2016-2017 academic year. Past recruiting venues have been successful even though the program has experienced a decrease in numbers. Some of the drop in enrollment numbers may be due to changes in the requirements for admittance to the library science program. These requirements raised the GPA from 2.5 to 3.0 in order to maintain a cohort average GPA of 3.0 as required by the State of Texas for professional programs.

The Department receives inquiries regarding opportunities for a doctoral program with library science courses. These inquiries support the interest the Department has in establishing a possible collaborating with Instructional Technology. Thus, the Department will pursue this with the hopes of implementation in 2017-2018.

Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicator for manuscript submissions and presentations will remain the same.

Assessment Plan Summary
Department: Fine Arts and Mass Communication, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

I. Promote And Support Development And Delivery Of A Rigorous Contemporary Curriculum

Goal Description
As a liaison with other colleges in the university, university administration, and the arts community at large, the College of Fine Arts and Mass Communication should be an advocate for the departments of Art, Dance, Mass Communication, Theatre and Musical Theatre, and School of Music.

Related Items/Elements

A. Prepare, Propose, and Implement New Curriculum

Performance Objective Description
The College, with attention to expectations of the university, the state of Texas, and other applicable entities, will assist in preparing and proposing new degree plan and certificate programs, and will assist in monitoring curricular implementation.

1. Proposal or Revision of Degree Plans and Certificates

KPI Description
The College will assist departments, through the curriculum process, in submitting, reviewing, and proposing for University Curriculum Committee review, appropriate new degree plans and certificate programs, and will assist in monitoring and facilitating curricular implementation and articulation.

Results Description
In AY16, a new BFA in Film, a Performer's Certificate (post-graduate), an Artist's Certificate (post-master's), and a Public Relations in Health Certificate were proposed and approved through the college and university curriculum process and was forwarded to THECB for approval. In AY16, The Musical Theatre degree programs were revised and submitted for the 2016-17 catalog to align them with THECB and university expectations. Articulation details (determined in 2014) for exceptions to degree plans were requested to address the university's accountability to THECB. The college assisted departments in navigating CourseLeaf, a new third-party software which was implemented for the submission and approval of the 2016-17 Undergraduate and Graduate catalogs and degree plans. The college is aware of and anticipating upcoming curriculum proposals and revisions, and is in communication with Academic Affairs, the Registrar's Office, and the departments about those and other curricular matters.

AY17 Actions in Curriculum

Action Description
Prepare and initiate new curriculum committee and chair in curriculum procedures and timelines. Prepare proposals for new degrees anticipated in Art. Align with CourseLeaf.

B. Facilitate Transition of Master Of Arts In Band Conducting (New AY15, rev AY16)

Performance Objective Description
To support MA program involving the collaborative program between SHSU School of Music and the American Band College (Ashland, OR), establish, improve and institutionalize communication and operating procedures within SHSU and between SHSU and the American Band College staff. Majority of operations and oversight will migrate to the School of Music.

1. Curricular Transition of AY15 Master of Arts in Band Conducting

KPI Description
Transition of American Band College of SHSU students in the previous SHSU Master of Music program to the Master of Arts in Band Conducting program implemented in AY15.

American Band College Meeting Schedule 5Feb16

Discussion items-SHSU Meetings with ABC June16

Results Description
In AY16, the migration of students to the MA in Band Conducting progressed, and was limited to third year (final year) students. Curricular changes (syllabi, course descriptions, and delivery) implemented in AY15 were not reviewed or revised in AY16.

AY17 Actions to Implement MA in Band Conducting

Action Description
In AY17, improve syllabi and articulation of program, especially assessment (students, courses, program). Integrate Blackboard and DegreeWorks much more significantly into the program. Complete transition of facilitation of most components of ABC to the School of Music.

A need for a clearer tasks-and-timeline for grades, comps, and graduation was identified and addressed in AY16 and should be refined in AY17. ABC of SHSU staff is planning to visit SHSU in Sept 2016 to facilitate progress on a more robust presence of ABC coursework in Blackboard. Need for improved articulation of program, courses, and assessments to address accreditation expectations was shared in face-to-face meetings in Feb and June 2016. Beginning in AY17, DegreeWorks will provide a clear guide for all students in the program. Improved reference to SHSU web-based information and use of data-related programs by ABC should continue in AY17.

2. Train ABC of SHSU Staff in IT Systems

KPI Description
ABC of SHSU staff in Oregon should be proficient in navigating Cognos and DegreeWorks.

Results Description
ABC of SHSU staff were trained in some IT programs in AY15 and became more proficient in AY16. ABC staff came to SHSU in Feb 2016 for meetings with the Dean, School of Music, Registrar, Graduate Admissions, Financial Aid, and for two meetings with Delta. Moving the beginning of term to June 1 was discussed, but the requirement for enrollment verification and documented academic activity was prohibitive. Delta sent a representative to ABC of SHSU in Oregon in June 2016 to discuss the alignment of content and assessments into Blackboard.

AY17 Actions to Implement MA in Band Conducting

Action Description
In AY17, improve syllabi and articulation of program, especially assessment (students, courses, program). Integrate Blackboard and DegreeWorks much more significantly into the program. Complete transition of facilitation of most components of ABC to the School of Music.

A need for a clearer tasks-and-timeline for grades, comps, and graduation was identified and addressed in AY16 and should be refined in AY17. ABC of SHSU staff is planning to visit SHSU in Sept 2016 to facilitate progress on a more robust presence of ABC coursework in Blackboard. Need for improved articulation of program, courses, and assessments to address accreditation expectations was shared in face-to-face meetings in Feb and June 2016. Beginning in AY17, DegreeWorks will provide a clear guide for all students in the program. Improved reference to SHSU web-based information and use of data-related programs by ABC should continue in AY17.

3. Gradual Facilitation of ABC of SHSU through College to School of Music

KPI Description
Facilitation of ABC of SHSU to move from upper levels of the university, through the college, to the School of Music.

Results Description
Multiple goals were again determined through ABC requests of SHSU and SHSU requests of ABC, and many of the goals/requests were agreed upon and implemented.

Face-to-face meetings at SHSU in Feb 2016 with ABC were productive in addressing financial aid, application, registration, and beginning of term issues. A portal for ABC in Blackboard was discussed but did not progress to implementation in 2016. Many of the operations of ABC of SHSU was carried out by the School of Music, with oversight of, and some assistance from, the Dean's office.

American Band College Meeting Schedule 5Feb16

Discussion items-SHSU Meetings with ABC June16

AY17 Actions to Implement MA in Band Conducting

Action Description
In AY17, improve syllabi and articulation of program, especially assessment (students, courses, program). Integrate Blackboard and DegreeWorks much more significantly into the program. Complete transition of facilitation of most components of ABC to the School of Music.

A need for a clearer tasks-and-timeline for grades, comps, and graduation was identified and addressed in AY16 and should be refined in AY17. ABC of SHSU staff is planning to visit SHSU in Sept 2016 to facilitate progress on a more robust presence of ABC coursework in Blackboard. Need for improved articulation of program, courses, and assessments to address accreditation expectations was shared in face-to-face meetings in Feb and June 2016. Beginning in AY17, DegreeWorks will provide a clear guide for all students in the program. Improved reference to SHSU web-based information and use of data-related programs by ABC should continue in AY17.

II. Recruit, Retain, And Develop Highly Qualified And Successful Faculty Members.

Goal Description
The College of Fine Arts and Mass Communication will encourage and facilitate the departments of Art, Dance, Mass Communication, Music, and Theatre and Musical Theatre in attracting and maintaining quality faculties.

Related Items/Elements

A. Qualities Of Recruited And Current Faculty

Performance Objective Description
Faculty recruited to the College will have the appropriate degrees and skills to teach effectively and meet appropriate research/creative accomplishment goals in their specific discipline.

1. Faculty Rated Above Institutional IDEA Average

KPI Description
The College faculty teaching will be rated by students, using the IDEA system, as above the institutional average as measured by the IDEA summary score. Although there is realization that teaching effectiveness is an identified area of improvement, there is a desire to determine a more accurate assessment of teaching effectiveness than relying only on IDEA.

Results Description
Generally, the results indicate A16 teaching effectiveness remains at the threshold of

"appears superior" and "does not appear superior," however, the combined data indicates a slight overall drop in teaching effectiveness, and bears monitoring. With new reporting format from IDEA in AY16 that separates Face-to-Face (F2F) from Online, it is evident that students did not rate online courses as high as F2F. See attached.

IDEA narrative for CLabs 5Jul16

AY17 Faculty Quality Actions

Action Description
In AY17, monitor effectiveness of teaching data to determine if an anomaly or beginning of a pattern. Determine if reporting combined, F2F, and online separately is desired. Increase goal for faculty submission of scholarly/creative work form 90% to 91%. Continue to increase support of faculty Scholarly/Creative work.

2. Percentage Of Faculty Completing Scholarly/Creative Work

KPI Description
Tenured/tenure-track faculty members in the College complete appropriate scholarly/creative works in their specific discipline (e.g. publishing at least two scholarly pieces) within the year as reported on the FES forms. Considering scholarship/creative activity expectation and the reports from previous years, the previous goal of 80% will be increased to 90%. Significantly, departments will again be providing information disaggregated in two ways, 1) by tenured and tenure-track faculty and 2) by teaching-track and research-track faculty, which provides more meaningful data and facilitate tracking, assessing, and supporting departmental scholarly agendas.

Results Description
AY16 results indicated goal of 90% met, with slight improvement in percentages over AY15.

**********AY 16

Of the 66 total Tenured and Tenure-track faculty, 9 are teaching-track (all tenured), and 57 are research-track (32 Tenured, 25 Tenure-track).

9.40 % of Tenured Research-Track Faculty (5/30) reported only one work
84.40 % of Tenured Research-Track Faculty (23/30) reported at least 2 works
93.80 % of Tenured Research-Track Faculty (28/30) reported ANY works (1, 2, +)

12.00 % of TT Faculty (3/25) reported only one work
84.00 % of TT Faculty (19/24) reported at least 2 works
96.00 % of TT Faculty (23/24) reported ANY works (1, 2, +)

6.25 % of Tenured Research-Track Faculty (2/32) reported NO works

4.00 % of TT Faculty (1/25) reported NO works

**********AY 15

Of the 64 total Tenured and Tenure-track faculty, 10 are teaching-track (all tenured), and 54 are research-track (30 Tenured, 24 Tenure-track.

16.70 % of Tenured Faculty (5/30) reported only one work
76.70 % of Tenured Faculty (23/30) reported at least 2 works
93.30 % of Tenured Faculty (28/30) reported ANY works (1, 2, +)

16.70 % of TT Faculty (4/24) reported only one work
79.20 % of TT Faculty (19/24) reported at least 2 works
95.80 % of TT Faculty (23/24) reported ANY works (1, 2, +)

6.70 % of Tenured Research-Track Faculty (2/30) reported NO works

4.20 % of TT Faculty (1/24) reported NO works *

*TT faculty member had works in AY14 and has new work currently “in the pipeline”

Collectively, when this department reported information is compared to AY14, it should be noted that 3 Tenured faculty moved from Research to Teaching Track, which may have contributed to the increased works (2 or more) reported by Tenured faculty and (72% to 76%). TT faculty increased works (2 or more) from 70.4% to 79.2%. While still below the goal of 80%, progress is noted, particularly for Tenure-Track faculty.

**********AY 14

Of the 65 total Tenured and Tenure-track faculty, 13 are teaching-track (all tenured), and 52 are research-track (25 Tenured, 27 Tenure-track.

16% of Tenured Faculty (4) reported only one work
72% of Tenured Faculty (18) reported at least 2 works
88% of Tenured Faculty (22) reported ANY works (1, 2, +)

29.60 % of TT Faculty (8) reported only one work
70.40% of TT Faculty (19) reported at least 2 works
100.0% of TT Faculty (19) reported ANY works (1, 2, +)

12% of Tenured Research-Track Faculty (3) reported NO works
0% of TT Faculty (0/19) reported NO works

Collectively, when aggregated similarly to previous reports (FY13 and FY12), 37 of 65 COFAMC faculty (56.92%) FY14 listed at least two scholarly/creative works on their FES. This compares to 50.85 % FY13 and 59.02 % FY12, well below the target of 80%. However, removing the teaching track faculty, the number rises to 71.15%, improved but still below the 80% target

FAMC Faculty ScholarlyCreative Work 30Jun16

AY17 Faculty Quality Actions

Action Description
In AY17, monitor effectiveness of teaching data to determine if an anomaly or beginning of a pattern. Determine if reporting combined, F2F, and online separately is desired. Increase goal for faculty submission of scholarly/creative work form 90% to 91%. Continue to increase support of faculty Scholarly/Creative work.

B. Review And Improve Search, Recruiting, And Hiring Procedures (New 2014-15)

Performance Objective Description
The following procedures and timelines for searching, securing, and hiring faculty will be reviewed to identify areas for improvement: timeline; determination of departmental curriculum needs; position announcement; search/interview process; recruitment; hiring Human Resources procedures; submission of application for graduate faculty status; reporting information on new faculty. (New Objective 2014-15)

1. Search, Recruiting, And Hiring Procedures For New Faculty

KPI Description
Adherence to improvement targets related to the search, recruiting, and hiring procedures and timelines assessed and initially addressed in AY15.

Results Description
Adherence overall was improved.

Adherence to:
timelines was improved;
obtaining Dean's approval for on-campus interviews was consistent;
position announcement description and posting timeline was consistent;
paper completion expectations was consistent;
pertinent interaction between departments and Dean's office was consistent.

AY17 Action - Suspend Search, Recruit, Hire Procedures Objective

Action Description
In AY17, due to improvement in AY15 and AY16, suspend the search, recruiting, and hiring procedures Objective.

C. Increase Support Of Faculty Scholarly/Creative Work (New 2014-15)

Performance Objective Description
Investigate and develop systems and mechanisms which eliminate barriers and prioritize and nurture external funding initiatives to support faculty scholarly/creative work.

1.Number of Funding Requests Routed Through Research and Sponsored Programs

KPI Description
Encourage and track requests that are routed through Research and Sponsored Programs

Results Description
Funding requests by Art, Mass Comm, and Music (software support) were routed through Research and Sponsored Programs and approved.

AY17 Action to Support Faculty Scholarly/Creative Activity

Action Description
In AY17, sponsor additional events, continue lease of Old Town Theatre, research additional methods of support.

2. Support Development of Scholarship/Creative Activity

KPI Description
Sponsor or otherwise support events that facilitate development of scholarship/creative activity.

Results Description
In AY16, FAMC sponsored the first of two luncheons with a guest speaker from the Texas A & M Press, and FAMC also leased the Old Town Theatre to make it available creative projects.

AY17 Action to Support Faculty Scholarly/Creative Activity

Action Description
In AY17, sponsor additional events, continue lease of Old Town Theatre, research additional methods of support.

III. Promote Student Recruitment, Success, And Retention

Goal Description
The College of Fine Arts and Mass Communication will support the departments of Art, Mass Communication, Music, and Theatre and Dance in their efforts to improve student recruitment, success, and retention.

Related Items/Elements

A. Establish, Monitor, Track Attributes Of Student Quality (New 2014-15)

Performance Objective Description
The college shall support departments in determining and tracking of measures of quality of their students, identifying areas for targeted growth, which will inform recruiting efforts.

1. Attributes Of Quality Of Current And Recruited Undergraduate Students

KPI Description
Data, disaggregated by program, related to current and recruited undergraduate students which indicate measures of student quality (e.g. GPA, SAT/ACT, entrance auditions, etc.) will be reviewed to determine benchmarks for student recruitment.

Results Description
In Spring 2016, GPA data for Fall 2015 students was captured and disaggregated by program and department, and reported to department chairs.

College Dpt Prgm Data Template 1Mar16

AY17 Actions for Tracking Student Quality Attributes

Action Description
In AY17, Departments and FAMC will again capture and review student GPA, and investigate other measures of quality to capture.

2. Attributes Of Quality Of Current And Recruited Graduate Students

KPI Description
Data related to current and recruited graduate students which indicate students characteristics (e.g. new or continuing student, international students) or measures of student quality (e.g. GPA, entrance auditions, etc.) will be reviewed to determine benchmarks for student recruitment

College Dpt Prgm Data Template 1Mar16

Results Description
In Spring 2016, GPA data for Fall 2015 students was captured, disaggregated by program and department, and reported to department chairs.

AY17 Actions for Tracking Student Quality Attributes

Action Description
In AY17, Departments and FAMC will again capture and review student GPA, and investigate other measures of quality to capture.

B. Support Recruitment And Retention Of Quality Students And Support Quality Degree Plans

Performance Objective Description
The College will support the recruitment of new students matching (or exceeding) pre-determined characteristics of quality, generating and adhering to degree plans that promote success, and retaining students as majors from year to year.

1. Increase In Undergraduate Student Majors, Determine % Growth Target

KPI Description
There are increased enrollment concerns related to outgrowing resources (facilities and faculty), and balancing growth and resources is a major objective for the college. Enrollment trajectories analyzed in tandem with review of resources of individual departments help determine if growth goals should be quantitative, qualitative, or both.

Results Description
In AY16, undergraduate enrollment trajectories have changed slightly with decreases in Art and Music but with continuing increases in Dance, MCOM, and Theatre/MusTheatre.

AY17 Action for Enrollment Growth and Degree Plans

Action Description
In AY17, initiate data-informed discussions regarding numbers vs. quality in undergraduate enrollment, and determine target enrollment increase for graduate programs. Investigate disparity of rejection rates among graduate programs. Monitor graduate applicant tracking. Discuss accreditation and degree plan-related needs with departments and American Band College staff. Determine whether to delete quality degree element from objective or create separate objective.

2. Increase In Graduate Student Enrollment, Determine % Growth Target

KPI Description
Enrollment data will be reviewed to determine if the goal of a 1.5% increase in undergraduate students is appropriate, or if a different benchmark should be considered. The 1.5% growth goal was met from Spr 2010 to Spr 2012 (33.33%), and met again from Spr 2010 to Spr 2013 (74.07%). Balancing desired graduate enrollment growth and resources is a major objective for the college.

Results Description
Graduate enrollment trajectories indicate continued gradual growth in graduate programs.

AY17 Action for Enrollment Growth and Degree Plans

Action Description
In AY17, initiate data-informed discussions regarding numbers vs. quality in undergraduate enrollment, and determine target enrollment increase for graduate

programs. Investigate disparity of rejection rates among graduate programs. Monitor graduate applicant tracking. Discuss accreditation and degree plan-related needs with departments and American Band College staff. Determine whether to delete quality degree element from objective or create separate objective.

C. Strengthen Graduate Programs (New 2014-15, rev 2015-16)

Performance Objective Description
Determine areas for improvement in graduate programs.

2. Coordinate Growth Of Graduate Programs

KPI Description
To plan for improvement of growth of graduate programs, increase communication regarding graduate programs within the college and across campus, specifically the Office of Graduate Studies and the Office of the Provost, as appropriate.

Results Description
To plan for improvement of growth of graduate programs, increase communication regarding graduate programs within the college and across campus, specifically the Office of Graduate Studies and the Office of the Provost, as appropriate.

Communication regarding gradjuate programs

AY17 Action for Strengthening Graduate Programs

Action Description
In AY17, with a new Dean of Graduate Studies, increase departmental representation in the FAMC Graduate Committee and expand coordination and the contribution to the college, graduate studies, and the university.

2. Increased Inclusion Of College Graduate Committee

KPI Description
Increase the contribution of the college graduate committee in matters related to graduate programs, graduate assistantships, etc.

Results Description
In AY16, FAMC Graduate Committee again increased frequency of meetings and provided Dean with proposed criteria for determining graduate faculty that was forwarded to Graduate Studies. In coordination with Graduate coordinators and chairs, Graduate Teaching assistants taught sections of FAMC 2301 Fine Arts Seminar. Graduate Committee interviewed and selected FAMC Creative Community Graduate Assistants. Graduate applicant tracking process was standardized and refined in AY16.

AY17 Action for Strengthening Graduate Programs

Action Description

In AY17, with a new Dean of Graduate Studies, increase departmental representation in the FAMC Graduate Committee and expand coordination and the contribution to the college, graduate studies, and the university.

IV. Promote Service To The University, Community, State, and National Entities

Goal Description
The College of Fine Arts and Mass Communication will encourage, suggest, and support efforts by the departments of Art, Dance, Mass Communication, Theatre and Musical Theatre, and the School of Music to be of service to communities in and outside the university.

Related Items/Elements

A. Provide Service

Performance Objective Description
The College's faculty members and students will provide service to various entities

1. Support Academic Community Engaged Courses

KPI Description
The number of Academic Community Engagement Courses (ACE) increased from 8 in AY10 to 27 in AY15. With the expansion goal addressed, the college continue to support Academic Community Engagement Courses.

Results Description
In AY16, 23 courses were identified as approved "ACE" courses.

AY17 Actions for Providing Service

Action Description
In AY17, FAMC will investigate additional strategies to provide community service, and service to the university community. FAMC will also expand its offerings of FAMC 2301 to address increased student demand. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

2. Tracking Of Curriculum-/Course-Related Service

KPI Description
The College should maintain and update a database of course-related services provided to various entities with the assistance of the Center for Community Engagement.

Results Description
In AY16, the College maintained and updated a database of course-related services provided to various entities with the assistance of the Center for Community Engagement. This ongoing effort will facilitate assessment of strengths and weaknesses in community service. Additionally, FAMC 2301 added to the schedule as part of the Core Curriculum in AY16 and was identified as an ideal course to help prepare teacher candidates. Two MCOM courses and one Dance course was proposed and

approved for the 2014 Core Curriculum.

COFAMC_ACE_byYears
COFAMC_ACECourseDetails
COFAMC_ACECourseSemesters
COFAMC_EngagedScholars

AY17 Actions for Providing Service

Action Description
In AY17, FAMC will investigate additional strategies to provide community service, and service to the university community. FAMC will also expand its offerings of FAMC 2301 to address increased student demand. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

3. Propose Courses for the University Core Curriculum

KPI Description
The college should propose and implement appropriate coursework to enhance the 2014 Core Curriculum.

Results Description
In AY16, the college proposed two courses from Mass Communication and one from Dance that were accepted into the 2014 Core Curriculum. The college also implemented and offered FAMC 2301 Fine Arts Seminar, a new course approved for the Core, both semesters of AY16. This helped to address the need for Fine Arts courses for both the general student population and for students seeking teacher certification.

AY17 Actions for Providing Service

Action Description
In AY17, FAMC will investigate additional strategies to provide community service, and service to the university community. FAMC will also expand its offerings of FAMC 2301 to address increased student demand. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

V. Review and Improve Infrastructure and Procedures For College

Goal Description
The College of Fine Arts and Mass Communication will review and determine revisions which support the departments of Art, Dance, Mass Communication, Theatre/Musical Theatre, and the School of Music, and concurrently foster the creation and growth of the College.

Related Items/Elements

A. Review And Adjust Budget Structures (New 2014-15)

Performance Objective Description

Review and implement appropriate adjustments to budget details, process, and allocation in light of shifts in university funding.

1. Adjustments In Budget Details

KPI Description
Adjustments made in budget-related details, processes, or allocations based on review and shifts in university funding

Results Description
Clarification of student service fee and related budgets shifts - in AY16 the second of three shifts to accomplish hard-funding. Shift of funds from American Band College of SHSU to the School of Music (SOM) with second phase of related transition of facilitation of ABC through college to the SOM.

AY17 Actions related to Budget, Facilities, and Support

Action Description
In AY17, closely monitor and anticipate budget details, move plans ahead for capital projects.

Explore other expansions of FAMC beyond the SHSU Huntsville campus, and continue AY15 and AY16 expansion realized in semi-annual film workshops held at The Woodlands Campus, concert at the Mitchell Pavillion (The Woodlands) and Old Town Theatre (Huntsville). In AY 17, proceed with preliminary planning for expansion of MCOM facilities and renovation of Dan Rather Bldg. Renew discussion and analyze needs for School of Music and options for expanded facilities.

2. Plans For Capital Projects

KPI Description
Based on anticipated funding, the results of planning for capital projects for Depts of Art and MCOM, and for School of Music.

Results Description
In AY16, partnered with Residence Life in successful inaugural year of FAMC Creative Community for exclusive use by FAMC majors. Size and Scope programming completed for new Art Building and Museum. Capital project for MCOM renovation discussed in AY16. Little discussion on School of Music facility situation due to focus on other priorities.

AY17 Actions related to Budget, Facilities, and Support

Action Description
In AY17, closely monitor and anticipate budget details, move plans ahead for

In AY17, closely monitor and anticipate budget details, move plans ahead for capital projects.

Explore other expansions of FAMC beyond the SHSU Huntsville campus, and continue AY15 and AY16 expansion realized in semi-annual film workshops held at The Woodlands Campus, concert at the Mitchell Pavillion (The Woodlands) and Old Town Theatre (Huntsville). In AY 17, proceed with preliminary planning for expansion of MCOM facilities and renovation of Dan Rather Bldg. Renew discussion and analyze needs for School of Music and options for expanded facilities.

B. Develop Advisory Board

Performance Objective Description
The College will investigate developing an Advisory Board for the Dean to advise regarding alumni and donor relations.

1. Creation Of Advisory Board, Donor List,

KPI Description
Resuming meetings of the community and faculty advisory boards that were suspended in the spring of 2012 remains under consideration. Coordinating a donor list (supplied by the Development Office) with event ticketing system to facilitate improved tracking of trends and connections to patron (donors, alumni, staff, etc.) attendance.

Results Description
Investigation into the Advisory Board is ongoing.

AY17 Actions related to Advisory Board

Action Description
Continue investigation and progress into formation of advisory board.

Update to Previous (AY15) Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
SURVEY OF GRADUATES. Continue postponement of future surveys until more reliable email communication (e.g. obtaining and using alumni's preferred email address) could be established with graduates and resources in office can be allocated to manage initiative. Survey of Graduates (Undergraduate) will be shared with chairs again in AY16 for their review. Survey of Graduates (Graduate level) will again be considered for development by chairs and graduate coordinators. When surveys are resumed, shared data will inform departmental program decisions.

CONTINUE IMPLEMENTATION OF MASTER OF ARTS IN BAND CONDUCTING (NEW AY15). Continue merging of ABC with SHSU and institutionalization of program as a whole. Continue review and

improvement of syllabi to address upcoming accreditations. AY16 will be last cohort with significant degree plan exceptions due to migration from MM to MA. SHSU staff at ABC will improve data capturing and reporting skill with Cognos, use DegreeWorks to view and advise student progress, and seek to facilitate/take over appropriate tasks previously completed by SOM faculty/staff. Transition of facilitation of ABC implemented in AY15 will move towards completion in AY16.

FACULTY SCHOLARLY/CREATIVE WORK. Schedule luncheon for scholars with a representative/guest speaker from the Texas A&M. Fund lease of Old Town Theatre to make it available for creative projects. Explore external funding possibilities.

REVIEW AND IMPROVE SEARCH, RECRUITING, AND HIRING PROCEDURES (NEW 2014-15). Determine strategies and related communication for improving identified target areas in searching, recruiting, and hiring new faculty in AY16.

ESTABLISH, MONITOR, TRACK ATTRIBUTES OF STUDENT QUALITY (NEW 2014-15). The college will capture, by semester, the GPA of all students in the college, and the data will be available for future disaggregation by major and/or program.

GRADUATE PROGRAMS AND GRADUATE ENROLLMENT. Continue site-visits to ABC of SHSU location to review procedures in multiple areas to assess where additional improvements in procedures could occur. College graduate committee will meet continue meeting monthly to further address marketing, application, enrollment, and program delivery issues. Plan to align graduate programs with state needs will be revisited. Initiate and refine new graduate committee recruitment and reporting systems. Establish calendar of graduate funding approval and distribution.

EMPHASIZE COMMUNITY SERVICE. The ACE program and service emphasized at previous college faculty meetings will be highlighted in AY16 meeting. Based on the increase in ACE-designated courses it would appear that efforts to increase service have been successful and should be continued. One associate dean has familiarized himself with the ACE application process, and can encourage and assist faculty in the ACE course-designation process. Another associate dean has significant experience in the local community and can assist faculty in connecting with various sectors and entities in the community

PLAN AND DEVELOP STRUCTURE FOR CENTERS. Consider expanding reporting for centers currently in place and discuss possible need for centers to support academic work in other areas. Establish tracking and reporting structures to report growth, impact, grants received, etc. Support of current centers will receive ongoing consideration, as well as consideration of new centers proposed by departments.

EXPANDED PRESENCE OF FAMC BEYOND SHSU HUNTSVILLE CAMPUS. Continue film workshop initiative at The Woodlands Campus. Research new venues for performing and visual arts in AY16.

CAPITAL PROJECTS. Proceed with plans for new facility for Department of Art approved in AY15. Proceed with planning for expansion of MCOM facilities and renovation of Dan Rather Bldg. Analyze needs for School of Music and options for expanded facilities. Analyze needs and how GPAC space may address identified needs.

STRATEGIC INITIATIVES. Initiate call in AY16 for strategic initiatives to formalize and internalize process.

FAMC & GPAC OPERATIONAL POLICIES. With current establishment of policies, new hires, and offices constructed, objective will be suspended for possible reinstatement in future. Implementation of new ticketing system will help provide information for creation of Advisory Board. Meetings with FAMC faculty will be ongoing.

Update of Progress to the Previous Cycle's PCI

SURVEY OF GRADUATES. Survey objective suspended as objective during AY16 to support focus on other objectives.

CONTINUE IMPLEMENTATION OF MASTER OF ARTS IN BAND CONDUCTING (NEW AY15). Merging, institutionalization, and transition of program facilitation to School of Music progressed in AY16. Meetings with Delta in Feb and Jun 2016 laid foundation for improvement of syllabi to address upcoming accreditations. SHSU staff at ABC improved data capturing and reporting skill with Cognos, and took over appropriate tasks previously completed by SOM faculty/staff.

FACULTY SCHOLARLY/CREATIVE WORK. A luncheon for FAMC faculty interested in scholarly/creative work was held on May 6, 2016 with Thom Lemmon of the Texas A&M University Press (with another scheduled for Nov 13, 2016). Old Town Theatre was leased on multiple occasions in AY16, making it available for creative projects. Exploration of external funding possibilities was not productive.

REVIEW AND IMPROVE SEARCH, RECRUITING, AND HIRING PROCEDURES (NEW 2014-15). Procedures and related communication for searching, recruiting, and hiring new faculty were improved in AY16.

ESTABLISH, MONITOR, TRACK ATTRIBUTES OF STUDENT QUALITY (NEW 2014-15). In AY16, the college captured, by semester, the GPA of all students in the college, and the data was dis- aggregated by major and/or program, and shared with FAMC Department Chairs.

GRADUATE PROGRAMS AND GRADUATE ENROLLMENT. A visit from ABC staff to SHSU in Feb 2016 and a site-visit to ABC of SHSU in Oregon in June 2016 by SHSU administrators and SOM faculty provided opportunities to assess where additional improvements in procedures could occur. The College graduate committee met monthly or more. Due to transition in the Graduate Studies leadership, the plan to align graduate programs with state needs was postponed. New graduate recruitment and reporting systems were implemented. College calendar of graduate funding approval and distribution was not established.

EMPHASIZE COMMUNITY SERVICE. The ACE program was included in the Aug 2015 college faculty meeting agenda, and ACE courses continued to be offered at the AY 2015 level.

PLAN AND DEVELOP STRUCTURE FOR CENTERS. Due to other priorities, tracking and reporting structures to report growth, impact, and grants received for centers was not expanded. The new Center for Early Music was active in AY16 and the Center for Art Education was created in AY. The need for centers to support academic work in other areas was discussed.

EXPANDED PRESENCE OF FAMC BEYOND SHSU HUNTSVILLE CAMPUS. The film workshop initiative at The Woodlands Campus continued. With the exception of the holiday concert at the Cynthia Woods Mitchell Pavilion (The Woodlands), research into new venues for performing and visual arts in AY16 was not productive.

CAPITAL PROJECTS. Size and scope programming for the new Department of Art facility was completed in AY16. Initial preliminary planning for expansion of MCOM facilities and renovation of Dan Rather Bldg was undertaken. Further analysis of facility needs/options for School of Music and GPAC space was postponed due to other issues taking precedence.

STRATEGIC INITIATIVES. There was a request in AY16 for strategic initiatives to formalize and internalize process.

FAMC & GPAC OPERATIONAL POLICIES. A new assistant box-office manager and front-of-house for music was hired in AY16. A new ticketing system implemented helped provide information for creation of Advisory Board. Meetings with FAMC faculty were ongoing. This objective will be suspended and not included in the AY16 PCI for AY17.

Plan for Continuous Improvement (during AY17)

Closing Summary
Plan of items/issues to address in AY17.

AY17 Actions in Curriculum

Prepare and initiate new curriculum committee and chair in curriculum procedures and timelines. Prepare proposals for new degrees anticipated in Art. Align with CourseLeaf.

AY17 Actions to Implement MA in Band Conducting

In AY17, improve syllabi and articulation of program, especially assessment (students, courses, program). Integrate Blackboard and DegreeWorks much more significantly into the program. Complete transition of facilitation of most components of ABC to the School of Music.

A need for a clearer tasks-and-timeline for grades, comps, and graduation was identified and addressed in AY16 and should be refined in AY17. ABC of SHSU staff is planning to visit SHSU in Sept 2016 to facilitate progress on a more robust presence of ABC coursework in Blackboard. Need for improved articulation of program, courses, and assessments to address accreditation expectations was shared in face-to-face meetings in Feb and June 2016. Beginning in AY17, DegreeWorks will provide a clear guide for all students in the program. Improved reference to SHSU web-based information and use of data-related programs by ABC should continue in AY17.

AY17 Faculty Quality Actions

In AY17, monitor effectiveness of teaching data to determine if an anomaly or beginning of a pattern. Determine if reporting combined, F2F, and online separately is desired. Increase goal for faculty

submission of scholarly/creative work form 90% to 91%. Continue to increase support of faculty Scholarly/Creative work.

AY17 Action - Suspend Search, Recruit, Hire Procedures Objective

In AY17, due to improvement in AY15 and AY16, suspend the search, recruiting, and hiring procedures Objective.

Y17 Action to Support Faculty Scholarly/Creative Activity

In AY17, sponsor additional events, continue lease of Old Town Theatre, research additional methods of support.

AY17 Actions for Tracking Student Quality Attributes

In AY17, Departments and FAMC will again capture and review student GPA, and investigate other measures of quality to capture.

AY17 Action for Enrollment Growth and Degree Plans

In AY17, initiate data-informed discussions regarding numbers vs. quality in undergraduate enrollment, and determine target enrollment increase for graduate programs. Investigate disparity of rejection rates among graduate programs. Monitor graduate applicant tracking. Discuss accreditation and degree plan-related needs with departments and American Band College staff. Determine whether to delete quality degree element from objective or create separate objective.

AY17 Action for Strengthening Graduate Programs

In AY17, with a new Dean of Graduate Studies, increase departmental representation in the FAMC Graduate Committee and expand coordination and the contribution to the college, graduate studies, and the university.

AY17 Actions for Providing Service

In AY17, FAMC will investigate additional strategies to provide community service, and service to the university community. FAMC will also expand its offerings of FAMC 2301 to address increased student demand. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

AY17 Actions related to Budget, Facilities, and Support

In AY17, closely monitor and anticipate budget details, move plans ahead for capital projects.

Explore other expansions of FAMC beyond the SHSU Huntsville campus, and continue AY15 and AY16 expansion realized in semi-annual film workshops held at The Woodlands Campus, concert at the Mitchell Pavilion (The Woodlands) and Old Town Theatre (Huntsville). In AY 17, proceed with preliminary planning for expansion of MCOM facilities and renovation of Dan Rather Bldg. Renew discussion and analyze needs for School of Music and options for expanded facilities.

AY 17 Actions related to Advisory Board

Continue investigation and progress into formation of advisory board.

Assessment Plan Summary
Department: Art, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Art, Department of

Assess And Develop Curriculum

Goal Description
The Department of Art will continue to examine its curricular offerings to ensure that its degree programs provide students with structured opportunities to develop the skills, concepts, and sensitivities essential to be professional artists and designers. The curriculum will develop technical competence, a broad knowledge of art, and the ability to integrate knowledge and skills into intellectual and cultural life.

The curriculum will meet the needs of students seeking professional BFA degrees in Studio Art, Photography, Graphic Design, Computer Animation, and provide liberal arts BA degrees that combine a breadth of general studies with visual arts studies.

Related Items/Elements

Develop A Degree Program For Art Education

Performance Objective Description
The Department of Art will develop a BFA degree program with a minor in Secondary Education that leads to K-12 Teacher Certification in Art.

Create New Degree Track

KPI Description
The Department will develop a BFA degree that

• Include Art Education courses and Student Teaching that are taught and supervised by faculty with an MFA who have experience teaching Art at the K-12 level.

• Provide the student opportunities to emphasize in Graphic Design, Photography, Computer Animation, or Studio Art.

• Meets the standards of curriculum required for all Texas teacher candidates and prepares students to successfully take the TExES exam and gain all level teaching certification.

• Includes a minor in Secondary Education.

Results Description

The Department of Art has created a Clinical Assistant Professor position in Art Education and filled the position with a qualified Art Educator with an MFA.

The Department Curriculum Committee has completed a proposal for a new course ARTS 3330 Practices in Art Education. This course proposal has been submitted to the College Curriculum committee for approval. When approved, it will be required for BFA majors seeking Teaching Certification.

The Department is currently advising students seeking teaching certification to pursue a BFA in Studio Art with a minor in Secondary Education. Art students must complete Art modules in the Methods course in the College of Education to prepare for the certification test.

Student Teaching for students seeking art certification is supervised by Edie Wells in the Department of Art.

A specific BFA track for Art Ed students is being developed by the Department Curriculum committee and will be submitted for approval in the 2016-17 cycle.

ARTS3330

Develop Art Ed Degree Plan

Action Description
The Department of Art Curriculum Committee will develop a degree plan specifically for art majors minoring in Secondary Education with the intention of attaining Teaching Certification.

The degree plan will incorporate ARTS 3330 Practices in Art Education, and be flexible enough to allow the student to specialize in Graphic Design, Photography, Computer Animation, or Studio Art. The degree plan will be submitted to the FAMC College Curriculum Committee by the beginning of the Spring 17 semester.

Develop A Degree Program In Art History

Performance Objective Description
The Department of Art will develop the curriculum of the Art History program with the intention of offering a BA in Art History within the next five years.

Assess, Develop And Revise Existing Curriculum

KPI Description
The Department of Art will develop a curriculum in Art History that will

• provide students with an overview of the History of Art from Prehistoric to Contemporary Time.

• provide students with an awareness of Contemporary Art and its relationship with art of the past and with art of cultures other than their own.

• provide opportunities to study western art since the Renaissance in depth.

• provide opportunities to study non-western art in depth.

• provide opportunities to study the history of specific disciplines within art.

• teach students to analyze works of art/design perceptively and to evaluate them critically.

• develop students understanding of the common elements and vocabulary of art/design in and of the interaction of these elements and the ability to employ this knowledge in analysis.

• teach students to place works of art in historic, cultural and stylistic contexts.

Results Description
The Department of Art conducted and completed a search for new faculty in Art History with expertise in Renaissance Art History. The new tenure track faculty member will begin in Fall 2016 to teach Art History Surveys and assist existing Art History Faculty with develop of the curriculum leading to a BA in Art History.

Two new courses were developed by the Department Curriculum Committee for the planned Art History degree. ARTS 3387 Renaissance Art History and ARTS 3386 Ancient Greek and Roman Art History have been submitted to the College Curriculum Committee and will be submitted for approval to the University Curriculum committee.

ARTS3386

ARTS3387

Submit proposal for BA and offer minor online

Action Description
In the Fall 2016 semester, the Department of Art Curriculum Committee will create a proposal for a new upper level Art History course, Art History Seminar. The Committee will submit the Form B for this course along with the proposal and degree plan for a BA in Art History to the FAMC Curriculum Committee at the beginning of the Spring 16 semester.

The Department will develop a plan for the existing Art History minor that

can be completed entirely through online courses and seek approval for a new faculty member to oversee the online Art History curriculum.

Develop an MFA degree program

Performance Objective Description
The Department of Art will develop an MFA degree program in Art and Social Practice.

Curriculum Development Process

KPI Description

The Department of Art Curriculum Committee will develop a degree plan and proposed courses for a 60 hour MFA with a focus on Art and Social Practice.

Results Description
The Department of Art Curriculum Committee has created course proposals for a 60 hour Master of Fine Arts Degree in Art and Social Practices.

The Degree Plan includes courses in Art and Art History. Some of the course proposals have been submitted to the College Curriculum Committee. The Department expects the proposal for the new degree to be complete in the Fall of 2016 for submission in the next curriculum cycle.

MFADegreePlan

Complete and Submit Proposal for MFA

Action Description
The Department of Art Curriculum Committee will complete the proposal for the MFA in Art and Social Practice for submission to the FAMC College Curriculum Committee at the beginning of the Spring 17 semester.

Engage The Community With Art

Goal Description
The Department of Art will engage the local community through exhibitions, public lectures and other events that promote art and provide opportunities for art education.

Related Items/Elements

Center For Art Research And Education

Performance Objective Description
The Department will develop and institute a Center for Art Research and Education to provide funding and support for faculty research, visiting artists, and art education that benefits the local community.

Community Projects

KPI Description
The Department will develop projects that
• provide internships for graphic design students to work on design projects for local organizations.
• support the needs of families of men and women incarcerated in the criminal justice system through artistic expression.
• support the art programs of underfunded rural schools
• support creative research projects than engage artists with the local community
• partner with local organizations to provide internship opportunities for SHSU students to contribute to educational art programs.

Results Description
• The Department of Art has completed several community engaged projects and several more are in progress or planned.

• Art Faculty engaged with Hospitality House to provide art resources and volunteers to teach art to children whose parents are housed in local prison units.

• Student and Faculty members in the Drawing Club conduct ongoing drawing classes for men in a local prison unit.

• Animation Faculty and students have visited and taught workshops to students in a rural school district with limited art education resources. They have visited a local Pre-K school to conduct animation workshops. They worked with the Visitors Center of the City of Huntsville to create and educational video describing the creation of the Sam Houston Statue.

• Department Faculty taught ACE courses (Academic and Community Engagement) in Illustration, Narrative Photography, Museum and Gallery Practices, and Printmaking. These courses included projects that required the students to work with community organizations or create community based projects.

• The Department held summer camps for middle and high school students in animation and art and a Professional Development summer camp for Public School teachers who teach art.

• The Department received a $15,000 grant from the Powell Foundation to fund art education projects in the public schools and in summer camps.

• The Department hired a Graphic Design student as an intern to work on Department of Art design projects and projects for community organizations including the Make a Wish Foundation.

Promote Engaged Activities

Action Description
The Department of Art will offer ACE (Academic Community Engagement) courses in Museum and Gallery Practices, Narrative Photography, Foundations in Digital Art, Printmaking, and Computer Animation in the 2016-17 Academic Year.

The faculty sponsor and student members of The Drawing Club will, with the support of the Department of Art, offer instruction in drawing to men incarcerated in the Texas Department of Criminal Justice.

Submit Proposal to Establish Center

Action Description
The Department of Art will submit a proposal by the end of the Fall 2016 to formally establish a Center for Art Research and Education. The purpose of the Center is to support community based projects and faculty research that engages the community. The Department has several projects underway and has received grants to support Art Education projects and community engaged projects. The Department will continue to apply for grants to support these projects and seek other funding as well.

Develop A Degree Program For Art Education

Performance Objective Description
The Department of Art will develop a BFA degree program with a minor in Secondary Education that leads to K-12 Teacher Certification in Art.

Create New Degree Track

KPI Description
The Department will develop a BFA degree that

• Include Art Education courses and Student Teaching that are taught and supervised by faculty with an MFA who have experience teaching Art at the K-12 level.

• Provide the student opportunities to emphasize in Graphic Design, Photography, Computer Animation, or Studio Art.

• Meets the standards of curriculum required for all Texas teacher candidates and prepares students to successfully take the TExES exam and gain all level teaching certification.

• Includes a minor in Secondary Education.

Results Description
The Department of Art has created a Clinical Assistant Professor position in Art Education and filled the position with a qualified Art Educator with an MFA.

The Department Curriculum Committee has completed a proposal for a new course ARTS 3330 Practices in Art Education. This course proposal has been submitted to the College Curriculum committee for approval. When approved, it will be required for BFA majors seeking Teaching Certification.

The Department is currently advising students seeking teaching certification to pursue a BFA in Studio Art with a minor in Secondary Education. Art students must complete Art modules in the Methods course in the College of Education to prepare for the certification test.

Student Teaching for students seeking art certification is supervised by Edie Wells in the Department of Art.

A specific BFA track for Art Ed students is being developed by the Department Curriculum committee and will be submitted for approval in the 2016-17 cycle.

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The degree plan will incorporate ARTS 3330 Practices in Art Education, and be flexible enough to allow the student to specialize in Graphic Design, Photography, Computer Animation, or Studio Art. The degree plan will be submitted to the FAMC College Curriculum Committee by the beginning of the Spring 17 semester.

Procure Appropriate Resources To Facilitate The Academic Mission Of The Department

Goal Description
The department will monitor the classroom, laboratory, research, and out-reach (service) needs of the unit. Budget requests will reflect these needs.

Related Items/Elements

Center For Art Research And Education

Performance Objective Description
The Department will develop and institute a Center for Art Research and Education to provide funding and support for faculty research, visiting artists, and art education that benefits the local community.

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Maintain Current Facilities And Develop Plans For New Facilities

Performance Objective Description
The department will maintain it's current facilities and develop plans for new facilities scheduled to be built in five years.

Assess Current Facilities And Determine Needs

KPI Description
The department will assess its current facilities and determine the needs for future facilities based on the following standards

• Facilities, equipment, and technology must be adequate to support faculty needs, all curricular offerings, and all students enrolled in them, and be appropriately specialized for advanced work.

• Space, equipment, and technology allotted to any art/design unit function must be adequate for the effective conduct of that function.

•The number of studio and classroom spaces and the amount and availability of equipment must be adequate to serve the scope of the program and the number of students enrolled.

• Ventilation and safety treatments appropriate to art/design facilities shall be provided.

• All instructional facilities shall be accessible, safe, and secure, and shall meet the standards of local fire and health codes.

• Facilities for the instructional and administrative aspects of the art/design program should be sufficiently localized to function cohesively and effectively.

• Provision should be made for students to have access to adequate studio facilities at other than scheduled class times.

• Adequate, safe, and secure storage space should be provided for instructional equipment.

• Adequate office space for faculty and staff should be provided in close proximity to the instructional facilities.

• There should be appropriate space and equipment for the administrative functions

of the program.

• All facilities and equipment should produce an environment conducive to learning and be sufficient to enable faculty and students to focus on academic and artistic endeavors.

Results Description
At the beginning of the Fall 2015 semester, plans for a new complex to house the Foundations Program, Computer Animation, Graphic Design, Photography and Studio Art were approved.

A faculty retreat was held in the Fall 2015 to initiate plans and focus groups from each area were appointed. Several meetings were held with focus groups from each area and a programming document was completed and approved.

Newly renovated space was completed for the Photography program, just prior to the beginning of the fall 2015 semester. Art Buildings B and G were vacated and the darkroom and digital photo labs were relocated to the space in ABIII. All standards related to ventilation and safety are met in the renovated space.

SHSU Art Complex PoR (03.2016 draft)

Select Architect and Approve Plans

Action Description
The Department of Art will rely on Facilities Management to send out a Request for Qualifications to Architects by November 2017. The Department will work with Facilities Management to select an Architect and approve plans for a new facility that fulfills the programming needs outlined in the Program Requirements.

Student Recruitment

Goal Description
The Department will recruit qualified and exceptional students.

Related Items/Elements
Recruit Qualified And Exceptional Students

Performance Objective Description
The Department will market the art program to area high schools, develop a recruitment plan, and redesign and update the departmental website.

Recruitment Standards

KPI Description

The Department of Art will develop materials to promote its programs and increase enrollment.• Communications with prospective students and parents will be accurate and presented with integrity.• The department will recruit and admit students only to programs or curricula for which they show aptitudes and prospects for success.• The department will send informational material in the form of brochures and/or posters to high schools and community colleges throughout the state of Texas.• The department will develop a plan to recruit students from Arts Magnet Schools in major metropolitan areas in the state.

Results Description

• The Department has updated and added brochures to advertise all of the degree programs offered by the department.

• Promotional materials have been sent to all the high schools in Texas.

• The Department Chair, a Graphic Design Faculty, and students from each of the 4 degree areas spent a day at Conroe High School visiting with all of the art classes and other students who were interested in art programs.

• The Department has promoted the Weldon Hall Scholarship to incoming freshman and awarded it to a student based on a portfolio of artwork submitted.

• The Department received a grant to develop promotional material specifically for the Photography Program and is developing material for distribution next year.

• The Department has not developed a plan for recruiting from the Arts Magnet Schools. This plan will be revisited along with plans for increasing recruitment efforts to all High Schools in 2016-17.

Recruitment

Action Description

• The Department of Art will send faculty representatives to Houston's High School for Performing and Visual Arts to review student portfolios in the Fall 2016.

• The Department of Art will contact all high school art teachers in the Region and invite them to visit and tour our facilities and galleries.

• The Department of Art will develop informational materials for recruitment including a mail-able poster that describes our curriculum and promotes our programs.

• The Department of Art will survey High Schools in the state to determine the feasibility and develop a plan for an 'Art Day' for high school students. High schools will be invited to attend and participate in activities in the Department once a year.

• The Department of Art will continue to present information and tours to High School students during Saturday at Sam.

• The Department of Art will participate in portfolio reviews at the VASE exhibition of High School Students at the Texas Art Education Association.

Update to Previous Cycle's Plan for Continuous Improvement

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

The Department of Art will begin planning for new facilities beginning Fall 2015. Funding for a new building has been approved and the needs based on existing programs and planned programs will be determined by mid-semester Fall 2015. The Department expects to occupy the new facility in Spring 2019.

The Department will propose a new MFA program in interdisciplinary Studio Art and develop curriculum for that program to begin in Fall 2019.

The Department will develop and propose the curriculum for a BFA with Teaching Certification to begin Fall 2017.

The Department will develop and propose the curriculum for a BA in Art History to begin Fall 2017 or 2018, and will seek two new Art Historians. One Art Historian will have expertise in a non-western or global area of Art History and one will have expertise in developing online courses.

Update of Progress to the Previous Cycle's PCI

The Department worked with facilities and programming consultants to complete the programming plans and needs for a new art complex. A document describing the facility has been completed and a request for qualifications is being made public. The Department plans to secure an architecture firm and the date of occupation for the new complex is now expected to be Fall 2019.

The Curriculum Committee has developed course proposals for new courses in Art History, Art Education, and for an MFA in Art and Social Practice. These degree proposals are in the process of development and should be submitted into the curriculum approval cycle next year.

The Department has hired new tenured track faculty in Art History and Graphic Design, and a new Clinical Assistant Professor in Art Education to support the curriculum development goals.

Goals for 2016-17

Closing Summary

The Department of Art will finalize the curriculum proposals for the BA in Art History, the BFA with Teaching Certification, and the MFA in Art and Social Practice.

The Department will select an architect and a plan for a new Fine Arts Complex to be completed by Fall 2019.

The Department will request a new faculty line in Art History to oversee and develop online courses.

The Department of Art will apply for grants and seek external funding for programs that enhance Art Education in the Community.

The Department will develop a strategy for recruiting qualified students in an effort to increase enrollment.

Assessment Plan Summary
Department: Art (Gaddis Geeslin Gallery)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Art, Department of

Art (Gaddis Geeslin Gallery)

Community Engagement

Goal Description
The Gaddis Geeslin Gallery will educate and engage the local community with exhibitions of contemporary art and interactions with artists.

Related Items/Elements
Exhibit Art From Around The United States

Performance Objective Description
The Gaddis Geeslin Gallery will host exhibitions of contemporary art in a variety of medium by artists from diverse backgrounds from all over United States. The exhibitions will be open to the public. University faculty, staff, students and members of the local community will be encouraged to attend.

Schedule Significant Exhibitions By Nationally Recognized Artists

KPI Description
The Gallery Committee will draw on their knowledge and expertise to invite recognized artists from across the country to exhibit at the Gaddis geeslin gallery. The committee will organize exhibitions that will include artists working in Photography, sculpture, performance and video, and mixed media installations. Each exhibition will be accompanied by scheduled artists' lectures, workshops, and critiques by the visitiing artists.

The Gallery Committee will advertise the events and promote opportunities for the local and university communities to interact with the art and the artists.

Results Description
The Gaddis Geeslin Gallery held 2 exhibits in the Fall 2015 of works by Nationally Recognized Artists.

Still Summer, curated by Dr. Melissa Mednicov included works by Houston artists Debra Barerra and Kelly O'Connor. Dr. Mednicov wrote an essay to accompany the exhibit which was published in the exhibition brochure. See attachment.

Oogly Boogly was an exhibition of works by Lauren Clay, Shaun Griffiths,

Heather Joy Puskarich, and Jessica Simorte, all recently hired adjuncts who moved from around the U.S. to teach at SHSU. Their nationally recognized and exhibited works included Photography, Video, Painting and ceramics.

The Gaddis Geeslin exhibition calendar is attached.

2015-16Calendar

StillSummer_brochure

Exhibitions, Lectures and Workshops

Action Description
The Gaddis Geeslin Gallery will schedule 2 group exhibitions in the Fall 2016 of work by contemporary artists who have been exhibiting work nationally and internationally.

In conjunction with these exhibitions, artists will be invited to campus to give public lectures and gallery talks about their work, to review and critique the work of SHSU students, and to give workshops in their area of expertise.

All of these events will be promoted to the community through email newsletters, social media, and printed matter.

Faculty Exhibitions

Performance Objective Description
The Gaddis Geeslin Gallery will exhibit and promote the creative research of Art Department faculty.

Faculty Exhibitions

KPI Description
Art Department Faculty will exhibit art works that are the result of their current creative research. Due to the increasing number of Art Faculty and the large scale of much of the work, the
Annual Faculty Exhibit will include work by half of the faculty each year. Each faculty member will be included in the faculty exhibit every other year.

Results Description
The 56th Annual Faculty Exhibit was held in the Gaddis Geeslin Gallery January 25-March 3, 2016.

The exhibit included recent works by Professors Ron Hollingshead, Daniel McFarlane, Pat Lawler, Meliissa Glasscock, Edward Morin, Valerie Powell, Tudor Mitroi, Martin Amorous, Edie Wells, and Chris Cascio.

A brochure was published to accompany the exhibit and included images of the

works. It is attached.

A panel discussion was held in the Art Auditorium on January 28, to provide faculty the opportunity to discuss their work with the public. The panel was moderated by Dr. Melissa Mednicov and included, Pat Lawler, Daniel McFarlane, Valerie Powell and Edward Morin. The auditorium which seats 100 was filled and about 20 people were standing in the aisles.

DepartmentofArt_FacultyBrochure_crop

Schedule Faculty Exhibition

Action Description
The Department of Art will schedule the 57th Annual Faculty Exhibit January 30 - March 3, 2017.

The Exhibit will include work by half of the current Department of Art faculty in Photography, Computer Animation, Studio Art and Graphic Design.

Public Lectures in the form of panel discussions and gallery talks with faculty will be held on February 2 and March 2, 2016 5-6pm. The local and university communities will be invited.

Interaction With Community

Performance Objective Description
The Gaddis Geeslin Gallery will provide opportunities for interactions between the local community and artists, and increase community participation in events, and actively educate the public about art.

Promote Student Work In The Community

KPI Description
The Gaddis Geeslin Gallery will exhibit student work off campus and engage the community in exhibitions and interactions with artists.

Results Description

SatelliteFall15

SatelliteSp16

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury

the work.

The Satellite Gallery will have 2 or 3 person exhibits of work by students in ARTS 4315 Professional Practices. Students in ARTS 4317 Museum and Gallery Practices will curate and mount an exhibition of work by students in ARTS 4311 Advanced Studio at the Satellite Gallery. The Satellite Gallery will accept proposals from upper level students for solo and group shows. The Satellite Gallery will host an exhibition of photography by alumni from the 1970s in the Fall 2016.

Museum and Gallery Practices students will organize a juried exhibition of student work based on the University Common Reader in the Fall 2016 at the LSC Gallery.

The SOFA Gallery in the Department of Art will exhibit outstanding student works from the BFA Review, works from Beginning Drawing, and works from Ceramics and Printmaking.

WASH will hold an exhibition of "WASH Greatest Hits" in the WASH Building at the conclusion of every long semester. At mid-semester, WASH students will exhibit large inflatable sculptures on the campus mall.

In the Summer 2017, a Beginning Sculpture class will create outdoor public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Student Exhibitions

Performance Objective Description
The Gaddis Geeslin Gallery will exhibit and promote the work of students in the Art Department.

Graduating Senior Exhibition

KPI Description
The Gallery Committee will schedule Graduating Senior Exhibitions during finals week of Fall 2014 and Spring 2015, and a Graphic Design Senior Exhbition to be held at the end of the Spring 2015 semester. The student work will demonstrate and be used to evaluate:

- a proficiency in skills and techniques related to the medium used in the artwork.
- the student's ability to produce a cohesive body of work.
- the student's ability to express a concept through a work of art.

• an awareness of contemporary art and its relation to art history.

Results Description
The *Studio Art, Photography and Animation Senior Show* was held during finals week in the Gaddis Geeslin Gallery in the Fall 2015 and Spring 2016 semesters on December 7-12, 2015, and May 2-7, 2016. Works by all graduating seniors in Photography, Animation and Studio Art BFA programs were included.

The Graphic Design Senior Show was held April 18-21, 2016 and included Graphic Design students enrolled in ARTS 4323 Senior Studio in Graphic Design. Students exhibited portfolios of work which were juried by Brian Campbell, the creative director at the Woodlands based design studio M2 The Agency, which specializes in creative work, marketing, and production.

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury the work.

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In the Summer 2017, a Beginning Sculpture class will create outdoor

public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Juried Exhibition

KPI Description
The Gallery Committee will schedule the 16th annual Juried Student Exhibition for Spring 2015. A professional artist or arts professional with a national reputation will be invited to select award winning student work and to give a public lecture in conjunction with the exhibition. Every full time art student will be allowed to submit up to 3 artworks in any medium. The juror will choose artworks to be in an exhibition. Awards will be given to Best of Show, First Place, Second Place, Third Place, Honorable Mentions, and People's Choice. The artwork will be selected based on • craftsmanship• originality• content• other criteria determined by the juror

Results Description
The 17th Annual Juried Student Exhibit was held March 28-April 7, 2016.

48 works by students in Photography, Painting, Drawing, Sculpture, Ceramics, Printmaking and Animation were selected. The juror was Christina Rees, editor of *Glasstire*, an online journal of Texas Visual Art.

Over $2000 were awarded to students based on the juror's recommendations.

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Promote Student Work In The Community

KPI Description
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Results Description

SatelliteFall15

SatelliteSp16

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Visiting Artists And Professionals

Performance Objective Description
The gallery will host visiting artists and professionals to lecture, curate exhibitions, demonstrate media and methods, and critique student work.

Visiting Artists And Professionals

KPI Description
The gallery will invite visiting artists to campus. Visiting artists will give lectures and/or demonstrations that are open and promoted to University faculty, staff, and students and to the community at large.
The Visiting Artists will be selected by the Gallery committee in conjunction with exhibition proposals and from faculty recommendations.
Artists will be chosen based on:
• national reputation.
• perceived benefit to Art Department students.
• perceived benefit to the local community in terms of enhancing awareness of contemporary art.

Results Description
The Gaddis Geeslin Gallery sponsored nine lectures by eight visiting artists during the 2015-16 academic year, in conjunction with exhibitions in the gallery.

In addition to the artist's lectures a visiting scholar, Leigh Arnold, visited and gave a lecture entitled *Texas as non-Site: Robert Smithson's Unfinished Works in the Lone Star State,* and art's writer Christina Rees gave a lecture while she was visiting to jury the student exhibition.

2015-16Calendar

Exhibitions, Lectures and Workshops

Action Description
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In conjunction with these exhibitions, artists will be invited to campus to give public lectures and gallery talks about their work, to review and critique the work of SHSU students, and to give workshops in their area of expertise.

All of these events will be promoted to the community through email newsletters, social media, and printed matter.

Exhibit Contemporary Art And Creative Research

Goal Description
The Gaddis Geeslin Gallery will be an accessible and vital contemporary arts venue for the University and the local community and will exhibit and promote the creative research of Art Department faculty and students.

Related Items/Elements
Exhibit Art From Around The United States

Performance Objective Description
The Gaddis Geeslin Gallery will host exhibitions of contemporary art in a variety of medium by artists from diverse backgrounds from all over United States. The exhibitions will be open to the public. University faculty, staff, students and members of the local community will be encouraged to attend.

Schedule Significant Exhibitions By Nationally Recognized Artists

KPI Description
The Gallery Committee will draw on their knowledge and expertise to invite recognized artists from across the country to exhibit at the Gaddis geeslin gallery. The committee will organize exhibitions that will include artists working in Photography, sculpture, performance and video, and mixed media installations. Each exhibition will be accompanied by scheduled artists' lectures, workshops, and critiques by the visitiing artists.

The Gallery Committee will advertise the events and promote opportunities for the local and university communities to interact with the art and the artists.

Results Description
The Gaddis Geeslin Gallery held 2 exhibits in the Fall 2015 of works by Nationally Recognized Artists.

Still Summer, curated by Dr. Melissa Mednicov included works by Houston artists Debra Barerra and Kelly O'Connor. Dr. Mednicov wrote an essay to

accompany the exhibit which was published in the exhibition brochure. See attachment.

Oogly Boogly was an exhibition of works by Lauren Clay, Shaun Griffiths, Heather Joy Puskarich, and Jessica Simorte, all recently hired adjuncts who moved from around the U.S. to teach at SHSU. Their nationally recognized and exhibited works included Photography, Video, Painting and ceramics.

The Gaddis Geeslin exhibition calendar is attached.

2015-16Calendar

StillSummer_brochure

Exhibitions, Lectures and Workshops

Action Description
The Gaddis Geeslin Gallery will schedule 2 group exhibitions in the Fall 2016 of work by contemporary artists who have been exhibiting work nationally and internationally.

In conjunction with these exhibitions, artists will be invited to campus to give public lectures and gallery talks about their work, to review and critique the work of SHSU students, and to give workshops in their area of expertise.

All of these events will be promoted to the community through email newsletters, social media, and printed matter.

Faculty Exhibitions

Performance Objective Description
The Gaddis Geeslin Gallery will exhibit and promote the creative research of Art Department faculty.

Faculty Exhibitions

KPI Description
Art Department Faculty will exhibit art works that are the result of their current creative research. Due to the increasing number of Art Faculty and the large scale of much of the work, the
Annual Faculty Exhibit will include work by half of the faculty each year. Each faculty member will be included in the faculty exhibit every other year.

Results Description
The 56th Annual Faculty Exhibit was held in the Gaddis Geeslin Gallery January 25-March 3, 2016.

The exhibit included recent works by Professors Ron Hollingshead, Daniel McFarlane, Pat Lawler, Meliissa Glasscock, Edward Morin, Valerie Powell,

Tudor Mitroi, Martin Amorous, Edie Wells, and Chris Cascio.

A brochure was published to accompany the exhibit and included images of the works. It is attached.

A panel discussion was held in the Art Auditorium on January 28, to provide faculty the opportunity to discuss their work with the public. The panel was moderated by Dr. Melissa Mednicov and included, Pat Lawler, Daniel McFarlane, Valerie Powell and Edward Morin. The auditorium which seats 100 was filled and about 20 people were standing in the aisles.

DepartmentofArt_FacultyBrochure_crop

Schedule Faculty Exhibition

Action Description
The Department of Art will schedule the 57th Annual Faculty Exhibit January 30 - March 3, 2017.

The Exhibit will include work by half of the current Department of Art faculty in Photography, Computer Animation, Studio Art and Graphic Design.

Public Lectures in the form of panel discussions and gallery talks with faculty will be held on February 2 and March 2, 2016 5-6pm. The local and university communities will be invited.

Interaction With Community

Performance Objective Description
The Gaddis Geeslin Gallery will provide opportunities for interactions between the local community and artists, and increase community participation in events, and actively educate the public about art.

Promote Student Work In The Community

KPI Description
The Gaddis Geeslin Gallery will exhibit student work off campus and engage the community in exhibitions and interactions with artists.

Results Description

SatelliteFall15

SatelliteSp16

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried

Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury the work.

The Satellite Gallery will have 2 or 3 person exhibits of work by students in ARTS 4315 Professional Practices. Students in ARTS 4317 Museum and Gallery Practices will curate and mount an exhibition of work by students in ARTS 4311 Advanced Studio at the Satellite Gallery. The Satellite Gallery will accept proposals from upper level students for solo and group shows. The Satellite Gallery will host an exhibition of photography by alumni from the 1970s in the Fall 2016.

Museum and Gallery Practices students will organize a juried exhibition of student work based on the University Common Reader in the Fall 2016 at the LSC Gallery.

The SOFA Gallery in the Department of Art will exhibit outstanding student works from the BFA Review, works from Beginning Drawing, and works from Ceramics and Printmaking.

WASH will hold an exhibition of "WASH Greatest Hits" in the WASH Building at the conclusion of every long semester. At mid-semester, WASH students will exhibit large inflatable sculptures on the campus mall.

In the Summer 2017, a Beginning Sculpture class will create outdoor public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Student Exhibitions

Performance Objective Description
The Gaddis Geeslin Gallery will exhibit and promote the work of students in the Art Department.

Graduating Senior Exhibition

KPI Description
The Gallery Committee will schedule Graduating Senior Exhibitions during finals week of Fall 2014 and Spring 2015, and a Graphic Design Senior Exhbition to be held at the end of the Spring 2015 semester. The student work will demonstrate and be used to evaluate:

• a proficiency in skills and techniques related to the medium used in the artwork.

• the student's ability to produce a cohesive body of work.
• the student's ability to express a concept through a work of art.
• an awareness of contemporary art and its relation to art history.

Results Description
The *Studio Art, Photography and Animation Senior Show* was held during finals week in the Gaddis Geeslin Gallery in the Fall 2015 and Spring 2016 semesters on December 7-12, 2015, and May 2-7, 2016. Works by all graduating seniors in Photography, Animation and Studio Art BFA programs were included.

The Graphic Design Senior Show was held April 18-21, 2016 and included Graphic Design students enrolled in ARTS 4323 Senior Studio in Graphic Design. Students exhibited portfolios of work which were juried by Brian Campbell, the creative director at the Woodlands based design studio M2 The Agency, which specializes in creative work, marketing, and production.

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury the work.

The Satellite Gallery will have 2 or 3 person exhibits of work by students in ARTS 4315 Professional Practices. Students in ARTS 4317 Museum and Gallery Practices will curate and mount an exhibition of work by students in ARTS 4311 Advanced Studio at the Satellite Gallery. The Satellite Gallery will accept proposals from upper level students for solo and group shows. The Satellite Gallery will host an exhibition of photography by alumni from the 1970s in the Fall 2016.

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In the Summer 2017, a Beginning Sculpture class will create outdoor public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Juried Exhibition

KPI Description
The Gallery Committee will schedule the 16th annual Juried Student Exhibition for Spring 2015. A professional artist or arts professional with a national reputation will be invited to select award winning student work and to give a public lecture in conjunction with the exhibition. Every full time art student will be allowed to submit up to 3 artworks in any medium. The juror will choose artworks to be in an exhibition. Awards will be given to Best of Show, First Place, Second Place, Third Place, Honorable Mentions, and People's Choice. The artwork will be selected based on • craftsmanship• originality• content• other criteria determined by the juror

Results Description
The 17th Annual Juried Student Exhibit was held March 28-April 7, 2016.

48 works by students in Photography, Painting, Drawing, Sculpture, Ceramics, Printmaking and Animation were selected. The juror was Christina Rees, editor of *Glasstire*, an online journal of Texas Visual Art.

Over $2000 were awarded to students based on the juror's recommendations.

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury the work.

The Satellite Gallery will have 2 or 3 person exhibits of work by students in ARTS 4315 Professional Practices. Students in ARTS 4317 Museum and Gallery Practices will curate and mount an exhibition of work by students in ARTS 4311 Advanced Studio at the Satellite Gallery. The Satellite Gallery will accept proposals from upper level students for solo and group shows. The Satellite Gallery will host an exhibition of photography by alumni from the 1970s in the Fall 2016.

Museum and Gallery Practices students will organize a juried exhibition of student work based on the University Common Reader in the Fall

2016 at the LSC Gallery.

The SOFA Gallery in the Department of Art will exhibit outstanding student works from the BFA Review, works from Beginning Drawing, and works from Ceramics and Printmaking.

WASH will hold an exhibition of "WASH Greatest Hits" in the WASH Building at the conclusion of every long semester. At mid-semester, WASH students will exhibit large inflatable sculptures on the campus mall.

In the Summer 2017, a Beginning Sculpture class will create outdoor public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Promote Student Work In The Community

KPI Description
The Gaddis Geeslin Gallery will exhibit student work off campus and engage the community in exhibitions and interactions with artists.

Results Description

SatelliteFall15
SatelliteSp16

Schedule Student Exhibitions

Action Description
The Gaddis Geeslin Gallery will schedule the 18th Annual Juried Student Exhibit March 27-April 14, 2017.

Nathaniel Donnet, an artist and writer in Houston will be invited to Jury the work.

The Satellite Gallery will have 2 or 3 person exhibits of work by students in ARTS 4315 Professional Practices. Students in ARTS 4317 Museum and Gallery Practices will curate and mount an exhibition of work by students in ARTS 4311 Advanced Studio at the Satellite Gallery. The Satellite Gallery will accept proposals from upper level students for solo and group shows. The Satellite Gallery will host an exhibition of photography by alumni from the 1970s in the Fall 2016.

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In the Summer 2017, a Beginning Sculpture class will create outdoor public sculpture to be exhibited on the lawn outside of the FAMC Creative Community residence hall.

Visiting Artists And Professionals

Performance Objective Description
The gallery will host visiting artists and professionals to lecture, curate exhibitions, demonstrate media and methods, and critique student work.

Visiting Artists And Professionals

KPI Description
The gallery will invite visiting artists to campus. Visiting artists will give lectures and/or demonstrations that are open and promoted to University faculty, staff, and students and to the community at large.
The Visiting Artists will be selected by the Gallery committee in conjunction with exhibition proposals and from faculty recommendations.
Artists will be chosen based on:
• national reputation.
• perceived benefit to Art Department students.
• perceived benefit to the local community in terms of enhancing awareness of contemporary art.

Results Description
The Gaddis Geeslin Gallery sponsored nine lectures by eight visiting artists during the 2015-16 academic year, in conjunction with exhibitions in the gallery.

In addition to the artist's lectures a visiting scholar, Leigh Arnold, visited and gave a lecture entitled *Texas as non-Site: Robert Smithson's Unfinished Works in the Lone Star State,* and art's writer Christina Rees gave a lecture while she was visiting to jury the student exhibition.

2015-16Calendar

Exhibitions, Lectures and Workshops

Action Description
The Gaddis Geeslin Gallery will schedule 2 group exhibitions in the Fall 2016 of work by contemporary artists who have been exhibiting work nationally and internationally.

In conjunction with these exhibitions, artists will be invited to campus to give public lectures and gallery talks about their work, to review and critique the work of SHSU students, and to give workshops in their area of expertise.

All of these events will be promoted to the community through email newsletters, social media, and printed matter.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The Gaddis Geeslin Gallery and the Department of Art will seek funding for a part time staff person to coordinate the artists and exhibits that the Gallery Committee select. The staff person will also train and supervise student interns who work in the Gallery.

Update of Progress to the Previous Cycle's PCI
The Department of Art has hired a permanent part time Gallery Technician to oversee the operations of the department run galleries and the student workers.

Schedule and Promote the 2016-17 Exhibition Schedule

Closing Summary
The Gallery Committee of tenured and tenure track faculty will continue to select exhibitions and work with the staff person to schedule exhibitions of work by faculty, students, and professional artists from around the U.S.

The committee will schedule 2 exhibits by professional artists in the Fall 2016 and publish exhibition brochures to accompany the shows.

The committee will schedule public lectures by exhibiting artists and by a reputable scholar in art history or theory.

The committee will select a juror who is a professional in the arts to jury an exhibition of student work and to give a public lecture. The committee will schedule and promote exhibitions of student work in downtown Huntsville at the SHSU Student Satellite Gallery.

Assessment Plan Summary
Department: Theatre and Musical Theatre, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Fine Arts and Mass Communication, College of

Theatre and Musical Theatre, Department of

Continue Application For NAST

Goal Description
The department has completed the self study for certification by NAST. Submission of the self study will occur in Spring 2017.

Related Items/Elements
The Department Of Theatre & Musical Theatre Will Be Certified By NAST

Performance Objective Description
A departmental self study has been completed to assess the strengths, weaknesses, and needs as they currently stand in the Department of Theatre & Musical Theatre

NAST review

KPI Description
One of the co-authors of the NAST document received a sabbatical to Prague in the Spring '16 semester, because of his absence both the department and the NAST accrediting review team agreed that the on site visitation would best be served in the following year.

Results Description
This process is on hold until 2016-2017 academic year.

On sight evaluation by NAST

Action Description
After completing the NAST self study, the organization has been contacted to schedule an on sight review of the department and its programs. The target is fall of 2016 or early spring 2017.

Preparing students for success

Goal Description
The department strives to prepare a student for the professional world upon graduation. It will monitor the progress of the student throughout his/her career.

Related Items/Elements

Academic and program appropriate student placement

Performance Objective Description
The department has in place three emphasis: Acting/ Directing, Design/Tech and Musical Theatre. A student can also have a minor that provides the opportunity to earn teaching certification in either of the first two areas. The faculty believes that many of our present students would benefit by an additional emphasis that will allow a student more flexibility in their undergraduate study of theatre.

Development of a theatre emphasis

KPI Description
The department has reworked the theatre requirements to accommodate students that wish to have a more rounded undergraduate education in theatre. This emphasis will carry equal weight in all areas of theatre: acting, design, technology, history/criticism, and directing instead of the tight focus of the other emphasis that are already recognized by the University. The goal is to provide a place, in particular for stage managers, playwrights and those interested in secondary education as well as those students who have interests that cross between the other emphasis.

BFA in Theatre

Results Description
The department has submitted the proposed emphasis in Theatre to the upper administration and is waiting for approval to implement.

Creation of new emphasis

Action Description
The department has reworked the theatre requirements to accommodate students that wish to have a more rounded undergraduate education in theatre. This emphasis will carry equal weight in all areas of theatre: acting, design, technology, history/criticism, and directing instead of the tight focus of the other emphasis that are already recognized by the University. The goal is to provide a place, in particular for stage managers, playwrights and those interested in secondary education as well as those students who have interests that cross between multiple emphasis. The department has submitted the reworked emphasis to the University and is waiting for final approval.

Theatre emphasis integration

Action Description
The department will utilize the reworked emphasis in theatre to guide those students who do not readily fit into the existing emphasizes into a more successful path of study upon its approval by upper administration.

Student preparedness

Performance Objective Description
The department of Theatre and Musical Theatre holds juries at the end of every semester in order to evaluate the progress of its students.

Assessment of Student Academic Success

KPI Description
Faculty in the direct specialties that the students are exploring will sit on the jury for that student. At all times, at least two faculty will be involved in the assessment process. Part of the jury involves an interview with the student. Students are encouraged to meet with their faculty advisor for further clarification of progress.

The department has set a goal of 90% of the students in the program to be deemed ready for the professional world upon graduation. Each area of study within the department varies with its success of this goal. The jury process at the end of the spring semester rates the student on their progress based on their academic classification.

Results Description
Musical Theatre students have been assessed at 80-95% successful within their classification. The low end has been in the dance area. This area of our program continues to struggle with continuity of instructors. 90-95% of the students have been deemed classification level successful.

Acting students have been found to be 80% ready by classification level to be proficient. This is the largest group within the department. The jury assessment at the end of the semesters has been put into place to help raise the success of the students in this area.

Design/Tech students have been assessed to be 85% ready by classification level to be proficient. The jury assessment continues to raise this number.

Student success

Action Description
The department will continue to utilize the jury system of evaluation at the end of each long semester as this has proven to aid the student in understanding their development in the program.

Development of a theatre emphasis

KPI Description
The department has reworked the theatre requirements to accommodate students that

wish to have a more rounded undergraduate education in theatre. This emphasis will carry equal weight in all areas of theatre: acting, design, technology, history/criticism, and directing instead of the tight focus of the other emphasis that are already recognized by the University. The goal is to provide a place, in particular for stage managers, playwrights and those interested in secondary education as well as those students who have interests that cross between the other emphasis.

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Theatre emphasis integration

Action Description
The department will utilize the reworked emphasis in theatre to guide those students who do not readily fit into the existing emphasizes into a more successful path of study upon its approval by upper administration.

Procure Appropriate Resources To Facilitate The Academic Mission Of The Department

Goal Description
The department will monitor the classroom, laboratory, research, and out-reach (service) needs of the unit. Budget requests will reflect these needs.

Related Items/Elements
Ongoing Assessment Of Departmental Needs

Performance Objective Description
Continual monitoring of the financial needs for classroom, laboratory services, outreach, research and recruitment will be monitored in order to make appropriate budget requests

Resource adjustment

KPI Description
Working with the same budget for the past 3 years, the department must fund office needs, classroom supplies (these vary depending on the semester especially in the area of tech theatre where some classes require small amounts of financial support while others require $500 or more. The nature of those classes are best served by bulk purchasing rather than by an individual student.), student payroll in particular to support the productions produced by our department, the cost of producing and mounting theatrical productions, faculty travel and student recruitment. The cost of producing our shows has increased, but our budgets in this area have not. The cost of a piece of lumber has more than doubled in the last 10 years and the cost of fabric has increased by about 30%. The minimum wage has increased in the past 5 years but our budget for our student payroll has not, causing us to reduce the number of hours the students can work. We continuously work towards creative solutions with funding that covers less.

Results Description
The department has shifted funds from various areas to adjust for the lack of funds in other areas. Work study students have been utilized revealing some of the stress on the student payroll budget although finding students that are proficient in carpentry, electric,or sewing skills and that also qualify for work study is difficult and sometimes impossible. Faculty pay for some of the costs related to student recruitment and travel. Faculty and staff buy items for productions and then donate them to the department.

Assessment of departmental needs

Action Description
Personnel and financial resources continue to be stretched in order maintain a successful program. The department will continue to creatively search for funding and monies especially for student scholarships so as to attract high caliber students into the program. Fund raising in conjunction with University Advancement are being researched both to provide scholarships and to underwrite some of the production needs.

Fund raising

Action Description
The UIL one act workshop held by the department each spring continues to bring scholarship funds in. This will continue. The scholarship gala, having not reached its goal, will be reorganized with a broader inclusion of faculty involvement. This includes a reworking of our guest list and looking for new potential donors.

Raise $43, 000 For Scholarships

Performance Objective Description
Increase funds raised for scholarships.

Monies Raised Through Gala And UIL One Act Play Workshop

KPI Description

Through a yearly gala (a night of entertainment and auctions of donated goods) held in the fall semester, the department works to raise funds for scholarships for majors. This involves all faculty, staff and students within the department.

The directing faculty and technical students provide a week of workshops in March for area high schools that pay a fee for a review of their UIL one act play submissions.

Results Description
Netted approximately $15,000 from Gala and $2400 for UIL One Act Play Workshop.

Fund raising

Action Description
The UIL one act workshop held by the department each spring continues to bring scholarship funds in. This will continue. The scholarship gala, having not reached its goal, will be reorganized with a broader inclusion of faculty involvement. This includes a reworking of our guest list and looking for new potential donors.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The Nast self study has been extremely helpful in assessing programmatic needs. NAST has received our finished report and has scheduled a tentative visitation.

Each scholarship gala is reviewed at its conclusion as well as other fundraising events to assess effectiveness. This will continue for 2015-2016.

Update of Progress to the Previous Cycle's PCI
NAST has been put on hold until the 2016-2017 academic year due to the sabbatical of one of its authors. Fund raising continues to be reviewed.

Plan for Continuous Improvement

Closing Summary
Recruitment efforts across Texas by attending various high school and junior college festivals provides department visibility. Continued performance at Kennedy Center American College Theatre Festival and the United States Institute for Theatre Technology- Southwest provides opportunity for our faculty and students to showcase the department regionally.

The department is anticipating the schduled on site visit by NAST in April 2017.

Academic Assessment is particularly important for our department's progress. The department has

reworked the theatre requirements to accommodate students that wish to have a more rounded undergraduate education in theatre. This emphasis will carry equal weight in all areas of theatre: acting, design, technology, history/criticism, and directing instead of the tight focus of the other emphasis that are already recognized by the University. The goal is to provide a place, in particular for stage managers, playwrights and those interested in secondary education as well as those students who have interests that cross between the other emphasis.

Fund raising in conjunction with University Advancement are being researched both to provide scholarships and to underwrite some of the production needs. A project, supported by the Dean's office and promoted by the President's office is planned to be performed the first week of school in the Fall'16. This production of "Ruffled Fourishes" will hopefully give the department a boost in their donor support for both areas. In addition, the President's office is behind finding sponsors to underwrite part of the cost of producing our Spring Musical.

Assessment Plan Summary
Department: Health Sciences, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Community Engagement

Goal Description
As part of the mission of the College of Health Sciences to promote stewardship in the area of health and quality of life to local, regional, national and global communities, we collaborate with community, state, national, and global partners to provide meaningful applied learning opportunities and experiences for all students and faculty.

Related Items/Elements
Community Engagement

Performance Objective Description
During the 2015-2016 academic year, the COHS will annually conduct at least two health and wellness events within our primary service region, which includes Huntsville and Montgomery County.

Community Engagement

KPI Description
The College of Health Sciences will track the number of wellness events hosted with the expectation that at least 2 events will be held by 2016.

Results Description
The COHS achieved this objective and exceeded the expected amount of coordinating two health and wellness events during the assessment cycle. The major health and wellness events that were conducted in the COHS primary service region included: “Be the Match Donor Registry,” sponsorship of The Woodland’s Summit on Healthcare, sponsorship of the Montgomery County and Walker County United Way Health Initiatives, Huntsville Chamber of Commerce Wellness Fair, ten public school health fairs, two hospital events, and four community events. In addition, the COHS sponsored a week of health presentations and screenings for students during Public Health Week.

Community Engagement

Action Description
Participating in quality student-driven community engagement activities that focus on preventive health and wellness is a fundamental principle of each of the departments in the COHS. Results from the assessment cycle indicate that

the College of Health Sciences was proactive in the delivery of community engagement activities in the Walker, Montgomery, Harris, and Trinity County areas. The activities were conducted by faculty and students as part of course requirements, ACE coursework, and student organizations. The rationale for the activities were based on need assessments conducted by the students and faculty, and through requests made by various entities in the area. The COHS will continue to maintain updated information relating to preventive health and wellness via the college website. The College of Health Sciences will continue to expand its reach and conduct viable health and wellness events for the public, private, and school sectors in the area.

Diverse Learning Experiences for Students

Goal Description
Deliver a variety of learning opportunities and strategies to a diverse student population and ensure they can effectively serve diverse communities upon graduation.

Related Items/Elements
Diverse Learning Experiences for Students

Performance Objective Description
The COHS will facilitate and/or sponsor at least six learning experiences for students that will prepare them to meet the health and educational needs of at-risk, underserved, and minority populations they may encounter in their academic and professional careers.

Diverse Learning Experiences for Students

KPI Description
The College of Health Sciences will deliver a minimum of six (6) learning opportunities that enhance students' ability to effectively serve and work with diverse communities. These opportunities can be in the form of workshops, lectures, civic engagements, and/or grants as well as any other forum that supports working with, and for, diverse and underrepresented populations.

Results Description
The COHS exceeded the expected outcome of delivering a minimum of six learning opportunities for students that would enhance their ability to work and serve diverse populations in a broad spectrum of environments. COHS students were actively engaged in the following diverse learning experiences during the assessment period: student teaching and classroom observations (Physical Education Teacher Education and Family and Consumer Science Generalist students); professional internship programs (all majors with the exception of Nursing, FACS Generalist, and PETE students); study abroad experience in Nicaragua (Nursing students); International Health Sciences Conference (all programs represented); clinical site rotations in communities, schools, clinics, and hospitals (Dietetic and Nursing students); ACE opportunities in COHS classes; participation in health and wellness events; and the THECB funded Collegiate Hispanic African-American Mentoring Program (CHAAMP) and Pathways to Allied Health Success (PALS) grant programs which focus on the integration of student mentoring to underrepresented minority populations.

Diverse Learning Experiences for Students

Action Description
This goal has been expanded to include all diverse learning experiences and opportunities for students in the degree programs in the COHS. The college significantly exceeded this goal, and plans to maintain it during the next assessment cycle to include a broadening of the explanation of diverse learning experiences for the students that embrace minority and underrepresented populations conducted in a variety of settings that include the community, school, and health care areas. Opportunities for these experiences include internships, clinical site rotations, student teaching, health fairs, internal and external grants, special projects, research activities, and capstone projects. Preparing students with quality diverse learning opportunities is an accreditation standard and a fundamental principal associated with all of the degree programs in the COHS.

Innovative Teaching and Research

Goal Description
Advance evidence-based practices in preventative health and healthcare and pursue innovative ideas for instructional design and delivery in health professions education.

Related Items/Elements
Innovative Teaching and Research

Performance Objective Description
The COHS strives to have the tenured and tenure-track faculty in each department sponsor, coordinate, participate, and/or publish a minimum of one relevant research activity per academic year. This includes research based grants that require an evidence-based component. The tenure and tenure-track faculty will have an IDEA rating of 80% or higher than the national IDEA data base.

Innovative Teaching and Research

KPI Description
The COHS is committed to the promotion of innovative teaching and scholarship among the faculty within each department in the college. In respect to scholarship, the tenured and tenure-track faculty will successfully complete one significant research activity during the assessment cycle. The adjunct, pool, tenured, and tenure-track faculty will receive higher IDEA evaluations than those in the IDEA database and those of the SHSU faculty during the assessment cycle.

Results Description
The COHS tenured and tenure-track faculty exceeded the objective of sponsoring, coordinating, participating and/or publishing a minimum of one relevant research activity in the assessment cycle. A total of 39 research-based publications, 74 presentations, 19 research-based grants, and two books were documented by the tenured and tenure-track faculty on their FES report during the academic year. This equates to 5.36 activities as compared to 1.5 activities for the previous assessment cycle.

The faculty in the COHS achieved higher teaching evaluations in the IDEA Student Ratings of Instruction when compared to the IDEA database; and they achieved greater than, or equal to, the student ratings of SHSU instructors. When comparing the Summary Evaluation of the Average Scores section that include the indicators of *progress on relevant objectives, excellence of teacher, and excellence of course,* the COHS faculty achieved the following ratings:

Fall 2015 (Raw Scores):

Face-to-Face Courses	Converted (COHS) 58 / 50 (IDEA)	Converted (COHS) 54 / 50 (SHSU)
	5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)
Online Courses	Converted (COHS) 55 / 50 (IDEA)	Converted (COHS) 51 / 50 (SHSU)
	5-Pt Scale (COHS) 4.3 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.3 / 4.3 (SHSU)
Combined Courses	Converted (COHS) 57 / 50 (IDEA)	Converted (COHS) 53 / 50 (SHSU)
	5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)

Spring 2016 (Raw Scores):

Face-to-Face Courses	Converted (COHS) 58 / 50 (IDEA)	Converted (COHS) 54 / 50 (SHSU)
	5-Pt Scale (COHS) 4.5 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.5 / 4.3 (SHSU)
Online Courses	Converted (COHS) 55 / 50 (IDEA)	Converted (COHS) 51 / 50 (SHSU)
	5-Pt Scale (COHS) 4.3 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.3 / 4.3 (SHSU)
Combined Courses	Converted (COHS) 57 / 50 (IDEA)	Converted (COHS) 53 / 50 (SHSU)

5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)

Innovative Teaching and Research

Action Description
This goal has been expanded to include faculty scholarship and teaching as important data points for the assessment cycle. The faculty in the COHS have significantly improved in their scholarly productivity with the largest percentage of increase resulting in research-based publications and grants. The COHS faculty have continued to receive quality IDEA evaluations, especially in the face-to-face courses. The delivery of quality course-work at the on-line level, will be a special priority for the COHS with the promotion of PACE programs and mentors that are available for all faculty in the college. Quality teaching and scholarship are continuously emphasized in the COHS, and presentations focusing on the IDEA system, excellence in teaching, and achieving promotion and tenure, are scheduled to be conducted during the 2016-2017 academic year.

Preventative Health And Wellness

Goal Description
Advance the domestic and global health and wellness of individuals and populations.

Related Items/Elements

Preventive Health and Wellness

Performance Objective Description
The COHS will review and ensure each degree program in the College requires at least six academic units that emphasize preventative health and wellness.

Health And Wellness Curriculum Review

KPI Description
The COHS will ensure that a minimum of six academic units of instruction that focus on preventive health and wellness content are provided in each degree program within the college. The facilitation of this content is relevant to the mission of the COHS and is a fundamental element of each degree program in the college.

Results Description
The COHS Curriculum Committee has reviewed all of the degree programs in the college to determine if there was a minimum of six academic units of instruction that focused on preventive health and wellness. The COHS has achieved this objective. Every degree program in the COHS has multiple units of instruction that focuses on preventive health and wellness. The MS in Sport Management, the BS in Fashion Merchandising, and the BS in Interior Design were thoroughly reviewed, and the coordinators of the programs provided an overview of the preventive health and wellness content that was emphasized in the degree.

Preventive Health and Wellness

Action Description
The inclusion of course content that focuses on preventive health and wellness is a fundamental principle of each of the departments in the COHS. This content area is also required in the degree programs that are seeking accreditation and those working to maintain accreditation. The annual review of the curriculum will continue to be conducted and verified by the program coordinator, and reported to the assessment coordinator for the COHS.

Professionalism

Goal Description
Ensure that all students acquire the knowledge, habits, skills and attitudes of a minimally competent interdisciplinary health professional upon graduation.

Related Items/Elements

Annual Professionalism Event

Performance Objective Description
COHS will conduct at least one event annually that promotes professionalism in the health-related professions.

Successful Professionalism Event

KPI Description
COHS will conduct one campus or local event that promotes professionalism for students, faculty and staff in the health sciences.

Results Description
The COHS exceeded this objective for the assessment cycle. The goal of hosting one annual event that promoted professionalism was surpassed at the college and department level. The fall and spring college retreats included a professionalism component that emphasized the importance of preparing our students with the skills and dispositions they need in the current workforce. Class lectures, course units, and presentations that promoted professional development were conducted for undergraduate and graduate students; the college tenure and tenure-track faculty and adjuncts; and the college staff. Additionally, the CHAAMP and PALS grant programs provide professional development skills for the COHS student mentors and the grant participants.

Annual Professionalism Event

Action Description
Results from the assessment indicate that the College of Health Sciences has exceeded this goal, and the number of professional related events conducted by the college will be increased during the next assessment cycle. The professional development of students, faculty, and staff will remain a primary goal of the COHS each year. The College feels these events are critical to the successful completion of internship, student-teaching, and civic engagement activities conducted by our students. In addition, the College feels that these activities need to include the faculty, staff, and student workers that represent the COHS

and are committed to providing resources to achieve this goal.

Evidence-based Model Of Professionalism And Professional Conduct/Ethics

Performance Objective Description
COHS will establish an evidence-based model of professionalism and professional conduct/ethics for the health professions.

Evidence-based Model of Professionalism and Professional Conduct/Ethics

KPI Description
COHS will complete a white paper on the topic of professionalism in health-related professions, with specific recommendations for ensuring that students gain a strong sense of professionalism.

Results Description
The COHS is continuing to work on the evidence-based model of professionalism. The COHS faculty who coordinate the professionalism attribute for the COHS have compiled a “COHS Professionalism Best Practices” notebook that includes lectures, activities, and resources that have been used by faculty in the college during their professional development units. The information in the notebook was shared with Dr. Hoyt by Mr. James Landa in Spring, 2016. The related objectives that focus on professionalism will be discussed for possible realignment during the fall retreat in August.

Evidence-based Model of Professionalism and Professional Conduct/Ethics

Action Description
Results from the assessment indicate that the College of Health Sciences has initiated activities and a notebook related to professional development; however, the first phase of the model has yet to be developed. The college will continue to work on this model through the assessment of course content, internship and student teaching evaluations, and student organization activities that relate to the professional conduct and ethical practices. The College will continue to complete Phase I of this model by end of the 2016-2017 academic year.

Faculty Publications On Professionalism

Performance Objective Description
COHS faculty will collectively publish on the topic of professionalism in peer-reviewed journals annually.

Publication Tracking

KPI Description
A team of COHS faculty will submit annually a manuscript for acceptance in a peer-reviewed publication on the topic of health sciences professionalism.

Results Description
The COHS did not achieve this goal for the assessment cycle. Several papers were submitted for publication during the cycle, but were not published during the year.

Student-based professional development presentations were conducted at national and state conferences and in area settings by the COHS faculty. The related objectives that focus on professionalism will be discussed for possible realignment during the fall retreat in August and with the faculty and chairs in the COHS. Additionally, the college is developing a metric for the tracking and measurement of this goal as it relates to every degree program and faculty in the college.

Faculty Publications on Professionalism

Action Description
The COHS will continue to maintain the promotion of professionalism through the inclusion of all of the elements relating to faculty scholarship during the next assessment cycle. These elements include research and non-research based publications; research abstracts; state, national and international presentations; and internal and external grants. The addition of these types of scholarship will provide a greater venue that promotes the importance of the professional develop of students in the areas that relate to the specific disciplines in the college.

Integration Of Professionalism Into The Curriculum

Performance Objective Description
By 2016, COHS will ensure that learning outcomes related to professionalism will be incorporated into all COHS major courses.

Curriculum Review

KPI Description
The COHS Academic Quality and Success Committee will review all of the COHS major courses to evaluate whether they include professionalism-related outcomes. Recommendations will be presented to incorporate outcomes wherever deficient.

Results Description
The COHS has achieved this objective, and all of the major degree courses have been reviewed and include professional development attributes in the course units. The goal of developing programs, course units, and activities that promote the professional development of students is part of the culture in the COHS. This goal is reinforced through accreditation organizations, the work force, and the foundational principles of the university and the college.

The COHS committee structures were revised in fall 2015 and in spring 2016. This change lead to the review of the major courses being conducted by the COHS Curriculum Committee, the chairs, and the Associate Dean who coordinates college assessment.

Integration of Professionalism into the Curriculum

Action Description
The inclusion of course content that focuses on the professional development of students is a fundamental principle of each of the departments in the COHS.

This specialized content area is also required in the degree programs that are seeking accreditation and those working to maintain accreditation. Emphasis will be made to promote professional development opportunities for all students through the event coordinator for the COHS, the program coordinators, and the department chairs. The annual review of the curriculum will continue to be conducted and verified by the program coordinator and reported to the assessment coordinator for the COHS.

Student Code Of Conduct Policy Development

Performance Objective Description
All COHS degree program coordinators will have developed a student code of conduct policy and handbook to promote professional behaviors and ethics.

Student Code Of Conduct Policy Implementation

KPI Description
In the first year, at least one half of the COHS degree programs will adopt a code of conduct, distribute the code to all students via an e-handbook, and implement the code of conduct. It is expected that all COHS degree program coordinators will have codes of conduct in place by 2016.

Results Description
The COHS is making progress in the achievement of this objective. All of the degree programs that are accredited, or seeking accreditation, have a student code of conduct that is sanctioned by the accrediting organization. The programs seeking and/or are accredited that mandate a code of conduct for students are:

* Athletic Training
* Physical Education/Teacher Education
* Healthcare Administration
* Public Health
* Nursing
* Dietetics
* Fashion Merchandising
* Interior Design
* Family and Consumer Sciences Educator Preparation

This objective will be reviewed by the chairs and their faculty to determine if the departments wish to have an overarching code of conduct for their programs that are not accredited, or have a code of conduct developed for each degree area.

Student Code of Conduct Policy Implementation

Action Description
Results from the assessment indicate that the College of Health Sciences has not achieved 100% of this goal. The accredited programs in the Departments of Kinesiology, Family and Consumer Sciences, and the School of Nursing have codes of conduct in place for their students which are maintained by the program coordinators. The Department of Population Health is seeking accreditation in the Public Health and Health Care Administration programs, and a student code of conduct is an element that is required by their accrediting agency. The coordinators of these two programs are working to promote and maintain the student codes of conducts in these two areas. The remaining programs are working on these policies and practices for their majors. The College will maintain this goal and plans to have a code of conduct in place by fall 2017 for all degree programs in the COHS.

Student Organization Promotion

Performance Objective Description
COHS will encourage each program to have student organizations that promote professionalism.

Tracking Professionalism-Focused Student Organizations

KPI Description
In the first year, COHS will establish approved student organizations for at least half of all the College's degree programs with the expectation that by 2016 all programs will have their own student organizations focused on professionalism.

Results Description
Each of the eleven student organizations in the COHS promotes professionalism in their by-laws, sponsoring affiliation, and activities. Professional development is a foundational principle of the COHS degree programs and the related student organizations. These student organizations include:

* American Society of Interior Designers

* FACS Teachers Association of Texas

* Fashion Merchandising Club

* KONu – FACS National Honor Society

* SHSU Student Dietetic Association

* Student Event Planning Association

* Student Nursing Association

* STT – Nursing International Honor Society

* Eta Sigma Gamma – National Health Honor Society

* KHRASH – Kinesiology, Health, Recreation Association for Sam Houston

* SMASH – Sport Management Alliance at Sam Houston.

This objective will be revised to state that "the student organizations in the COHS will continue to promote the professional development of its members and the profession of the specific discipline of the organization."

Student Organization Promotion

Action Description
This professionalism related item will continue to be included in the COHS goals. As indicated in the results section, all of the student organizations promote the aspects of professional development in their national and/or local bi-laws. Several of the honorary organizations, such as FACS National Honor Society, Eta Sigma Gamma, and STT, require specific activities that prepare student members to meet the professional demands related to their future careers.

Student Participation in Study Abroad

Goal Description
The COHS will promote study abroad experiences for students that focus on preventive health and wellness with partner institutions in international settings.

Related Items/Elements
Student Participation In Study Abroad

Performance Objective Description
COHS will encourage its students to annually complete a short-term study abroad or internship experience in another country focused on preventative health and wellness.

Student Participation In Study Abroad/Internships

KPI Description
COHS expects that a minimum of 8 students will complete at least one study abroad experience in the first year with the expectation that eventually 20 students will complete study abroad or internship experiences annually.

Results Description
One international articulation agreement was developed by the COHS and approved by the President during the assessment cycle. The agreement is between the Universidad de Iberoamerica (UNIBE) and all of the degree programs in the COHS.

Several international study abroad experiences were conducted during the assessment cycle. In summer, 2016, one nursing faculty supervised five junior and senior level nursing students in a medical study program in Nicaragua. The study was a joint venture with 12 members of the Huntsville Rotary Club. The focus of the study was to interact with the Nicaraguan medical community and provide training and care to the patients in

medical and village health facilities.

In fall 2015, the COHS launched the first Annual International Health Sciences Conference in Costa Rica. The collaborative conference was hosted by UNIBE Medical School with participation from Latin-American countries and SHSU. The COHS delegation included 22 students and 20 faculty. The delegation conducted student and faculty presentations, participated in civic engagement activities, toured community health centers, parks, schools, and hospitals and made plans for future collaborative research endeavors.

Student Participation in Study Abroad

Action Description
The COHS will continue to pursue opportunities at the international level that will prepare students to effectively work with diverse populations. The College is committed to developing new international partnerships with universities, businesses, and medical facilities that will enhance the professional development of students, as well as the citizens, of the host countries. Collaborative study abroad discussions have taken place between the COHS and the COSET and CHSS to incorporate these opportunities with related degree programs in these colleges. Several program areas in the COHS are investigating “Glo-cal (global-local) Study Experiences” that focus on the needs of specialized populations that exist within the US.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
The College of Health Sciences is pleased with the overall results of the 2015-2015 OATDB Cycle Findings. A total of seven goals were identified by the COHS for the OATDB cycle with relative objectives within each goal category.

Goal I focused on *Preventive Health and Wellness* with five objectives exceeding the expected results. One objective, that of the creation, development, and maintenance of the COHS website, is categorized as making progress. The COHS is committed to the delivery of a current website that will attract future students, faculty, and the attention of our alumni, as well as include current health and wellness statistics and information. Goal 2 focused on *Professionalism* with two objectives being met and six objectives being categorized as making progress. Significant steps have been made in the achievement of the objectives relating to the website development, the evidence-based model of professionalism, the professionalism white paper, the student code of conduct, branding of the COHS, and faculty publications on professionalism. This goal with remain as a high priority for the COHS and further emphasis on the achievement of the goal will be made to the faculty and chairs in the COHS. Further, a systematic reporting process for the work that has been made to achieve this goal is now in place to capture the relevant data associated with the objectives. Goal 3 focused on Diversity, and the COHS exceed the expected results of the related objective. This goal will also remain as a high priority for the college during the next OATDB cycle. Goal 4 focused on *Community Engagement,* and the COHS exceeded the expected results of the related objective. The indicator related to community engagement will be increased during the next OATDB cycle. Goal 5 focused on *Innovation and Research*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle. Goal 6 focused on *Faculty Recruitment and Retention*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB

cycle. Goal 7 focused on Enrollment *and Resource Management,* and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle and will include funding and resource allocations in the form of gifts and donations.

The College will continue to work with Jeff Roberts in an effort to train the new program coordinators and chairs in the COHS. The College is committed to the achievement of the seven established goals and will continue to promote their importance to the faculty, staff, and students in the COHS.

Update of Progress to the Previous Cycle's PCI

The seven 2014-2015 assessment cycle goals have been collapsed into five overarching goals for the COHS. During the 2014-2015 cycle, there was extensive overlap and duplication of the objectives related to the seven goals. The 2015-2016 goals now focus on Community Engagement; Diverse Learning Experiences for Students; Innovative Teaching and Research; Preventive Health and Wellness with related items that include: Health and wellness curriculum review, and Student participation in study abroad; and Professionalism with related items that include: Annual professionalism event, Evidence-based model of professionalism and professional conduct/ethics, Faculty publications on professionalism, Integration of professionalism into the curriculum, Student code of conduct policy implementation, and Student organization promotion.

The goals and objectives that were not met during the assessment period were important, but not necessary, for the critical growth of the degree programs in the COHS. The primary focus of the college was to enhance the number, and quality, of the degree programs through the recruiting and hiring of qualified faculty; the acquisition of new office and classroom spaces for the courses taught in the college; and the hiring of new department chairs for each of the departments in the college. There were also changes in the leadership of several departments that created a lapse in the collection and reporting of the assessment data. In addition, the administration of the college has been re-aligned and now allows for a focused approach to the realistic goals that the college needs to attain and maintain during the next and subsequent assessment cycles.

Plan for Continuous Improvement

Closing Summary

The College of Health Sciences is pleased with the overall results of the 2015-2016 OATDB-CampusLab Cycle Findings. As mentioned in the previous section of the document, the college goals have been compressed from seven to five goals to reflect a more realistic plan for the operation of the college:

Goal I focused on *Community Engagement* and was achieved at all levels of college activities. This goal is an integral component of the culture of the COHS and will remain active for the next assessment period.

Goal 2 focused on creating *Diverse Learning Experiences for Students* and was achieved by all of the departments, and the college during the assessment cycle. This goal is an integral component of the culture of the COHS and will remain active for the next assessment period.

Goal 3 focused on *Innovative Teaching and Research.* The research component of the goal was achieved by the tenured and tenure-track faculty, while the teaching component of the goal was achieved by all of the adjunct, tenure, and tenure-track faculty. Attention will be given to the successful instruction of on-line courses during the next assessment cycle.

Goal 4 focused on *Preventive Health and Wellness.* The curriculum review component of the goal was achieved during the assessment cycle and will remain an integral part of the program review process. The student participation in study abroad experiences was also achieved. This component of the goal is critical

for the professional success of the COHS students and will remain active for the next assessment period.

Goal 5 focused on Professionalism and will require some revisions during the next assessment cycle. The COHS will increase the number of professional events conducted during the next assessment cycle, and will continue to require professional development course content in all of the degree programs within the college. The student organizations within the college will continue to promote professional development with their respective members in the next cycle. The evidence-based model of professionalism, the development of a student code of conduct at the program and college level, and the publications relating to professionalism developed by the faculty, are areas that will be targeted for improvement and/or revised for the next assessment cycle.

The COHS has made the following changes in the assessment process for the next cycle:

1-The establishment of a new assessment and reporting timeline that correlates with the academic calendar year;

2-the delegation of administrative duties in the COHS that will create a systematic approach to the tracking and reporting of consistent data;

3-the tracking and reporting of relevant goals that enhance student learning outcomes; and

4-the tracking and reporting of data that is required, and can be used, as metrics in degree specific accreditation reports.

The COHS will continue to work with Jeff Roberts in the reporting of important assessment data that is required for SACS and other degree specific accrediting organizations. The College is committed to the achievement of the five established goals and will continue to promote their importance to the faculty, staff, and students in the COHS.

Assessment Plan Summary
Department: Health Services and Promotion, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Health Services and Promotion, Department of

Faculty Scholarship

Goal Description
The Department of Population Health faculty will exhibit scholarly productivity on an annual basis.

Related Items/Elements
Faculty Scholarship

Performance Objective Description
The Population Health tenured and tenure track faculty will demonstrate professional scholarship through a variety of publications, presentations, and grants each year.

Faculty Scholarship

KPI Description
The department tenured and tenure track faculty will demonstrate professional scholarship through a variety of publications, presentations, and grants each year.

At least 90 percent of the Department of Population Health tenured and tenure track faculty will publish, or present scholarly research in books, professional journals; conduct research and scholarly presentations at state, national, or international conferences; and / or secure state or national level grants each academic year.

Results Description
The department exceeded this goal with 100 percent of the tenured and tenure-track faculty demonstrating professional scholarship through a variety of manuscripts, presentations, books, and grants being awarded and published during the assessment cycle. The following scholarship outcomes were achieved by the department faculty:

Competitive Grants: 4

Publications: 6

Publications (In-Press): 9

Presentations: 24

Faculty Scholarship

Action Description
The chair and faculty were pleased with the faculty scholarship results. This percentage will be maintained during the next assessment cycle as the majority of the faculty are Junior level, and they are increasing their levels of scholarship to achieve tenure and receive merit. All levels of faculty are urged to participate in collaborative research, grant workshops, and writing activities provided by the university.

Growth Of The Graduate Programs

Goal Description
The Department of Population Health will increase the graduate program offerings to a total of three programs in the assessment cycle.

Related Items/Elements

Growth of the Graduate Program

Performance Objective Description
There will be two additional graduate programs in the Department of Population Health during the assessment cycle.

Growth of the Graduate Programs

KPI Description
The Department currently has one master's program which is the MA in Health The programs prepares students as health education specialists in the four broad areas of employment that define the discipline: community health, medical or clinical health, school health, and worksite health promotion.

The Department will develop and submit the Master of Public Health in Correctional Health to the University Curriculum Committee and to the THECB by the end of the assessment cycle. The proposed program will prepare professionals for work in the correctional health services sector.

The Department will develop and submit the MS in Health Care Quality and Safety to the University Curriculum Committee and to the THECB by the end of the assessment cycle. The proposed program will prepare health care professionals to improve performance in the delivery of health care services in a safe manner.

Results Description
The department did not achieve this goal during the assessment period. Two new graduate programs were approved by the SHSU Curriculum Committee, the SHSU Academic Affairs Committee, and the Board of Regents. The two programs were the MS in Health Care Quality and Safety, and the MPH in Correctional Health. The MS in Health Care Quality and Safety was also approved by the THECB and is a current graduate program within the department. The MPH in Correctional Health was in

the review process by the THECB specialist committee, and was subsequently pulled from the review process by the Interim Dean of the COHS. The removal of the program was done as a precautionary process so the program proposal could be reviewed and rewritten by the department. The MS in Health currently has students enrolled in the program, and the MS in Health Care Quality and Safety has no students enrolled in the fall, 2016 semester.

Growth of the Graduate Program

Action Description
The department will retain the MS in Health Care Quality and Safety and the MA in Health graduate programs. The MPH in Correctional Health program may be revised and submitted to the University Curriculum Committee in a future year pending approval and support of the department faculty, the new dean for the COHS, and by administration. Recruiting efforts are being made to increase the enrollment of the MS in Health Care Quality and Safety so it will be able to maintain its graduate program status with the THECB. The MA in Health will continue to be promoted by the department, faculty, and the university to sustain its status with the THECB. Enrollment of the MA in Health has increased by 25 percent during the assessment cycle.

Teaching Effectiveness

Goal Description
The Population Health Faculty will demonstrate effective teaching practices.

Related Items/Elements

Teaching Effectiveness

Performance Objective Description
The teaching effectiveness of the Population Health faculty will be rated at or above the national average on the Individual Development and Educational Assessment (IDEA) instrument in face-to-face, hybrid, and on-line distance learning courses.

Teaching Effectiveness - IDEA Student Ratings

KPI Description
The IDEA System is a quantitative instrument used to assess student perception of teaching performance of the Health Services and Promotion faculty during the fall and spring semesters annually. Using the IDEA System, students rate the professors' instructional strategies, teaching methods, and their overall in-class goals.

At least 80 percent of the classes facilitated in the face-to-face, hybrid, and on-line distance learning courses taught by the Population Health adjunct/pool and tenured and tenured track faulty will have IDEA Student ratings at or above the national rating from professors of Health Services and Promotion at institutions using the IDEA evaluation system.

Results Description
The department achieved the targeted goal of having a minimum of 80 percent of the face-to-face and online courses receive an IDEA Student rating at or above the national rating of professors of Population Health at institutions using the IDEA evaluation system. The results of the evaluations are highlighted below:

Face-to-Face: Fall 2015-A total of 90 percent of Population Health classes had ratings at or above the converted scores of the IDEA database.

Face-to-Face: Spring 2016-A total of 91 percent of Population Health classes had ratings at or above the converted scores of the IDEA database.

Online: Fall 2015- A total of 82 percent of Population Health classes had ratings at or above the converted scores of the IDEA database.

Online: Spring 2016- A total of 82 percent of Population Health classes had ratings at or above the converted scores of the IDEA database.

Teaching Effectiveness

Action Description
The faculty in the department were pleased with the results of the IDEA system. The chair has continued to meet with each faculty, full-time and adjunct, to discuss strategies to improve their teaching scores. A mentor program has been established to assist adjunct faculty with their teaching practices and IDEA facilitation. Faculty are urged to attend the professional teaching conference and workshops established by PACE and work with Dr. Primm to improve their teaching scores.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
There were no specific plans for continuous improvement that were implemented during the assessment cycle.

Update of Progress to the Previous Cycle's PCI
Though there were no specific plans for continuous improvement developed for the 2015-16 assessment cycle, the cycle period has provided data in determining areas of strengths and weaknesses regarding several areas including student learning. A plan for continuous improvement has been developed for the 2016-17 cycle.

Plan for Continuous Improvement for 2016-17

Closing Summary
The Department of Population Health has undergone several administrative changes during this assessment cycle. The responsibility of data maintenance and reporting was left to the program coordinators, and was not submitted in a coordinated format. All of the program faculty now have the

responsibility to collect and report data for the 2016-2017 assessment period. The alignment of department goals with the college goals are being reviewed during this cycle.

Plans for the continuous improvement of the 2015-2016 goals will be addressed in the following manner:

Goal 1: The recruitment of graduate students into the MS in Health Care Quality and Safety is a priority for the department. The faculty will develop innovative recruiting strategies that will reach agencies that support and require health risk management to enhance patient safety.

Goal 2: Faculty scholarship will remain a priority for the department, and will include grants, publications, books, research abstracts, and in-press manuscripts. Continuous efforts will be made to ensure that the junior faculty are aware of the scholarship requirements they need for tenure and promotion within the department and the COHS.

Goal 3: Teaching effectiveness will remain a priority for adjuncts, tenured, and tenure-track faculty during the next assessment cycle. Continuous efforts will be made to ensure that all faculty participate in teaching presentations and conferences, peer teaching observations, chair observations of teaching, and information regarding the processes associated with the IDEA evaluation system.

During the next assessment cycle, the following revisions need to be made in CampusLabs regarding degree offerings in the Department of Population Health:

* Change Department name to: Population Health

* Health BS - remove

* Health BS (Fitness) - remove

* Health MA - change to Health MS

Assessment Plan Summary
Department: Nursing, School of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Nursing, School of

CCNE Standard I - Mission and Program Goals Congruence

Goal Description
The mission, goals and program outcomes demonstrate congruence with the parent institution, college and professional standards.

Related Items/Elements

Academic policies are congruent with the college and university.

Performance Objective Description
Academic policies are congruent with the college and university.

Policies are reviewed for congruence annually when the handbooks are updated or when changes are made at the university or college level.

KPI Description
Policies are reviewed for congruence annually when the handbooks are updated or when changes are made at the university or college level.

Results Description
Student Handbook, Lab Policy and Procedures and Faculty Staff Handbook were revised during June and July 2016. The policies were reviewed for congruence with the university documents at the SON level and by the interim dean.

Policy Congruence

Action Description
Final versions of the handbooks will be sent to the Dean's Office and Provost for signature. Policies related to student conduct will be revised with input from the Dean of Students Office.

Documents and publications are accurate with a clearly communicated process for making and disseminating changes.

Performance Objective Description
Documents and publications are accurate with a clearly communicated process for making and disseminating changes.

Publications (handbooks, bylaws, website, and marketing materials) are reviewed annually for accuracy. The review is indicated with a date in the footer (handbooks and bylaws) or in minutes (website and marketing materials).

KPI Description
Publications (handbooks, bylaws, website, and marketing materials) are reviewed annually for accuracy. The review is indicated with a date in the footer (handbooks and bylaws) or in minutes (website and marketing materials).

Results Description
The website was updated in the spring 2016 semester to reflect policy changes and admission criteria. Marketing materials were revised during the summer 2016 to reflect changes in admissions criteria and the advising process within COHS and the School of Nursing. The Student Handbook, Lab Policy and Procedures Manual, and School of Nursing bylaws, and Faculty Handbook were revised summer 2016.

Policy Congruence

Action Description
Final versions of the handbooks will be sent to the Dean's Office and Provost for signature. Policies related to student conduct will be revised with input from the Dean of Students Office.

Publication Consistency

Action Description
Publications and printed materials are reviewed for accuracy annually and with any curriculum or catalog revisions.

Expectations related to mission goals and program outcomes are clearly communicated to faculty.

Performance Objective Description
Expectations related to mission goals and program outcomes are clearly communicated to faculty.

American Nurses Association (ANA), CCNE and specialty organizations will be reviewed every year for updated standards. Program outcomes and goals will be revised to reflect appropriate changes.

KPI Description
American Nurses Association (ANA), CCNE and specialty organizations will be reviewed every year for updated standards. Program outcomes and goals will be revised to reflect appropriate changes.

Results Description
ANA Scope and Standards and CCNE standards were reviewed while updating the program evaluation plan during summer 2016. The program goals were reviewed

and edited for grammar and punctuation. No substantive changes were made.

Curriculum Crosswalk Development

Action Description
The curriculum crosswalk is being updated to include the AACN Baccalaureate Essentials. The Texas DECs were added in AY 2015.

Faculty job description, orientation agenda and meeting minutes reflect expectation of the faculty role and any changes. 100% of full-time faculty will attend university, college and program orientation.

KPI Description
Faculty job description, orientation agenda and meeting minutes reflect expectation of the faculty role and any changes. 100% of full-time faculty will attend university, college and program orientation. 100% of meeting minutes will be accessible to faculty via the shared drive.

Results Description
Faculty orientation was revised based on feedback from previous orientations. 100% of the agendas and meeting minutes are available on the shared network drive and are accessible to all full-time faculty. Faculty job descriptions were reviewed and updated in the Faculty-Staff Handbook.

Faculty Job Description and Orientation

Action Description
Faculty development activities for fall 2016 were designed to address needs identified by the program review conducted by the dean's office. An updated organization chart was developed. The faculty manual was revised to include staff and bylaws were updated. Orientation dates and beginning of the year meetings and agendas have been shared with faculty. 100% of the faculty hired in 2015 have attended the New Faculty Investment at the university level and School of Nursing faculty orientation. The shared drive was reorganized to improve accessibility during summer 2016. The new organizational structure will be shared with faculty at the fall kick-off meeting.

Faculty and students participate in program governance. Nursing faculty participate in school, college and university governance through a committee structure.

Performance Objective Description
Faculty and students participate in program governance. Nursing faculty participate in school, college and university governance through a committee structure.

100% of the nursing faculty members serve on a committee at the school, college, or university level.

KPI Description

100% of the nursing faculty members serve on a committee at the school, college, or university level.

Results Description
All full-time faculty serve on a School of Nursing committee. 20% serve on college committees and 10 % serve on university committees.

Program Governance

Action Description
Committee assignments will be reviewed annually for faculty and every semester for students. New members will be appointed when terms expires or students graduate.

Committee meeting and faculty meeting minutes reflect faculty and student participation in governance decisions.

KPI Description
Committee meeting and faculty meeting minutes reflect faculty and student participation in governance decisions.

Results Description
Committee and faculty organization minutes reflect faculty and student input into the decision-making.

EG. APR minutes and Faculty Organization minutes reflect the approval of a campus transfer policy in spring 2016. The policy was implemented and 2 students have transferred from the Huntsville campus to TWC for fall 2016.

Policy Congruence

Action Description
Final versions of the handbooks will be sent to the Dean's Office and Provost for signature. Policies related to student conduct will be revised with input from the Dean of Students Office.

Student representatives will be selected for all nursing committees.

KPI Description
Student representatives were selected for all committees in 2015-2016 following the guidelines in the SON Student Handbook.

Results Description
All SON committees had student members who participate in meetings. See

committee minutes in the shared drive.

Student Representatives

Action Description
SON committees will be restructured for fall 2016 creating 6 standing committee rather than 4.

The committees with student representation will be Admission, Progression, and Retention (APR), Curriculum, Lab Facilities, Student Affairs and Testing. The committees that have no student representatives will be the Executive Committee and Faculty/Staff Affairs.

Student representatives to the Faculty Organization will be selected from each cohort and campus for better representation based on feedback from open forum meetings with the SON Director/Interim Director.

Mission statement of university, college and school are compared every 3 years and as needed for congruence.

Performance Objective Description
Mission statement of university, college and school are compared every 3 years and as needed for congruence.

A cross-walk table will be developed to compare the mission statements which will demonstrate 100% congruence.

KPI Description
A cross-walk table will be developed to compare the mission statements which will demonstrate 100% congruence. The initial review will take place in 2015-2016 and subsequent reviews will occur every 3 years or when the institution's, college's or school's mission, goals and outcomes are revised.

Results Description
Crosswalk of mission and vision statements for the School of Nursing, College of Health Sciences and SHSU created.

School of Nursing Mission Vision Comparison

Mission Statement

Action Description
The next review will occur as part of the CCNE accreditation self study scheduled for Sp/Summer 2018 prior to the Fall 2018 site visit.

CCNE Standard II - Institutional Resources and Support

Goal Description

There is evidence of institutional commitment to and support for the School of Nursing.

Related Items/Elements

Academic support services (technology, Academic Success Center [tutoring support], library, computer labs, SHSU online, etc.) are adequate for student needs.

Performance Objective Description
Academic support services (technology, Academic Success Center [tutoring support], library, computer labs, SHSU online, etc.) are adequate for student needs.

Exit surveys, IDEA surveys, and course reports will reflect adequacy of academic support services 80% of the time.

KPI Description
Exit surveys, IDEA surveys, and course reports will reflect adequacy of academic support services 80% of the time.

Results Description
Course reports were not consistently submitted.

IDEA data are summarized in the table below. The percentages represent the students converted raw scores in the higher and much higher categories. The numbers in parentheses represent the average score in each area. The converted scores are all above 50.

Semester	Progress on Relevant Objectives	Excellence of Teacher	Excellence of Course	Summary Evaluation
Fall 2015	82% (61)	58% (55)	55% (55)	72% (58)
Spring 2016	79% (61)	60% (54)	59% (56)	70% (58)

Exit survey

The satisfaction ratings for academic support services are collected via the alumni survey. The satisfaction percentage (students rating of "Satisfied" or higher) for academic support services is 62.07%

The table breakdown is seen below:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Satisfaction Level of Academic Support Services	0	1	10	13	5	29
Percentage	0.00%	3.45%	34.48%	44.83%	17.24%	
				Satisfaction Rating	62.07%	

Course Reports

Action Description
Develop a tracking system for course reports through the director's office. Note completion of reports in the FES for course coordinator faculty.

Faculty scholarship, professional development, and service activities are reviewed annually as outlined in the FES and promotion and tenure policies.

Performance Objective Description
Faculty scholarship, professional development, and service activities are reviewed annually as outlined in the FES and promotion and tenure policies.

100% of the faculty receive an annual performance evaluation.

KPI Description
100% of the faculty receive an annual performance evaluation.

Results Description
Faculty evaluations for all full-time and adjunct faculty were conducted by the director and assistant director in March, 2016.

Annual Performance Evaluation

Action Description
SON Evaluation Form will be aligned with the SHSU FES to meet SHSU expectations and maintain needed documentation for SON reports.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching*

faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

100% of the tenure/tenure-track faculty undergo the appropriate DPTAC review as outlined in policy.

KPI Description
100% of the tenure/tenure-track faculty undergo the appropriate DPTAC review as outlined in policy.

Results Description
100% of the tenure-track faculty eligible for review received a DPTAC review as outlined in the SHSU policy during the spring 2016 semester.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

The School of Nursing budget will enable the program to fulfill its mission, goals and expected outcomes.

Performance Objective Description
The School of Nursing budget will enable the program to fulfill its mission, goals and expected outcomes.

Budget is submitted annually following consultation with the dean's office to meet ongoing and growth needs.

KPI Description
Budget is submitted annually following consultation with the dean's office to meet ongoing and growth needs.

Results Description
A budget request was submitted during the FY 17 budget request cycle.

Budget Allocations

Action Description
FY 17 Budget allocations not yet received in SON.

Will work with Dean's Office to prepare FY18 Budget Request to reflect needs of growing program.

The organizational structure of the School of Nursing meets the ongoing needs of the School of Nursing.

Performance Objective Description
The organizational structure of the School of Nursing meets the ongoing needs of the School of Nursing.

SON Org Chart Rvsd 8-2016

Preceptors are academically and experientially qualified to serve as faculty extenders in meeting the teaching needs of the School of Nursing as evidenced by licensure, employer competency verification and professional certifications 100% of the time.

KPI Description
Preceptors are academically and experientially qualified to serve as faculty extenders in meeting the teaching needs of the School of Nursing as evidenced by licensure, employer competency verification and professional certifications 100% of the time.

Results Description
Clinical Coordinator worked with clinical agencies to identify appropriate qualified preceptor and to verify the credentials prior to assigning students.

Qualified Preceptors

Action Description
Faculty will work with the Clinical Coordinator to verify preceptor qualifications each semester.

The CNO (Director) is academically and experientially qualified to meet the leadership and teaching needs of the School of Nursing as evidenced by curriculum vitae, licensure and professional certifications 100% of the time.

KPI Description
The CNO (Director) is academically and experientially qualified to meet the leadership and teaching needs of the School of Nursing as evidenced by curriculum vitae, licensure and professional certifications 100% of the time.

Results Description
The interim director was approved by the Texas Board of Nursing as meeting the qualifications for the CNO role.

Approval for appt D. Neill

CNO Qualifications

Action Description
The Texas Board of Nursing and CCNE will be notified when a new CNO is named.

The faculty are academically and experientially qualified to meet the teaching needs of the School of Nursing as evidenced by education, licensure and professional certifications 100% of the time.

Results Description
Faculty files reflect educational and practice experience in the teaching areas. All faculty have a current license to practice in Texas.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

The physical facilities are adequate for classroom and laboratory experiences.

Performance Objective Description
The physical facilities are adequate for classroom and laboratory experiences.

Surveys (exit and IDEA) and course reports will reflect adequacy of physical facilities 80% of the time.

KPI Description
Surveys (exit and IDEA) and course reports will reflect adequacy of physical facilities 80% of the time.

Results Description
The Senior Exit survey, administered to graduating seniors, was used to determine how the students felt about the physical facilities. Cohort 6 and 7 are the most recent graduating classes and their percentages are shown below

The classroom facilities met my needs.

	Strongly Disagree	Somewhat Disagree	Neutral	Agree	Strongly Agree	Total
Cohort 6	5	6	3	10	5	29
Cohort 7	10	4	7	11	4	36
Total	15	10	10	21	9	65
Percentage	23.07%	15.38%	15.38%	32.30%	13.84%	

*Percentage of students who rated "Agree" or above was 46.15%

The clinical facilities met my needs.

	Strongly Disagree	Somewhat Disagree	Neutral	Agree	Strongly Agree	Total
Cohort 6	1	1	4	12	11	29
Cohort 7	3	4	3	10	16	36
Total	4	5	7	22	27	65
Percentage	6.15%	7.69%	10.76%	33.84%	41.53%	

*Percentage of students who rated "Agree" or above was 75.38%

The classroom facilities at the Huntsville campus are smaller and have more students per section than The Woodlands campus. Students were required to drive 1 hour or more to participate in some clinical activities.

Physical Facilities

Action Description

The number of students per cohort will be evenly divided between the two campuses beginning Fall 2016. This results in smaller sections in Huntsville to accommodate for the smaller classrooms.

The Clinical Coordinator continues to seek clinical affiliation agreements in diverse locations to minimize driving distance while providing the opportunity to meet student learning outcomes.

CCNE Standard III - Curriculum and Student Outcomes

Goal Description

The curriculum, teaching learning practices and teaching environment are in line with the program's mission, goals and expected student outcomes. The teaching learning practices and teaching environment are congruent with and foster student learning outcomes.

Related Items/Elements

Clinical courses meet TBON requirements for student/teacher ratio.

Performance Objective Description
Clinical courses meet TBON requirements for student/teacher ratio.

Teaching workload schedule and rosters reflect meeting TBON standards each semester.

KPI Description
Teaching workload schedule and rosters reflect meeting TBON standards each semester.

Results Description
Teaching schedules and course rosters reflect a ratio that does not exceed the TBON ratio of 1 faculty for 10 students in direct care clinical learning settings or 1 faculty to 12 students where 2 students are precepted. The ratio does not exceed 1 faculty to 24 students in preceptor learning settings. Appropriate caps are set in the course registration system to manage enrollment in clinical course sections. The clinical coordinator works with the director and faculty to locate appropriate clinical placements to meet learning needs and maintain the desired ratios.

Teaching Workload Schedule and Rosters

Action Description
Appropriate caps will be set in the course registration system to manage enrollment in clinical course sections with the Texas Board of Nursing requirements. The clinical coordinator will work with the director and faculty to locate appropriate clinical placements to meet learning needs and maintain the desired ratios.

Student learning outcomes are congruent with the program's mission, goals, and professional role standards.

Performance Objective Description
Student learning outcomes are congruent with the program's mission, goals, and professional role standards.

The curriculum crosswalk demonstrates inclusion of program mission, goals, Texas DECs, and Baccalaureate Essentials (AACN, 2008).

KPI Description
The curriculum crosswalk demonstrates inclusion of program mission, goals, Texas DECs, and Baccalaureate Essentials (AACN, 2008).

Results Description

Course objectives are mapped to program goals and Texas DECs in some course syllabi. The crosswalk is being updated from the previous crosswalk and course syllabi. Baccalaureate Essentials will be added in 2016-17. The curriculum committee will oversee the process of mapping course objectives and creating the crosswalk.

Curriculum Crosswalk Development

Action Description
The curriculum crosswalk is being updated to include the AACN Baccalaureate Essentials. The Texas DECs were added in AY 2015.

Teaching-learning practices and environments support the achievement of expected student learning outcomes.

Performance Objective Description
Teaching-learning practices and environments support the achievement of expected student learning outcomes.

Clinical evaluations reflect achievement of student learning outcomes at 80% accuracy.

KPI Description
Clinical evaluations are graded as pass/fail.

Results Description
Two students each failed 1 course based on clinical performance in 2015-2016. This is well above the 80% standard established.

Course Reports

Action Description
Develop a tracking system for course reports through the director's office. Note completion of reports in the FES for course coordinator faculty.

Course reports reflect the achievement of desired student learning outcomes 80% of the time.

KPI Description
Course reports reflect the achievement of desired student learning outcomes 80% of the time

Results Description
Course reports have not been consistently completed by faculty. This criteria cannot be evaluated due to missing reports.

Course Reports

Action Description

Develop a tracking system for course reports through the director's office. Note completion of reports in the FES for course coordinator faculty.

IDEA evaluations reflect the expected distribution when compared to the Institution using adjusted scores in the 4 categories (A. Progress on Relevant Objectives; B. Excellence of Teacher; C. Excellence of Course; D. Summary Evaluation [Avg. of A-C])

KPI Description

IDEA evaluations reflect the expected distribution when compared to the Institution using adjusted scores in the 4 categories (A. Progress on Relevant Objectives; B. Excellence of Teacher; C. Excellence of Course; D. Summary Evaluation [Avg. of A-C])

Results Description

Faculty scores on the adjusted scores when compared with the institutional scores are presented in the table below. Faculty scored similar or higher in all 4 categories. The top category, Much Higher, was well below the expected 10% in all areas. The fall 2015 scores were higher than the spring 2016 scores in the higher and much higher categories. The spring 2016 scores were higher in the similar and below categories than the fall 2015 categories.

Half of the converted scores are at or above the institutional converted score and half the converted scores were below. Converted scores were higher in the fall semester in all four areas than they were for the spring semester.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Avg.of A, B, C)	
		F2015	Sp2016	F2015	Sp2016	F2015	Sp2016	F2015	Sp2016
Much Higher (63 or higher)	10%	2%	1%	0%	0%	3%	0%	0%	0%
Higher (56-62)	20%	27%	18%	28%	15%	17%	5%	25%	9%
Similar (45-55)	40%	60%	65%	52%	55%	38%	47%	60%	72%
Lower (38-44)	20%	8%	11%	8%	19%	25%	28%	10%	11%
Much Lower (37 and below)	10%	3%	5%	12%	11%	17%	19%	5%	8%
Converted Score This Summary		52	50	50	48	46	44	50	48
Converted Score This Institution		50	50	50	50	50	50	50	50
Converted Score This institution compared to IDEA		53	53	51	51	52	52	52	52

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted

in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

IDEA evaluations reflect the perceived support of desired student learning outcomes on IDEA objectives 1 through 4 70% of the time.

KPI Description
IDEA evaluations reflect the perceived support of desired student learning outcomes on IDEA objectives 1 through 4 70% of the time.

Results Description
For IDEA Objective 1: Gaining factual knowledge (terminology, classifications, methods and trends) the summary score for fall 2015 evaluations is 4.6 with approximately 92% of the 43 classes receiving a raw average of at least 4.0. The summary score for spring 2016 evaluations is 4.6 with approximately 92% of the 48classes receiving a raw average of at least 4.0.

For IDEA Objective 2: Learning fundamental principles, generalizations, or theories the summary score for fall 2015 evaluations is 4.5 with approximately 95% of the 40 classes receiving a raw average of at least 4.0. The summary score for spring 2016 evaluations is 4.6 with approximately 98% of the 43classes receiving a raw average of at least 4.0.

For IDEA Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions) the summary score for fall 2015 evaluations is 4.6 with approximately 96% of the 50 classes receiving a raw average of at least 4.0. The summary score for spring 2016 evaluations is 4.6 with approximately 90% of the 65 classes receiving a raw average of at least 4.0.

For IDEA Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course the summary score for fall 2015 evaluations is 4.5 with approximately 92% of the 46 classes receiving a raw average of at least 4.0. The summary score for spring 2016 evaluations is 4.6 with approximately 92% of the 61 classes receiving a raw average of at least 4.0.

IDEA Evaluations-Objectives Support

Action Description
Review IDEA objectives and determine which objectives best relate to the various courses.

Preceptor evaluations by students and faculty reflect satisfaction with the experience 80% of the time.

KPI Description
Preceptor evaluations by students and faculty reflect satisfaction with the experience 80% of the time.

Results Description
Informal evaluation from faculty and feedback from students reflect satisfaction with the preceptor assignments greater than 80% of the time.

Evaluation of Preceptor

Action Description
The process for formal evaluation of preceptors will be refined and documentation will be maintained by the Clinical Coordinator for use in future placement.

Student grading and evaluation policies and procedures are outlined in the course syllabus and applied 100% of the time.

KPI Description
Student grading and evaluation policies and procedures are outlined in the course syllabus and applied 100% of the time.

Results Description
Faculty applied grading criteria as outlined in the course syllabus. No grade appeals were filed.

Course Reports

Action Description
Develop a tracking system for course reports through the director's office. Note completion of reports in the FES for course coordinator faculty.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

The curriculum structure is reviewed annually and revised as indicated based on changes in external and internal guidelines.

Performance Objective Description

The curriculum structure is reviewed annually and revised as indicated based on changes in external and internal guidelines.

The degree plan reflects THECB, core curriculum, SHSU, and TBON requirements for curriculum 100% of the time.

KPI Description
The degree plan reflects THECB, core curriculum, SHSU, and TBON requirements for curriculum 100% of the time.

Results Description
Student transcripts are reviewed prior to graduation. Each degree plan is reviewed to ensure that THECB, core curriculum, SHSU, and TBON requirements for the BSN are met.

Course Reports

Action Description
Develop a tracking system for course reports through the director's office. Note completion of reports in the FES for course coordinator faculty.

Curriculum Crosswalk Development

Action Description
The curriculum crosswalk is being updated to include the AACN Baccalaureate Essentials. The Texas DECs were added in AY 2015.

Degree Plans

Action Description
The Interim Director and COHS Degree Plan Analyst will continue to work with the Registrar's Office to improve the workflow to ensure timely graduation for all program options.

CCNE Standard IV - Program Effectiveness Data

Goal Description
Program effectiveness is demonstrated in the areas of student outcomes, faculty outcomes and other outcomes.

Related Items/Elements

Faculty outcomes, individually and aggregate, demonstrate program effectiveness.

Performance Objective Description
Faculty outcomes, individually and aggregate, demonstrate program effectiveness.

100% of tenure/tenure track faculty will demonstrate adequate performance on the annual DPTAC review.

KPI Description
100% of tenure/tenure track faculty will demonstrate adequate performance on the annual DPTAC review.

Results Description
Four of the tenure-track faculty underwent DPTAC review in spring 2016. Two faculty member received a review indicating expected progress toward tenure. Two faculty members did not receive satisfactory reviews.

DPTAC Performance

Action Description
A formal mentoring process will be instituted in AY 16-17 to aid tenure track faculty with DPTAC review preparation.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

80% of faculty will demonstrate evidence of service activities that support the mission of the SON, COHS, university and profession each year on the FES.

KPI Description
80% of faculty will demonstrate evidence of service activities that support the mission of the SON, COHS, university and profession each year on the FES.

Results Description
100% of the faculty in the SON serve on a school, college, university or professional committee.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the

foundation for discussion.

Service Activities

Action Description
Administration at the School and College level will continue to support service activities by promoting opportunities within the university and profession as they arise.

80% of tenure/tenure-track faculty will show evidence of scholarship activities toward tenure and rank promotion each year.

KPI Description
80% of tenure/tenure-track faculty will show evidence of scholarship activities toward tenure and rank promotion each year.

Results Description
Six of the seven (85%) tenured/tenure track faculty members received a grant, presented at a conference, or had a manuscript accepted for publication.

Faculty Qualifications

Action Description
Newly hired faculty will provide proof of qualifications (academically and experientially). Current faculty will maintain licensure.

A structured faculty development plan for all nursing faculty will be instituted in the fall 2016 semester and will continue for AY 16-17. All faculty will be provided with a copy of the Billings and Halstead *Teaching in Nursing* 5th edition. Assigned readings from the text will serve as the foundation for discussion.

Master Program Evaluation Plan (MPEP) is in place and data collection is ongoing.

Performance Objective Description
Master Program Evaluation Plan (MPEP) is in place and data collection is ongoing.

The MPEP is revised to reflect changes in accreditation standards.

KPI Description
The MPEP is revised to reflect changes in accreditation standards.

Results Description
MPEP revisions are needed to reflect the decision to move to a single accreditation with CCNE. Structure will reflect the CCNE standards.

MPEP Revision

Action Description
The Executive Committee will revise the MPEP in fall 2016 to reflect the decision to move to a single accreditation with CCNE. Structure will reflect the CCNE standards.

Program effectiveness is demonstrated based on student outcomes: graduation rates, NCLEX pass rates, employment rates and student satisfaction.

Performance Objective Description
Program effectiveness is demonstrated based on student outcomes: graduation rates, NCLEX pass rates, employment rates and student satisfaction.

60% of students taking a standardized specialty exam will achieve at least the baseline score of proficient (level 2) on their best attempt.

KPI Description
60% of students taking a standardized specialty exam will achieve at least the baseline score of proficient (level 2) on their best attempt.

Results Description
ATI data revealed that at least 60% of the students who took the Med-Surg, Newborn, Children, Mental Health, Community and Leadership exams achieved a minimum proficiency level 2 on the exams. Less than 60% of the students who took the Fundamentals, Nutrition and Pharmacology achieved a minimum proficiency level 2 on the exams. See the attached table from ATI reporting.

ATI Longitudinal Assessment Report

Standard Specialty Exams (ATI)

Action Description
Curriculum revisions will be submitted to add additional credit hours for Nursing Fundamentals, Pathophysiology and Pharmacology beginning Fall 2017. Credits will be reduced in Older Adult (NURS 3040) and NURS 3251 Perspectives in Cultural Nursing will be removed from the course inventory.

80% of alumni surveyed 6-12 months after graduation will rate the quality of the program as satisfactory or higher.

KPI Description
80% of alumni surveyed 6-12 months after graduation will rate the quality of the program as satisfactory or higher.

Results Description
The alumni survey is administered to graduating cohorts 6 months after they graduate from the program. 10 former students from cohort 6 responded to the survey out of 30. The survey respondents graduated in December 2015. The

breakdown of respondents is seen below:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Number	0	1	1	5	3
Percentage	0%	10%	10%	50%	30%

Total satisfaction rating for this group of graduates was 80%.

Alumni Surveys

Action Description
Continue efforts to increase response rate to alumni survey. Utilize social media and work with Alumni Office to make contacts.

80% of employers surveyed will rate SHSU graduates as prepared or higher in all student learning outcomes.

KPI Description
80% of employers surveyed will rate SHSU graduates as prepared or higher in all student learning outcomes.

Results Description
The employer survey is randomly sent out to employers of SHSU School of Nursing grads. As of Summer 2016, here was the breakdown of all student learning outcomes. All employers surveyed rated SHSU School of Nursing grads as prepared or higher in all student learning outcomes.

Collaborate with other professionals on the health care team to provide health promotion, disease, and injury prevention across the lifespan for individuals, families, groups and communities.	Prepared	Well Prepared	Very Well Prepared	N/A	TOTAL	% Prepared or higher
Integrate knowledge from liberal studies and nursing science to practice beginning level professional nursing in a holistic, caring manner.	1	2	2	0	5	100%
Develop, implement, and evaluate safe, quality patient care through collaboration with patients and members of the interprofessional health care delivery team in various health care settings.	1	2	2	0	5	100%
Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care in order to	1	2	2	0	5	100%

provide care to individuals, families, groups, and populations.						
Use therapeutic communication in formal and informal interaction with patients, families, groups, colleagues, and other members of the healthcare team in the delivery of nursing care.	1	2	2	0	5	100%
Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.	1	2	2	0	5	100%
Base safe patient care upon evidence and clinical reasoning.	1	2	2	0	5	100%
Act as an advocate for both sick and healthy clients across the lifespan and for the nursing profession, reflecting current and changing health care systems, health policies, and global health care factors.	1	2	2	0	5	100%
Demonstrate accountability for lifelong learning and professional growth.	1	2	2	0	5	100%

Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.	1	2	2	0	5	100%
Collaborate with other professionals on the health care team to provide health promotion, disease, and injury prevention across the lifespan for individuals, families, groups and communities.	1	2	2	0	5	100%
What skills were SHSU BSN graduates lacking that would be desirable for their positions in your institution?	1	2	2	0	5	100%
What strengths do SHSU BSN graduates bring to their positions in your institution?	1	2	2	0	5	100%
Overall, how do SHSU BSN graduates you have hired compare to other RN graduates? Would you say SHSU BSN graduates are:	1	2	2	0	5	100%

Employer Surveys

Action Description
Continue to reach out to employers. Consider using iPad and having faculty to ask hiring managers to complete the survey while in the clinical area with current students.

At the time of graduation, 60% of students taking a standardized exit exam will achieve a baseline score of national BSN mean on their last attempt.

KPI Description
At the time of graduation, 60% of students taking a standardized exit exam will achieve a baseline score of national BSN mean on their last attempt.

Results Description
66.7% of the 12/2015 graduates scored above the national mean. 77.1% of the 5/2016 graduates scored above the national mean.

Standardized Exit Exam

Action Description
Increase percent of students to 70% for achieving a baseline of national BSN mean on their final exit exam attempt.

In the Senior Exit Survey, 70% of students will indicate they have been offered a nursing position.

KPI Description
In the Senior Exit Survey, 70% of students will indicate they have been offered a nursing position.

Results Description
This data comes from the senior exit survey administered at the end of each semester. We recently changed our survey to reflect the CCNE accreditation standards. The current survey results are available for the two most recent graduating cohorts (6 and 7).

	Total Graduates	Employed Upon Graduation?	Percentage
Cohort 6	30	23	76.67%
Cohort 7	36	32	88.89%
Total	***66***	***55***	***83.33%***

Employment Upon Graduation Numbers

Graduates with Position

Action Description
Continue to share job fair opportunities and to allow potential employers to meet with graduating students. Increase percent to 75% of students who have been offered a nursing position upon graduation and successful completion of NCLEX.

In the Senior Exit Survey, 80% of students will rate that they are satisfied or above that simulations assisted them to become competent in the clinical setting.

KPI Description
In the Senior Exit Survey, 80% of students will rate that they are satisfied or above that simulations assisted them to become competent in the clinical setting.

Results Description
This data comes from the senior exit survey administered at the end of each semester. We recently changed our survey to reflect the CCNE accreditation standards. The current survey results are available for the two most recent graduating cohorts (6 and 7).

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Satisfaction Rating
Cohort 6	4	8	11	7	**60%**
Cohort 7	5	19	10	2	**33%**
Total	**9**	**27**	**22**	**9**	**46.96%**

Simulation Setting Responses

Simulation and Clinical Competence

Action Description
Use of simulation will increase. Faculty development related to simulation as a teaching strategy will continue with an onsite consultant in Fall 2016.

In the Senior Exit Survey, 80% of students will rate the overall program as satisfactory or above.

KPI Description
In the Senior Exit Survey, 80% of students will rate the overall program as satisfactory or above.

Results Description

This data comes from the senior exit survey administered at the end of each semester. We recently changed our survey to reflect the CCNE accreditation standards. The current survey results are available for the two most recent graduating cohorts (6 and 7).

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Satisfaction Rating
Cohort 6	4	11	12	3	**50%**
Cohort 7	7	19	8	2	**27.78%**
Total	**11**	**30**	**20**	**5**	**37.87%**

Cohort 7 students experienced numerous program changes including faculty that were new to the academic nursing role.

Program Satisfaction

Action Description
Faculty development, faculty mentorship and consistent faculty assignments will be maintained to the extent possible.

In the Senior Exit Survey, 80% of students will rate themselves as prepared or higher on all 10 SLOs.

KPI Description
In the Senior Exit Survey, 80% of students will rate themselves as prepared or higher on all 10 SLOs.

Student Learning Outcomes Responses

Results Description
This data comes from the senior exit survey administered at the end of each semester. We recently changed our survey to reflect the CCNE accreditation standards. The current survey results are available for the two most recent graduating cohorts (6 and 7).

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	Satisfaction Rating
Cohort 6	0	6	16	8	**80%**
Cohort 7	2	18	12	4	**44.44%**
Total	**2**	**24**	**28**	**12**	**60.60%**

Program Satisfaction

Action Description
Faculty development, faculty mentorship and consistent faculty assignments will be maintained to the extent possible.

In the Senior Exit Survey, 80% of students will rate they are satisfied or above that clinical assignments allowed them to apply theories learned in the program.

KPI Description
In the Senior Exit Survey, 80% of students will rate they are satisfied or above that clinical assignments allowed them to apply theories learned in the program.

Results Description
This data comes from the senior exit survey administered at the end of each semester. We recently changed our survey to reflect the CCNE accreditation standards. The current survey results are available for the two most recent graduating cohorts (6 and 7).

The clinical facilities met my needs.

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	Satisfaction Rating
Cohort 6	1	1	4	12	11	**79.31%**
Cohort 7	3	4	3	10	16	**72.22%**
Total	**4**	**5**	**7**	**22**	**27**	**75.38%**

Program Satisfaction

Action Description
Faculty development, faculty mentorship and consistent faculty assignments will be maintained to the extent possible.

On time completion rate (graduation within 36 months of admission to the nursing program) will be 70%.

KPI Description
On time completion rate (graduation within 36 months of admission to the nursing program) will be 70%.

Results Description

	Graduates			Program Dates	
	Graduated	Non-Grad	% Graduated	Start Date	Graduation Date
Cohort 1	21	0	100%	January 2011	December 2012
Cohort 2	11	1	92%	September 2011	May 2013
Cohort 3	23	5	82%	September 2012	May 2014
Cohort 4	35	2	95%	January 2013	December 2014
Cohort 5	33	6	85%	September 2013	May 2015
Cohort 6	30	2	93%	January 2014	December 2015
Cohort 7	36	5	88%	September 2014	May 2016
	189	**22**	**89.57%**		

On Time Completion Rate Data

On-Time Graduation

Action Description
Continue curriculum measures and seek additional scholarship opportunities to support students.

Records of all formal complaints are reviewed and analyzed.

Performance Objective Description
Records of all formal complaints are reviewed and analyzed.

Formal complaints are reviewed as outlined in the appeals and grievance policies.

KPI Description
Formal complaints are reviewed as outlined in the appeals and grievance policies.

Results Description
There were no formal complaints filed.

Formal Complaints

Action Description
Maintain formal complaint policy outlined in the student handbook posted in the Blackboard Cohorts page.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Gathering alumni information is extremely difficult; However, we have begun working with the Alumni office to get information on our graduates that will help us locate students. This will ensure that we have the most up to date information on our students after they graduate.

However, we expect that there are a large number of students who will not respond to our contact attempts and it is even possible that the Alumni office does not have the most up to date information. We have begun, and will continue, employing social media to get the latest information on our students, and we would like to use social media to engage our alumni in networking, ongoing discussion and mentoring for our newly graduating students.

Surveys administered through Lime Survey have had a very encouraging response rate prior to student graduation. We will continue to gather as much information from students prior to graduation as possible through Lime Survey. We have been gathering their latest contact e-mail so that we can contact them after graduation.

Update of Progress to the Previous Cycle's PCI
Work continues with the Alumni Office to reach graduates. Social media, both institutional and personal faculty accounts are used to make contact with graduates. Lime Surveys were used to gather contact information.

Plan for Continuous Improvement for 2016-17

Closing Summary
The School of Nursing has experienced tremendous growth in faculty and staff during its short history. Many of the faculty are experienced clinicians and novice academic nursing educators. Thirty-five percent of the faculty are in their first year and 26% have between one and five years teaching experience. Faculty development needs are a high priority in order to maintain and improve student learning outcomes. Faculty development will include information related to teaching best practices and regarding deficiencies in the current year's assessment data.

The School of Nursing is undergoing a leadership change. An interim director was appointed and assumed leadership to reflect CCNE standards.

Assessment Plan Summary
Department: Humanities and Social Sciences, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

CHSS Staff Development

Goal Description
The CHSS will promote the intellectual and professional development of staff members serving departments and programs in the college.

Related Items/Elements
Staff Professional Development

Performance Objective Description
The CHSS will identify and increase the number of college staff members obtaining outside professional and intellectual development experiences.

Off-Site Conferences And Professional Development

KPI Description
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.

Results Description
Human resources reported that CHSS staff members who were hired from outside SHSU completed an average of 23.33 hours of training during the past year. Additionally, continuing CHSS staff members completed an average of 21.11 hours of training during the past year. In both cases, CHSS staff members exceeded SHSU's 8-hour staff development requirement by a wide margin.

Two staff members attended a total of three offsite conferences during 2015-2106. While this result does not meet the expected criterion for success, CHSS has already committed to sending 13 staff members to the Association of Executive and Administrative Professionals, which will be held in September 2016.

Staff Professional Development

Action Description
Staff feedback on about professional development remains overwhelmingly positive. CHSS will continue to offer staff the opportunity for off-site professional development, and seek opportunities to improve its staff development process.

Excellence In Academic Programs

Goal Description
The CHSS will develop academic programs and constantly review existing programs to ensure excellence in this important mission of the college.

Related Items/Elements
Enhance Graduate Student Entering Credentials

Performance Objective Description
The CHSS will increase the quality of credentials of incoming graduate students.

Incoming Graduate Student GPA

KPI Description
Graduate programs across CHSS will demonstrate a total average incoming graduate student GPA increase of 2%.

Results Description
Degree Program GPA's by Semester

Degree Program	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Summer 2016
Comm Studies MA	3.15	3.52	3.16	3.31	No admits
Creative Writing MFA	3.13	3.67	3.49	3.79	No admits
English MA	3.54	3.70	3.40	3.31	3.02
Spanish MA	3.25	2.97	3.28	3.53	3.51
History MA	3.39	3.65	3.55	3.32	3.24
Political Science MA	3.59	3.23	3.70	3.12	3.13
Political Science MPA	3.60	3.53	3.48	3.71	3.39
Psychology MA	3.58	No admits	3.10	No admits	No admits
School Psych SSP	3.31	No admits	3.56	No admits	No admits
Clinical Psych MA	3.63	No admits	3.71	No admits	No admits
Clinical Psych PhD	3.73	No admits	3.86	No admits	No admits
Sociology MA	3.18	3.53	3.50	3.31	No admits

Degree Program Percentage Change Year-to-Year Change by Semester

Degree Program	Fall 2014-Fall 2015	Spring 2015-Spring 2016
Comm Studies MA	+0.3%	-6.0%
Creative Writing MFA	+11.5%	+3.3%
English MA	-4.0%	-10.5%
Spanish MA	+0.9%	+18.9%
History MA	+4.7%	-9.0%
Political Science MA	+3.1%	-3.4%
Political Science MPA	-3.3%	+5.1%
Psychology MA	-13.4%	NA
School Psych MA	+7.6%	NA
Clinical Psych MA	+2.2%	NA
Clinical Psych PhD	+3.5%	NA
Sociology MA	+10.1%	-6.2%

Effectiveness of Graduate Education

Action Description
CHSS plans to shift its focus away from assessing aggregate graduate student credentials toward tracking graduate student outcomes. This shift will emphasize student completion data rather than admissions data. The college will work with individual graduate departments to develop tracking that recognizes the value of students achieving desired outcomes even if those outcomes do not include completion of graduate degrees (e.g., completion of 18 hours of graduate course work, which qualifies teachers to teach dual credit courses).

Increase GRE Scores Of Incoming Graduate Students

KPI Description
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%.

Results Description
Degree Program Average GRE Scores

Degree Program	2014-2015 Average	2015-2016 Average	Year-over-Year Change
Comm Studies MA	299	284	-5.0%
Creative Writing MFA	306	295	-3.6%
English MA	306	301	-1.6%
Spanish MA	Not Required	Not Required	NA
History MA	304	301	-1.0%
Politcal Science MA	294	299	+1.7%
Political Science MPA	302	302	0.0%
Psychology MA	298	300	+0.7%
School Psych SSP	306	303	-1.0%
Clinical Psych MA	310	311	+0.3%
Clinical Psych PhD	314	312	-0.6%
Sociology MA	301	289	-4.0%

Across all programs, the unweighted average was -1.2%, a minor change from the previous year.

Effectiveness of Graduate Education

Action Description
CHSS plans to shift its focus away from assessing aggregate graduate student credentials toward tracking graduate student outcomes. This shift will emphasize student completion data rather than admissions data. The college will work with individual graduate departments to develop tracking that recognizes the value of students achieving desired outcomes even if those outcomes do not include completion of graduate degrees (e.g., completion of 18 hours of graduate course work, which qualifies teachers to teach dual credit courses).

Increase Student Enrollments

Performance Objective Description
The CHSS will increase both undergraduate and graduate student enrollments by specified amounts each year.

Increase Enrollments In Graduate Programs

KPI Description
Increase enrollments in graduate programs by 10%.

Results Description
In 2014-15, CHSS recorded 1049 graduate student enrollments for 6,200 student credit hours. In 2015-16, there were 964 graduate student enrollments for 5,643 credit hours. These figures represented an 8.1% decrease in student enrollments and a 4.1% decrease in total graduate student credit hours.

Increase Enrollments in Graduate Programs with Capacity

Action Description
CHSS is committed to increasing enrollment in graduate programs with capacity at a rate equal to or greater than the overall growth of Sam Houston State University.

Increase Undergraduate Enrollments

KPI Description
Increase undergraduate majors in programs of college by 2%

Results Description
In 2014-2015, CHSS recorded 4,541undergraduate-major enrollements for a total of 120,274 student credit hours. In 2015-2016 the figures were 4,648 undergraduate-major enrollments for 119,738 hours. These changes indicated a 2% increase in major enrollments with an 0.4% decrease in student credit hours.

Increase Undergraduate Enrollments

Action Description
CHSS is committed to increasing undergraduate enrollments at a rate equal to or greater than the overall growth of Sam Houston State University.

Periodic Graduate Program Review

Performance Objective Description
The CHSS will complete a thorough program review of each of its graduate programs before August 2019.

Graduate Program Review Process

KPI Description
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.

Results Description
During 2015-2016, CHSS completed program reviews for the MA in Communications Studies and the MA and MPA in Political Science.

The review of the Communication Studies offered only minor suggestions relating to the acceptance of more course hours from students with "graduate certificates in the Communication Discipline" and a possible addition of new admissions requirements. The review closed by stating, "The bottom line is that this is an excellent, well-administered program..."

The review of the Political Science MPA program acknowledged the promising future of the program. In addition to encouraging the program to seek NASPAA accreditation in the future, the final report includes recommendations on a variety of subjects, including curricular review, policy clarifications, outreach activities, and academic partnerships.

The review of the Political Science MA program commended the program for successfully transitioning to on-line delivery. The reviewers also offered specific recommendations relating to a review of admissions criteria, a review of course descriptions and titles, and a review of course offerings, among other things. Finally, given the recent transition to on-line delivery, the review recommended an additional outside review in 2-3 years.

Graduate Program Review

Action Description
The college will work with Communication Studies and Political Science to implement changes in response to the 2015-2016 graduate program reviews.

In 2016-2017, the Spanish MA and Sociology MA will undergo their program reviews as scheduled.

In response to significant changes at the Texas Review Press and the arrival of a new Department Chair, the English Department's English MA and Creative Writing MFA will undergo their graduate program reviews during 2016-2017, two years ahead of schedule.

Promote Centers Of Scholarly Excellence

Performance Objective Description
The CHSS will develop centers for focused scholarly activity within the departments

Centers Of Scholarly Excellence

KPI Description
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.

Results Description
CHSS did not create any new centers during 2015-2016. However, the College did create two new minors, one designed to support the Center for Community Engagement and one designed as a first step toward a proposed Sam Houston Center for Applied Ethics and Critical Thinking.

CHSS, the Department of Sociology, and the Center for Community Engagement successfully proposed an interdisciplinary minor in Community Leadership to meet the interests and needs of current and future SHSU students and the growing needs of local communities. The Minor in Community Leadership is aimed at teaching students the knowledge, skills, and dispositions requested by local community leaders, and confirmed by the literature on community leadership, to be agents of change in their communities. Majors that would pair most readily with this minor include, but are not limited to: sociology, political science, communication studies, agriculture, health services promotion, public health, criminal justice. The Minor in Community Leadership provides material support for the mission of the Center for Community Engagement.

CHSS also successfully proposed an interdisciplinary minor in Applied Ethics and Critical Thinking to prepare students to identify, evaluate, and make progress on large-scale societal problems by honing their critical thinking skills on applied ethical issues. Students who complete the minor will graduate from Sam Houston State University with significant experience engaging with opposing viewpoints on a range of pressing ethical issues. In short, they will be well prepared to launch careers and enter the public sphere as engaged citizens. The Minor in Applied Ethics and Critical Thinking represents a major first step toward a proposed Sam Houston Center for Applied Ethics and Critical Thinking.

Scholarly Centers

Action Description
In light of SHSU's shift away from the creation of scholarly centers, CHSS will no longer emphasize the creation of scholarly centers. CHSS will continue its development of the Applied Ethics and Critical Thinking Minor and continue to investigate options to expand opportunities for applied student experiences and interdisciplinary collaborations.

Faculty Research Development

Goal Description
The CHSS will identify and promote best practices for faculty research development.

Related Items/Elements
Faculty Conference Participation

Performance Objective Description
The CHSS will increase faculty activity at scholarly conferences.

Faculty Presentations At Scholarly Conferences

KPI Description
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.

Results Description
In 2015, the college faculty of 119 made 293 conference publications for a per capita rate of 2.46. In 2014, 115 college faculty made 278 conference presentations for a per capita rate of 2.42.

Faculty Conference Presentations

Action Description
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.

Faculty Grant Activity

Performance Objective Description
The CHSS will increase the number of grants submitted by college faculty and funded.

Increased Grant Submissions And Grant Funding

KPI Description
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.

Results Description
In 2015, 119 CHSS faculty submitted a total of 35 external grant applications for a per capita submission rate of .29. CHSS faculty had 20 external grants funded for a per capita success rate of .17. The submission success rate was 57%.

In 2014, 115 CHSS faculty submitted 35 external grant applications for a per capita submission rate of .30. CHSS faculty had 12 external grants funded for a per capita success rate of .10. The submission success rate was 34%.

Faculty Grant Activity

Action Description
CHSS will continue to work with faculty in an effort to promote both increased

grant submission and grant funding rates.

Faculty Research Publications

Performance Objective Description
The CHSS will increase the number of faculty involved in peer-reviewed publications.

Peer-Reviewed Publications

KPI Description
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%.

Results Description
In 2015, 119 CHSS faculty produced 172 peer-reviewed publications for a per capita production of 1.44. In 2014, 115 faculty produced 155 such works a per capita production of 1.35. This represents a 6.2% increase in the per capita rate of peer-reviewed publications

Faculty Research Publications

Action Description
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.

Student Research Development

Goal Description
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.

Related Items/Elements
Student Research Objectives

Performance Objective Description
The CHSS will increase the quality and quantity of both undergraduate and graduate student research publication activities.

Number Of Students Presenting And Publishing

KPI Description
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.

Results Description
In 2015, 40 undergraduate students made 49 conference presentations. In 2014-2015, 20 undergraduate students made 27 presentations.

During 2016-2017, CHSS petitioned for and received funding ($17,996) to launch an interdisciplinary undergraduate journal during 2016-2017. Two undergraduate EURECA proposals were funded by the university. CHSS offered to fund three additional proposals, one of which was not funded because the professor in charge resigned to take a position at a different university.

In 2015, 103 graduate students made 72 conference presentations. In 2014-2015, at least 100 CHSS graduate students made 195 conference presentations.

Student Research

Action Description
The college will continue to support both graduate and undergraduate research through funding to support travel for students to present at conferences and grants to support research activities.

CHSS expects a successful launch of our new interdisciplinary undergraduate journal during 2016-2017.

Additional activities that will be explored during 2016-2017 include: introductory workshops for students in humanities and social sciences disciplines, canvassing of departmental clubs for students who are interested in and capable of conducting research, and canvassing of honor socitiesstudents who are interested in and capable of conducting research.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI

CHSS submitted a plan for a new Applied Ethics and Critical Thinking minor. It is currently going through the university curriculum approval process. It is expected to be online and available to students starting in Fall 2017. The college will continue to explore its options for creating a new center for Applied Ethics and Critical Thinking; however, the creation of new centers will no longer be a major focus of college efforts.

CHSS continues to work on staff development. Although the college did not meet its 2015-2016 goal for off-campus development opportunities for staff members, the college has already committed to sending a substantial number of staff members to a conference in September 2016, and plans to continue its efforts to promote staff development and training.

CHSS was unable to analyze and report on enrollment growth. Because of turnover in the Associate Dean positions, the college lacked the continuity to launch and successfully complete this effort.

CHSS met its targets for faculty scholarship and grant activity. Moving forward, the college plans to devote more attention to student research.

CHSS did not undertake a comprehensive review of its tenure and promotion policy or its merit pay policy. Because of turnover among the Associate Deans and the advice of legal counsel, the college is proceeding in a more measured fashion by attempting to address known individual elements before returning for a more complete view at a later date.

2015-2016 Plan for Continuous Improvement

Closing Summary

For 2016-2017, CHSS will undertake a number of initiatives:

1) CHSS will continue to pursue growth of its graduate and undergraduate programs aiming to at least match the growth of the university as a whole.

2) CHSS will continue to emphasize scholarly productivity in the form of grants and publications among faculty. The college will also work to promote increased student research within its programs.

3) CHSS will take a careful look at its hiring process. The college will ensure the adoption of best practices and begin tracking and reporting on its efforts to diversify its faculty.

4) CHSS will work toward parity of funding for doctoral students in the college relative to doctoral students in other colleges.

5) CHSS will use a meta-assessment process to improve its assessment practices. This effort will seek two major goals: 1) identifying synergies between existing practices and assessment to reduce the workload created by assessment, and 2) identifying and supporting novel assessment practices that can reduce the burden of assessment on classroom faculty.

Assessment Plan Summary
Department: Foreign Languages, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

Foreign Languages, Department of

Faculty Scholarly Excellence

Goal Description
The Department of Foreign Languages faculty (tenured and tenure-track) will engage in scholarly activities.

Related Items/Elements
Recruitment Activities

Performance Objective Description
The Department of Foreign Languages will actively engage in recruitment activities for undergraduate and graduate programs in the department.

Recruitment

KPI Description
The department will utilize associations such as the Hispanic Association of Colleges and Universities and the Houston Hispance Forums as avenues for recruitment.

Results Description
Recruitment activities at the Hispanic Association of Colleges and Universities and the Houston Hispanic Forums as well as “Saturday at Sam” and other related hand-on recruitment efforts haves resulted in 21 additional Spanish majors for Fall 2016; this number is up 15 majors from Fall 2015.

Recruitment

Action Description
Given the results of hands-on recruitment activities, the department has set aside an additional $2000 recruitment budget to increase student numbers not only in the BA in Spanish, but also in all language minors housed in the department

Research Agenda

Performance Objective Description
The tenured and tenure-track facutly in the Department of Foreign Languages will develop and maintain an active research agenda.

Research Agenda

KPI Description
The number of peer-reviewed publications, conference presentations, conference participation (as a chair or discussant), and grant proposals by the faculty in the deparment (tenured and tenure-track) serve as the indicators of an active research agenda.

Results Description
Faculty produced on average 8.0 scholarly works; however, this number is inflated and is skewed by conference presentations. If we look solely at publications in peer-reviewed journals, the average drops to 3.0 works per faculty member.

Scholarly Works

Action Description
As per the reported average in scholarly works, the department is performing adequately for overall research production; however, over the next year (2016-2017, the scope and quality of publications has been targeted for improvement, and we anticipate increasing the number of scholarly peer-reviewed publications to 4.0

Quality Instruction

Goal Description
Faculty in the Department of Foreign Languages will demonstrate quality in the instructrion of their classes, specifically to ensure the most effective delivery of target language acquisition.

Related Items/Elements
Quality Instruction

Performance Objective Description
The Department of Foreign Languages will maintain a level of instruction at or above the average for all departments at SHSU.

Quality Instruction

KPI Description
Successful teaching will be demonstrated by faculty performance on the Individual Development and Educational Assessment (IDEA) Class Evaluation System. This survey is a nationally normed, university-adopted evaluation instruction, which measures student perception of instructor teaching. The Foreign Languages faculty will average at least 4.1 on the IDEA student evaluations of teaching, which is the

average of all instruction at SHSU.

Results Description
Overall, FOLG faculty not only met the 4.1 benchmark for Quality of Instruction but actually achieved a 4.4. One faculty member was identified as performing below the 4.1 benchmark for teaching, but has retired as of August 2016.

Quality of Instruction

Action Description
The quality of faculty teaching is good, and we anticipate additional improvement over the next year (2016-2017). As a result, we are targeting an overall average performance of 4.6 on the IDEA metric.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
No PCI was created during the 2014-2015 assessment cycle.

Update of Progress to the Previous Cycle's PCI
Over the last two years, the department has experienced significant change in leadership, going from interim co-chairs to a full-time permanent chair in 2015. The 2015-2016 year was largely spent creating new directions and a new vision the department. In particular, an effort was made to increase faculty's awareness of the importance of publishing peer-reviewed research in order to increase the visibility of the department both on campus and away. In addition, new emphasis was also placed on the importance of developing a common goal for the quality of instruction at all levels across all programs and languages. To this end, a plan has been put into place to increase teaching quality (as referenced by IDEA scores) by creating clear learning objectives for all classes including the 1000 and 2000 levels, and for both face-to-face and online contexts. Finally, given the ongoing trend of a decrease in Spanish enrollment (in all programs), the department is now developing a hands-on approach to recruitment and thus relying less on enrollment management to carry out all program-related recruitment. During the 2016-2017, new goals will be proposed for quality of instruction and research as well as student recruitment. These goals will be detailed in the December 2016 Campuslabs update.

2015-16 Plan for Continuous Improvement

Closing Summary
WOLC has for the first time set tangible departmental goals for 2016-2017:

1) With recent retires and improved enrollment in Spanish and French, we plan to hire two new tenure-track faculty, one in Spanish (to coordinate lower-level Spanish courses) and one in French to handle the increasing enrollment.

2) As WOLC currently does not have guidelines for evaluating service and peer-reviewed research, we

plan on producing the following :

a. a rubric to evaluate faculty service;
b. a rubric to evaluate faculty research.

3) Conduct a thorough self-study review of the MA in Spanish to order to understand how to further develop the existing curriculum.

4) Propose curriculum for a new major in French.

5) Propose curriculum for a new minor in Spanish translation / interpretation.

6) Obtain funding approval from CHSS for a new T-T ASL position in order to create a Deaf Studies minor.

Assessment Plan Summary
Department: Political Science, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

Political Science, Department of

Center for the Study of Disasters and Emergency Management (CDEM)

Goal Description
Continue growing the CDEM.

Related Items/Elements
CDEM

Performance Objective Description
Increase the activities relevant to the growth of CDEM.

CDEM

KPI Description
This is the first year CDEM will have been formally in existence. Thus, we will use this year to establish a baseline for publications, grants, and community partnerships. We anticipate growth in all three categories.

Results Description
Faculty associated with CDEM produced 26 publications and received $360,000 in grants. The director of CDEM established community partnerships at the state and international level. A complete listing of CDEM activities can be found in the supporting documents file.

CDEM

Action Description
The first year performance of CDEM was impressive. The CDEM Director will continue last year's actions that produced impressive accomplishments in the areas of grants, publications, and community/state/international partnerships.

Curriculum And Pedagogy

Goal Description
Faculty in the department of political science will offer high quality curriculum at the undergraduate level.

Related Items/Elements

Changes And Improvements To The Undergraduate Program

Performance Objective Description
The department will offer curriculum that is comparable to SHSU's competitive institutions.

Curriculum Committee Review

KPI Description
During department discussions of the degree plans, it became clear that there concerns about the the major foundation and course listings under required subfield hours. Thus, this coming year the department undergradaute curriculum committee will review these two areas of the degree plans and make recommendations to the department.

Results Description
Minor changes were made to the undergraduate curriculum, specifically in the area of the required subfield of theory. Specifically, POLS 3380 Introduction to International Relations was moved from the subfield of theory to the subfield if international relations and a new course, POLS 3373 Ideologies and Democracy, was added to the theory subfield.

Discussions regarding the major foundation of the undergraduate degree plan led to broader issuses reagarding the type of student learning objectives that should be included in the degree plan, degree tracks, preparation of students for market placement, etc. It became evident to faculty that these broader issues could not be discussed AND resolved in a single academic year. Faculty agreed it was best to move the goal of undergraduate curriculum revision into the coming academic year.

Curriculum and Pedagogy

Action Description
The Department's Undergraduate and Curriculum Committee will provide a brief report to faculty outlining the department's BA and BS degree plans and comparing the department's BA and BS degree plans to BA and BS degree plans in the SHSU College of Humanities and Social Sciences as well as political science undergraduate degree plans found at other universities that are comparable to SHSU.

Faculty Teaching

Performance Objective Description
Faculty teaching performance will rank alongside or above the teaching performance of other faculty teaching in political science and public administration.

The Individual Development And Educational Assessment System

KPI Description

Faculty will be evaluated using the data collected through the Individual Development and Educational Assessment system currently used by Sam Houston State University as a tool for evaluating faculty teaching.

In the 2014-2015 academic year, 75% of the face to face political science courses and 70% of the online courses will be scored at or above the national average as identified by the Individual Development and Educational Assessment program. Faculty members who score below or near the national average on the Individual Development and Educational Assessment program for three consecutive semesters will meet with the department chair to discuss and implement an improvement plan that includes mentoring and use of the Sam Houston State University Professional and Academic Center for Excellence (PACE). The expectation is that scores will improve by .5 on the IDEA scoring scale for the 2014-2015 academic year for those who are identified as underperforming.

Results Description
Fall 2015

96% of political science face to face courses had adjusted scores at or above the national average as identified by IDEA. 72% of political science online courses had adjusted scores at or above the national average as identified by IDEA.

Spring 2016

84% of political science face to face courses had adjusted scores at or above the national average as identified by IDEA. 60% of political science online courses had adjusted scores at or above the national average as identified by IDEA.

No faculty member scored below or at the national average for three consecutive semesters and thus there was no need to implement a teaching improvement plan with any individual faculty member.

Faculty Teaching

Action Description
The Individual Development and Educational Assessment (IDEA) system will continue to be used as a means of assessing teaching performance. A department committee will be formed to discuss and identify additional means of assessing teaching performance.

Faculty Research

Goal Description
Faculty in the department of political science will engage in research activities consistent with a dynamic and growing academic environment.

Related Items/Elements

Faculty Research Agendas

Performance Objective Description
Faculty will produce and maintain active research agendas pertinent to their areas of research.

Publications, Grants, And Conference Presentations

KPI Description
Faculty research progress will be measured by the number of publications (peer reviewed journal articles, book or book chapter, and extensive book reviews), grants, and confernce presentations.

We expect research track (3:3 course load) faculty to produce at least one publication per year or be awarded at least one internal or external grant and to present at a minimum of one conference per year.

We expect teaching track (4:4 course load) to present at a minimum of one conference per year.

Results Description
Faculty teaching a 3:3 load:

11 of 11 faculty produced one or more publications (a total of 26 publications), attended at least one conference (a total of 25 conferences), and three out of eleven faculty obtained four grants.

Faculty teaching a 4:4

Two of the three faculty members attended at least one conference and one of three faculty members published.

Faculty Research

Action Description
Faculty research has been assessed during the past several years. Faculty continue to perform well in the area of research. However, there are opportunities for faculty to increase their research collaboration with undergraduate students. This coming year the department will increase its interaction with the Center for Enhancing Undergraduate Research Experiences and Creative Activities (EURECA). The department is positioned well for increased interaction with EURECA as Heather Evans, Associate Professor in the department of political science, will begin serving as a member of the EURECA board. She has proven record of engaging undergraduates students in research and co-authoring with undergraduate

students.

Graduate Student Recruitment

Goal Description
Improve the quantity and quality of graduate student applications.

Related Items/Elements
Improve Graduate Student Applications

Performance Objective Description
The number of students entering the graduate programs will increase and the average GRE and GPA of incoming students will increase.

Number Of Applications And Average GRE And GPA

KPI Description
We expect to see a 10% increase in graduate student enrollment overall. We expect that the average GRE and GPA of students will improve or stay consistent. We will ascertain how successful the efforts to develop new prospective student recruitment pools for the MA program have been, specifically our efforts at targeting high school and community college teachers. We anticipate these recruitment efforts will increase the number of applicants beyond the minimum expectation of a 10% increase.

Students admitted under a conditional acceptance plan will go through a more rigorous application process (two writing samples, three letters of recommendation, and an interview with the graduate advisor), thus we expect to see the number of conditional acceptance move to permanent acceptance within one semester.

Results Description
Number of Applications and Average GRE and GPA

MA in Public Administration Program

Application numbers are as follows: total number of applications 76, accepted applications 30, denied applications 10, applications withdrawn due to duplicate applications 14, and 22 applications incomplete by application deadline.

Average GPA of accepted applicants = 3.36

Twenty-seven of the thirty accepted applicants had GPAs and professional work experience that qualified them for the GRE waiver. The average GRE score for the three applicants who submitted GRE scores was 297.

MA in Political Science Program

Application numbers are as follows: total number of applications 27, accepted applications 13, denied applications 3, applications withdrawn due to duplicate applications 0, and 11 applications in complete by application deadline.

The average GPA of accepted applicants = 3.30

Eight of the accepted applicants possessed a master degree or law degree which qualified for GRE waivers. The average GRE score for accepted applicants who submitted GRE scores was 300.

Graduate Student Recruitment

Action Description
This coming year the department will send faculty to professional conferences deemed relevant to graduate student recruitment. The Masters of Public Administration program will be represented by two faculty members who will attend the annual Texas Emergency Management Conference in April, 2017. The Department's Masters of Political Science Graduate Recruitment sub-committee will select a conference deemed relevant to the program and will send faculty members to that conference. The department administrative assistants, in consultation with SHSU Assistant Director of Creative Services, will select promotional items to be used at the conferences and other graduate recruitment events. $5,000 of department funds will committed to graduate program promotional items.

MA in Political Science Online Program

Goal Description
MA directors and faculty will begin taking the steps necessary to move the MA program online.

Related Items/Elements
MA in Political Science Online Program

Performance Objective Description
Switch delivery mode of MA in political science from face-to-face to completely online.

MA in Political Science Online Program

KPI Description
The MA program will be totally online by fall 2016.

Results Description
The MA program is scheduled to be offered completely online beginning in fall

2016. In spring 2016 the MA program was under external review. In their report, the external reviewers commended faculty for moving the MA program online so quickly and efficiently.

MA in Political Science Online Program

Action Description
The Masters of Political Science program's transition from face-to-face to online delivery mode was successfully completed. The program's co-directors will begin developing a sub-committees that will operate under the Masters of Political Science Graduate Committee. The sub-committees will the areas of recruitment, admissions, and curriculum as well as other areas the directors and faculty deem relevant to the online program.

Student Satisfaction With Programs And Student Market Placement

Goal Description
The department of political science will monitor and, when necessary, improve students' satisfaction with their respective programs and monitor student market placement upon graduation.

Related Items/Elements
Entrance And Exit Instruments

Performance Objective Description
Develop instruments to measure student satisfacation with programs and student market placement upon graduation

Entrance And Exit Instruments

KPI Description
Instruments will be developed and ready for department faculty review approval at the beginning of the 2015 fall semester.

Results Description
MA Public Administration Program Exit Survey Results

The response rate for the graduate exit survey was 89% (8 of the 9 students who graduated in the spring completed the survey. The survey instrument is designed to collect demographic information and assessment information (see attached supporting documents for survey instrument). The first section requires students to evaluate seven dimensions of the MPA program. Students had five descriptive categories to select from: poor, below average, average, above average, and excellent. The responses were then coded on a scale of 1 – 5 (i.e., poor = 1, below average = 2, etc.). The average score for all seven questions in this section was 4.6 and none of the individual responses varied dramatically from the average.

The second and third sections of the survey requires students to evaluate how the program contributed to the development of their professional skills and knowledge. The responses in the first section were coded on a scale of 1 – 5. The average score

in the first section were coded on a scale of 1 – 5. The average score for all five questions in the second section was 4.40. Only question four (How much do you believe your coursework in the MPA program has improved your abilities and understanding in "my ability to make ethical decisions"?) received a score that was significantly below the average (3.88 versus 4.40).

The responses in the third section were coded on a scale of 1 – 4. The average score for all five questions in section three was 3.6. None of the individual responses varied dramatically from the average.

Question five (Has obtaining your degree in the MPA program helped you advance your current position or secure better employment?) received 50% yes responses and 50% no responses.

Question six (in your opinion, did the MPA program enhance your ability to integrate high levels of quality into your professional work?) resulted in the following responses:

No, not at all: 0%

Yes, a little:12.5%

Yes, somewhat: 37.5%

Yes, significantly: 50%

The program scores were impressive with the exception of the score for the question addressing ethics and decision making. MPA faculty will need to determine what is driving the low scores.

MA Political Science Program Exit Survey Results

Two students graduated in spring and both students completed the survey. The first section of the survey included a 5-point scale with 5 being the highest score. Unfortunately, one of the students did not use the scales when answering questions. Thus, it is difficult to summarize the data numerically for both students.

The student who referenced the scale gave answers ranging between 4 and 5, with 4.33 being the average. The answers from the student who did not reference the scale consistently referenced a common theme – the student's dislike of two professors who the student believed gave him low course grades due to his political opinions.

The last question on the survey asked if their MA degree helped them advance their

political career, secure better employment, and/gain acceptance into a doctoral program. The student who did not reference the 5-point scale in the first section of the survey failed to answer the question. The other student indicated the degree helped in the area of professional advancement and better employment.

Undergraduate Program Exit Survey Results

Unfortunately, unlike the graduate program survey response rates, the undergraduate response rate was proved highly problematic. Not a single student responded to the survey.

Student Satisfaction with Programs and Student Market Placement

Action Description
The response rates for the graduate student exit surveys were impressive. The results for the Masters of Public Administration were quite favorable with the exemption of the program's relevancy to professional ethics. The MPA director and faculty will review the survey results more carefully and take any action (e.g., reviewing content of PADM 5388 Ethics) deemed relevant to addressing the survey results regarding professional ethics. The results for the Masters of Political Science were difficult to interpret given errors made by one of the two students who completed the survey. The instructions for the political science survey will be revised for clarity.

The response rate for the undergraduate exit survey was not acceptable. The Department's Undergraduate Enrollment/Recruitment Committee will develop new survey procedures designed to increase the response rate. The new procedures will be in place by the next survey cycle scheduled for December, 2017.

Undergraduate Enrollment

Goal Description
Faculty will discuss and develop strategies for increasing undergraduate enrollment.

Related Items/Elements
Undergraduate Enrollment

Performance Objective Description
Review past and current enrollment data and develop strategies for increasing enrollment.

Undergraduate Enrollment

KPI Description
A undergraduate enrollment committee will be formed and given the tasks of developing strategies for retaining students and recruiting new students.

Results Description
An undergraduate enrollment committee was formed. The committee members concluded that the department would take the following actions designed to retain student enrollment: host at least one event per semester that brings faculty and political science students together and have the department chair send out an email to all political science students at the beginning of the semester. The email content will provide students with registration information, updates on faculty and student accomplishments, welcome new students into the program, etc. This action will be taken in fall 2016.

The committee reviewed data addressing past and current enrollment. The following trends were noted: number of BA applications fall 2015 88 vs. fall 2016 117, number of BS applications fall 2015 43 vs. fall 2016 39, and number of pre-law minor applications fall 2015 97 vs. fall 2016 188. The number of applications increased substantially with the exception of a slight decrease in BS applications. The number of applicants who were accepted and who enrolled in classes also increased. However, there is a substantial difference between the number of applicants accepted and the number of applicants who actually registered. For example, in fall 2015 88 BA applicants were accepted but only 6 registered and in fall 2016 117 BA applicants were accepted but only 18 registered.

Undergraduate Enrollment

Action Description
Department funds will be used to support monthly events for students and faculty. Fall semester events are already scheduled and are linked to the 2016 General Elections. By December, 2016 faculty will have spring 2017 events scheduled.

The Undergraduate Enrollment/Recruitment Committee will begin communicating with applicants early on in the application process in an effort to encourage more students to enroll in the undergraduate program rather than to simply apply to the undergraduate program.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
UNDERGRADAUTE CURRICULUM REVIEW
During department discussions of the degree plans, it became clear that there concerns about the the major foundation and course listings under required subfield hours. Thus, this coming year the department undergradaute curriculum committee will review these two areas of the degree plans and make recommendations to the department.

UNDERGRADUATE ENROLLMENT
The department chair conducted a five year analysis of enrollment in the POLS undegraduate programs

and minors. The review showed a decrease in enrollment in programs and minors. This coming year the department will implement the following actions designed to increase undergraduate enrollment: (1) the department will begin working closely with SHSU marketing and undegradaute admissions (2) faculty will promote the programs and minors in their introductory courses, courses that typically include many undeclared students (3) the department will use COGNOS reports to determine which schools yield the higest number of POLS recruits and promotional material will be sent to those high schools and (4) the department will begin working more closely with LoneStar Community College campus. Chairs and faculty in an effort to improve the number of POLS students recruited from that campus

MA GRADUATE PROGRAM ENROLLMENT
Efforts to increase MA enrollment were not successful. Only 11.5% of the emails sent out were actually opened by recipient. Attempts to recruit from within SHSU did result in a few students, but not enough to support growth in enrollment. The market for a face-to-face MA program in political science is very limited. Thus, the department voted in favor of moving the MA online. This coming year the department will take the steps necessary to move the MA online.

MARKET PLACE ANALYSIS OF UNDERGRADUATE AND GRADUATE STUDENTS
The department will collect market placement data and will take actions appropriate to the data results.

THE CENTER FOR THE STUDY OF DISASTERS AND EMERGENCY MANAGEMENT (CDEM):
Increase interdisciplinary research initiatives, develop an interactive case study project to be housed on the CDEM website and used for student learning, and establish a CDEM speaker series.

Update of Progress to the Previous Cycle's PCI
CDEM: Faculty associated with CDEM maintained an impressive record of publications and grants. The CDEM director secured additional partnerships with county and state officials.

Curriculum and Pedagogy: The Political Science Curriculum Committee produced a report comparing the BA/BS undergraduate degree plans to degree plans offered by other departments in the College of Humanities and Social Sciences as well as undergraduate political science degree plans found at other universities that are comparable to SHSU. The course offerings were consistent with other political science degree plans. However, degree requirements were not consistent. Several faculty members expressed a desire to enter into to discussions about the Major Foundation section of the BA/BS degree plans as this section of the degree plan was not comparable to other political science degree plans.

Faculty Teaching: The committee responsible for developing additional instruments for evaluating teaching performance provided faculty with several alternatives. Faculty agreed that each alternative raised logistical problems that would be difficult to overcome. Faculty agreed to use teaching performance measurements listed in the SHSU Faculty Evaluation System.

Faculty Research: Two faculty members worked with undergraduate students. The work resulted in co-presentations at regional conferences and co-publications in peer reviewed journals. Two faculty members submitted grant applications for EUREKA FAST Awards. Both members' applications were accepted and funded by CHSS.

MA Political Science Online Program: The MA co-directors developed a MA program committee and sub-committee system.

Student Satisfaction with Programs and Student Market Replacement: The task of revising the MA exit survey has been given to the appropriate committee. The exit survey will be revised and implemented in December 2017.

Undergraduate Enrollment: Faculty did not volunteer to organize any student events during spring

2017. However, POLS faculty did attend all SHSU and CHSS student recruitment events. The department chair and the two POLS undergraduate student advisers. Began reaching out to students with pending applications.

Plan for Continuous Improvement

Closing Summary
Department progress on performance objectives

The Center for Disasters and Emergency Management (CDEM): CDEM performed well in the areas of grants, publications, and community/state/international partnerships.
Undergraduate Curriculum: Review of the curriculum for the undergraduate programs resulted in minor updates as well as agreement that this coming year the department needs to implement a more comprehensive review of all aspects of the curriculum: major foundation courses, degree plans, degree tracks, student learning objectives, and market placement.
Individual Development and Educational Assessment System (IDEA): Faculty IDEA scores were well above the national average. A committee will be formed to explore additional means for assessing teaching performance.
Faculty Research: Faculty performed very well in the area of research. The department will take action designed to increase the opportunities for faculty to engage in research and publications with undergraduate students.
Political Science Graduate Program (MA): The MA program was successfully moved online. This coming year the new MA co-directors and faculty will address the suggestions the MA program external reviewers included in their May, 2016 report.
Exit Surveys: The response rate for the graduate exit surveys were quite good. However, the instructions for the MA exit survey need to be revised for clarity and the MPA faculty need to discuss possible explanations for the low scores given on the question on professional ethics. The response rate for the undergraduate exit survey was not acceptable. Options for increasing the response rate need to be developed and tested this coming year.

Assessment Plan Summary
Department: Sociology, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

Sociology, Department of

1. Effective Teaching

Goal Description
The Department of Sociology provides high quality teaching.

Related Items/Elements
1. Faculty Teaching

Performance Objective Description
The Department of Sociology provides high quality teaching that disseminates knowledge on social life, social change, and the causes and consequences of human behavior.

Chair's Ratings of Teaching

KPI Description
Each Sociology faculty member will prepare annually the SHSU Faculty Evaluation System form that contains his/her academic activities (Research, Teaching and Service). This form will be used to assess faculty production in teaching. A score of 3.0 or more on the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form is considered satisfactory for tenured/tenure-track faculty (see attachment). It will be considered satisfactory if 80% of tenured/tenure-track faculty members and 70% of non-tenure-track faculty members obtain a score of 3.0 or greater.

Evaluation Rubric-2015-Blank

Results Description
One hundred percent of tenured/tenure-track faculty and non-tenure-track faculty members received a score of 3.0 or greater on the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form. Strengths of the faculty included: developing well organized, comprehensive syllabi for all assigned courses; adhering to syllabi; teaching appropriate and relevant materials pertaining to subject matter(s) of courses; adhering to scheduled class meeting times; maintaining appropriate professional demeanor in teaching situations; using fair and appropriate grading practices; participating in the peer-review of teaching process; and, engaging in professional development aimed at improving teaching effectiveness. Weaknesses for a minority of faculty included: maintaining a campus presence and holding

appropriate office hours; receiving numerous complaints from students regarding unfair treatments; participating in professional development activities; and, maintaining above-average annual ratings on student teaching evaluations in each class instructed.

IDEA Student Ratings

KPI Description
At least 70% of the classes taught by the tenured/tenure-track faculty will have IDEA student teaching evaluation ratings at or above a score of 4.0, which is the minimum score required in the Department of Sociology Promotion and Tenure Manual (see attachment). At least 60% of the classes taught by non-tenure-track faculty will have IDEA student teaching evaluation ratings at or above a score of 4.0.

Results Description
95% of Sociology classes taught by tenure-track and tenured faculty were at or above a score of 4.0 on the IDEA student teaching evaluations, and 72% of Sociology classes taught by non-tenure-track were at or above a score of 4.0 on the IDEA student teaching evaluations (see attachment).

IDEA students ratings-2015

Faculty Teaching Effectiveness

Action Description
The data of the IDEA student teaching evaluation ratings and the Chair's Rating of Teaching Effectiveness section of the FES Summary Report Form indicate that the desired results are exceeded. The Chair discussed the weaknesses with the minority of faculty members and suggested ways to remedy the situation. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness.

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2. Scholarly Research

Goal Description
The Department of Sociology will engage in high-quality scholarly activities.

Related Items/Elements

1. Faculty Scholarly Research

Performance Objective Description
The Faculty will produce high-quality research that investigates the structure of groups, organizations, and societies and how people interact within these contexts.

Faculty Grant Activity

KPI Description
Sociology faculty members are encouraged to seek internal and/or external grant opportunities. At least 60% of the tenured/tenure-track faculty members will submit one internal and/or external grant proposal, with the expectation that the proposal(s) will be funded.

Rubric for scholarly activities-2015

Results Description
77% of the tenured/tenure-track faculty members submitted at least one internal or external grant proposal in 2015 and 62% of them were funded (see attachment).

oatdb- -Scholarly activities- 2015

Faculty Scholarly Research

Action Description
The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. The result for faculty research publication was slight lower than the target goal (75%). The department will continue to encourage and support the faculty members to actively produce high-quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

Faculty Research Presentation

KPI Description
At least 80% of the tenured/tenure-track faculty will present their scholarship at professional conferences. Non-tenured-track faculty will be encouraged to present their scholarly works at professional conferences.

Rubric for scholarly activities-2015

Results Description
92% of the tenured/tenure-track faculty members presented a paper at a professional conference in 2015. Four non-tenured-track faculty members presented a paper at a professional conference (see attachment).

oatdb- -Scholarly activities- 2015

Faculty Scholarly Research

Action Description
The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. The result for faculty research publication was slight lower than the target goal (75%). The department will continue to encourage and support the faculty members to actively produce high-quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

Faculty Research Publications

KPI Description
At least 75% of the tenured/tenure-track faculty will publish at least one peer-reviewed journal article or equivalent, as determined by the Equivalence Chart in the Department of Sociology's Promotion and Tenure Manual(see attachment).

Rubric for scholarly activities-2015

Results Description
69% of the tenured/tenure-track faculty members published at least one peer-reviewed journal article or equivalent (see attachment).

oatdb- -Scholarly activities- 2015

Faculty Scholarly Research

Action Description
The results of three KPI indicators indicate that the desired objective of the faculty scholarly research was successfully achieved except faculty research publication. The result for faculty research publication was slight lower than the target goal (75%). The department will continue to encourage and support the faculty members to actively produce high-quality research. In particular, the department has established the Sociology Research Stipend Program to encourage faculty to submit internal and/or external grant proposal.

2. Student Scholarly Research

Performance Objective Description
Students in the Department of Sociology will produce scholarly research works with the support and mentoring of the faculty.

Student Research Presentations

KPI Description
The Department of Sociology values nurturing students' academic maturity and professionalism beyond the classroom setting. Ten undergraduate and graduate students will attend and/or present their research works at the SHSU Undergraduate Symposium and/or regional and national professional conferences.

Results Description
In 2015, one graduate student was a co-author with faculty members on one conference presentation. Additionally, two undergraduate students were a co-author with faculty on two conference pesentations.

Student Research Publications

KPI Description
The Department of Sociology values nurturing students' academic maturity and professionalism beyond the classroom setting. Five undergraduate and graduate students will be encouraged to co-author with faculty members to publish peer-reviewed journal articles (or equivalent, as determined by the Equivalence Chart in the Department of Sociology's Promotion and Tenure Manual).

Results Description
One former graduate student has published one peer-reviewed journal article (or equivalent) with one faculty member.

Student Scholarly Research

Action Description
The data indicate that although both undergraduate and graduate students were engaged in scholarly research activities and produced scholarly research works with mentoring of the faculty, the target objectives were not met in 2015. In 2016, the department will continue to encourage and support Sociology students to engage in scholarly research activities with the support and mentoring of the faculty of the Department of Sociology.

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3. Service

Goal Description
Faculty will provide service to the department, university, profession and community.

Related Items/Elements

Provision Of Quality Service

Performance Objective Description
Faculty in the Department of Sociology will provide service to the department, university, profession and community and engage in leadership roles in the profession.

Leadership Roles In The Profession

KPI Description
The Department of Sociology encourages and provides resources for faculty to engage in leadership roles in the profession. At least 50% of the tenure-track and tenured faculty will take a leadership role in the profession at regional, state, national, and/or international levels. The leadership role includes officer and board members in state, regional, national, and/or international organization, as well as editorships (e.g., editor, associate/assistant editor, or editorial review board for journals).

Rubric for service activities-2015

Results Description
62% of the tenured/tenure-track faculty members held a leadership role in professional associations at the regional, state, national, and/or international levels. Examples of leadership roles include, but not limited to: elected or appointed officers in professional associations, editorial board member for professional journal, or editor/Co-editor of professional journal.

oatdb- -Service activities- 2015

Provision of Quality Service

Action Description
Both data of the Chair's Rating of the Service section of the FES Summary Report Form and the leadership roles in the profession indicate that the desired results are exceeded. The department will continue to encourage the faulty to provide excellent service to the department, college, and university, as well as to take leadership roles on the profession.

Service Activities

KPI Description
Each Sociology tenured/tenure-track faculty member will prepare annually the SHSU Faculty Evaluation System form that contains his/her academic activities (Research, Teaching and Service). This form will be used to assess successful completion of service. A score of 3.0 or more on the Service section of the FES Summary Report Form is considered satisfactory. It will be considered satisfactory if 80% of tenured/tenure-track faculty members obtain a score of 3.0 or greater (see attachment).

Rubric for service activities-2015

Results Description
100% of tenured/tenure-track faculty members obtained a score of 3.0 or greater on the Service section of the FES Summary Report Form. Strengths of the faculty included service to the department (i.e., attendance/participation in department activities/events, student recruitment, student mentoring, committee service, and commencement) and service to the profession (i.e., membership in professional associations, attendance at annual meetings/conferences or professional associations, and completing ad hoc manuscript reviews). Weaknesses for a minority of faculty members included: service to the college (attendance/participation in college activities, such as CHSS Convocation and CHSS Colloquia) and service to the university (attendance/participation in university activities/events, such as the General Faculty Meeting (see attachment).

oatdb- -Service activities- 2015

Provision of Quality Service

Action Description
Both data of the Chair's Rating of the Service section of the FES Summary Report Form and the leadership roles in the profession indicate that the desired results are exceeded. The department will continue to encourage the faulty to provide excellent service to the department, college, and university, as well as to take leadership roles on the profession.

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4. Curriculum Enhancement

Goal Description
The Department of Sociology will provide students quality teaching through development and advancement of curriculum.

Related Items/Elements
1. Curriculum Development

Performance Objective Description
The Department of Sociology will develop and offer students various sociology courses via multiple delivery methods to accommodate the students' need.

Course Development In ACE Format.

KPI Description
The Department will encourage professors to offer their courses in ACE format.

Results Description

In the Fall of 2015, the following courses have been designated as ACE courses:

SOCI 3324.02 (Social Inequality), SOCI 3365.01 and SOCI3365.02(Sociology of Health and Illness), and SOCI 5355 (Seminar in Social Inequality). In the Spring of 2016, the following courses have been designated as ACE courses: SOCI 3324.04 (Gender and Inequality), SOCI 3342.01 (Sociology of Religion), SOCI 3365.01 (Sociology of Health & Illness), SOCI 5380 (Social Impact Assessment & Program Evaluation).

Curriculum Development

Action Description
The results indicate the objective is achieved by developing and offering new courses and increasing online or ACE format courses. The department will continue to make efforts in curriculum development to accommodate the increased students' enrollment and their needs.

Graduate Program: New Course and Program Development

KPI Description
New graduate courses and certificate programs will be developed to accommodate the increased students' needs and enrollment.

Results Description

1. In 2015, one new graduate course (SOCI 5350 The Community Practitioner) and the 18-hour Graduate Certificate in Sociology were proposed and approved at the college level. The Graduate Certificate is in the approval process by the Academic Affairs Council.

2. In 2014, the Graduate Certificate in Community Development (15 semester credit hours) was approved by the Texas Higher Education Coordinating Board and is now available for students to register in the fall of 2016.

Curriculum Development

Action Description
The results indicate the objective is achieved by developing and offering new courses and increasing online or ACE format courses. The department will continue to make efforts in curriculum development to accommodate the increased students' enrollment and their needs.

Undergraduate Program: New Course and Program Development

KPI Description
New undergraduate courses will be developed and offered to students.

Results Description

1. In 2015, one new undergraduate course was proposed and approved by the Academic Affairs Council. The new course is: SOCI2350 Intro to Community Leadership and will be offered for the first time in the Spring 2017.

2. The minor in Community Leadership was approved by the Academic Affairs Council and officially begins in the Fall 2016.

Curriculum Development

Action Description
The results indicate the objective is achieved by developing and offering new courses and increasing online or ACE format courses. The department will continue to make efforts in curriculum development to accommodate the increased students' enrollment and their needs.

Undergraduate Program: Promoting Online Instructional Delivery

KPI Description
The need for online sociology courses has been increasing among students. More online courses will be offered in the 2015-2016 academic year.

Results Description
1. Two sociology courses are newly offered as an online format: SOCI4337: Environment and Society and SOCI3354: Age and Inequality.

2. To meet the increasing demand for online courses, more online sections were offered. In the 2015-2016, 87 online and 72 in-person sections were offered. Similar figures for the 2014-15 academic year were 84 and 79, respectively.

Curriculum Development

Action Description
The results indicate the objective is achieved by developing and offering new courses and increasing online or ACE format courses. The department will continue to make efforts in curriculum development to accommodate the increased students' enrollment and their needs.

2. Curriculum Advancement

Performance Objective Description
The Department of Sociology will promote guidance and support for students' degree plans and class schedules.

Number Of Students Advised

KPI Description
Both undergraduate and graduate students will received appropriate guidance and support for degree plans and class schedules.

Results Description
In 2015, 305 undergraduate students were individually advised by the Director of the Undergraduate Studies. about 105 graduate students were advised by the Director of Graduate Studies before registering for a course. Notes of the advisement were entered in Degree Works.

Curriculum Advancement

Action Description
The results indicate the objective is met by providing guidance and support to all seniors, majors, and graduate students with regard to degree plans and class schedules.

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5. Program Effectiveness

Goal Description
The Department of Sociology provides quality and effective programs that make long-lasting impacts in students' lives.

Related Items/Elements
Short- and Long-Term Impacts

Performance Objective Description
The Department of Sociology provides high quality programs that make both short-and long-term positive impacts in students' lives after graduation.

1. Short Term Impact: Student Exit Survey

KPI Description
Fifty percent of graduates from Sociology MA program will report positive educational experience they had in the Department of Sociology at SHSU.

Results Description

The Graduate Director and Graduate Committee implemented an exit survey of graduates from Sociology MA program during the 2015-2016 academic year. Results indicate that a majority of 2015-2016 graduates were happy with the quality of the Masters Program in Sociology. Five of nine graduating students completed the survey. All five students that completed the survey rated the quality of the program "high or excellent."

Short- and Long-Term Impacts

Action Description
The data of both exit survey of Sociology MA graduates and alumni indicate that the desired results are exceeded. The Sociology programs not only made a positive impact in students' lives on an immediate and short-term basis, but also produced long-lasting impacts in students' lives.

2. Long Term Impact: Alumni Survey

KPI Description
Fifty percent of alumni will report that they are satisfied with the overall educational experience they had in the Department of Sociology at SHSU.

Results Description
We conducted an online survey over 1,522 Sociology alumni through Survey Monkey in the Spring 2016. 296 of them responded to the survey. Seventy one percent of them reported that they were very satisfied with the overall educational experience they had in the Department of Sociology at SHSU. An additional 22% reported they were "somewhat satisfied". Only about 2% reported "somewhat dissatisfied" and "very dissatisfied" with the program.

Alumni were also asked "How often has your education in Sociology been relevant or useful in your life?" Fifty one percent of them reported "almost always", 32% reported "sometimes", 11% reported "every once in a while", 4% reported "rarely", and 2% reported "never".

Short- and Long-Term Impacts

Action Description
The data of both exit survey of Sociology MA graduates and alumni indicate that the desired results are exceeded. The Sociology programs not only made a positive impact in students' lives on an immediate and short-term basis, but also produced long-lasting impacts in students' lives.

Update to Previous Cycle's Plan for Continuous Improvement

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

During the 2014-2015 cycle the assessment results reveal that we met almost all of the desired performance indicators in research, teaching, and service. The only indicator we did not meet was "student research presentations and publications." Our plans for continuous improvement in the 2015-2016 cycle include:

(1) Regarding Teaching: The Department will continue to encourage professors to take advantage of professional development activities related to teaching. As a new initiative, the Department will develop a new undergraduate minor in Community Leadership. Additionally, the OATDB Coordinator in collaboration with the Director of Undergraduate Studies and the instructors for the SOCI2399: Writing in Sociology course will develop and test a protocol to assess the mid-level learning goal. Additionally, the OATDB coordinator in coordination with the Director of Undergraduate Studies will adjust both the entry-level and exit-level assessment protocols to allow for item-by-item analysis to thereby identify specific strengths and weaknesses in meeting the core learning objectives in the undergraduate BA and BS programs. Finally, the Department will develop performance measurement rubrics for the MA Thesis.

(2) Regarding Research: The Department will provide additional encouragement and resources to professors to support student travel to professional meetings for presentations and for student publications. The Department Promotion and Tenure Committee will adjust the intramural and extramural portion of the Department Promotion and Tenure Manual to better reflect the differential value of internal and external grants as related to application to promotion and tenure.

(3) Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels. The new minor in Community Leadership is an example of this continued commitment.

(4) Regarding Curriculum Enhancement: The Department will propose a new minor in Community Leadership.

(5) Regarding Program Outcome/Impact: A new goal will be created and implemented designed to measure the outcomes of the undergraduate and graduate programs. In Fall 2015 the OATDB Coordinator in collaboration with the Director of Undergraduate Studies and the Director of Graduate Studies will develop an exit-level evaluation protocol to administer to matriculating undergraduate and graduate students to assess the strengths and weaknesses of the respective programs, including a one-year follow up survey to capture the job market success of our graduates.

Update of Progress to the Previous Cycle's PCI

During the 2015-2016 cycle of the assessment results reveal that we met almost all items listed in the plans for continuous improvement in the 2015-2016 cycle.

Regarding teaching (1): The new undergraduate minor in Community Leadership was approved and is available for students in the Fall 2016. Additionally, the OATDB Coordinator in collaboration with the Director of Undergraduate Studies and the instructors for the SOCI2399: Writing in Sociology course completed the assessment of the mid-level learning goal.

Due to technical difficulty, in 2015-2016 the Department Assessment Coordinator and the Director of Undergraduate Studies were not able to successfully conduct "item-by-item" analysis of the entry-level and exit-level assessment data. In 2016-2017, the Department Assessment Coordinator will meet with SHSU Online to try to overcome the technical difficulties regarding Blackboard's capacity to effectively retrieve and report the necessary data for item by item analysis.

In addition, The Graduate Director and Graduate Committee have developed performance measurement rubric for the MA thesis. The rubric will be implemented during the 2016-2017 academic year. In

addition, the Graduate Director and Graduate Committee also conducted a pilot exit survey from graduates and data will be analyzed during the 2016-2017 academic year.

Regarding Research (2): Almost all of the desired performance indicators in research were met except "student research presentations and publications." However, we expect that results for student involvement in scholarly research will be significantly increased during the 2016-2017 cycle because extra recruitment efforts and travel supports were made to both graduate and undergraduate students during the Spring and Fall semesters of 2016. Additionally, the Department Promotion and Tenure Committee was working on adjusting the intramural and extramural portion of the Department Promotion and Tenure Manual to better reflect the differential value of internal and external grants as related to application to promotion and tenure. Some revisions were made and presented at the faculty meetings in the Spring 2016.

Regarding Services (3): All performance indicators were met.

Regarding Curriculum Enhancement (4): A new undergraduate minor in Community Leadership was approved and is available for students in Fall 2016.

Regarding Program Outcome/Impact (5): A new goal designed to measure the program effectiveness was created. The objective of this goal is to provide high quality programs that make both short-and long-term positive impacts in student's lives after graduation. The Graduate Director and Committee completed a pilot exit survey on students who earned an MA degree during 2015-2016 academic year. The Department also conducted an online survey over 1,522 Sociology alumni through Survey Monkey in the Spring 2016.

Plan for Continuous Improvements: Department

Closing Summary

During the 2015-2016 cycle the assessment results reveal that we met almost all of the desired performance indicators in research, teaching, and service. The only indicator we did not meet was "student research presentations and publications." Our plans for continuous improvement in the 2016-2017 cycle include:

(1) Regarding Teaching: The Department will continue to encourage professors to take advantage of professional development activities related to teaching. The new undergraduate minor in Community Leadership will begin in the fall 2016. As a new initiative, a Clinical Professor/Director of the Sociology Internship Program will be hired and join the department in the Fall of 2016. The new hire will teach the Internship in Sociology course (SOCI 4379). Both the new minor and internship program support our efforts in curriculum development to increase enrollment and meet students' needs.

Additionally, in 2015-2016 the Department Assessment Coordinator and the Director of Undergraduate Studies were not able to successfully conduct "item-by-item" analysis of the entry-level assessment data. In 2016-2017, the Department Assessment Coordinator will meet with SHSU Online to try to overcome the technical difficulties regarding Blackboard's capacity to effectively retrieve and report the necessary data for item by item analysis. This will allow the Department to identify strengths and weaknesses item by item, as well as differentiate potential differences in online and in-person delivery systems related to core concept comprehension.

Regarding the mid-level assessment, the Undergraduate Committee and Department Assessment Coordinator will work with the professors who teach this course to adjust the evaluation rubric to allow for enhanced inter-item analysis of the strengths and weaknesses of the two main areas, Content and Writing Style, with the three criteria in each area.

Regarding the exit-level assessment, based on the results reported in the item by item analysis, the department will work with the professors to rectify the deficiency of student learning outcomes in the core area of research methods.

Finally, regarding the graduate program, the Graduate Director and Graduate Committee will implement the rubric for the thesis track for the first time. Following the 2016-2017 academic year, the rubric will be evaluated and modified as necessary. Additionally, the Graduate Director and Graduate Committee implemented a pilot exit survey during the 2015-2016 academic year. At the completion of the 2016-2017 academic year, data from the exit survey will be analyzed. These data will be used to aid the design of the program. The Sociology MA program is scheduled for its comprehensive program performance review during the 2016-2017 academic year. The review will consist of self-study and external assessments. The findings of this review will be used to improve the program beginning with the 2017-2018 academic year.

(2) Regarding Research: The Department will provide additional encouragement and resources to professors to support student travel to professional meetings for presentations and for student publications.

(3) Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels. The hiring of a new Internship director is an example of this continued commitment.

(4) Regarding Curriculum Enhancement: In 2016-2017, a new minor in Community Leadership (undergraduate level), the Graduate Certificate in Community Development (15 semester credit hours), and 18-hour Graduate Certificate in Sociology will be available for students to register in the Fall of 2016.

(5) Regarding Program Outcome/Impact: A new goal designed to measure the long-term outcomes of the undergraduate and graduate programs has been created. An exit survey for graduates from the Sociology MA program and an online survey for all Sociology alumni were conducted in 2015-2016. Results from these surveys will be continued to be used to develop strategic plan for the department including the hiring of an internship director. In Fall 2017 the Department Assessment Coordinator in collaboration with the Director of Undergraduate Studies will develop an exit-level evaluation protocol to administer to matriculating undergraduate to assess the strengths and weaknesses of the undergraduate program, including a one-year follow up survey to capture the job market success of our graduates.

Assessment Plan Summary
Department: International Programs

Sam Houston State University

President, Office of

Academic Affairs, Division of

International Programs

Increase International Student Enrollment

Goal Description
We will develop a comprehensive plan to recruit more international students that may include the use of agents, on-line marketing, community college recruiting, international recruiting trips, assisting faculty with international partnerships, and social media.

Related Items/Elements

Create innovative marketing strategies to attract international students

Performance Objective Description
We will look at multiple ways of marketing our programs, especially those that we can implement through our department.

Publish profiles of international students on OIP website

KPI Description
We will interview at least four international students and publish their pictures, profiles and interviews on our OIP website. Research indicates that making marketing sites more personal, using actual case studies and pictures increases likelihood that students will look at our site. Indicators will be publishing four student profiles on our OIP website.

Results Description
- We interviewed students, then created profiles and pictures of four international students which we published on our OIP and ELI websites.
- The profiles generated alot of positive feedback from other schools and received many compliments.

Profiles of international students on website

Action Description
We will interview at least 4 new students each year and add their profiles to the OIP website. We will make it a point to choose students from different countries each year.

Use social media to market our institution to international students

KPI Description
We will develop an OIP Facebook page. We will also implement one other type of social

media, such as Twitter or Instagram, accessible to international students. Our indicator will be the successful creation of an OIP Facebook page, creation of one other type of social media, and keeping both updated on a weekly basis.

Results Description

- We found that we already had a Facebook for the OIP but it had not been kept current. Facebook pages were created for the Global Ambassador Program (GAP) and the International Student Organization (ISO).
- Students and staff members were assigned to keep our all of our Facebook pages current and to post weekly pictures from GAP-ISO events, as well as post upcoming events for international and domestic students.
- Twitter accounts were created for both the OIP and ELI and our staff tweets on a daily basis. We faced a challenge with other venues, such as WeChat and those used in China, because the site was in Chinese. China also blocks several types of social media. They can use Twitter.

Develop OIP Facebook Page

Action Description

We found that it takes more time and personnel to keep our social media sites up to date. We do not have the staff to keep up with multiple media venues at this time. We will prioritize our OIP Facebook account and keep it current by posting at least once a week. We will still be investigating other forms of media and brainstorming ways to manage selected sites.

Use social media to market our institution

Plan recruitment trips in targeted countries

Performance Objective Description

We will plan recruitment trips to at least three targeted countries to develop relationships with foreign institutions/entities in order to recruit academic and ELI students.

Plan Recruiting Trip to Brazil

KPI Description

Plan a trip to Recife and Forteleza, Brazil with StudyTexas. Visit several high schools, university fairs and two Education USA offices with the goal of talking to students interested in coming to Texas and obtaining their contact information for marketing purposes.

Indicators: We will visit at least four high schools and take part in two EducationUSA fairs. We will talk to at least 200 students over the course of the trip.

Results Description

- We talked to several hundred students in the course of this trip. We found many were

interested in coming to SHSU but many of the seniors told us they were planning to attend a university in Brazil for financial reasons.
- We visited four high schools.
- The two EducationUSA offices provided us with over 1000 names and emails of students who attended events.

Plan recruitment trips in targeted countries

Recruiting Trip to Brazil

Action Description
The OIP will not visit Brazil this year due to the ongoing Brazilian economic crisis and limited funding. The OIP may, however, conduct a targeted marketing campaign via mail to key EducationUSA centers.

Plan Recruiting Trip to Japan

KPI Description
Plan an independent recruiting trip to Kobe, Osaka, Nagoya, and Tokyo, Japan. Meet new ELI agents, visit with potential partner universities, and attend the EducationUSA Tokyo university fair with the goal of talking to students interested in coming to Texas and obtaining their contact information.

Indicators: We will meet with at least two new ELI agents and at least three potential partner universities. We will attend the EducationUSA Tokyo fair and talk to at least 100 students.

Results Description
We talked to three new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs.
We met with five potential partner universities about developing short-term or certificate programs. Yokohama National University and Hosei University remain interested in working with us.
We attended the EducationUSA Tokyo university fair, where we talked to approximately 150 students and received their contact information.

Plan recruitment trips in targeted countries

Recruiting Trip to Japan

Action Description
The OIP may visit Japan again this year. EducationUSA Japan is expanding their

university fair series and all fairs are free. The OIP is currently registered for two fairs- Tokyo and Nagoya. The OIP can increase its student contact at these fairs by offering marketing materials in Japanese. Continued presence at fairs will help SHSU develop increased name recognition over the course of a three-year recruitment cycle. The OIP may also visit potential partner universities and do presentations at EducationUSA/Fulbright Centers.

Plan Recruiting Trip to Korea

KPI Description

Plan an independent recruiting trip to multiple cities in Korea. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA/Fulbright centers.

Indicators: We will meet with at least three new ELI agents and at least four potential partner universities. We will conduct presentations at the EducationUSA and Fulbright centers in Seoul.

Results Description

We talked to four new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs. Agents like to develop a relationship before sending students.
We met with six potential partner universities about developing short-term or certificate programs. Chinju National University of Education will be sending 15 students for a short program in January 2017. Several other universities remain interested in working with us.
We conducted presentations at the EducationUSA/Fulbright centers in Seoul and reached a wide variety of interested students.

Plan recruitment trips in targeted countries

Recruiting Trip to Korea

Action Description

The OIP may visit Korea again this year, and doing so will develop increased name recognition of SHSU in keeping with the three-year recruitment cycle. The OIP has the opportunity to attend several free or low-cost events in Korea this fall, including the EducationUSA Regional Forum and EducationUSA fairs in Seoul and Daegu. Having more materials available in Korean will help initiate student contact at fairs. The OIP will also continue to work with interested universities in developing partnerships and will conduct presentations at EducationUSA/Fulbright centers.

Plan Recruiting Trip to Vietnam

KPI Description
Plan an independent recruiting trip to Ho Chi Minh City and Hanoi, Vietnam. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA centers.

Indicators: We will meet with at least four new ELI agents and at least two potential partner universities. We will conduct a presentation at EducationUSA Hanoi and an advising session at EducationUSA Ho Chi Minh City.

Results Description
We talked to six new agents about sending students to the English Language Institute. At each of these visits, we also conducted one-on-one advising sessions with interested students. The agents said that they are currently sending many students to HCC and that SHSU seems to be a good alternative.
We met with three potential partner universities about developing short-term or certificate programs. Ton Duc Thang University and Thang Long University remain interested in working with us.
We conducted a presentation at the EducationUSA Hanoi, as well as an advising session at EducationUSA Ho Chi Minh City, and reached a wide variety of interested students.

Plan recruitment trips in targeted countries

Recruiting Trip to Vietnam

Action Description
The OIP may visit Vietnam again this year, and doing so will develop increased name recognition of SHSU in keeping with the three-year recruitment cycle. Such a trip may include more visits to ELI agents and potential partner universities, as well as additional EducationUSA presentations. OIP may want to consider visiting additional cities.

Recruit international students at Texas Community Colleges.

Performance Objective Description
The OIP recruiter will develop a plan to increase the number of international students transferring to SHSU from Texas community colleges.

Schedule recruiting visits with community college DSOs and international students

KPI Description
- Recruiter will schedule 15 college visits with DSOs at targeted community colleges and identify two college transfer fairs that we will attend. We will also attend

TACRAO fairs in our area.
- The number of college recruitment visits completed and number of fairs attended will serve as our indicators.

Results Description
- Data was pulled to identify top four feeder schools---LSC, HCC, Blinn and San Jacinto
- Recruiter scheduled and completed over 20 visits to DSOs across the state and participated in a TACRAO event. She was able to meet with international students depending on their availability on each campus.

It is difficult to determine whether these visits did or will result in increased enrollment as many of the students are freshmen. They would not be transferring for 2 years. Also, the enrollment of sophomores would not occur until FA16, therefore could not be reported at this time.

2011-2016 CC ENROLLMENT MAJORS

Community College Data Charts 7-16be

Recruitment at Community Colleges 2016

Community College Recruitment

Action Description
We plan to focus on international student recruitment in the community colleges for next year. We are developing a comprehensive recruitment plan at the request of Dr. Hoyt. We will be providing advising sessions and collecting student data. We are also looking into the possibility of focused social media for marketing, such as Facebook.

Increase Students' Cross-Cultural Competencies And Global Awareness

Goal Description
Provide opportunities for SHSU students to learn about other cultures and become globally minded citizens.

Related Items/Elements

Create opportunities for SHSU students to learn about other cultures and global issues.

Performance Objective Description
The OIP, with the assistance of the campus community, will take the lead in implementing a variety of initiatives that promote global awareness, cross cultural competencies, and that give domestic students the opportunity to socialize with international students.

Coordinate a Global Ambassador Program (GAP)

KPI Description

- The OIP staff will coordinate the GAP program which will match domestic students with an incoming international students.
- There will be monthly meetings and/or activities that promote the socialization of international and domestic students.

Indicators will be goals of recruiting 50 students and having one meeting per month.

Results Description

- The new GAP Program matched 40 pairs of domestic and international students (80 students)
- The GAP members had 9 monthly meetings and five social activities.
- GAP members organized a very successful Annual Ice Cream Social
- GAP members helped with New Student Orientation and International Week

Coordinate Global Ambassador Program

Action Description

We will continue to organize the GAP program and match domestic students with international students. We would like to add an additional component which would be to try and match incoming Indian students with Indian students already attending SHSU. Challenge would be for our staff to have time to coordinate matching.

Coordinate campus-wide International Week activities

KPI Description

OIP will help the International Student Organization and GAP students coordinate an International Week with activities that promote global awareness, diversity, and cross-cultural competencies.

Indicators of success will be offering 5 different international activities during a one week period that will be advertised as International Week. Expected participation will be 75 international students and 100 domestic students.

Results Description

- International Week was a success with more students participating than planned. There were more than 16 events spread over 6 days surpassing our original goal of 6 activities.
- Approximately 100 international students participated along with several hundred domestic students which also surpassed our goal..
- Popular events included the International Food Fest and International Dance Night.

Coordinate International Week Activities

Action Description

We will continue to help the ISO members coordinate International Week celebrations. We know that they have to apply for club funding and will help them with the application process. We feel International Week should be an

annual celebration and supports our goal to expose our students to different cultures.

The OIP will help students organize an International Student Organization (ISO)

KPI Description
The OIP will assist students with the application process and facilitation of an International Student Organization (ISO) and activities. The OIP will provide guidance and support for the international and domestic student members to help them reserve rooms, buy supplies for events, facilitate meetings, and plan International Week. Indicators will be the formation of the new ISO for FY16 by October 2016. We hope to help students sign up at least 35 members. Also, the OIP staff will assist the ISO members coordinate two activities that involve both international and domestic students.

Results Description

- Renewed ISO as an official campus organization. Recruiter facilitated the ISO and GAP.
- 75 students signed up as members through org.link. We had an impressive number of international and domestic students participate in ISO activities.
- Received campus funding for a Halloween party and for International Week activities. International Week far exceeded our goals with over 200 domestic and international students participating in activities.
- The ISO had one meeting and two events per month

OIP will help students organize ISO

Action Description
The OIP will continue to help facilitate the ISO and help recruit new members. The ISO has been a very successful organization and has helped international students connect with each other and with domestic students.

Increase the number of students who participate in study abroad or student exchange programs.

Performance Objective Description
In order to increase SHSU student participation on study abroad programs which in turn serves to internationalize the campus, OIP will undertake new initiatives such 1). The amendment of the student study abroad application documents, 2). Provide support for faculty-leaders who lead study abroad programs, 3). Increase student access to financial resources to fund study abroad programs., 4). Revamp the Study Abroad website.

Improve the Student Application Process for Study Abroad Programs

KPI Description

- OIP operates a paper-based student application for all study abroad programs. These documents and their submission procedure can be modified to improve the process for students, OIP, and Faculty Leaders

Results Description

OIP extensively modified previous application materials that suffered from redundancy or a collection of student information irrelevant to the study abroad program. In some instances, these documents did not capture necessary information or describe the terms of study abroad programming adequately to students. Documents now request information in a more effective manner so that the student spends less time completing them while OIP and Faculty Leaders are better able to quickly interpret the information. This will make the process more positive overall, indirectly facilitating increased student participation.

Study Abroad application documents extensively modified for improvement:

Course Equivalency Form, Emergency Contacts, Pre-Travel Health Survey, Proof of Health Insurance

Total: 4

Study Abroad application documents created to capture previously missed information and explain processes more effectively:

Affiliate Transfer Credit Program Application, Affiliate Participation Agreement, Reciprocal Exchange Application, Exchange Participation Agreement

Total: 4

Documents Eliminated:

Required physical examination requiring full medical history (too much irrelevant past medical information collected), Parental Approval form (irrelevant as all students are adults and responsible for themselves)

Total: 2

Improve the Study Abroad Application Process for Students

Action Description

Periodically examine ways in which to increase the effectiveness and efficiency of the overall student study abroad application process. Several improvements have been made in the last academic year as outlined in KPI's but these processes will remain under ongoing review to identify areas of improvement as needed.

Increase student access to financial resources to fund study abroad experiences.

KPI Description

This KPI is primarily achieved through:

- Changing the current SHSU practice of not allowing students to use Financial Aid for Transfer Credit (Independent) study abroad programs. Financial concerns are regularly cited by students as the largest barrier to studying abroad. Achieving this access will greatly reduce the financial barrier for our students.
- Educating students of available scholarships for study abroad opportunities during

OIP's initial contacts with interested students.

Results Description

- OIP has received approval to explore how we may implement a change that would allow Financial Aid to be used on Transfer Credit (Independent) study abroad programs.
    - OIP has been directed to work with relevant SHSU offices to facilitate the policy change. We have begun this discussion with said offices.
    - Financial barriers (real and perceived) are the #1 reason students do not study abroad. This is reflected by the current situation at SHSU in which Affiliate Transfer Credit programs make up only 7-10% of the annual study abroad participation vs. 30-40% at other institutions where Financial Aid is permitted on these programs. It is OIP's belief that with this policy change, our participation will naturally reflect the trend (combined with already in-place marketing and advising services), thus further internationalizing campus.
    - OIP will track the reasons that dissuade students from studying abroad and tailor our efforts to fit student concerns. However, it is not expected that financial barriers will cease to be the leading cause of dissuasion in the near future.

- OIP achieved the goal of advising all interested study abroad students regarding available study abroad scholarship opportunities.
    - This was assisted by development of our website resources that cover over 15 specific study abroad scholarships in detail, as well as 4 scholarships search engines.
    - OIP's determination to mitigate student financial concerns is demonstrated by the fact nearly 55% of all SHSU study abroad students received a scholarship to study abroad. This is a relatively large proportion.

Provide Resources and Advising To Increase The Number Of Students Studying Abroad

KPI Description

OIP will facilitate two study abroad fairs each semester that will showcase faculty led program opportunities, exchanges, and third party offerings.

Results Description

- Both study abroad fairs were conducted successfully. Expressed student interest in study abroad as a result of these fairs was met with further information and advising provided by OIP.

- OIP regularly provides student study abroad advising services through email, phone, and in-person sessions (walk-ins are welcomed). All students who contact OIP to express interest in study abroad are provided with relevant and personalized information.

Facilitate two study abroad fairs each semester

Action Description
The Study Abroad Coordinator will continue to facilitate at least two study abroad fairs each year. We will also be looking at other creative ways to encourage student participation in study abroad opportunities.

Revamp structure and content of OIP study abroad website to improve SHSU ability to generate and retain new student interest in study abroad.

KPI Description
OIP conducted review of study abroad website and found that several improvements could be made to restructure and develop new content. The effort of revamping the study abroad website was undertaken to improve the student experience when seeking information regarding study abroad opportunities. Decreasing ambiguity and apprehension is best done by providing clear and informative content. This will increase retention of initial student interest in study abroad.

Results Description
Within the study abroad website, the following changes were made:

5 webpages drastically edited for content - structure significantly simplified

Over 20 hyperlinks were checked and linked properly

5 webpages were updated with current information

Current website development effort still underway is the development of student orientation/information presentations viewable on the website, specific to each type of study abroad program.

Revamp structure and content of Study Abroad website

Action Description
The Study Abroad Coordinator will provide continuous review of the study abroad website and will update the site with new information in a timely manner.

Study Abroad Marketing Efforts

Action Description
Continue to develop innovative areas of cooperation with stakeholders,

including internal SHSU Departments and external partner universities and organizations, to increase SHSU student awareness of study abroad opportunities. These include the ongoing use of information sessions, classroom presentations, and facilitating contact between SHSU Departments and partner organizations.

Support Faculty who lead study abroad programs

KPI Description

- OIP will provide informational workshops on faculty led processes and proceedures once each semester. This will be presented in department venues.
- The Study Abroad Coordinator will provide an updated Study Abroad Guide for all faculty leading programs.
- OIP will generate methods to better streamline the administrative tasks related to the study abroad student application process which will in turn more effectively support Faculty Leaders.

Results Description

- Study abroad information workshops for Faculty Leaders of study abroad programs were not provided due to a lack of interest from faculty. Unclear if attendance at such an information workshop can be made mandatory. OIP still recommends this activity.
    - Although these information sessions were not provided, OIP assisted faculty leaders effectively during the program development process. SHSU's study abroad programs were still conducted under the auspices of all relevant policies, procedures, and best practices.

- The Study Abroad Faculty Handbook is updated annually and provided as a resource to Colleges, Departments, and Faculty Leaders. It contains information regarding the ongoing development of SHSU best practices related to study abroad.
    - Handbooks updated and provided: 1

- OIP is now the primary responsible party for collecting student study abroad application documents, whereas in the past faculty have been responsible. This centralizes student information, emergency response, and eases the burden on faculty. It also ensures that all faculty travel with the same information thus improving the overall process and indirectly encouraging future participation increase.

<u>Documents collected and provided to faculty for each student:</u>

Student Behavior Contract, Emergency Contacts, Health Survey, Insurance Form, Liability Waiver

Total: 5 (x 185 students) = 925 critical documents provided to Faculty Leaders by OIP

- OIP has developed and will soon provide an information guide for Departments and

Colleges to better track their progress of required administrative tasks during the study abroad process.

Processes explained in 1 new information guide: 10 (will assist around 15 Faculty-Led programs with speeding program development and reconciliation)

Improve Processes for Study Abroad Faculty-Led Program Development

Action Description
Will work with other university Departments as well as internally within OIP to continually improve the program development process for Faculty-Led Study Abroad Programs. These programs are responsible for sending the largest number of students abroad and must constantly be nurtured to fruition and improved upon. These improvements will be made, as needed, to marketing, collection and analysis of student application information, efficiency of budgetary processes, effectiveness of emergency response procedures, and other areas as identified.

Support faculty who lead study abroad programs

Action Description
The OIP will continue to develop processes and procedures that will streamline the process for organizing study abroad trips. We welcome feedback and suggestions from faculty about improving the process for them.

Support Campus Internationalization

Goal Description
The OIP will provide creative programs and services that promote and support the internationalization of our campus

Related Items/Elements
Assist faculty and staff who want to create partnerships with foreign universities.

Performance Objective Description
Provide guidance to colleges who wish to initiate and write new MOU's and Agreements so that they adhere to SHSU and SACSCOC policies.

Create guide for writing MOU's and Agreements

KPI Description
- Write a "Guide for Writing MOUs and Agreements" that faculty can refer to when starting negotiations with foreign universities.
- Provide a template for a general MOU and an Exchange Agreement that faculty/staff can edit for their purposes.
- Distribute to all of the departments through the college deans.

Indicators will be the completion of a guide for writing MOUs by January 2016 that contains templates for Agreements and MOUs and the distribution of the guide to all

colleges.

Results Description
A comprehensive "Guide for Writing MOUs and Agreements" was created and distributed to all college deans. It is also posted on the T Drive and on the OIP website.

Guidelines for Writing MOUs and Agreements

Create Guide for writing MOUs and Agreements

Action Description
The OIP staff will schedule annual visits to CAD to inform deans about the process and procedures for writing agreements and how to access the Guide. We will also keep the Guide updated with current advisory committee members and their contact information.

Provide oversight for colleges writing agreements and MOUs

KPI Description
Implement a process for mandatory review of new MOUs and Agreements by the OIP. This review should take place before the document is sent to legal for approval.

- Email all deans the new process for reviewing new MOUs and Agreements.
- Attend a CAD meeting to present about the new process.

Indicators will be completion of campus-wide distribution of new MOU/Agreement review process with all personnel involved in writing MOUs and Agreements incorporating new process.

Results Description
- All Deans were made aware of the new process for reviewing MOUs and Agreements through email.
- The CAD presentation was postponed until a new Director of Admission was hired so this person could be in attendance. We plan to present this process at a CAD meeting in early fall. I do not feel that we have adequately disbursed this information to all parties involved on campus.

Provide Oversight for colleges writing Agreements and MOUs

Action Description
We will be proactive in insuring that all departments and faculty understand the role that the OIP plays in assisting with and overseeing the MOU and Agreement writing process. Continuous communication needs to take place to insure compliance of SACSOC and campus rules as there are always new employees and others new to writing Agreements and MOUs.

Update to Previous Cycle's Plan for Continuous Improvement

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

1. We will continue exploring all avenues for recruiting students. We are now planning visits to targeted countries, looking at those countries whose families and/or government scholarships can afford to send students abroad and those who have students who need English remediation.

2. Marketing-we have hired two tech savvy staff members who are engaging students through social

media. We have Facebook up and running but need to look into other social media that is accessible from each targeted country. We are in the process of having a video made for our agents and institutions interested in ELI and Short Programs. We will keep developing quality marketing materials for distribution to agents and foreign institutions.

3. Increase efforts to develop one or more partnerships for Short Programs. We have got to increase ELI and therefore academic enrollment, through other venues. Short Programs help bring in revenue and also generate interest for our ELI and academic programs.

4. Hire and train student workers and work study students to take on some lower level marketing strategies and help with student activities.

5. Develop a marketing plan for community colleges which will promote strong articulation agreements aimed at international students. Have an advisor to meet with students at the Woodlands Center. Schedule visits with new recruiter to area community colleges.

6. Improve services for international students-it takes personnel and funding to be able offer quality

services for our international students. We will continue to develop strategies for coordinating the ISO, GAP, trips to grocery stores, etc. especially as it relates to obtaining sufficient funding and personnel to coordinate these services.

7. We would like to develop more partnerships with foreign institutions. More research needs to be

conducted on develop 2+2, 3+1 and how these can be done and satisfy SACS requirements

Update of Progress to the Previous Cycle's PCI

1. We did visit three targeted countries-Brazil, Japan, Korea and Vietnam. It takes 3-5 years to develop relationships with foreign entities. Talks are in the works for Chinju University in Korea to bring a group of students for a short program in the next year. We need to narrow our focus to no more two countries for recruiting abroad given our limited recruiting budget.

2. We made tremendous improvements in our OIP and Study Abroad websites. We post regularly on our Facebook sites as a form of economical marketing. We have found, from conducting informal surveys that the majority of students come to SHSU because of a recommendation of a former student. Video- we did make a very nice video marketing the ELI. The Distance Learning department produced the video for us. We have developed nice brochures for our OIP office.

3. We were awarded a the prestigious Proyecta 100,000 contract which allowed for 25 Mexican students to attend a short program in SU16. However, the award letter indicated that the sponsors would not be paying the student’s program fee until 2 weeks after the program ended. We could not assume the risk and the expense of hosting and teaching 25 students with no deposit or upfront compensation. This was a tremendous disappointment to our program.

4. We trained 3 student workers to respond to StudyUSA inquiries. Turnover is high in work study students and they have many other duties. We don't feel that using the student workers for marketing was as successful as we had thought.

5. *We have started meeting with the DSO at Lone Star Montgomery and attended 6 recruitment fairs and events. We need to update the old 2+2 articulation brochure and are in the process of collaboration with LSC on the brochure. We are not getting large numbers of students transferring for LSC. We are in the process of conferring with DSOs and advisors to find out why students are not choosing SHSU. So far, we have learned that many of the students are seeking degrees we do not offer, such as engineering. We are developing a plan to aggressively recruit at the CCs.

6. *We learned that we will be losing our van next year and will have to pay to take students on trips. We do not have the funds for this. We are offering as many grocery store visits as we can afford as well as airport pick ups and some transportation for seasonal events. Our GAP and ISO is during very well. We have had up to 50 members active in the ISO and assisting with International Week and GAP Program, though small, around 28 students, is still being coordinated by OIP staff. We had a great International Week this year and will keep this event alive as funding allows.

7. *We did research 3+1 Agreements and developed a 3+1 template. A challenge that we face is that these 3+1 Agreements have got to be generated by the departments and not by the OIP as they are content specific. We talked to all of the deans about the possibility of creating 3+1's but have not initiating any firm agreements as of yet. We hope to have one new agreement next year and hope that it will open the door to developing agreements with other foreign universities

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New Plan for Continuous Improvement

Closing Summary

I. Increase International Student Enrollment

- Recruitment- strengthen partnership with HCC- get 2+2 strongly underway. Schedule advisor visits on LSC-Montgomery campus twice a month. Attend 6 recruitment fairs at HCC and LSC every semester.
- Target promising countries- Universities in Korea and Japan have expressed interest in short programs. Develop one new short program in FY17.
- Social Media- improve and update our OIP website. Research different types of social media. Develop at least one platform for social media that we monitor every week.

II. Increase Students Cross Cultural Competencies and Global Awareness.

- ISO and GAP- it is very important that we continue the support for our ISO and GAP Programs. Our goals will be to add additional components to each program to be determined by the coordinator. For example, we would like to partner new students from India with students from India who area currently enrolled.
- Provide opportunities for domestic and international students to interact including at International Week activities and at least two venues a year where students can meet in a social setting.
- Increase the number of students who take part in Study Abroad Programs by 5%. Advocate for the

students use of financial aid for third party providers.

III. Support Campus Internationalization

- Support faculty and staff who want to generate Agreements or MOUs with foreign universities. Visit with the dean of each college once a year in the fall to learn about their goals for internationalization and how the OIP can assist them.

Assessment Plan Summary
Department: English Language Institute

Sam Houston State University

President, Office of

Academic Affairs, Division of

International Programs

English Language Institute

Increase ELI Enrollment

Goal Description
The ELI will support SHSU internalization efforts by recruiting ELI students and preparing them for matriculation into SHSU academic degree programs.

Related Items/Elements
Increase number of ELI students referred by agents

Performance Objective Description
Increase number of students who are being referred to us by recruiting agencies in other countries. Develop partnerships in countries that have students interested in the ELI and programs offered at SHSU.

Develop partnerships with new ELI recruiting agents

KPI Description
The ELI will develop partnerships with 20 or more recruiting agents in at least three different countries. We want to increase annual ELI enrollment by 10%.

Results Description

The ELI signed agreements with over 40 agencies. The countries they represent include India, China, Japan, Nepal, and Saudi Arabia.

Unfortunately, due to several reasons, our ELI enrollment did not increase 10% from FY15. Though we signed numerous agreements, only 4-5 agents have actually sent students who have completed enrollment in the ELI though we have hundreds of student applications. Most agents report that they would rather send their students to institutions who will also pay them commission for undergraduate and graduate students. The request to pay agents for undergrad and grad courses was made this year but denied.

Of the six students referred by agents and who eventually enrolled in our ELI, only two completed more than one session, two left the school immediately, and two completed one session before transferring. We found out that many of the Indian students will use the I-20 that they receive first, to enter the country even if they have no plans of attending our ELI.

Risk management is requiring that agents carry one million dollars worth of general liability insurance, auto insurance and insurance to cover the TSUS

Board. As of July 2016, we have had only one agent provide proof of insurance so we will have to cancel all agent agreements.

Develop partnerships with new ELI Recruiting agents

Action Description
We have had to terminate agreements with all foreign agents except for two who could provide proof of liability insurance. Some agents are still sending us a few students even though they are not being compensated. Most of these are from India. It will be difficult to grow our ELI enrollment w/o the use of agents.

Plan recruiting trips to countries that have students who need English remediation

Performance Objective Description
Pinpoint three countries to visit this year and venues where we can recruit students interested in attending our ELI first then matriculate to undergrad programs.

Recruit ELI Students in Japan

KPI Description
Plan an independent recruiting trip to Kobe, Osaka, Nagoya, and Tokyo, Japan. Meet new ELI agents, visit with potential partner universities, and attend the EducationUSA Tokyo university fair with the goal of talking to students interested in coming to Texas and obtaining their contact information.

Indicators: We will meet with at least two new ELI agents and at least three potential partner universities. We will attend the EducationUSA Tokyo fair and talk to at least 100 students.

Results Description

- We talked to three new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs.
- We met with five potential partner universities about developing short-term or certificate programs. Yokohama National University and Hosei University remain interested in working with us.
- We attended the EducationUSA Tokyo university fair, where we talked to approximately 150 students and received their contact information.

Recruit ELI students in Japan

Action Description

It takes 3-5 years to develop a working relationship with a foreign university. Recruiting trips are expensive and we do not see a quick ROI. We need to focus on 2-3 countries. Japan and Korea are interested in partnerships and it is very economical for us to travel to these countries to develop and maintain relationships.

Recruit ELI students in Brazil

KPI Description

Plan trip to Recife and Forteleza Brazil with StudyTexas. Visit several high schools, university fairs and two Education USA offices with the goal of talking to students interested in coming to Texas and obtaining their contact information for marketing purposes.

Results Description

We talked to several hundred students in the course of this trip. We found out that students were interested in coming to SHSU but many of the seniors told us they were planning to attend a university in Brazil for financial reasons. The two EducationUSA offices provided us with over 1000 names and emails of students who attended the fairs. We have used these lists to send marketing emails to students on a weekly basis.

Recruit students for ELI in Brazil

Action Description

We would like to continue developing a relationship with EducationUSA advisors and students in Brazil. However, our ability to recruit in Brazil in the near future may be limited by recruiting funds. We will be keeping in contact with students and advisors with social media and emails.

Recruit ELI students in Vietnam

KPI Description

Plan an independent recruiting trip to Ho Chi Minh City and Hanoi, Vietnam. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA centers.

Indicators: We will meet with at least four new ELI agents and at least two potential partner universities. We will conduct a presentation at EducationUSA Hanoi and an advising session at EducationUSA Ho Chi Minh City.

Results Description

OIP staff met with advisors from EducationUSA in Ho Chi Minh City and Hanoi and

held one-to-one advising sessions and admissions presentations in each location. We have been invited back for future visits. OIP staff also initiated partnerships with six Vietnamese educational consultants with the hope of recruiting students for our English Language Institute. Unfortunately, not long after this trip, OIP was required to have all ELI agents purchase liability insurance in the amount of one million USD. Liability insurance of this magnitude is extremely uncommon in Vietnam and none of our partners were willing to purchase it. That said, we continue to work with a few of these partners to promote transferring to SHSU after community college.

Recruit students for ELI in Vietnam

Action Description

After this trip, it is evident that Vietnamese students are primarily interested in community colleges, for financial reasons. As such, we have begun to expand our community college recruitment efforts and work with some of our partners (on a non-commission basis) to promote SHSU as a transfer possibility. On a related note, we have also created target promotional materials to reflect this change- a 2+2 brochure for Lone Star College and Houston Community College (still under development) students. Should we go back to Vietnam, it would be wise to promote 2+2 options (2 years at a community college and 2 years at SHSU).

Recruit students for ELI in Korea

KPI Description

Plan an independent recruiting trip to multiple cities in Korea. Activities: Meet new ELI agents, visit potential partner universities, and conduct presentations at EducationUSA/Fulbright centers.

Indicators: We will meet with at least three new ELI agents and at least four potential partner universities. We will conduct presentations at the EducationUSA and Fulbright centers in Seoul.

Results Description

- We talked to four new agents about sending students to the English Language Institute. The agents said that many students are interested in short-term programs. Agents like to develop a relationship before sending students.
- We met with six potential partner universities about developing short-term or certificate programs. Chinju National University of Education will be sending 15 students for a short program in January 2017. Several other universities remain interested in working with us.
- We conducted presentations at the EducationUSA/Fulbright centers in Seoul and reached a wide variety of interested students.

Recruit ELI students from Korea

Action Description
Action

Chinju National University of Education is planning to send 15 students for a January 2017 short program, in collaboration with the English Language Institute and the College of Education. The OIP will work with the COE to develop this program. Several Korean agents are interested in sending students for English language programs (to stay for undergraduate), and as such, we will continue to work with these agents to market our programs. OIP staff have formed relationships with advisors at the Fulbright Center and EducationUSA/American Center of Korea in Seoul. We will work with these advisors to help students interested in applying to SHSU. Several Korean universities are interested in forming exchange partnerships with SHSU- We will continue to evaluate our Korean exchange programs and look into working with new institutions.

Provide Quality English Language Institute

Goal Description
The ELI instructors and will provide quality instruction to the students in the SHSU English Language Institute.

Related Items/Elements

Conduct an annual review of ELI text books

Performance Objective Description
ELI staff will conduct an annual review of all ELI texts to make sure that we are using the best text to meet the learning outcomes for each course.

Review of ELI text books

KPI Description

ELI instructors will compare Heinle's *Pathways* Listening/Speaking series with Cambridge UP's *Academic Encounters* Listening/Speaking texts
ELI instructors will conduct a similar review of *Pathways* Reading, Writing and Critical Thinking texts

Indicators will be whether or not current text books are meeting learning outcome objectives and are appropriate for each level.

Results Description

Instructors concluded that the critical thinking emphasis of *Pathways* better met learning outcome objectives for those courses and *Pathways* was retained.
A similar review of *Pathways* Reading, Writing and Critical Thinking found that students would be better served by separate textbooks for reading and writing. Longman's *Academic Reading* and *Academic Writing* series better match our

levels, integrate grammar, and incorporate a critical thinking emphasis, so they were adopted.

In the 8-week sessions that followed the adoption decision instructors were able to correlate writing and grammar instruction in separate courses (Writing and Integrated Communication Skills) for more complete coverage of content in both.
Textbook scope and sequence allow nonrepeating sequential coverage of unit themes for those students who need to repeat reading and writing levels.
Listening/speaking texts have proven adaptable when enrollment requires mixed levels.

Conduct an annual review of ELI text books

Action Description
The instructors are very pleased with the Pathways series and other textbooks that they have been using. We meet at the end of each year to discuss texts.

Improve utilization of the ELI Language Lab

Performance Objective Description
The ELI will select a Language lab program that supplements the Listening and Speaking course and attendance will be a mandatory percentage of the student's course grade.

Develop plan to maximize benefits of the ELI Language Lab

KPI Description
We will use the DynED software to supplement instruction in the Listening and Speaking course and attendance will be a mandatory percentage of the student's course grade. Indicators will be:

100% of all ELI students enrolled will attend their Language Lab session as part of their grade for the Listening and Speaking classes.
80% of the students enrolled in the DynEd program will have three absences or less.

Results Description

- 100% of the ELI students were provided with a DynEd language lab account and provided a schedule for their lab class. 100% logged in to their accounts and worked in DynEd.

71.5% of the students attended the language lab without missing more than 3 sessions.

Improve Utilization of the ELI Language Lab

Action Description
We made lab attendance mandatory and part of the student's grade. We also scheduled in lab time each day that is part of their regular schedule. Student participation has increased by almost 40% from the last session. We intend to keep this format.

Update to Previous Cycle's Plan for Continuous Improvement

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

1. We need to continually revisit Learning Outcomes for each level. We have new instructors who we want to contribute to the content of our courses. Initial look at pass rates is not where it should be. Many ELI students are placing into a developmental class after Level 5. We need to look at factors that are affecting success besides the course curriculum and outcomes.
2. We have dedicated classrooms and a Language Lab. We still need to make a revision to the software and students should be ready to use it by FA15 session 2.
3. It is imperative that we increase enrollment in the ELI as it has been lower than normal for several reasons. We are looking at recruitment trips to South and Latin America, including Brazil and possibly Mexico. We are also focusing on SE Asia as China has been very difficult to recruit in. A trip to SE Asia is in the planning stages. Plans are being made to visit the Ministries of Higher Education for several targeted countries. We will keep researching best practices to increase our enrollment. We are heavily marketing our short programs for next year hoping we will have a summer short program in place.
4. Develop sophisticated recruitment materials and training materials for agents. We are nowhere close to having adequate materials including recruitment videos. We need to work on improving all materials, especially the Agent Guide.
5. We are committed to keeping our ELI Website updated and interesting. We market this site all over the world and it should look professional at all times. This will be an ongoing project as I do not feel that it is where it should be yet.

Update of Progress to the Previous Cycle's PCI

1. Enrollment has been very low. We feel that we have quality Learning Outcomes for each level. All instructors are contributing to the content of the courses they teach. We have determined several factors that affect student success. Career indecision seems to be a factor, especially with Saudi students. Lack of motivation and poor class attendance are common attributes of students who have failed at least one level.

2. We have bought DynEd for our Language Lab. It is a great program but very demanding. Students complain about how hard it is but they do improve. We will keep using it.

3. We had no summer short program and enrollment is still decreasing. We were unable to go to China or any Latin American countries to recruit due to budget constraints.

4. Our plan to use agents has gone by the wayside so we did not produce any new materials for agents.

5. We have made improvements to our website, including a wonderful marketing video showcasing our ELI students. We are diligent about posting pictures and current events to our ELI website.

Plan for Continuous Improvement

Closing Summary

1. Grow enrollment of the ELI-competition is keen among Language Schools in the US and abroad. Since we no longer working with the agents that we had last year, agents are not going to be a significant source of students. We have got to develop innovative plans for recruiting ELI students.
2. Improve marketing communication with students on the databases and ones referred by StudyUSA. We face a constant challenge with limited time and personnel. We need to develop a better system for responding to inquiries and following up with them.
3. Create a Bridge Program-we have the possibility of serving student who are entering academic programs at SHSU as a cohort and have not passed the TOEFL. They need the last level of ELI and could take one or more courses within their major. We have already started planning the Bridge for next year.
4. Review Levels and placement test- we need to look at how the Accuplacer ESL scores students in Reading, Writing, and Listening and Speaking and our course placement.
5. Curriculum- reviewing our curriculum and test books is an ongoing task. There are always new publications and texts that can be considered.

Assessment Plan Summary
Department: SAM Center

Sam Houston State University

President, Office of

Academic Affairs, Division of

SAM Center

Academic Advising

Goal Description
The SAM Center will actively promote undergraduate student's awareness of university rules & regulations, degree specifics, and course requirements to the benefit of the students and the university.

Related Items/Elements
Advising - Promote Access to Advising Services

Performance Objective Description
Students pay a fee for advising services at SHSU. As such, they should have access to quality advising.

Advising - Distance & Online Services

KPI Description
Students are enrolling in online and distance learning courses in record numbers; as such, advisors must adapt to provide services to these students. The SAM Center will research methods by which these students may be helped thereby lessening the gap that exists between traditional face-to-face advising and non-traditional advising.

Results Description
After researching several options, the SAM Center employed the following strategies to meet the demands of distance and online students:

1. An academic advisor was set up at SHSU - The Woodlands Center to provide traditional advising to students who had previously been reliant upon phone calls, e-mails, or long-distance driving to achieve their academic advising needs.
2. Several software was investigated; however, none seemed to fulfill the needs of the online/distance-learner while matching the stringent FERPA legalities in HIED or the advising requirements of the software were inadequate. For example,

- Blackboard Collaborate – the implementation of this system was glitchy causing communication errors.
- GoToMeeting – cost prohibitive for enough licenses to make online advising functional.
- Online software (e.g., Podio, Slack, Igloo) – Requires both users (i.e., advisor, advisee) to purchase the software, which is not an option when students have paid their school fees. Additionally, the FERPA compliance requirements for security were lacking.

Given these issues, the SAM Center will maintain the full-time advisor at SHSU – The Woodlands Center and continue looking for alternative options regarding online/distance advising.

Advising - Distance & Online Services (Action)

Action Description
A full-time advisor currently is housed at SHSU -The Woodlands Center, but the administration of online advising services relies on e-mail communication, which is incredibly time consuming and is not practical given the growing online student population. As such, the office will continue looking for a new software during the next year to facilitate the process.

Advising – Identify Online Students

KPI Description
In order to better provide services to the online student population, the SAM Center will research options and methods by which online students can be identified in the hopes of creating a feasible and functional method of identifying online students.

Results Description
After discussions with several offices on campus (i.e., Registrar's Office, SHSU Online, Enrollment Management, Undergraduate Admissions), a pre-existing tag (i.e., computer-based identifier) was found which identified students who were currently enrolled in online courses at a 100% rate. Moreover, working with the Registrar's Office and the My Success Planner Leadership Team, this tag was added to students' 90-second Gut Check page in the My Success Planner platform.

Advising - Identify Online Students (Action)

Action Description
As the task of finding a way to identify online students was completed, no further action is necessary on this front.

Advising - Provide A Positive And Informative Advising Experience

Performance Objective Description
The entire point of advising is to support students in a healthy environment that allows them to leave the session feeling positive about their experience and being informed of the necessary activities necessary for academic progression.

Advising - Feedback Survey Response Rate

KPI Description
An advising feedback survey was created to provide a simple method of gathering students' feedback concerning their experiences with advising at the SAM Center.

A hardcopy of the survey was handed to students when they checked in for their advising

sessions with the instructions to fill it out after the session and then to drop it in the survey response box at the exit.

As this survey had never been used, no baseline response rate existed for comparison; as such, the 2015-2016 will become the baseline for next year's assessment.

Advising Feedback Survey

Results Description
The table below depicts the number of surveys returned to the SAM Center, the number of advising sessions conducted at the SAM Center, and the overall response rate (i.e., # surveys returned / # of advising sessions) to the survey.

Term	# of Surveys Returned	# of Advisi Session	Respon Rate
Fall 2015	4,192	11,803	35.5%
Spring 2016	2,982	10,482	28.4%
2015-2016 Academic Year	7,174	22,285	32.2%

Now that the numbers of surveys, advising sessions, and response rate have been identified, they will serve as the benchmark against which the SAM Center will compare future attainments regarding advising feedback.

Advising - Feedback Survey Response Rate (Action)

Action Description
Now that the baselines for the advising survey have been established, next year's assessment cycle will focus on getting more responses, particularly during the spring semester which saw a 7% decrease in survey completions.

Advising - Students' Perception of Academic Advising

KPI Description
A new advising survey was created to provide a simplified method of gathering students' feedback concerning their experiences with advising at the SAM Center.

A hardcopy of the survey was handed to students prior to their advising sessions with the instructions to fill it out after the session and then to drop it in the survey response box at the exit.

The survey consists of basic demographic information, a checklist for reasons for advising, a comments section, and four 5-point Likert-style questions concerning the students' perceptions of the advising session:

1. The advisor was knowledgeable.
2. The advisor explained my degree plan and requirements.
3. The advisor answered my questions.
4. I am satisfied with my advising session.

As this survey had never been used, no baseline existed for comparison; as such, the 2015-2016 will become the baseline for next year's assessment.

Advising Feedback Survey

Results Description
There are two ways in which student perceptions regarding their advisement can be viewed through this metric. First, the average rating for each of the 4 items (e.g., Strongly Agree = 5, Strongly Disagree = 1) is below:

Item	Fall 2015	Spring 2016	2015-2016
The advisor was knowledgeable	4.71	4.73	4.72
The advisor explained my degree plan and requirements	4.66	4.68	4.67
The advisor answered by questions	4.75	4.76	4.75
I am satisfied with my advising session	4.73	4.74	4.74

Additionally, each of the four items can be broken down by the number/percent of students who scored the advisor/advising session at each of the five levels:

Fall 2015 (4192 Surveys Returned)

Item	Strongly Disagree	Disagr	Neutr	Agre	Strong Agree
The advisor was knowledgeable*	37 (0.9%)	24 (0.6%)	147 (3.5%)	687 (16.4%)	3,293 (78.6%)
The advisor explained my degree plan and requirements**	61 (1.5%)	55 (1.3%)	212 (5.1%)	579 (13.8%)	3,273 (78.1%)
The advisor answered my questions***	41 (1%)	25 (0.6%)	137 (3.3%)	529 (12.6%)	3,454 (82.4%)
I am satisfied with my advising session****	54 (1.3%)	38 (0.9%)	165 (3.9%)	477 (11.4%)	3,456 (82.4%)

Note: *5 students did not respond to this item, **13 students did not respond to this item, ***7 students did not respond to this item, ****3 students did not respond to this item

Spring 2016 (2982 Surveys Returned)

Item	Strongly Disagree	Disagr	Neutr	Agre	Strong Agree
The advisor was knowledgeable*	27 (0.9%)	14 (0.5%)	99 (3.3%)	448 (15.0%)	2,391 (80.2%)
The advisor explained my degree plan and requirements**	45 (1.5%)	34 (1.2%)	145 (4.9%)	382 (12.8%)	2,364 (79.3%)
The advisor answered my questions***	31 (1.0%)	18 (0.6%)	102 (3.4%)	337 (11.3%)	2,486 (83.4%)
I am satisfied with my advising session****	42 (1.4%)	29 (1.0%)	101 (3.4%)	304 (10.2%)	2,500 (83.8%)

Note: *3 students did not respond to this item, **12 students did not respond to this item, ***8 students did not respond to this item, ****6 students did not respond to this item

2015-2016 Academic Year (7174 Surveys returned)

Item	Strongly Disagree	Disagr	Neutr	Agre	Strong Agree
The advisor was knowledgeable*	64 (0.9%)	38 (0.5%)	246 (3.4%)	1135 (15.8%)	5,684 (79.2%)
The advisor explained my degree plan and requirements**	106 (1.5%)	89 (1.2%)	357 (5.0%)	961 (13.4%)	5,637 (78.6%)
The advisor answered my questions***	72 (1.0%)	43 (0.6%)	239 (3.3%)	866 (12.1%)	5,940 (82.8%)
I am satisfied with my advising session****	99 (1.4%)	67 (0.9%)	266 (3.7%)	781 (10.9%)	5,956 (83.0%)

Note: *8 students did not respond to this item, **25 students did not respond to this item, ***15 students did not respond to this item, ****9 students did not respond to this item

Advising - Students' Perception of Academic Advising (Action)

Action Description
As this survey had never been used, no baseline existed for comparison; as such, the student responses from 2015-2016 will act as the baseline for next year's assessment cycle.

Academic Improvement Mentoring (AIM)

Goal Description
Through the AIM program, professional mentors will aid students in their academic endeavors by meeting with them to foster a better understanding of academic issues and processes, all while improving academic performance.

Related Items/Elements

AIM - Positive Effect on Academic Performance

Performance Objective Description
Participating in the SAM Center's Study Skills seminar series will have a positive effect students' academic performance.

AIM - Participants' 1-semester Persistence Rates

KPI Description
SAM Center Academic Improvement Mentoring (AIM) program participants, defined as those who complete one or more mentoring requirements/recommendations beyond the initial intake interview, will demonstrate greater mean 1-semester persistence rates (defined as persistence from long semester to long semester) during the semester of

participation than nonparticipants.

Note: Due to the time frame in which this data is available, the results for this KPI will always be delayed by at least one long semester.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' 1-semester Persistence Rates (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

AIM - Participants' Course Completion Rates

KPI Description
SAM Center Academic Improvement Mentoring (AIM) program participants, defined as those who complete one or more mentoring requirements/recommendations beyond the initial intake interview, will demonstrate greater mean course completion rates (defined as the number of semester credit hours completed divided by the number of semester credit hours attempted) during the semester of participation than nonparticipants.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' Course Completion Rates (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

AIM - Participants' Grade Point (GP) Gains

KPI Description
SAM Center Academic Improvement Mentoring (AIM) program participants, defined as those who complete one or more mentoring requirements/recommendations beyond the initial intake interview, will demonstrate greater mean grade point (GP) gains during the semester of participation than nonparticipants.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' Grade Point (GP) Gains (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

AIM - Participants' Grade-point Average (GPA) Improvement

KPI Description
SAM Center Academic Improvement Mentoring (AIM) program participants, defined as those who complete one or more mentoring requirements/recommendations beyond the initial intake interview, will demonstrate greater growth in mean grade-point average (GPA) during the semester of participation than nonparticipants.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' Grade Point Average (GPA; Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

AIM - Positive Perception of Mentoring Services

Performance Objective Description
AIM program participants will view the program and its components positively.

AIM - Participants' Perception of Mentoring Components

KPI Description
AIM program participants who respond to the program satisfaction survey—an internally developed instrument containing 3 demographic items, 13 closed-ended items, 2 multiple-response items (checklists), and 3 open-ended items—will find the mentoring components helpful.

Related closed-ended items include the following:
o I found the mentor meetings helpful.
o I found the grade-checks helpful in monitoring my academic progress.
o I found the study skills sessions helpful to my academic performance.
o Overall, I found the mentoring program helpful.

Related multiple-response items ask the participant to select the most helpful study skills session(s) and least helpful study skills session(s).

Related open-ended items include the following:
o What were the most helpful parts of mentoring program?

o How can we improve the mentoring program?
o Is there anything else you would like us to know about your experience with the mentoring program?

To establish a benchmark, at least 75% of participants who respond to the satisfaction survey during the semester of participation will (a) either “strongly agree” or “agree” with the above closed-ended items, (b) select more “most helpful” sessions than “least helpful” sessions in the multiple-response items, and (c) reference more “most helpful” parts than “least helpful” parts of the mentoring program. In addition, the majority of the suggestions for improvement will be beneficial to the program, and the majority of comments regarding experiences will be positive.

AIM Program Satisfaction Survey

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' Perception of Mentoring Components (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

AIM - Participants' Satisfaction with Academic Support Programs Staff and AIM

KPI Description
Program participants who respond to the program satisfaction survey—an internally developed instrument containing 3 demographic items, 13 closed-ended items, 2 multiple-response items (checklists), and 3 open-ended items—will demonstrate satisfaction with Academic Support Programs Staff and AIM.

Related closed-ended items include the following:
o The mentor clearly explained mentoring requirements/recommendations for the semester.
o I felt that all mentoring staff—including front-desk and study-skills staff—treated me courteously.
o Overall, I was satisfied with the mentoring program.

To establish a benchmark, at least 75% of participants who respond to the satisfaction survey during the semester of participation will either “strongly agree” or “agree” with the above closed-ended items.

AIM Program Satisfaction Survey

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

AIM - Participants' Satisfaction with Academic Support Programs Staff and AIM (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

First Alert

Goal Description
The First Alert program is an early alert referral system that enables SHSU faculty and staff to refer students in- or out-of-class performance demonstrates a need for academic support to the SAM Center mentors who a those referred to improve their academics.

Related Items/Elements
First Alert - Increase Program Outreach

Performance Objective Description
The mission of the First Alert program relies upon both the faculty and staff, who refer students, and t students, who must respond, to use the program. Given this, it is important to monitor the outreach conducted on behalf of the program.

First Alert - Increase Referrals and Referrers

KPI Description
To establish a benchmark, the number of referrals made to the First Alert program and the nu of referrers who use the First Alert program will be tracked for each semester (Fall and Sprin well as for the entire academic year.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed thi assessment cycle.

First Alert - Increased Referrals and Referrers (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment due to time constraints and data collections issues, data from the 2015-2016 academ will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will av potential issues with time or data collection in the future.

First Alert - Increase Response Rate

KPI Description
To establish a benchmark, the method (i.e., phone, in person, email, all responses, and no resp
and the rate at which students respond will be tracked for each semester (Fall and Spring) as
for the entire academic year.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed thi
assessment cycle.

First Alert - Increase Response Rate (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment
due to time constraints and data collections issues, data from the 2015-2016 academ
will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will av
potential issues with time or data collection in the future.

First Alert - Positive Effect on Participants' Academic Performance

Performance Objective Description
Contact with First Alert mentors in the SAM Center will help the academic performance of students w
were responded to the proactive outreach.

First Alert – Participants' 1-semester Persistence Rates

KPI Description
SAM Center First Alert program participants, defined as those who actually responded to the
various methods of outreach (e.g., e-mail, phone, letter), will demonstrate greater mean 1-sen
persistence rates (defined as persistence from long semester to long semester) during the sem
outreach than nonparticipants, defined as those who were referred but did not respond.

Note: Due to the time frame in which this data is available, the results for this KPI will alway
delayed by at least one academic year.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed thi
assessment cycle.

First Alert - Participants' 1-semester Persistence Rates (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment
due to time constraints and data collections issues, data from the 2015-2016 academ

will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will av
potential issues with time or data collection in the future.

First Alert – Positive Effect on Participants' Course Grades

KPI Description
SAM Center First Alert program participants, defined as those who actually responded to the
various methods of outreach (e.g., e-mail, phone, letter), will demonstrate statistically signifi
fewer negative course grades, defined as D's and/or F's in the course(s) for which they were
referred, than nonparticipants, defined as those who were referred but did not respond.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed thi
assessment cycle.

First Alert - Positive Effect on Participants' Course Grades (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment
due to time constraints and data collections issues, data from the 2015-2016 academ
will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will av
potential issues with time or data collection in the future.

First Alert – Positive Effect on Participants' Semester Grade Point Average (GPA)

KPI Description
SAM Center First Alert program participants, defined as those who actually responded to the
various methods of outreach (e.g., e-mail, phone, letter), will possess a greater mean grade-p
average (GPA) during the semester of participation than nonparticipants, defined as those wh
referred but did not respond.

Note: Due to the time frame in which this data is available, the results for this KPI will alway
delayed by at least one academic year.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed thi
assessment cycle.

First Alert - Positive Effect on Participants' Semester Grade Point Average (GPA;

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment
due to time constraints and data collections issues, data from the 2015-2016 academ
will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will av
potential issues with time or data collection in the future.

First Alert – Positive Perception of Program

Performance Objective Description
Stakeholders for the First Alert program will view the program positively.

First Alert – Survey Response Rate

KPI Description
The First Alert program sends out two surveys to its stakeholders: one for students and one for referrers. It is important for the stakeholders to respond to these surveys so that the First Alert n have a clearer idea of what stakeholders perceive as positive and negative about the program. G this, it is incredibly important to have a strong response rate.

To serve as a benchmark, data regarding response rates will be collected for the 2015-2016 acad year.

Results Description
The following table has the response rates for each survey by both semester and academic year:

Survey	Fall, 2015	Spring, 2016	Academic Year, 2015-2016
Student	73 of 562 responded (13%)	46 of 506 responded (9%)	119 of 1068 responded (11%)
Referre	25 of 127 responded (20%)	29 of 125 responded (23%)	54 of 252 responded (2

These numbers will serve as the benchmark against which future assessments will be conducted.

First Alert - Survey Response Rate (Action)

Action Description
Now that the benchmarks for the First Alert survey response rate are established, the Center will endeavor to increase both student and referrer response rates to provide a comprehensive understanding of their perceptions, wants, and needs.

Presentations & Workshops (P&W)

Goal Description
The SAM Center will provide outreach services for students, faculty, and staff in the form of presentations and workshops, thereby increasing both the awareness of and use of SAM Center programs and services.

Related Items/Elements

P&W - Positive Perception of Presentations and Workshops

Performance Objective Description
Those who are effected by the SAM Center's Presentations & Workshops will view the program positively.

P&W - Participants' Perceptions of Presentations/Workshops

KPI Description
The SAM Center routinely presents on a variety of topics (e.g., study skills, academic support programs, campus resources, advising, degree plans) to a variety of audiences (e.g., classrooms, student organizations, special populations).

However, no or little tracking or assessment of these presentations has been. To remedy this, an internally-derived instrument, the Post-Presentation Survey, was created which includes (a) fields to write the class/organization, date, presenter, number in attendance, topic, and duration; (b) 3, 5-point Likert questions (i.e., strongly agree, agree, undecided, disagree, strongly disagree; (c) 1 fill-in-the-blank question; and (d) 1 open-ended question.

The 3, 5-point Likert questions are important regarding participants' perceptions:

This information was helpful.
The presenter was knowledgeable.
The presentation was well done and informative.

As no surveys or data tracking previously was used, this data will serve as a benchmark for the future assessment regarding attendance and numbers of presentations and workshops.

PRESENTATION SURVEY

Results Description
There are two ways in which student perceptions regarding their advisement can be viewed through this metric. First, the average rating for each of the 3 items (e.g., Strongly Agree = 5, Strongly Disagree = 1) is below:

Item	Fall 2015	Spri 2016	201 201
This information was helpful.	4.58	4.55	4.58
The presenter was knowledgeable.	4.70	4.80	4.73
The presentation was well done and informative.	4.63	4.75	4.65

Additionally, each of the three items can be broken down by the number/percent of students who scored the advisor/advising session at each of the five levels:

Fall 2015 (861 Surveys Returned)

Item	Strongly Disagree	Disagree	Undecid	Agre	Strong Agree
This information was helpful.	14 (1.6%)	1 (0.1%)	17 (2.0%)	265 (30.8%)	565 (65.6%)
The presenter was knowledgeable.*	12 (1.4%)	1 (0.1%)	14 (1.6%)	177 (20.6%)	655 (76.1%)
The presentation was well done and informative.*	12 (1.4%)	6 (0.7%)	24 (2.8%)	201 (23.3%)	598 (69.5%)

Note: *2 students circle multiple responses and were excluded, **20 students did not respond to this item.

Spring 2016 (263 Surveys Returned)

Item	Strongly Disagree	Disagree	Undecid	Agre	Strong Agree
This information was helpful.	1 (0.4%)	2 (0.8%)	7 (2.7%)	94 (35.7%)	159 (60.5%)
The presenter was knowledgeable.*	1 (0.4%)	0 (0%)	2 (0.8%)	44 (16.7%)	216 (82.1%)
The presentation was well done and informative.*	1 (0.4%)	0 (0%)	5 (1.9%)	52 (19.8%)	201 (76.4%)

Note: *4 students did not respond to this item.

2015-2016 Academic Year (1124 Surveys Returned)

Item	Strongly Disagree	Disagree	Undecid	Agre	Strong Agree
This information was helpful.	15 (1.3%)	3 (0.3%)	24 (2.1%)	359 (31.9%)	725 (64.5%)
The presenter was knowledgeable.*	13 (1.2%)	1 (0.1%)	16 (1.4%)	221 (19.7%)	871 (77.5%)
The presentation was well done and informative.**	13 (1.2%)	6 (0.5%)	29 (2.6%)	253 (22.5%)	799 (71.1%)

Note: *2 students circled multiple responses and were excluded, **24 students did not respond to this item.

P&W - Participants' Perceptions of Presentations/Workshops (Action)

Action Description
Results strongly favored students' positive perception of classroom and organization informationals. As this survey had never been given before, the 2015-2016 responses will serve as a baseline for future comparisons. Additionally, as the results were so favorable, this survey will be placed on hold for the next year in favor of other assessments (tbd) that might provide an alternative perspective of the presentations.

P&W - Promote Access to Presentations & Workshops

Performance Objective Description
SAM Center presentations and workshops will be accessible to stakeholders.

P&W - Increase Attendance & Number of Presentations & Workshops

KPI Description
The SAM Center routinely presents on a variety of topics (e.g., study skills, academic support programs, campus resources, advising, degree plans) to a variety of audiences (e.g., classrooms, student organizations, special populations).

However, no or little tracking or assessment of these presentations has been conducted. To remedy this, an internally-derived instrument, the Post-Presentation Survey, was created which includes (a) fields to write the class/organization, date, presenter, number in attendance, topic, and duration; (b) 3, 5-point Likert questions; (c) 1 fill-in-the-blank question; and (d) 1 open-ended question.

The number of surveys returned and the number of presentations/workshops conducted will be tracked.

As no surveys or data tracking previously was used, this data will serve as a benchmark

for the future assessment regarding attendance and numbers of presentations and workshops.

PRESENTATION SURVEY

Results Description
The following numbers will act as the benchmark against which future assessments will be measured:

Term	# Presentations	# Students	# Return Survey	Respon Rate
Fall 2015	27	922	861	93.4%
Spring 2016	14	279	263	94.3%
2015-2016 Academic Year	41	1201	1124	93.6%

P&W - Increase Attendance & Number of Presentations & Workshops (Action)

Action Description
As the 2015-2016 assessment cycle represented the first use of this survey process for Presentations & Workshops, it will serve as the benchmark against with future semesters will be compared. Given this, the SAM Center will strive to increase campus outreach (i.e., # of presentations) to enhance student knowledge of our programs. This will be assessed in the 2016-2017 assessment cycle.

Professional Growth & Training (PG&T)

Goal Description
One of the goals of the SAM Center is to promote professionalism and excellence in the fields of advising, mentoring, and academic support while acting as a model for other departments both locally and at other institutions.

Related Items/Elements
PG&T - Enhance Professional Profile

Performance Objective Description
SAM Center personnel will actively work to enhance their professional profile both internally (i.e., SHSU) and externally (e.g., professional organizations, conferences).

PG&T - Increase Number of Professional Presentations

KPI Description
Establish a baseline for the number of presentations conducted regarding advising and academic support.

Results Description
SAM Center personnel made seven (7) presentations at seven (7) conferences. These numbers will serve as the benchmark against which future assessment regarding professional presentations will be measured.

Number Of Presenters	Name Of Presentation	Organization/Conference
1	Student support services assessment: Moving beyond headcounts	SACSCOC 2015 Annual Meeting
2	Establishing leadership in and through education – A minority-male initiative	NACADA 2015 Annual Conference
1	From practicum project to parading my assessment attitude	TACUSPA 2015 annual Conference
1	Know whom you serve before serving what you know	Annual SHSU Teaching Conference, 2015
3	Professional mentoring for undergraduate students on academic suspension: An intervention	UNM – Mentoring Institute Conference, 2016
3	Sam Houston's Establishing Leadership In & Through Education Program–a minority-male initiative	THECB – Meeting for Programs of Excellence, 2016
1	Texas initiatives for improving higher education for Latino men	Prepárate Annual Conference 2016

From Practicum Project to Paradigm Shift--Adjusting My Assessment Attitude PDF

Know Whom You Serve Before Serving What You Know PDF

Preparate Presentation (MAL 4.14.16)

SACSCOC 2015 Final Presentation

SH ELITE NACADA 2015 Final

SH ELITE THECB Presentation 2016

UNM PRESENTATION Final

PG&T - Increase Number of Professional Presentations (Action)

Action Description
The 2015-2016 assessment cycle was the first time that the number of presentations made by SAM Center staff was tracked. As such, SAM Center will strive to present more than seven (7) conference presentations during the upcoming cycle. This will promote the SAM Center, and its personnel, as leaders in their fields and the university as an institution of innovation/best practice.

PG&T - Provide Productive Professional Evaluation

Performance Objective Description
The SAM Center strives to provide constructive and productive feedback to personal to enhance the both the services to stakeholders and the capabilities of personnel.

PG&T - 360-Degree Mentor Evaluation

KPI Description
Develop a 360-evaluation process for professional mentors comprised of three components (self-evaluation, supervisor evaluation, and peer evaluation) thereby providing triangulation of professional mentor performance.

360 evaluation-Mentor

Self Eval - Mentor

Supv-Mentor evaluation

Results Description
The 360-degree evaluation process was developed during the Fall 2015 semester using an internally-originated process (see attached forms). However, the process was not implemented for two reasons:

1. The campus instituted a modified staff evaluation process that took precedent
2. Both the SAM Center's Director of Academic Support and fellow mentors expressed reservation about the representatives of the topics and the job duties and professional

development needs of the office.

PG&T - 360-Degree Mentor Evaluation (Action)

Action Description
As the reservations regarding the new evaluation process were deemed by administration to hold merit, this process has been shelved indefinitely.

PG&T - 360-Degree Student Worker Evaluation

KPI Description
Develop a 360-degree evaluation process for student workers comprised of three components (self-evaluation, supervisor evaluation, and peer evaluation) thereby allowing for the evaluative triangulation of student worker performance based on perceived activities. Moreover, this process will include the creation of individualized work goals for each student worker, thereby providing a measure of process effectiveness.

Results Description
The 360-degree evaluation process was created, forms regarding each of the three (3) reviewing groups (i.e., individual, supervisor, peers) were created (see attached).

360 Individual Review
360 Peer Review
360 Supervisor Review

PG&T - 360-Degree Student Worker Evaluation (Action)

Action Description
The instruments created during the 2015-2016 Academic Year will be used for student worker evaluation during the 2016-2017 academic year. Student reports will be presented, but with redacted information to protect the confidentiality of the students.

Study Skills

Goal Description
Through the Study Skills program, students learn, develop, and expand the skills, strategies, and techniques needed to improve their academic performance.

Related Items/Elements
Study Skills - Acquisition Of Learning and Study Strategies/Skills

Learning Objective Description
SAM Center Study Skills program participants will acquire study skills involving *preparing*, *avoiding procrastination*, *managing time*, *reading textbooks/taking notes*, *taking tests*, and *managing stress*, regardless of the delivery mode of the program.

Study Skills - Learning And Study Strategies Inventory (LASSI) Self-regulation Component

Indicator Description
Program participants will improve their Learning and Study Strategies Inventory (LASSI) scores during the course of the study skills series. The LASSI, a 10-scale, 80-item instrument developed at the University of Texas at Austin, uses rating scales to measure students' perceptions of their strategic learning involving the following components: (a) *skill*, which includes their scores on the information processing, selecting main ideas, and test strategies scales; (b) *will*, which includes their scores on the anxiety, attitude, and motivation scales; and (c) *self-regulation*, which includes their scores on the concentration, self-testing, study aids, and time management scales. Each of the three LASSI components' associated scales will be assessed annually on a rotating basis.

Portion of LASSI Manual

Criterion Description
To establish a benchmark, at least 50% of SAM Center Study Skills program participants will demonstrate at least 5% growth in each scale of the self-regulation component of the LASSI during the semester of attendance.

Findings Description
Due to time constraints associated with data collection difficulties, data were not analyzed this semester.

Study Skills - Learning And Study Strategies Inventory (LASSI) Self-regulation Component (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Learning And Study Strategies Inventory (LASSI) Skill Component

Indicator Description
Program participants will improve their Learning and Study Strategies Inventory (LASSI) scores during the course of the study skills series. The LASSI, a 10-scale, 80-item instrument developed at the University of Texas at Austin, uses rating scales to measure students' perceptions of their strategic learning involving the following components: (a) *skill*, which includes their scores on the information processing, selecting main ideas, and test strategies scales; (b) *will*, which includes their scores on the anxiety, attitude, and motivation scales; and (c) self-regulation, which includes their scores on the concentration, self-testing, study aids, and time management scales. Each of the three LASSI components' associated scales will be assessed annually on a rotating basis.

Portion of LASSI Manual

Criterion Description
Based upon historical performance, at least 50% of SAM Center Study Skills program participants will demonstrate at least 20% growth in each scale of the skill component of the LASSI during the semester of attendance.

Findings Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Learning And Study Strategies Inventory (LASSI) Skill Component (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Learning And Study Strategies Inventory (LASSI) Will Component

Indicator Description
Program participants will improve their Learning and Study Strategies Inventory (LASSI) scores during the course of the study skills series. The LASSI, a 10-scale, 80-item instrument developed at the University of Texas at Austin, uses rating scales to measure students' perceptions of their strategic learning involving the following components: (a) *skill*, which includes their scores on the information processing, selecting main ideas, and test strategies scales; (b) *will*, which includes their scores on the anxiety, attitude, and motivation scales; and (c) *self-regulation*, which includes their scores on the concentration, self-testing, study aids, and time management scales. Each of the three LASSI components' associated scales will be assessed annually on a rotating basis.

Portion of LASSI Manual

Criterion Description
To establish a benchmark, at least 50% of SAM Center Study Skills program participants will demonstrate at least 5% growth in each scale of the will component of the LASSI during the semester of attendance.

Findings Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Learning And Study Strategies Inventory (LASSI) Will Component (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Positive Effect on Participants' Academic Performance

Performance Objective Description
Participating in the SAM Center's Study Skills seminar series will enhance students' academic performance.

Study Skills - Participants' 1-semester Persistence Rates

KPI Description
To establish a benchmark, SAM Center Study Skills program participants will demonstrate mean 1-semester persistence rates (defined as persistence from long semester to long semester) that are at least 10% greater than mean 1-semester persistence rates of nonparticipants, regardless of the delivery mode of the program.

Note: Due to the time frame in which this data is available, the results for this KPI will always be delayed by at least one long semester.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' 1-semester Persistence Rates (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Participants' Course Completion Rates

KPI Description
In an ongoing effort to meet an original benchmark, SAM Center Study Skills program participants will demonstrate mean course completion rates (the number of semester

credit hours completed divided by the number of semester credit hours attempted) during the semester of attendance that are at least 10% greater than mean course completion rates of nonparticipants, regardless of the delivery mode of the program.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' Course Completion Rates (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Participants' Grade Point Average (GPA) Improvement

KPI Description
In an ongoing effort to meet an original benchmark, the GPAs of SAM Center Study Skills program participants will shift in a positive direction 0.3 more during the semester of attendance than the GPAs of nonparticipants, regardless of the delivery mode of the program.

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' Grade Point Average (GPA) Improvement (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Positive Perception of Services

Performance Objective Description
Participants in the Study Skills program will view the program and its services positively.

Study Skills - Online Participants' Perception of Course Design

KPI Description
Study Skills online program participants who respond to the program satisfaction survey —an internally developed instrument containing 11 closed-ended items (14 for online students), 2 multiple-response items (checklists), and 4 open-ended items—will perceive

the program's course design as helpful.

Closed-ended items related to participants' perception include the following:
• The course design helped me determine the tasks to accomplish each week.
• The quizzes helped me gauge my understanding of the material.

Based upon historical performance, at least 85% of SAM Center Study Skills online participants who respond to the satisfaction survey during the semester of attendance will either "strongly agree" or "agree" with the closed-ended items related to course design.

Study Skills Survey Fall 2015 (Face-to-Face Students)

Study Skills Survey Fall 2015 (Online Students--differing items circled in red)

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Online Participants' Perception of Course Design

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Online Participants' Perception of Leader Responsiveness

KPI Description
Study Skills online program participants who respond to the program satisfaction survey —an internally developed instrument containing 11 closed-ended items (14 for online students), 2 multiple-response items (checklists), and 4 open-ended items—will perceive the program's leader as responsive.

The closed-ended item related to participants' perception states the following:
• The leader answered my questions in a timely manner.

In an ongoing effort to meet an original benchmark, at least 75% of SAM Center Study Skills online participants who respond to the satisfaction survey during the semester of attendance will either "strongly agree" or "agree" with above closed-ended item.

Study Skills Survey Fall 2015 (Face-to-Face Students)

Study Skills Survey Fall 2015 (Online Students--differing items circled in red)

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Online Participants' Perception of Leader Responsiveness (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Participants' Perception of Program Leaders

KPI Description
Study Skills program participants who respond to the program satisfaction survey—an internally developed instrument containing 11 closed-ended items (14 for online students), 2 multiple-response items (checklists), and 4 open-ended items—will hold a positive view of program leaders, regardless of the delivery mode of the program.

Closed-ended items related to participants' perception include the following:
• The program objectives were clearly stated and met.
• The leader had a good understanding of the content.
• The leader engaged students in lively discussion.
• The leader used good examples to explain points and responded clearly to questions.
• The material was clearly presented.

The open-ended item related to participants' perception asks the following:
• What was your overall impression of the leader's ability to manage the Study Skills program?

Based upon historical performance, at least 95% of SAM Center Study Skills participants who respond to the satisfaction survey during the semester of attendance will either "strongly agree" or "agree" with the above closed-ended items and reference at least one positive leader quality (e.g., knowledgeable, caring, confident) in the open-ended item.

Study Skills Survey Fall 2015 (Face-to-Face Students)
Study Skills Survey Fall 2015 (Online Students--differing items circled in red)

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' Perception of Program Leaders (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or

data collection in the future.

Study Skills - Participants' Perception of Study Skills Improvement

KPI Description
Study Skills program participants who respond to the program satisfaction survey—an internally developed instrument containing 11 closed-ended items (14 for online students), 2 multiple-response items (checklists), and 4 open-ended items—will perceive that the program improved their study skills, regardless of the delivery mode of the program.

Closed-ended items related to participants' perception include the following:
• The program was relevant and useful to me.
• The program enhanced my study skills.
• I would recommend this group to other students.
• Participation in study skills was a valuable use of my time.

The open-ended item related to participants' perception states the following:
• The most important thing I learned was . . .

In an ongoing effort to achieve an original benchmark, at least 75% of SAM Center Study Skills participants who respond to the satisfaction survey during the semester of attendance will either "strongly agree" or "agree" with the above closed-ended items and reference a particular study skill taught in the open-ended item.

Study Skills Survey Fall 2015 (Face-to-Face Students)

Study Skills Survey Fall 2015 (Online Students--differing items circled in red)

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' Perception of Study Skills Improvement (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Study Skills - Participants' Perception of Subject Matter

KPI Description
Study Skills program participants who respond to the program satisfaction survey—an internally developed instrument containing 11 closed-ended items (14 for online students), 2 multiple-response items (checklists), and 4 open-ended items—will hold a

positive view of program subject matter, regardless of the delivery mode of the program.

Closed-ended items related to participants' perception include the following:
• The material was well organized.
• The handouts were clear and easy to understand.

All multiple-response items (checklists) relate to this perception and ask the participant to select the most helpful session(s) and least helpful session(s).

Open-ended items related to participants' perception include the following:
• In the future, what could be added to improve this program?
• In the future what could be left out to improve this program?

In an ongoing effort to meet an original benchmark, at least 75% of SAM Center Study Skills participants who respond to the satisfaction survey during the semester of attendance will (a) either "strongly agree" or "agree" with the above closed-ended items, (b) select more "most helpful" sessions than "least helpful" sessions, and (c) suggest more additions to the program than subtractions.

Study Skills Survey Fall 2015 (Face-to-Face Students)

Study Skills Survey Fall 2015 (Online Students--differing items circled in red)

Results Description
Due to time constraints associated with data collection difficulties, data were not analyzed this assessment cycle.

Study Skills - Participants' Perception of Subject Matter (Action)

Action Description
As data were not analyzed nor were findings reported for the 2015-2016 assessment cycle due to time constraints and data collections issues, data from the 2015-2016 academic year will serve as the focus of the 2016-2017 assessment cycle. By doing this, we will avoid potential issues with time or data collection in the future.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Concerning the mentoring programs, the existence of multiple programs, each with its own name and specific population, has led to confusion on campus as to what each of the programs actually does and what populations each program serves. As such, the old programs will be scrapped in favor of a new program that aids all students, regardless of their demographic or status. Given the nature of a new program, its academic effectiveness (e.g., GPA boost, course completion rate) will have to be assessed in the following year.

Concerning First Alert, given the horrid response rate of the professors surveyed (ONLY 4 of the 190!!!!), the professor survey will be scrapped. In its place, we will create and disseminate a survey to the students who we contact through the First Alert program to assess their views of the program.

Concerning Study Skills, we intend to raise criteria for success/performance indicators related to the benchmarks we exceeded for the current assessment cycle beginning with the 2015-2016 assessment cycle:

• At least 95% of participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to program leaders and reference at least one positive leader quality (e.g., knowledgeable, caring, confident) in the open-ended item.
• At least 85% of online participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to course design.

In addition, at least 50% of participants will demonstrate at least 20% growth in each scale of the skill component of the LASSI the next time it is assessed in 2017-2018.

Because online participants' survey responses did not meet the benchmark for the indicator related to leader responsiveness, we will create a forum for a virtual office within Blackboard by the beginning of fall 2015. The forum will (a) remind participants that the instructor is available only during normal business hours, (b) give participants a time frame in which to expect e-mail responses from the instructor, and (c) house threads to answer frequently asked questions. Also beginning in fall 2015, the online instructor will make specific reference to the study skills handouts in the first two weekly updates of each series, explaining what they are and the importance of accessing them; during fall 2015, we will explore alternative ways to present the study skills handouts in Blackboard. Both actions are in response to (a) the large discrepancy between online and face-to-face (FtF) participants' survey responses for the item related to the clarity of handouts and (b) the fact that online participants' survey responses did not meet the benchmark for this item. By the beginning of spring 2016, we will implement some form of a "Talk to a Mentor" system, designed to encourage participants to seek further assistance from academic mentors in hopes that we can begin to raise all participants' results for the indicators related to academic achievement and progress toward graduation.

Long-term actions, to be completed by the end of the 2015-2016 academic year (i.e., by the beginning of fall 2016), involve qualitatively analyzing spring 2015 survey data to determine: (a) how best to change the study skills content and/or materials to better facilitate participants' growth in the test strategies scale of the LASSI, (b) possible explanations for the fact that online participants' survey responses did not meet the benchmark for three of the items related to the study skills improvement indicator, (c) possible explanations for the two areas of greatest discrepancy between online and FtF participants' survey responses for the items related to program leaders (*the leader had a good understanding of the content* and *the material was clearly presented*), and (d) the existence of patterns in participants' survey responses regarding most helpful/least helpful sessions and program additions/subtractions, as all participants' responses fell considerably short of the benchmark for these items.

SH ELITE will be added to the SAM Center assessment plan as it was recently shifted back under the umbrella of Academic Support Programs. Additionally, the program's assessment plan will emphasize long-term academic success, address a pilot student management/leadership program, and contain a component concerning funding.

Concerning advising, the SAM Center will continue requesting more advising personnel in order to handle the growing population both on campus and online. Moreover, to expand advising assessment, a student survey will be created in order to identify student satisfaction concerning advisement and to provide a more information concerning the student advising experience.

Update of Progress to the Previous Cycle's PCI
There were several issues with data collection, both departmental/programmatic and institutional, that precluded the analysis of said data by the closing date of the 2015-2016 Assessment Cycle. As such, data analysis for the SH ELITE, AIM, and First Alert were placed on hold for a year, leading to an internal assessment cycle that relies on data that is one year behind the current year.

Regarding the online nature of Study Skills, a Blackboard system was created and implemented with mediocre success.

Long-term actions discussed in then 2014-2015 Assessment Cycle's Plan for Continuous Improvement were attempted, but, again due to issues with data collection, were unable to be assessed. However, this assessment will be conducted during the 2016-2017 Assessment Cycle.

SH ELITE was not added to the overarching SAM Center Assessment plan, but it will have been taken care of by the time the next assessment cycle begins.

Regarding advising, additional personnel were acquired and a short advisee survey was created and implemented during the 2015-2016 Assessment Cycle.

PCI for 2016-2017 Assessment Cycle

Closing Summary
Concerning Advising:

Unfortunately, there was no success during 2015-2016 academic year in the search for an adequate online advising system. As such, SAM Center personnel will continue investigating possible technological avenues to handle this need. In contrast, there was success regarding the identification of students enrolled in 100% online courses; therefore, no further action will be taken at this time. Regarding perception-based assessment of advising, SAM Center personnel created and administered a new advising-student survey during the 2015-2016 year. This survey allowed the SAM Center to capture the numbers of advising sessions, response rates to the surveys, and general student perceptions relating to their advising experiences. These data will serve as the baseline for comparison in the 2016-2017 academic year.

Concerning Academic Improvement Mentoring (AIM), First Alert, and Study Skills:

Although SAM Center personnel designed and implemented assessment plans for the Academic Improvement Mentoring (AIM), First Alert, and Study Skills programs, there were unforeseen issues regarding data collection that prevented timely data analysis that, in turn, prevented interpretation and evaluation of the findings. As such, data findings were not included in this assessment (2015-2016) cycle due to the lack of adequate time and confusion regarding office data needs and campus data suppliers. To avoid future time and data complications, assessment cycles, starting with 2016-2017, will use data from the previous year, thereby circumventing potential data and analysis hurdles.

Concerning Presentations & Workshops (P&W):

The 2015-2016 assessment cycle represented the first assessment of presentations and workshops at the SAM Center. As such, the results of the perception survey process will serve as the benchmark for future assessment comparison. Given this, the SAM Center will strive to increase campus outreach (i.e., # of presentations) to enhance student knowledge of our programs. This will be assessed in the 2016-2017

assessment cycle. Additionally, the SAM Center will strive to present to a greater number of courses/organizations to enhance outreach and communication regarding department services.

Concerning Professional Growth and Training (PG&T):

In an attempt to create a more in depth and hopefully a more professionally meaningful evaluation process in the office, SAM Center mentoring personnel constructed 360-degree evaluation processes for student workers and professional mentors. The 360-degree student worker evaluation will be implemented for the 2016-2017 academic year. Student reports will be presented, but with redacted information to protect student worker confidentiality. The 360-degree mentor evaluation process, however, will be shelved indefinitely given the concern regarding application of the process along with questions concerning interpretation of the questions as well as the applicability of the process to the existing required staff evaluation process on campus.

Regarding professional presentations, this year's assessment cycle (2015-2016) will serve as the point of comparison for next year's assessment. SAM Center personnel will strive to present more papers/topics/workshops during the 2016-2017 academic year than the 2015-2016 academic year. Moreover, the department will urge a greater number of individuals to present at conferences, as professional growth is one of the SAM Center's central goals and having more people establishing themselves as authorities in fields related to the SAM Center is thrice beneficial: (a) personnel develop research and speaking skills and enhance knowledge in their fields, (b) the SAM Center benefits from this added growth in its advisors and mentors, and (c) this enhances the reputation of the university by boosting external perceptions of university personnel, specifically in the realm of its advising and academic support services and leadership.

Assessment Plan Summary
Department: ELITE

Sam Houston State University

President, Office of

Academic Affairs, Division of

SAM Center

ELITE

The SH ELITE Program - Provide A Sustainable, Quality Program That Addresses The Disparity In Retention And Graduation Rates For Minority Males.

Goal Description
The SH ELITE Program is a comprehensive initiative that supports the success and retention of Hispanic and African American males by providing weekly Mentoring Meetings, role models, study skills, academic accountability, career and networking skills, and social enrichment activities.

Related Items/Elements

SH ELITE - Increase Participants' Academic Performance

Performance Objective Description
Participating in the SH ELITE program will enhance academic performance.

SH ELITE - Participants' 1-semester Persistence Rates

KPI Description
SH ELITE program participants will demonstrate mean 1-semester persistence rates (defined as persistence from long semester to long semester) that are statistically significantly greater than the 1-semester persistence rates of a comparable group (i.e., male, Hispanic or African American) of nonparticipants.

Note: Due to the time frame in which this data is available, the results for this KPI will always be delayed by at least one long semester.

Results Description
Due to unforeseeable issues with data acquisition and verification, data analysis was not conducted for this KPI. As such, the 2016-2017 assessment cycle, and all future cycles, will run one-year behind for data analysis.

SH ELITE - Participants' 1-semester Persistence Rates (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

SH ELITE - Participants' Course Completion Rates

KPI Description
SH ELITE program participants will demonstrate mean course completion rates (the number of semester credit hours completed divided by the number of semester credit hours attempted) during the semester of attendance that are statistically significantly greater than mean course completion rates of a comparable group (i.e., male, Hispanic or African American) of nonparticipants.

Note: Due to the time frame in which this data is available, the results for this KPI will always be reported for the previous academic year.

Results Description
Due to unforeseeable issues with data acquisition and verification, data analysis was not conducted for this KPI. As such, the 2016-2017 assessment cycle, and all future cycles, will run one-year behind for data analysis.

SH ELITE - Participants' Course Completion Rates (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

SH ELITE - Participants' Grade Point Average (GPA) Improvement

KPI Description
SH ELITE program participants will demonstrate mean institutional GPA (the number of institutional credit hours completed divided by the number of the institutional grade points earned) that are statistically significantly greater than mean institutional GPA of a comparable group (i.e., male, Hispanic or African American) of nonparticipants .

Results Description
Due to unforeseeable issues with data acquisition and verification, data analysis was not conducted for this KPI. As such, the 2016-2017 assessment cycle, and all future cycles, will run one-year behind for data analysis.

SH ELITE - Participants' Grade Point Average (GPA) Improvement (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

SH ELITE - Participants' Graduation Rates

KPI Description
To establish a benchmark, SAM Center Study Skills program participants will demonstrate mean graduation rates (4-year, 5-year, and 6-year) that are statistically significantly greater than the mean graduation rates of a comparison group (i.e., male, Hispanic or African American) of nonparticipants.

Note: Due to the time frame in which this data is available, the results for this KPI will always be reported for the previous academic year.

Results Description
Due to unforeseeable issues with data acquisition and verification, data analysis was not conducted for this KPI. As such, the 2016-2017 assessment cycle, and all future cycles, will run one-year behind for data analysis.

SH ELITE - Participants' Graduation Rates (Action)

Action Description
Given the data acquisition issues, data for the 2015-2016 academic year will be assessed during the 2016-2017 assessment cycle. As such, all future assessment processes will use data from the previous year to determine program effect.

SH ELITE - Support Greater Number of Participants

Performance Objective Description
SH ELITE was created as a part of the Bridging the Gaps initiative of the THECB to address the historically low academic performance of African American and Hispanic men. As such, the SH ELITE program should strive to further its support of this population.

SH ELITE - Increase Funding

KPI Description
The SH ELITE program is constrained by its funding structure (i.e., THECB grant). To move beyond this constraint, additional funding will be sought from a variety of sources:

- Renewal of the THECB grant for funding ($76,000),
- $15,000 will be requested from the Student Services Committee,
- $10,000 will be requested from the Academic Affairs Division, and
- Grants from both the THECB and federal government will be researched for additional funding

Results Description
Several sources were investigated regarding SH ELITE funding:

- The THECB grant was denied, based on the argument that the institution (SHSU) would be funding the program.

- The Student Services Committee denied the request for funding as they were denying practically all request to save money for the new student center.
- Academic Affairs came through in support of the SH ELITE program as $100,000 was found, thereby providing hard funding for the SH ELITE program.
- No new grants were found that were applicable to the SH ELITE program and its mission statement.

SH ELITE - Increase Funding (Action)

Action Description
Further funding will be sought in order to expand the SH ELITE program. Two actions will be undertaken:

1. New budget initiatives will be submitted to Academic Affairs for the next budgetary cycle (2017-2018).
2. Funding will be sought from the Greater Houston Community Foundation.

SH ELITE – Increase Participating Population

KPI Description
The SH ELITE program will increase the number of students served by 10% from the previous year (2014-2015 – 69 participants).

Results Description
The SH ELITE program increased the number of participants from 69 participants in 2014-2015 to 118 participants in 2015-2016, experiencing a 71% increase over the previous year. This far exceeded the 10% performance indicator. However, this increase in the number of participants now effects the program's funding.

SH ELITE – Increase Participating Population (Action)

Action Description
Although funding is strained by the increase in the program's population, the mission of the program requires it to continually expand to aid a greater number of students. As such, more students will be recruited/maintained in the program for the next academic year (2016-2017).

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
There are four central goals for the 2015-2016 cycle:

1. Have the SH ELITE program officially reclassified as an Mentoring/Academic Support Program under the unbrella of the Student Advising & Mentoring (SAM) Center.
2. Analyse long-term academic success indicators (i.e., retention rates and graduation rates) to identify the impact of the participation in the SH ELITE program in comparison to a stratified random

sample and to the entire population group (i.e., male, minority, first-time freshman

3. Identify and secure funding (>$50,000), preferrably permanent, for the program.
4. Create a pilot management program comprised of SH ELITE alumni to facilitate leadership skills on the part of the students, and to decrease the workload on the SH ELITE coordinator.

Update of Progress to the Previous Cycle's PCI
Regarding the four central goals for the 2015-2016 cycle (all updates are in blue):

1. Have the SH ELITE program officially reclassified as an Mentoring/Academic Support Program under the umbrella of the Student Advising & Mentoring (SAM) Center.

This was not done during the 2015-2016 cycle, but is on the top of the list for the 2016-2017 Assessment Cycle.

2. Analyze long-term academic success indicators (i.e., retention rates and graduation rates) to identify the impact of the participation in the SH ELITE program in comparison to a stratified random sample and to the entire population group (i.e., male, minority, first-time freshman).

Due to unforeseeable issues with data acquisition and verification, data analysis was not conducted for this KPI. As such, the 2016-2017 Assessment Cycle, and all future cycles, will run one-year behind for data analysis.

3. Identify and secure funding (>$50,000), preferably permanent, for the program.

Although funding greater than $50,000 was not secured, the funding was shifted from grant-based to campus-based funding. Additionally, the program received an additional ~$40,000 for program funding.

4. Create a pilot management program comprised of SH ELITE alumni to facilitate leadership skills on the part of the students, and to decrease the workload on the SH ELITE coordinator.

A program was created, but no assessment was created given the highly mutable and fluid nature of the process. It is hoped that an assessment plan for the program will be created during the 2016-2017 Assessment Cycle.

PIC for Next Academic Year (2017-2018)

Closing Summary
There are three main points that need to be addressed for the next assessment cycle. First, data must be collected and analyzed, after which the SH ELITE program can be evaluated for effectiveness (e.g., 1-semester persistence, 1-year retention, graduation). This data will be from the prior, 2015-2016, academic year due to data acquisition issues. Second, new students will be added to the SH ELITE program in order to further its mission of male minority academic and personal growth and development. The third point is that of funding. Additional funding will be sought from both the university, via a new budget initiative request to Academic Affairs for the 2017-2018 cycle, and from the Greater Houston Community Foundation, a state-wide coalition known for its financial philantrophy.

Assessment Plan Summary
Department: Sciences, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Sciences, College of

To Bring Visibility To Programs In The College

Goal Description
The College of Sciences will actively publish faculty and student accomplishments through local and national media and increase public exposure to scholarly and artistic events on campus.

Related Items/Elements
Visibility

Performance Objective Description
The College of Sciences will publicize research and creative accomplishments of faculty and departments in the Heritage magazine, on the website, and in other publications.

Visibility

KPI Description
We will seek to have at least 10 publications of research and creative accomplishments in journals, newsletters, and on websites.

Results Description
Greater than 10 articles highlighting faculty, students, and activities from the College of

Sciences were featured on the main SHSU website, exceeding our goal of 10 articles.

Actions

Action Description
We will examine reallocation of internal resources to address graduate student stipend number and funding.

We will continue to use the website and social media to publicize activities of students and faculty in STEM field.

We will recruit an additional faculty member in Engineering Technology to assist with the Quanta Endowed Professorship in Engineering Technology.

To Enhance The Quality Of Graduate Programs In The College

Goal Description
The College of Sciences will provide resources, planning and direction that will assist departments in growing quality graduate programs.

Related Items/Elements

Provide Adequate Assistantships For Graduate Students

Performance Objective Description
The college will allocate competitive assistantships in a manner that allows each program to recruit the quality and quantity of graduate students necessary to offer a viable graduate program.

Percentage Of Graduate Students On Assistantship

KPI Description
The college will produce a TA report that includes at least 85% full time graduate students who are receiving assistantships in COAS

Results Description
We did not meet the goal of 85% of all full time graduate students receiving assistantships.

However, 5 additional TA lines were received for 2016 FY.

Actions

Action Description
We will examine reallocation of internal resources to address graduate student stipend number and funding.

We will continue to use the website and social media to publicize activities of students and faculty in STEM field.

We will recruit an additional faculty member in Engineering Technology to assist with the Quanta Endowed Professorship in Engineering Technology.

Provide Adequate Graduate Scholarships

Performance Objective Description
The college will provide an adequate number of $1500 scholarships to assist in the recruitment and retention of high caliber graduate students. Due to low overall stipends and an inability to waive tuition, merit scholarships are needed to attract out-of-state and international students to graduate programs.

Percentage Of Graduate Students On Scholarship

KPI Description
The college will produce a report of at least 30 scholarship recipients that includes the percentage of full time graduate students who receive scholarships through the COS office

Results Description
We met the goal of providing 30 college scholarships for graduate students.

Actions

Action Description
We will examine reallocation of internal resources to address graduate student stipend number and funding.

We will continue to use the website and social media to publicize activities of students and faculty in STEM field.

We will recruit an additional faculty member in Engineering Technology to assist with the Quanta Endowed Professorship in Engineering Technology.

To Further Excellence In Teaching

Goal Description
The College of Sciences will provide the resources,support, and mechanisms to assist departments and faculty in their efforts to improve teaching throughout the college curriculum.

Related Items/Elements
Recruit Highly Credentialed Faculty

Performance Objective Description
The college will strive to hire faculty who posses the terminal degree from R1 universities.

Highly Credentialed Faculty

KPI Description
Eighty percent of new faculty hires will possess the terminal degree from R1 institutions

Results Description
The faculty hired during this period all possess the terminal degree in their field, exceeding

the desired goal.

Actions

Action Description
We will examine reallocation of internal resources to address graduate student stipend number and funding.

We will continue to use the website and social media to publicize activities of students and faculty in STEM field.

We will recruit an additional faculty member in Engineering Technology to assist with the Quanta Endowed Professorship in Engineering Technology.

To Promote Excellence In Creative Activities And Research

Goal Description
The College of Sciences will provide the resources and support to facilitate scientific inquiry among faculty and students in the college.

Related Items/Elements
Provide Appropriate Faculty Travel Funds

Performance Objective Description
The college will solicit travel requests from faculty members, then request, acquire and allocate appropriate funding for proposed travel.

Faculty Travel Funds

KPI Description
The college will solicit travel requests from faculty members, prioritize these requests, and acquire the necessary funds to facilitate the research and developmental goals of the faculty. Our goal will be to fund 75% of the requests.

Results Description
All travel requests directed to the College of Sciences Dean's Office from departmental

faculty were approved, exceeding the goal of 70%.

To Provide A Rigorous, Current Curriculum

Goal Description
The College of Sciences will encourage the development of new programs that reflect discpline specific and societal changes. The College will adhere to a formal, rigorous curriculum review process.

Related Items/Elements
Accreditation Of Programs

Performance Objective Description
The college will identify all programs that are eligible for accreditation through professional organizations and initiate the accreditation or reaccreditation in each case.

Program Accreditation

KPI Description
Programs that are eligible for accreditation from outside agencies will seek or renew accreditation.

Results Description
The computer science program continues to be accreditated by ABET, meeting our goal.

Restructure College Curriculum Process

Performance Objective Description
The college will establish fixed deadlines for submission of materials to the college curriculum committee and review items thoroughly in a timely manner.

Approval Of Submitted Curriculum Proposals

KPI Description
At least 90% of curriculum proposals approved by the COS committee will be approved by the University curriculum committee.

Results Description
All proposals were approved. The PhD

proposal requires additional development to meet THECB approval.

College Curriculum Calendar

KPI Description
The calendar for the college curriculum process will be modified and strictly enforced. Our goal is that all proposals will be submitted by the deadline.

Results Description
All proposals were submitted on time for the college curriculum review process

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Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Attracting diverse applicants requires active methods to seek out candidates. We will work with AA to develop such methods in this upcoming year.
Additional funding for graduate student stipends will be sought through new initiative funding and budget reallocation within the college.

We will use the COS facebook site to publicize departmental and college activities.

We will hire an experienced faculty member who has developed ABET assessment plans for Engineering Technology and will begin the process for ABET accreditation in ET during the FY17.

Update of Progress to the Previous Cycle's PCI
We solicited funding for additional advertisements in Diverse Magazine from AA but no money was allocated.

No additional funding for graduate student stipends was provided through budget allocations. The College provided 16 summer stipends ($50,000) for research thesis active MS students in summer 2016.

We used the COS website and social media to publicize departmental and college activities.

We hired an experienced faculty member who has developed ABET assessment plans for Engineering Technology and will begin the process for ABET accreditation in ET during the FY17.

New PCI

Closing Summary

We will continue to attract high quality faculty, through competitive salaries, start-up packages, and recruitment incentives.

We will seek out diverse candidates who will help our college achieve greater diversity in faculty representation relative to our current student population.

We will enhance graduate student support through increase in the number and quantity of stipends and increased scholarship funding.

We will promote increased research through funding of travel, equipment, and supplies for graduate students and faculty.

Assessment Plan Summary
Department: Agricultural Sciences and Engineering Technology, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Sciences, College of

Agricultural Sciences and Engineering Technology, Department of

Professional Development Of Faculty

Goal Description
The department will require faculty to participate in professional development activities. These activities will be monitored by membership in professional organizations, attending professional meetings, seminars and workshops, and participation in oral and poster presentations or panel discussions.

Related Items/Elements
Participation In Professional Development

Performance Objective Description
Department faculty will engage in research projects that generate professional research papers acceptable at local, regional, and national conferences.

Faculty Evaluation System (FES)

KPI Description
The FES will document the presentation of faculty professional research papers at local, regional, and national conferences. Participation at 2 professional meetings and publication of a minimal of 2 peer reviewed manuscripts/abstracts/presentations will be expected.

Results Description
88% of the faculty met or exceed the goal to attend at least 2 professional meetings. Two faculty fell short of the goal and attended on 1 professional meeting, both of these faculty had only been on staff for only 4 months.

82% of the faculty met or exceed the goal to document at least 2 peer-reviewed presentations or manuscripts. 2 faculty (employed only 4 months) failed to achieve the goal while 2 faculty only had 1 peer-reviewed document.

Faculty Scholarly Success

Action Description
Scholarly achievement will continue using quarterly reports to monitored scholarly achievement. Goal will remain at the standard expectation.

Provide Appropriate Personnel Resources For The Unit

Goal Description
The department will assess the personnel (staff and faculty) needs of the unit on an annual basis. Annual funding requests will reflect these needs and hiring decisions will be based on these needs. The department office will provide appropriate resources and encourage faculty and staff to participate in development opportunities.

Related Items/Elements

Increase FTE's And Staff Positions In The Department

Performance Objective Description
Objective is to increase the number of tenure-track positions and support staff in the department.

Increase In FTE's

KPI Description
An increase of one full FTE's will indicate success. Approval of additional staff position for office will be a primary goal.

Results Description
All open FTEs were filled. Three new FTEs were awarded to the Engineering Technology Program, 2 of the positions have been filled with September start dates, 1 is still open for a Spring, 2017 start date.

FTEs and Faculty Workload

Action Description
Enrollment data, faculty workload, SCH generation, and etc. will continue to be used to illustrate the need for more FTEs in specific academic programs, ANSC, AGBU and ACOM. Likewise, administrative workload will continue to be used to justify an additional support staff positions for labs and facilities.

Provide Effective Communication With Internal And External Constituencies

Goal Description
The department will ensure that appropriate communication channels are maintained with the College of Sciences Office, upper administration, current students, prospective students, and other external constituencies.

Related Items/Elements

Communication Of Department Activities

Performance Objective Description
Department will communicate mission and goals to administration, alumni and friends.

Agricultural Department Donations Database

KPI Description
The database will document donations and giving to the department for scholarships, facilities, classroom development, etc. Facility donations are to achieve 50% of construction costs.

Donation goals:
Arena Complex: $10 Million,
Plant Science Field Lab: $3.6 Million,
Endowments/Scholarships: $100,000;
Student and Faculty Enrichment to Department: $200,000
Pirkle Center Classroom Naming Rights and Endowments: $150,000

Results Description
Donations exceeded goals in all areas except for the Plant Science Field Lab and Animal Science Facility.

As of May 24, 2016

Endowments/Scholarships Achieved $3,000,000;
Student and Faculty Enrichment to Department Achieved: $186,379.
Pirkle Center Classroom Naming Rights and Endowments: $308,000.

Department Outreach

Action Description
Outreach and activities with alumni and friends met or exceed goals. Activities will continue to enhance capital improvements, donations, and facility upgrades.

Students Recruited

KPI Description
The Department, with assistance from Ag Ambassadors, faculty, and visitor center, will be active in recruiting students, with desires to achieve enrollment increase of 2%.

Results Description
Department grew in undergraduate enrollment: Agriculture +5.02%, Engineering Technology =23.05%.

Graduate program +56.8%.

ASET Ambassadors and department faculty and staff actively participated at

Saturday@Sam. Likewise, was active at many youth events for recruiting purposes.

Department Chair recruited for the graduate program at the VATAT Professional Conference, TCAAA Conference and TOFCA.

Department hosted ExCEL@SAM and invited 150 high school sophomores, juniors and seniors.

Recruitment booths were available at State and National FFA Conventions, Houston, San Antonio, STEM Job Fair.

Department Outreach

Action Description
Outreach and activities with alumni and friends met or exceed goals. Activities will continue to enhance capital improvements, donations, and facility upgrades.

Submission Of Department Master Plan

KPI Description
The completed Department Master Plan and satellite facility development at Gibbs Ranch will be used in the department's capital campaign. Completion and implementation of the marketing plan will document success.

Results Description
Extensive work with SHSU Advancement Department to promote strategic plan and Master plan for the Animal Science Facility. A capital campaign committee is being appointed.

Department Outreach

Action Description
Outreach and activities with alumni and friends met or exceed goals. Activities will continue to enhance capital improvements, donations, and facility upgrades.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Faculty mentoring of junior faculty and new hires will be critical.

Ambassadors and faculty will continue to provide service and recruitment efforts for graduate and under graduate enrollment.

Chair will continue to request new FTEs for a growing department.

Outreach and department capital growth is an ongoing effort.

Update of Progress to the Previous Cycle's PCI
Faculty mentoring of tenure-track faculty is a critical priority.

ASET Ambassadors recruiting budget has been denied for AY 2016-17, department will find alternative resources to assist, however, student recruitment will decrease due to the lack of funding. Enrollment for Fall 2017 will be expected to decrease.

Chair will continue to request FTEs and Staff position in budget requests and strategic plan.

Department outreach with alumni, friends and industry is continual effort to increase capital contributions to the programs.

Summary and Improvement

Closing Summary
Continued mentoring of junior faculty will be led by the department chair, goals will be set with each faculty. All faculty will be frequently reminded of support for travel and participation at professional meetings and professional development.

Student recruitment efforts will continue to be driving force for undergraduate enrollment, however, ag ambassador funding as been cut and will limit travel. Department will continue to encourage faculty and student participation at all possible venues that allowed for recruitment of students.

FTE allocation increases to the department will be a primary focus for academic goals. FTE for the ETEC program was requested. Additional staff positions will be requested for the main office, horticulture center, and Harrell AET Center.

Department goal will be to continue its marketing plan for the Pirkle Center.

Assessment Plan Summary
Department: Chemistry, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Sciences, College of

Chemistry, Department of

Chemistry-Related Careers Or Advanced Graduate Studies

Goal Description
The success of any program is whether its graduates find related work or pursue further graduate education.

Related Items/Elements
After Degree Placement

Performance Objective Description
Upon completion of the BS or MS program graduates will either find a chemistry-related job upon graduation (such as working in a research or analytical lab) or will go for graduate or advanced graduate studies.

Job Or Advanced Program Placement

KPI Description
The indicator will be the proportion of our graduating MS students who either find a chemistry-related job or go for advanced graduate studies.

Results Description
Eleven students completed their M.S. degrees this year. Five of these are going on to Ph.D. programs (at Auburn University, the University of Cincinnati, the University of Maryland, Texas Tech University and the Tokyo Institute of Technology), three are working in industry, two are teaching and one has just started looking for a job.

Follow Former Students

Action Description
We will continue to follow our former students as they seek employment and admission to graduate programs. This is a continuous process.

Job Or Graduate Program Place For BS Graduates

KPI Description
The indicator will be the proportion of our graduating BS students who either find a chemistry-related job or go for graduate studies.

Results Description
This past academic year, 12 students graduated with chemistry majors and 19 students graduated with forensic chemistry majors. Of the 12, 5 are continuing their education, 6 are employed in chemically related jobs, and 1 is actively looking for a job. Of the 19, 5 are continuing their education, 4 are employed in chemically related jobs, 1 is actively looking for a job and we don't have any information on 9 of them.

Follow Former Students

Action Description
We will continue to follow our former students as they seek employment and admission to graduate programs. This is a continuous process.

Encourage Graduate Student Presentations At Professional Meetings

Goal Description
Mentoring graduate students in professional conference presentations is the goal.

Related Items/Elements
Graduate Students Will Demonstrate Skills In Conference Presentations Of Research

Performance Objective Description
During the master's program, graduate students will demonstrate the presentation skills to present their research findings at professional conferences.

Student Presentations

KPI Description
The number of presentations by graduate students at professional meetings will indicate the success of the department in preparing students to orally present their research results. We expect that every graduate student who completes their M.S. degree will have one or more publication, and most will have more than one presentation.

Results Description
The number of presentations with graduate co-authors was 22 (22 presentations involving 16 graduate students).

Pubs2015-16

Research Presentations

Action Description
We will evaluate and direct our graduate students' progress in communicating their research results both at scientific meetings and in the peer-reviewed literature during 2016-2017.

Mentor Graduate Students In Research Publications

Goal Description
Faculty researchers will mentor graduate students in research publications.

Related Items/Elements

Graduate Students Will Demonstrate Skills In Publishing Research

Performance Objective Description
During the master's program, graduate students will demonstrate the research skills to publish their research findings.

Research Publications

KPI Description
The number of research publications with graduate student authors or co-authors will indicate departmental success in preparing students to report research findings in written form. We expect that all graduate students who complete their M.S. degrees will have one or more publications, and most will have more than one presentation.

Results Description
In this past academic year, there were 5 peer-reviewed publications with three graduate student co-authors. As always, it is appropriate to remind the reader that publication often labs behind student completion. It is also appropriate to mention that in certain fields, the work of many different students might result in one single paper. The number of presentations with graduate co-authors is much larger (22 presentations involving 16 graduate students).

Pubs2015-16

Research Communication

Action Description
We will evaluate and direct our graduate students' progress in communication their research results both at scientific meetings and in the peer-reviewed literature during 2016-2017.

Procure Appropriate Resources To Facilitate The Academic Mission Of The Department

Goal Description
The department will monitor the classroom, laboratory, research, and out-reach (service) needs of the unit. Budget requests will reflect these needs.

Related Items/Elements

Recruitment Of Graduate Assistants

Performance Objective Description
The department diligently recruits graduate assistants in an effort to reduce the number of undergraduates teaching laboratory sections.

Number Of Graduate Assistants

KPI Description
In an effort to lower the number of undergraduate assistants in the lab, there is a need for an increase in graduate assistants.

Results Description
In the Fall 2015 semester, there were 18 graduate assistants (Janaka Abeysinghe, Md Nure Alam, Udana Ariyaratne, Brianna Bittner, Matthew Danker, Xinmei Dong, Dulamini Ekanayake, Sobiya George, Chathuranga Hewa Rahinduwage, Manpinder Kaur, Chamila Priyardashani Manankandayalage, Nicholas Pandorf, Jacob Perry, Thiwanka Ratnayake, Reny Roy, Hemanatha Siyambalagoda, Victoria Spenn (Jackson), Shadi Yavari). There were also 18 graduate assistants (Janaka Abeysinghe, Md Nure Alam, Udana Ariyaratne, Brianna Bittner, Matthew Danker, Xinmei Dong, Dulamini Ekanayake, Ramesha Dilhani Gaspe Ralalage, Sobiya George, Chathuranga Hewa Rahinduwage, Manpinder Kaur, Chamila Priyardashani Manankandayalage, Nicholas Pandorf, Jacob Perry, Thiwanka Ratnayake, Reny Roy, Hemanatha Siyambalagoda, Shadi Yavari) during the Spring 2016 semester. Victoria Spenn (Jackson) graduated at the end of the fall term, but a new student entered keeping the number constant from the fall to the spring. Compared to last fall, we were down by 5 graduate students and compared to last spring, we were down by 3 graduate students. To achieve our goal, these numbers need to increase.

Make Offers to New Students

Action Description
Eleven of our graduate students completed their degrees this past year (1 in the fall semester, 3 in the spring semester and 7 during the summer). We have made a few offers of admission, but our applications are down. We speculate that since, in previous years, we were restricted in the number of positions we could offer and, consequently, we had to reject students who were well qualified, that resulted in a decreased number of applications from those schools. This is a problem especially for applications from schools in Sri Lanka. Our prediction from last year (that our total number of students would drop) has come to pass. If possible, we need to admit all appropriately qualified students.

Provide Appropriate Personnel Resources For The Unit

Goal Description
The department will assess the personnel (staff and faculty) needs of the unit on an annual basis. Annual funding requests will reflect these needs and hiring decisions will be based on these needs. The department office will provide appropriate resources and encourage faculty and staff to participate in development opportunities.

Related Items/Elements

Request Additional Faculty Lines

Performance Objective Description
The department is still in need of additional faculty lines to meet the demands for upper level

and core courses. A request will be submitted through the PBR process for new lines.

New Faculty Line(s)

KPI Description
While we requested new positions last year, none were forthcoming. The need still exists, so new faculty lines will be sought even in economically bleak times.

Faculty Flux

Action Description
As stated above, Dr. White has retired. Dr. Chasteen is also going to retire at the end of the coming year, but he has a medical leave this fall. Three of us are taking on overloads to cover Dr. Chasteen's load. If there had been more notice, we might have handled things differently. We will be again conducting two tenure-track faculty searches this fall.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Once again, the situations that we are faced with continue. The challenges continue to be challenges (and we have lost ground), and we try to address them in the best way that we can.

Since we were restricted in the number of graduate assistant positions that we could offer, we need to be able to market the offers more favorably. Hopefully the new graduate coordinator can work with the College of Sciences Dean's Office to make this happen.

We will search for two positions in the coming year--to replace Paul Loeffler and Ozcan Gulacar, and we will continue to make the case that additional faculty lines are needed. For the Fall 2015 term, nearly every single class was full to capacity just prior to the first payment deadline. More students wanted to add our courses.

We will continue to encourage our graduate students to present their research results in appropriate venues.

We will continue to follow our former students as they grow professionally and we will keep track of our newest graduates as they move on.

We will offer CHEM 3438 again next summer and we will make sure that the appropriate advisors are aware of this offering.

Lastly, we recently found out that some of our laboratory sections exceed the requirements of the American Chemical Society--they are too large. We will adjust the size so none of the labs exceed 24 students. This will have the greatest impact on CHEM 1406 (our first semester course for non-majors) and on CHEM 1411 (general chemistry I).

Update of Progress to the Previous Cycle's PCI
We hired Christopher (Kit) Zall to replace Paul Loeffler and Adrian Villalta-Cerdas to replace Ozcan Gulacar.

We lowered the laboratory section size from 32 to 24 for CHEM 1406 and CHEM 1411 (in keeping with ACS requirements).

As promised, we offered CHEM 3438 during the ten-week summer term. Enrollment is growing for the summer offering.

Plan for Continuous Improvement

Closing Summary

Not surprisingly, once again, the situations that we are faced with continue. The challenges continue to be challenges (and we have lost ground), and we try to address them in the best way that we can. Since we were restricted in the number of graduate assistant positions that we could offer, we need to be able to market the offers more favorably. Hopefully the graduate coordinator can work with the College of Science and Engineering Technology Dean's Office to make this happen. We will search for two positions in the coming year--to replace Rick White and Tom Chasteen, and we will continue to make the case that additional faculty lines are needed. For the Fall 2016 term, nearly every single class was full to capacity just prior to the first payment deadline. More students wanted to add our courses. We will continue to encourage our graduate students to present their research results in appropriate venues. We will continue to follow our former students as they grow professionally and we will keep track of our newest graduates as they move on. We will offer CHEM 3438 again next summer and we will make sure that the appropriate advisors are aware of this offering. Lastly, in this next year we expect to offer additional laboratory sections for CHEM 2123, and we will gather the information to do this during the fall 2016 semester. We didn't do this for the fall 2016 semester because we are short handed (due to a retirement).

Assessment Plan Summary
Department: Mathematics and Statistics, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Sciences, College of

Mathematics and Statistics, Department of

Deliver Current, Rigorous Curricula

Goal Description
The department will insure that all curricula meet current professional standards and will insure that the rigor of these curricula are monitored and modified appropriately

Related Items/Elements
State Board Of Educator Certification (SBEC) Standards

Performance Objective Description
The department will align its curriculum with the SBEC curriculum standards for MATH 3381

SBEC Standards

KPI Description
The department will offer MATH 3381 in alignment with the State Board of Educator Standards. There will be a one-to-one correspondence with at least two of the SBEC standards for a mathematics generalist.

Budget requests

Action Description
We requested additional funds for furniture (new desks for some faculty), and for additional travel funds for faculty research

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Procure Appropriate Resources To Facilitate The Academic Mission Of The Department

Goal Description
The department will monitor the classroom, laboratory, research, and out-reach (service) needs of the unit. Budget requests will reflect these needs.

Related Items/Elements
Procurement Of Technology

Performance Objective Description
The department will procure hardware and software relevant to the research and instructional needs of its faculty.

Requests For Equipment

KPI Description
The department will submit budget requests for new technology equipment.

Results Description
The needs of our department have exceeded the capacity of the computer labs available for our use. We will consider including in the 2017-18 Strategic Plan & Budget a proposal to increase the capacity of our computer labs.

Budget requests

Action Description
We requested additional funds for furniture (new desks for some faculty), and for additional travel funds for faculty research

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Provide Appropriate Personnel Resources For The Unit

Goal Description
The department will assess the personnel (staff and faculty) needs of the unit on an annual basis. Annual funding requests will reflect these needs and hiring decisions will be based on these needs. The department office will provide appropriate resources and encourage faculty and staff to participate in development opportunities.

Related Items/Elements
Procurement Of Personnel

Performance Objective Description
The department will maintain personnel to effectively manage all three areas: mathematics, mathematics education, and statistics.

New Hires

KPI Description
The department will submit Preliminary Budget Request forms requesting hires for the department's personnel needs.

Results Description
Two new positions were acquired and filled in Fall 2014 and 2015: one mathematician and one statistician. With impending retirements on the horizon, no new positions will be required in our department.

New hires

Action Description
No new faculty positions were needed, but we did request approval to hire a new Lecturer to help with demands of calculus and precalculus. In particular, we requested permission to hire a fourth Lecturer to assess the

effectiveness of our calculus placement procedure.

Provide Support Of Faculty Activities

Goal Description
The department will insure that the faculty have sufficient input in issues related to teaching schedules and professional development opportunities.

Related Items/Elements
Faculty Travel

Performance Objective Description
The Department will closely monitor the amount of money allocated for faculty travel in 2013-14. In particular, a survey of the faculty will be performed, asking if the current amount allocated is sufficient. Adjustments will be made accordingly.

Travel Allocation

KPI Description
The Department will increase the amount of money allocated for faculty travel to conferences. Our goal is to raise travel stipends by 20%.

Results Description
A 20% increase in travel funds was requested in the previous year's strategic plan and budget cycle. We were grateful for an increase of just under 10%. This should result in an additional $6000 in travel funds for the department.

We will request an additional increase in our 2017-18 Strategic Plan and Budget proposal.

Budget requests

Action Description
We requested additional funds for furniture (new desks for some faculty), and for additional travel funds for faculty research

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Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
All three of our graduate programs (MS, mathematics; MS statistics; MA mathematics education) and are thriving in spite of increased tuition and fees with no corresponding increase in stipend. We will request in the next budget cycle several new TA positions to meet this increase in demand. Twelve new TA positions (four for each of the three three distinct programs) should meet the demand over the next 12-15 years.

With an increase in qualified, teaching graduate students, the burden on adjunct faculty will be lessened. For example, rather than four of our valued adjuncts being overworked at 6 courses each

semester, three or four advanced (second-year) graduate students could teach one or two credit-bearing courses.

This plan will be elaborated upon in the 2015-16 Strategic Plan and Budget proposal.

Update of Progress to the Previous Cycle's PCI

Additional funds for graduate teaching assistantships was requested in the previous year's budget cycle. Unfortunately, no new funds were allocated. The strategic plan and budget for 2017-18 will include requests for additional funds to assist our graduate student.

Plan for Continuous Improvement

Closing Summary

A new Lecturer was hired to teach calculus, precalculus, and other courses as well as collect data on the effectiveness of our calculus placement process. For example, are we doing well in MATH 1410 preparing students for MATH 1420 (calculus)? We hope to have, by Fall 2017, and answer to these questions.

Division
of
Enrollment Management

Assessment Plan Summary
Department: Career Services

Sam Houston State University

President, Office of

Enrollment Management, Vice President

Career Services

Enhance Career Services Programs And Services In Response To Increased National, State, And Regional Demand For A Prepared And Educated Workforce

Goal Description
Maintain and enhance established programs and services while continuing to add new programs and services to assist SHSU students in their preparation to enter the workforce following graduation.

Related Items/Elements

Collaborate With Other University Departments To Increase Student Referrals

Performance Objective Description
Work closely with the SAM Center, Counseling Center, Student Success Initiatives Office, and academic departments to increase their referrals of students undecided about their major and/or career.

Career Services Primary Collaborations To Increase Student Referrals

KPI Description
Career Services collaborates with departments and organizations across campus on programs and services. Some of the primary collaborations are those made with the SAM Center, the SSI Office and academic departments.

Results Description
Career Services collaborated with the SAM Center to offer workshops for the Elite group; SSI Office through giving Career Services department overview presentations, administering online career assessments and group and individual interpretations of these assessments for Univ.1301 students. We collaborated with academic departments primarily through our Career Services Faculty Advisory Board and Career Counselor College Liaison program. We gave presentations for classes at the request of non-UNIV 1301 faculty and presented an overview of our services at each New Faculty Orientation. During the Academic Year 2015-2016 we tracked 1,197 student visits to the Career Center that were referrals made from faculty, SAM advisors and mentors, the Counseling Center and others.

Collaborations to Increase Student Referrals

Action Description
Career Services staff will continue to seek opportunities to both establish and maintain collaborations across campus to increase student referrals to our Center through networking, and program development. We will:

- Schedule meetings with SAM Center advisors and mentors to review our programs and services and discuss how we can assist one another in our daily interactions with students such as the Breakfast Meeting held September 16, 2016.
- Continue to partner with the College of Education in setting up the InterviewStream program to uniquely meet the needs of their student teacher candidates.
- Provide ongoing services through the Career Counselor Liaison program with the Colleges of Business Administration, Education, and Criminal Justice.
- Partner with the First Year Experience and New Student Orientation programs to provide career assessments and career counselor support for freshmen students.
- Maintain the Faculty Advisory Committee.

Provide Career Assessment Tools Specifically Targeting Incoming Freshmen

Performance Objective Description
Provide the Myers Briggs Type Indicator (MBTI) Career Report and the Strong Interest Inventory College Profile (SII) assessments to incoming freshmen.

MBTI And SII Assessments Were Administered In The 2016 New Student Orientation Sessions.

KPI Description
MBTI and Strong Interest Survey instructions were sent prior to each Orientation session.

Summer 2016 New Student Orientation MBTI and SII Session Evaluations

Summer 2016 MBTI and SII Orientation Breakout Session Survey

Results Description
Attendees at all nine Summer 2016 New Student Orientation sessions had the opportunity to take the MBTI and Strong Interest Inventory career assessments prior to attending their session. Career Counselors facilitated two workshops each Orientation session in which they gave a group interpretation of the students' assessments' results. Only 97 students attended these workshops but gave positive feedback through evaluations they completed.

Career Assessments at the New Student Orientation Sessions Plan of Action

Action Description
We will continue to provide opportunities for incoming freshmen to take and have interpreted the Strong Interest Inventory (SII) and the Myers-Briggs Type Indicator (MBTI).

Although students did take advantage of the opportunity to take the assessments

prior to their arrival on campus for their chosen Orientation session, many of these students did not attend the break-out sessions to pick up their career assessment reports and have them interpreted by a career counselor. We suspect that the low turn-out is due to the time of day the MBTI and SII Interpretation Sessions are held and plan to meet with the Orientation Director to discuss having only one breakout session later in the morning of the first day of Orientation to accommodate those who arrive later on campus prior to the opening Orientation session.

Optimize The Delivery Of Communication And Services From Career Services

Goal Description
Optimize current means of communication conduits to more effectively to market and promote Career Services' programs and services to students, alumni, faculty, staff, and administrators.

Related Items/Elements

Optimize Career Services' Use Of Social Media

Performance Objective Description
Use Social Media more effectively to market and promote Career Services' programs and services.

Designate Staff To Routinely And Consistently Manage Social Media Communications.

KPI Description
Rather than arbitrary staff adding to the Career Services' social media sites, staff members will be assigned this responsibility.

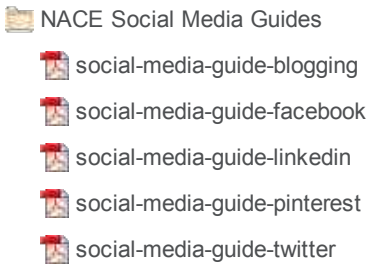
Results Description
In May 2016 Career Services hired Veronica Gonzalez as our Career Services Marketing and Events Coordinator and she brought to our center skill sets that included not only marketing and event logistics but also experience in utilizing social media and optimizing it as a communications piece for higher education. Veronica assumed full responsibility for managing Career Services' social media sites including: Facebook, LinkedIn, Instagram, Twitter, and Pintrest. She uses Hootsuite to regularly schedule messages to appear in Facebook, Twitter and Instagram at optimal dates and times for our students, faculty, staff and employers who follow us. We have noticed an uptick in our "likes" and retweets" and have begun tracking the activity with intentionality for the 2017 Academic Year.

Social Media Management Plan

Action Description
We will continue to have our Marketing and Special Events staff member manage our social media sites. We plan to explore the implementation of an app for Career Services that will be promoted by and linked to social media accounts we maintain for Career Services.

Develop Or Procure A Social Media Usage Guide

KPI Description
Develop a social media guide/manual for Career Services staff



Results Description
Due to the relatively short time we have had a designated staff member to manage our social media outreach and communications we opted not to develop a Social Media Usage Guide for our office but rather to use resources made available through the National Association of Colleges and Employers (NACE). NACE is a reliable, long-standing professional career services and employer organization to which the majority of colleges and universities belong and an organization that routinely provides professional development and benchmarking surveys on topics of interest including using social media on college campus and in recruiting recent graduates.

Social Media User's Guide

Action Description
At this time we do not plan to develop or procure a social media user's guide in the 2017 Academic Year as the NACE guides to social media are more than adequate for our purposes.

Identify And Collaborate With Sources Of Social Media "Best Practices"

KPI Description
Collaborate with SHSU marketing professionals, and other university career centers successfully using social media to determine “best practices.”

Results Description
The main source of social media "best practices" is our professional organizations in which we can attend workshops, webinars and network with other career services colleagues to learn more about what works and what does not on college and university campuses. Our common goal is to better communicate and promote our programs and services our students, alumni, faculty, staff and administrators and inform our students to help them successfully enter the workforce.

Social Media Best Practices

Action Description
We will continue to seek out and collaborate with SHSU colleagues and departments to stay current regarding social media trends, changes and best practices.

Update to Previous Cycle's Plan for Continuous Improvement

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

Our continuous plan for improvement calls for increased levels of programming and services offered at TWC. We will eliminate the already limited services we provided at University Park as the cost of travel and light student participation in our programs at the campus was not feasible to maintain.

Update of Progress to the Previous Cycle's PCI

Career Services programs and services at The Woodlands Center were enhanced during the 2015-2016 Academic Year. Cenaiyda Carranza, Assistant Director of Career Services at The Woodlands Center expanded her availability for student "walk-ins", collaborated with the Lone Star campus to co-sponsor events such as Mock Interview days, and improved attendance at the Career Insights Series Etiquette Dinner.

The University Park campus closed prior to our start of the assessment period in which we planned to eliminate our staff and programming support to students at that location.

Career Services 2016-2017 Plan for Continuous Improvement

Closing Summary

Career Services staff will continue to enhance our programs and services to support our SHSU students in their preparation to enter the workforce through collaborations on campus. We will continue to grow our social media presence by using best practices to market our services to our students and alumni and to equip them with information they need to be successful in preparing for their job search and their careers. In the 2016-2017 Academic Year we also will increase our use of My Success Planner and explore vendor options for a First Destination Survey.

Assessment Plan Summary
Department: Financial Aid and Scholarships

Sam Houston State University

President, Office of

Enrollment Management, Vice President

Enrollment Management, Associate Vice President

Financial Aid and Scholarships

Increase Student Academic Performance

Goal Description
Better inform students of their financial aid academic standing in order to reduce future appeals.

Related Items/Elements
Reduce the number of financial aid appeals

Performance Objective Description
Create tracking mnemonics for students who are approved financial aid on a warning or appeal to include terms and conditions of their Satisfactory Academic Progress standing. Send specific emails detailing the requirements and provide a list of on campus resources. By giving these students more information about their standing, we expect to see an increase in their academic performance and reduce the number of appeals submitted the following semester.

Increased Communication Will Reduce Appeals

KPI Description
According to our Satisfactory Academic Progress Policy, undergraduate students must meet certain minimum requirements to continue to receive financial aid (2.0 SHSU GPA, 75% completion of all attempted hours). They are allowed a warning period (SAP 2) in which to get back into compliance. If they don't, they may appeal if they had mitigating circumstances. If approved, they will be placed on an Academic Plan in which they are told to meet new minimum requirements each semester (SAP 3).

Currently, we do very little to inform these students of what they need to do to stay in compliance. SAP 2 students get no explanation beyond our expectation that they have read and understand the policy. The majority of these students do not come back into compliance. SAP 3 students do receive an email directly from their counselor with a specific explanation, but we do not continue to follow up with those students during the semester.

We are working on developing specific emails to send to both groups of students at least twice during the semester, and we are working on developing "terms and conditions" to their standing that they would have to "accept" online and we would

receive notice. All of this will better explain exactly what they need to do to stay eligible for financial aid, and will include a list of campus resources that they can reach out to for help (SAM center, tutoring, writing center, etc.).

We will continue to compare numbers from prior spring semester to the current spring semester with the goal of decreasing appeals submitted.

Results Description
Spring 2016 appeals (538) decreased by 11% from the prior spring 2015 (598).

Action to decrease appeals

Action Description
To continue to decrease appeals received by our office a SAP 2 email initiative and counseling will be implemented. This was an initiative suggested previously but was not implemented. Contacting SAP 2 students will inform them that they are on the verge of being ineligible for financial aid if they do not regain eligibility.

Also, the completion rate is changing (effective 8/24/16) and will be effective with the December (spring) SAP report. The completion rate was not previously aligned with Max Time Frame therefore it is changing from 75% to 67%. This will significantly reduce appeals for transfer students in the spring of 2017.

Raise Standards Of Scholarship Recipients

Goal Description
An increase in students applying for SHSU scholarships through Scholarships4Kats will raise standards of the applicant pool from which committees select recipients.

Related Items/Elements

Increase Number Of Scholarships4Kats Applications

Performance Objective Description
The Scholarship Coordinator will employ a variety of strategies to increase the number of Scholarships4Kats applications for SHSU scholarships for this award cycle.

Increase in Number of Applications

KPI Description
Through the efforts of our Scholarship Coordinator, we saw an increase in the number of submitted scholarship applications from February 2012 to 2013, and a slight increase from 2013 to 2014, but then the applications decreased in 2015.

We will continue to reach out to students through workshops, but will add more social media outreach efforts. The Scholarships4Kats application is simpler for students to complete, so we will compare numbers again this year with a goal of at least 4600 submitted applications. This would be about a 10% increase from the previous year.

A new scholarship timeline has been published encouraging earlier applications which will increase the quality of applicants and recipients.

Results Description
Applications increased by 3% with the new Scholarships4Kats application. There were 3368 applications in 2015 and 3474 in 2016.

Action to increase scholarship applications

Action Description
2015 was the pilot year for Scholarships4Kats. There were a lot of suggested changes and those have been implemented for the 2016 application (2017-2018).

The application will have conditional applications attached. This allows a student majoring in College of Education to complete the general application and the conditional application associated with their college. Previously, an applicant would have to provide responses to repetitive questions for each individual scholarship. This is expected to increase application completeness along with providing a larger applicant pool for scholarships.

A new scholarship timeline was also implemented from the President and Provost. This timeline moves the priority date from 2/1 to 11/1. This will prompt early admission, scholarship completion and more competitive awards among a higher quality of applicant. Students will have to have met the admissions requirements and be admitted in time to complete the scholarship application. Students can complete the scholarship application as well as the FAFSA which opens this year in October.

FY 18 Suggested Timeline

Student Service

Goal Description
To increase the quality of customer service provided to our current and prospective students.

Related Items/Elements

Reduce Student Contact During Peak Times Through Proactive Outreach Efforts

Performance Objective Description
The Financial Aid & Scholarships Office will see a reduced number of office visits and phone calls during peak times by proactively reaching out to students in a variety of ways.

Proactive Outreach

KPI Description
After surveying the student type most seen in our office during peak times, it was determined that the vast majority are continuing upper-classmen.

We will develop financial aid informational videos with the assistance of campus resources. We plan to develop a series of videos to target items such as completing the FAFSA, processing loans, explaining Satisfactory Academic Progress, etc.

We will continue to compare office traffic and phone calls during our peak time in August to determine if our increased efforts seem to have made an impact.

Results Description
On campus outreach was held in February and March to target returning students. To promote attendance, a scholarship was awarded to two students through a drawing. There were 286 students that attended one of the eight table sessions held in the mall area (February) and CHSS (March). There were two FAFSA workshops held with 61 students attending.

After the initial ISIR load, verification began seeing students submitting verification paperwork in an effort to improve accuracy of documents and verify the file at that time. That effort led to verification being represented at the front counter. The counseling team was cross-trained to provide two trained employees at the front counter to assist with verification efforts.

These efforts made during the 1516 year have resulted in a 20% decrease in traffic at the front counter and 8% decrease in phone calls. In August of 2015 we saw 5347 students compared to August 2016's 4252. In August 2015, 15,508 calls were handled compared ot August 2016's 14,214.

Action to reduce traffic during peak times

Action Description
During the month of August, our office sees significant increases in both student traffic and phone calls.

For the 2016-2017 year, we will continue verifying student files on the spot

to shorten the time it takes to verify and award a student. Through the use of the reports in My Success Planner (MSP) we will be able to determine the issues that students were visiting and calling our office. We can then seek to improve that process by providing a more transparent process in the event of the PLUS loans and providing more information in the case of Refunds.

The on campus outreach initiative started in spring of 2016 will continue to target returning students and assisting them with completing their files before they depart campus for summer break.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
We will continue to hand out surveys at outreach events, where feasible, in an effort to continue making improvements.

We will make all viable efforts to reach out to faculty/staff/students on campus to encourage completion of Scholarships4Kats prior to 2/1/16. We will continue our paperless verification process in order to be able to award more students at an earlier date for fall 2016.

SHSU is currently implementing EAB SSC Campus, which is software that will allow our office to have a physical card swiper at the front desk. Currently we have a paper sign in sheet, which makes it difficult to evaluate the students we are seeing. The new card swiper will enable us to run reports on the students - who they are, why they are coming in, peak days/times, etc. We expect to have the system installed in production by February 2016. We will start using data from this system to analyze and make adjustments to how we reach out to students.

During Summer 2015 our office collaborated with Undergraduate Admissions and the New Student Orientation Office to reach out to incoming freshmen with incomplete financial aid files. Through this initiative, Orientation forwarded lists each week of all student attendees for each orientation session to our office. We reviewed every student to determine which students needed to take further action (submit paperwork, accept awards, etc.). The financial aid list was forwarded to Undergraduate Admissions, and they held calling campaigns each week utilizing Hobsons, directing students to visit with Financial Aid in the CHSS computer lab between 8:00 am-11:00 am (we stayed until noon each time) on Day 1 of orientation. We will be continuing this collaboration for summer 2016 with modifications, and will compare results in the next assessment cycle.

Update of Progress to the Previous Cycle's PCI
We will not continue to hand out surveys at outreach events. In events where collected, counselors received high ratings but given other factors with new labor laws and change in leadership, this will not be carried forward for 1617.

We will make all viable efforts to reach out to faculty/staff/students on campus to encourage completion of Scholarships4Kats prior to 11/1/16.

We will continue our paperless verification process for fall 2017 as well as the verification of students when submitting verification documents.

SHSU is currently implementing EAB SSC Campus, which is software allows our office to have a physical card swiper at the front desk. Previously we had a paper sign in sheet, which makes it difficult

to evaluate the students we are seeing. The new card swiper enables us to run reports on the students - who they are, why they are coming in, peak days/times, etc. My Success Planner will allow us to more efficiently analyze the students serviced by our office as well as plan effective outreach events. This software went live May 2016 and data will be collected for the upcoming year.

Beginning in the Summer of 2015 our office collaborated with Undergraduate Admissions and the New Student Orientation Office to reach out to incoming freshmen with incomplete financial aid files. Through this collaborative effort, 80% (1243 out of 1557) of students contacted over the summer 2016 were seen during their orientation session. This is a significant increase from the 59% (984 out of 1670) seen in summer 2015. This is due partly to creating small cards that were placed in the students' name badges upon checking in at orientation that instructed the student to come to CHSS lab for Financial Aid Assistance. We will be continuing this collaboration ~~for~~ each summer with modifications as needed.

During the year, the verification and loans area implemented several processes to improve efficiency and accuracy.

- ALT loans were certified earlier to allow funds to be available when aid applies with first disbursement.
- For security purposes, parent's applying for the PLUS loan are required to provide a copy of their driver's license with the authorization form (ATHP).
- To combat the issue of receiving ATHP's prior to parent's completing the PLUS application, a status code of E was created in tracking to notify the student that the ATHP has been received but we are waiting for the PLUS application to be submitted.
- Verification implemented an internal audit to ensure corrections are made and received accurately. The team reviews their co-workers work. Accuracy is checked by the supervisor monthly and the quarterly audits are conducted as well.
- Loan processes have been moved to UC4 to relieve the loan area of manual processes.

On the Horizon

Closing Summary

The Financial Aid and Scholarships Office is driven on numbers and data. Through the continuous collection of information, we will continue to improve processes and strive to work smarter.

SAP 2 emails and counseling for those students will assist in unnecessary appeal cases. Students will be more educated on how to get back into compliance rather than being ignorant to the process.

Communication with students, faculty and staff will improve the scholarship application process and continue to provide an increase in scholarship applications as well as compliance with departments to use the software.

Customer Service is key. Constant training and education is necessary to provide each employee with the information needed to provide the best response to student questions. An understanding of the full financial aid process is necessary to alleviate return visitors and repeat phone calls.

Verification implemented verifying students as they come into the office and sending corrections at that time. This relieves the verification staff from working inaccurate documents on their pending report as they are reviewed by a verification analyst or counselor trained in verification.

Reports from My Success Planner will be utilized to target specific issues where we are lacking communication on a process and prompt proactive outreach to alleviate the issues during peak times (August).

Division
of
Student Services

Assessment Plan Summary
Department: Bearkat OneCard

Sam Houston State University

President, Office of

Student Services, Vice President

Bearkat OneCard

Development Of Bearkat OneCard Student Workers

Goal Description
Bearkat OneCard student employees will obtain quality customer service skills and evolve professionally.

Related Items/Elements
Professional And Personal Development Of OneCard Student Workers

Learning Objective Description
Increase knowledge of the card program policies and procedures, customer service skills, and encourage personal development among our student employees.

Student Employee Training Checklist

Indicator Description
Our office has developed a list of required trainings for student employees to complete during their employment with our office. In addition, required monthly student employee trainings will take place. Professional staff members, in addition to on-campus field experts, will provide the monthly training to all Bearkat OneCard student employees.

New Employee training checklist 20170310

Criterion Description
All Bearkat OneCard student employees will complete the assigned training by the time they leave employment with our office.

Findings Description
Throughout the 15-16 fiscal year, Bearkat OneCard student employees participated in a number of required monthly trainings. The following monthly trainings were provided:

September 2015 – Phone Etiquette

October 2015 – Financial Aid 101

November 2015 – Giving and Receiving Criticism

December 2015- team goals

January 2016 – Making phone calls in and outside of the university

February 2016- MBTI personality feedback information

March 2016- email and written communication

April 2016 – FERPA refresher

In addition, two of our student employees graduated in May of 2016 and completed the majority of their training checklist prior to ending employment with our office. Due to availability of training opportunities, these students were unable to complete all training courses.

Std employee training checklist - completed 20170310

Continuous Training

Action Description
We will continue to seek training opportunities for our student employees both in-house and through outside resources over the next year. We will encourage our student employees to participate in additional personal development opportunities as they are offered on campus.

Increase Card Issuance And Activation

Goal Description
Increase the number of students (freshman and transfer) and faculty/staff members that request and activate a Bearkat OneCard.

Related Items/Elements

Faculty/Staff: Increase The Number Of Active Bearkat OneCards

Performance Objective Description
We will work to increase the number of faculty & staff members on campus with an active Bearkat OneCard. Our goal is to increase activation of faculty/staff OneCards to 70% prior to August 31, 2016.

Faculty/Staff Recard Data

KPI Description
The 2015 Faculty/Staff Recard Data spreadsheet, obtained from Cbord, will be used to identify anyone that does not have an active Bearkat OneCard.

Results Description
As of August 31, 2016 there are:

1271 faculty/staff members with an active OneCard

192 faculty/staff members that have not yet activated a OneCard

31 faculty/staff members that have not yet requested a OneCard

Any faculty/staff member that was terminated between 9/1/15 – 8/31/16 were deleted from the spreadsheet. In addition, no newly employed faculty/staff members were added to the spreadsheet. We are unable to provide a % of activation or more detailed results due to not properly recording the starting number of faculty/staff members on 9/1/15.

Continue promoting card activation

Action Description
We will continue to promote activating of the OneCard with our faculty/staff population. Due to the results of the 2015-2016 data, accurate starting numbers will be recorded in an effort to see results of card activation for the 2016-2017 assessment period.

Freshman: Increase The Number Of Active Cards Prior To Move-in Date

Performance Objective Description
We will market to all Freshman Orientation Students, using Blackboard Connect (both email and phone calls) in an effort to increase the number of students arriving on campus by August 22, 2015 with active Bearkat OneCards. Our goal is to have 75% of incoming freshman arrive on move-in weekend with an active OneCard.

Orientation Participants Data - Freshman Stds

KPI Description
Throughout the summer weekly reports run in Cbord (sample report attached) will be used to track orientation student OneCard request and card activation. An internal spreadsheet will be used (2016 Orientation Participants Data) to collect data tracked throughout the summer 2016 orientation sessions to determine the number of students with active OneCards.

Results Description
Our findings indicate 93% of incoming freshman students, that attended orientation, had an active OneCard as of campus move-in date on August 23, 2016. This is a 2% increase of card activations over the 2014-2015 assessment period.

4% of students that attended freshman orientation were not enrolled in classes as of the 12th class day. This leave 3% of incoming freshman without an active Bearkat

OneCard.

Continue using Blackboard Connect

Action Description
Due to the percentage of students with active OneCards as of campus move-in date, our office will continue to use the Blackboard Connect tool (email and phone calls) to reach students about the importance of having an active OneCard prior to coming to campus.

For the next assessment cycle, we will identify details of the population of students with no active OneCard as of move-in date (commuters, no residual aid received, not enrolled, etc.)

Student Satisfaction With level of Courteousness Provided By The Bearkat OneCard Office

Goal Description
The Bearkat OneCard office will provide courteous service to campus patrons when delivering OneCard information.

Related Items/Elements

Student Satisfaction

Performance Objective Description
Surveyed participants will report the Bearkat OneCard student employees were courteous when delivering information about the OneCard as well as general campus information.

Bearkat OneCard Survey

KPI Description
Using an annual Customer Service Satisfaction Survey, specifically question 4, we will measure courteousness of the Bearkat OneCard Office student employees. At least 85% of respondents will report our student employees as being courteous during their interactions in our office. The survey includes 2 close ended questions and 4 open ended questions.

Results Description
The 2015-2016 annual Bearkat OneCard Customer Service Satisfaction Survey, specifically question 4, indicates 97% of surveyed respondents felt the Bearkat OneCard staff was courteousness during their interactions with our office.

The majority of the 3% of respondents that stated our staff was not courteous indicated either their request was made online and therefore did not interact with our staff to have the ability to gage the level of courteousness. There were 3 respondents, out of 1,697 total respondents, that stated our staff did not provide courteous service.

Continuous training of Bearkat OneCard Staff

Action Description
Bearkat OneCard Office student employees far exceeded the goal to provide courteous service to campus patrons. We will continue to provide monthly trainings for our student employees. Trainings will include relevant topics provided by internal professional staff members as well as guest speakers from across campus.

We will also continue to encourage our student employees to attend any opportunity to further their professional development (goal #3) as we feel it will provide our students with additional tools to aid them with providing courteous service to our campus community.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
For the past several years our office has continued to stress the importance to our student workers of providing quality customer service to all office guests (students, faculty, staff, and parents). Using the newly designed customer service feedback survey (attached) we will continue to monitor the level of customer service provided by our office. Based on survey results we will gear our monthly student worker trainings to address any areas of concern.

We will continue to target all non-active cardholders (freshman, transfer, faculty/staff) using Blackboard Connect throughout the year. While the freshman orientation students are always a target group we devote office resources to, we will also increase our efforts to encourage card activation of the transfer student population. Using a report provided by Undergraduate Admissions we are able to identify this specific population of student. The Bearkat OneCard office has recently hired new student workers so staffing resources to work these specific projects should not be as much of a concern in the coming year.

Update of Progress to the Previous Cycle's PCI
We provided training opportunities to our student employees throughout the fall and spring semester, in addition to setting an office culture of “gain more knowledge.” Through the individual Student Employee Training Checklist, as well as any training opportunities provided throughout the semester from various departments/divisions, our student employees are encouraged to participate. An overwhelming majority of the OneCard surveyed respondents indicated our student employees provided courteous service when assisting their Bearkat OneCard needs. The training opportunities provided, benefit our student employees in gaining transferrable skills, but also results in providing courteous customer service to our office guests.

Our staff was able to increase card activation for incoming freshman and the faculty/staff populations. Time did not allow for the tracking of the transfer student population even with the hiring of new staff. The transfer student activation project was put on hold and will be assessed at a later time.

Increase Card Activation and Student Employee's Skillset

Closing Summary

Student card obtainment and activation will continue to be the focus of future OneCard office goals. We believe that without and active OneCard the majority of students are unable to have a successful campus experience. Card obtainment/activation for our faculty/staff population will also continue into the 2016-2017 assessment period.

Training our student employees to serve our campus community is important to the success of the OneCard program; however, training our student employees also allows our student employees to develop professionally making them attractive to future employers. Because the results of trainings are both beneficial to our office and the individual, we will continue to seek training opportunities for our student employees.

Assessment Plan Summary
Department: Counseling Services

Sam Houston State University

President, Office of

Student Services, Vice President

Counseling Services

Development

Goal Description
Create programs and services that encourage the personal growth and well-being of students.

Related Items/Elements
DBT Group

Learning Objective Description
As part of the Counseling Center's effort to deliver effective services to the largest number of students possible, a new therapy group was piloted during the spring of FY16, "Calm in the Storm: DBT Skills Training". Dialectical Behavior Therapy, or DBT, is an empirically validated treatment for individuals with severe clinical symptoms and has also been shown to be beneficial for those who generally lack coping skills. This group is designed to help people change patterns of behavior, emotions and thoughts that are negatively impacting relationships, academic/work performance and daily functioning. Group members will increase their positive coping skills by learning about the triggers that lead to their reactions and by helping them decide which skills to use for daily stressors.

DBT Outcomes

Indicator Description
The effectiveness of the DBT group will be measured on a weekly basis through the administration of the "DBT Group Outcomes Assessment". This assessment consists of four scales that measure negative symptoms, maladaptive coping strategies, adaptive coping strategies, and ability to identify protective factors.

DBT Group Outcomes Assessment Spring '16

Criterion Description
Over the course of the semester, 75% of group members will experience a clinically significant decrease in negative symptoms and maladaptive coping strategies, and a clinically significant increase in use of adaptive coping strategies, acknowledging protective factors, and overall personal state.

*The clinical assessments utilized for this analysis do not have cut-scores, but rather look at change over time to demonstrate impact of treatment.

Findings Description
8 of the 12 group members (or 67%) showed clinically significant improvement as a result of their participation in the DBT Group. 2 group members (or 16%) showed moderate improvement, and 2 group members (or 16%) showed minimal or no change.

Expansion of DBT Groups

Action Description
Although the target of 75% of group members achieving clinically significant improvement was not achieved, based on the results of the assessment, as well as anecdotal evidence (e.g. a group member who came in during crisis walk-in hours and was able to self-soothe with minimal intervention from the therapist on duty by utilizing skills learned in group) the group was successful. As a result, the Counseling Center plans to offer two sections of the DBT group during Fall and Spring semesters of FY17 to double the number of students who can potentially benefit.

Client Concerns Inventory

Performance Objective Description
As the number of students who utilize the Counseling Center's services continues to grow, so does the variety of presenting concerns that bring students in to the center. In an effort to ensure that we have the best understanding of these concerns to guide the development of clinical resources and professional development, we will begin assessing the primary presenting concerns for all clients coming to the Counseling Center.

CLICC Description and Outcomes

KPI Description
The "Clinician Index of Client Concerns" or CLICC was developed by the Center for Collegiate Mental Health to aid university counseling centers in understanding the specific treatment needs of their clients. The CLICC is completed at the end of the client's first session by the treating clinician, who identifies the most relevant clinical complaints from a pre-defined list, and then identifies the top complaint from those selected.

CLICC Screen Capture - July '15

Results Description
Based on an analysis of data from the CLICC for FY16, the following are the top 10 presenting concerns for Counseling Center clients:

Stress – 53.1%

Anxiety – 46.9%

Depression – 46.3%

Family – 36.2%

Interpersonal Functioning – 31.7%

Specific Relationship Problem - 30.1%

Self-Esteem – 26.4%

Mood Instability – 22.8%

Academic Performance – 19.9%

Grief/Loss – 16.9%

CLICC Results FY16

CLICC Action

Action Description
As a result of the analysis of CLICC data, the Counseling Center will add additional sections to those therapy groups that target presenting concerns listed in the top 10 (e.g. Understanding Self and Others). Because group therapy is often the treatment of choice for both internal symptoms of distress as well as interpersonal difficulties, and because several students can receive treatment at once, this is an ideal modality to address these concerns. Counseling Center staff will also start to explore professional development opportunities to ensure that they are treating clients with the most effective and up-to-date techniques.

Counseling Center Productivity

Performance Objective Description
During the the fall semester of the FY15 assessment cycle, an audit of Counseling Center productivity rates was conducted, and based on this audit, a new set of criteria for clinician schedules was piloted during the spring semester. Additional adjustments were made after the pilot period, and the final process will be monitored during the FY16 assessment cycle to ensure that it has the desired outcome on productivity levels during our peak time periods.

Direct Service Outcomes

KPI Description
Based on the structure developed during the Spring semester of FY15, the amount of time spent in Direct Service should be no less than 53%, the amount of time spent in Indirect Service should be no more than 27%, and the amount of time spent in Administrative tasks should be no more than 20%.

Results Description
For FY16, the amount of time clinicians spent in Direct Service was 54%, the amount of time spent in Indirect Service was 34%, and the amount of time spent in Administrative Duties was 12%. Clinicians spent slightly more time providing direct service than was expected, while they spent slightly more time on Indirect Service and slightly less time on Administrative Duties than was expected. This is likely due to changes in clinical documentation processes that allow for a more streamlined documentation process.

Direct Service Action

Action Description
Overall, it appears that the new structure has proven itself to be effective, although minor adjustments will likely need to be made to ensure it continues to function effectively. Given that the rate of Counseling Center utilization has increased at a rate greater than the growth of the university, it will become necessary to adjust the amount of time spent in Direct Service closer to the maximum of 60% that is recommended by the International Association of Counseling Services accreditation guidelines. The Counseling Center will accomplish this by gradually raising the Direct Service Standard over the next three years while lowering the amount of time spent in Administrative Duties.

Group Therapy Program

Performance Objective Description
Given that the rate of increase in students utilizing Counseling Center services has outpaced the growth of the overall student population for the past three years, it has become increasingly important to look at alternative ways of delivering clinical services. Group therapy has been proven to be an effective treatment modality for a number of presenting concerns, and can be the treatment of choice for specific issues. Additionally, it has the advantage of being able to treat multiple students simultaneously. Based on information gleaned from last year's assessment cycle, the Center's clinical staff underwent training on group therapy prior to the start of FY16. Additionally, we revised our processes related to group therapy (e.g. referrals, paperwork) to increase the number of clients who could be referred to group. Now that this groundwork has been completed, the Counseling Center will begin expanding its group therapy options during FY16 in an effort to maximize the overall availability of clinical resources.

Group Therapy Description & Outcomes

KPI Description
The Counseling Center will begin offering a variety of therapy groups to target specific populations or presenting concerns that are most commonly seen or have high levels of clinical significance. These groups include:

Understanding Self & Others (2 sections)

Calming the Storm

Sexual Assault Recovery Group

Guys Group

LGBT Support Group

Sister to Sister

Mindfulness

Group members' change scores on the CCAPS will be compared with the change scores for clients who are in individual counseling to determine which groups are the most effective.

Results Description
When it came time to run the data related to this item, the functionality that allowed for a comparison of individual versus group scores within our EMR was no longer available. Apparently at some point during the academic year a software update had removed this option unbeknownst to us. As a result, a nuanced review of change data was not possible.

Group Action

Action Description
Given the challenges faced in analyzing group outcome data effectively, new options for doing so will be explored for the next assessment cycle, as this remains a critical item and something that needs to be understood for overall departmental effectiveness.

Supporting

Goal Description
Preparing students for success with learning opportunities that improve life skills, retention, and graduation.

Related Items/Elements
DBT Group

Learning Objective Description
As part of the Counseling Center's effort to deliver effective services to the largest number of students possible, a new therapy group was piloted during the spring of FY16, "Calm in the Storm: DBT Skills Training". Dialectical Behavior Therapy, or DBT, is an empirically validated treatment for individuals with severe clinical symptoms and has also been shown to be beneficial for those who generally lack coping skills. This group is designed to help people change patterns of behavior, emotions and thoughts that are negatively impacting relationships, academic/work performance and daily functioning. Group members will increase their positive coping skills by learning about the triggers that lead to their reactions and by helping them decide which skills to use for daily stressors.

DBT Outcomes

Indicator Description
The effectiveness of the DBT group will be measured on a weekly basis through the administration of the "DBT Group Outcomes Assessment". This assessment consists of four scales that measure negative symptoms, maladaptive coping strategies, adaptive coping strategies, and ability to identify protective factors.

Criterion Description
Over the course of the semester, 75% of group members will experience a clinically significant decrease in negative symptoms and maladaptive coping strategies, and a clinically significant increase in use of adaptive coping strategies, acknowledging protective factors, and overall personal state.

*The clinical assessments utilized for this analysis do not have cut-scores, but rather look at change over time to demonstrate impact of treatment.

Findings Description
8 of the 12 group members (or 67%) showed clinically significant improvement as a result of their participation in the DBT Group. 2 group members (or 16%) showed moderate improvement, and 2 group members (or 16%) showed minimal or no change.

Expansion of DBT Groups

Action Description
Although the target of 75% of group members achieving clinically significant improvement was not achieved, based on the results of the assessment, as well as anecdotal evidence (e.g. a group member who came in during crisis walk-in hours and was able to self-soothe with minimal intervention from the therapist on duty by utilizing skills learned in group) the group was successful. As a result, the Counseling Center plans to offer two sections of the DBT group during Fall and Spring semesters of FY17 to double the number of students who can potentially benefit.

Group Therapy Program

Performance Objective Description
Given that the rate of increase in students utilizing Counseling Center services has outpaced the growth of the overall student population for the past three years, it has become increasingly important to look at alternative ways of delivering clinical services. Group therapy has been proven to be an effective treatment modality for a number of presenting concerns, and can be the treatment of choice for specific issues. Additionally, it has the advantage of being able to treat multiple students simultaneously. Based on information gleaned from last year's assessment cycle, the Center's clinical staff underwent training on group therapy prior to the start of FY16. Additionally, we revised our processes related to group therapy (e.g. referrals, paperwork) to increase the number of clients who could be referred to group. Now that this groundwork has been completed, the Counseling Center will begin expanding its group therapy options during FY16 in an effort to maximize the overall availability of clinical resources.

Group Therapy Description & Outcomes

KPI Description
The Counseling Center will begin offering a variety of therapy groups to target specific

populations or presenting concerns that are most commonly seen or have high levels of clinical significance. These groups include:

Understanding Self & Others (2 sections)

Calming the Storm

Sexual Assault Recovery Group

Guys Group

LGBT Support Group

Sister to Sister

Mindfulness

Group members' change scores on the CCAPS will be compared with the change scores for clients who are in individual counseling to determine which groups are the most effective.

Results Description
When it came time to run the data related to this item, the functionality that allowed for a comparison of individual versus group scores within our EMR was no longer available. Apparently at some point during the academic year a software update had removed this option unbeknownst to us. As a result, a nuanced review of change data was not possible.

Group Action

Action Description
Given the challenges faced in analyzing group outcome data effectively, new options for doing so will be explored for the next assessment cycle, as this remains a critical item and something that needs to be understood for overall departmental effectiveness.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Due to the the previously mentioned challenges related to running our groups during FY15, the entire Counseling Center clinical staff participated in an intensive day-long training on current best practices for group therapy in a university setting and developing a group therapy culture. As a result, we have revised our process for referring clients to group, and have also developed some new polices and procedures around group therapy in general. The overall goal of this effort is to increase the number of students utilizing groups across the board, as this is one of the most effective treatment modalities for a variety of presenting concerns.

Update of Progress to the Previous Cycle's PCI
A major portion of this year's assessment plan was tied to the ongoing evaluation of our group program, in

an effort to determine whether the work that was put in to training the staff and expanding our group offerings was paying dividends. Unfortunately, some functionality in our EMR was removed, making the tracking and analysis of this unrealistic. We have now altered our assessment practices around group therapy in an effort to track data that can be analyzed outside of our EMR. It is our hope to revisit this aspect of our assessment plan within the next year, incorporating this new data.

Review of FY16 Assessment Cycle and Plan for FY17

Closing Summary

As a result of information gathered during the current assessment cycle, significant additions have been made to various aspects of the Counseling Center's clinical program. An extra session of our DBT group was offered at the start of FY17, and additional staff members have been identified for training in this modality. New therapy groups focused on coping skill development were added to address the needs of the large numbers of clients who come in to cope with symptoms of stress, depression, and anxiety, and we have begun exploring the possibility of incorporating a new program called TAO Connect into our service delivery model, which specifically targets Major Depression and Generalized Anxiety Disorder (this will involve obtaining budgetary resources and some staff training in the new modality.

Based on the end result of the clinical productivity study, we have decided to add two additional clinical hours per clinician and will continue to audit schedules to ensure that time is being used appropriately. Lastly, we have developed some new outcome paperwork for our groups in an effort to reassess group therapy outcomes.

Assessment Plan Summary
Department: Disability Services

Sam Houston State University

President, Office of

Student Services, Vice President

Disability Services

Develop Student Participation In And Satisfaction With Programs And Services.

Goal Description
Review and evaluate Services for Students with Disabilities (SSD) program to encourage student participation in services and to promote efficacy of same.

Related Items/Elements
Program Effectiveness.

Performance Objective Description
Provide academic adjustments and auxiliary aids and services for purpose of promoting full and equal access for students with disabilities to educational programs and activities and student life.

Program Evaluation Survey.

KPI Description
Questionnaire administered at conclusion of Fall, 2015 and Spring, 2016 semesters, respectively, to gauge client satisfaction with various aspects of the Services for Students with Disabilities (SSD).

SSD will administer Program Evaluation Surveys to its clients by means of mass e-mailings at the conclusion of the Fall, 2015 and Spring, 2016 semesters, respectively, in an effort to gauge client satisfaction with the quality and efficacy of it services.

SSD anticipates the following results from its Program Evaluation Surveys in 2015-2016:

1) At least 80% of respondents will rate their overall experience with SSD as "Good" or "Excellent;" and

2) At least 80% of respondents utilizing academic adjustments and/or auxiliary aids and services provided by SSD will report that these services contributed to improvements in their academic performance.

Results Description
The 2015-2016 SSD Program Evaluation Surveys yielded the following cumulative

results:

1) 92.3% of respondents rated their overall experience with SSD as either “excellent” (63.5%) or “good” (28.8%). 92.3% of respondents indicated that they would "definitely" or "probably" recommend SSD services to fellow SHSU students with disabilities.

2) 92.4% of respondents reported that the accommodations provided by SSD contributed to improvements in their academic performance. With regard to auxiliary aids and services, 80.0% and 90.9% of respondents indicating usage of alternative textbook services and captioning/transcription services, respectively, credited these services with improvements in their course grades.

Disability Services Program Evaluation Spring, 2016

Disability-Services-Program-Evaluation Fall, 2015

Program Effectiveness

Action Description

The results of the 2015-2016 SSD Program Evaluation Surveys indicate high levels of client satisfaction with SSD services. It should be noted, however, that these findings represent the views of a relatively limited number of SSD clients, given the 7.5% response rate to the 2015-2016 surveys. In the coming assessment cycle, SSD will explore the use of additional mass mailings and other means of increasing the response rate to the surveys and, as a consequence, generating a larger and more representative sampling of client satisfaction than has been obtained in previous cycles.

The 2015-2016 survey results further suggest that SSD services, including auxiliary aids and services, contribute to improved academic performance on the part of SSD clients. In particular, respondents utilizing alternative textbook services and captioning/transcription services, respectively, credit these services with improvements in their course grades. Moreover, the results suggest that students are generally satisfied with the quality of auxiliary aids and services provided by SSD. 85.7% of respondents reporting use of the SSD Adaptive Technology Lab rated the lab computers, adaptive software, and other technologies as adequate for their purposes. As was the case with the survey results obtained n previous cycles, however, the current findings suggest a limited awareness on the part of SSD clients of the adaptive technologies available at the SSD Office and other venues on the SHSU campus. For instance, only 13.2% of the 2015-2016 survey respondents indicated use of the Adaptive Technology Lab, and only 7.5% reported awareness of adaptive technologies available at the Newton- Gresham Library, the Academic Success Center, and the IT Computer Labs on campus. Limitations in time and resources precluded the development of outreach programming designed to publicize such technologies in 2015-2016. In future cycles, SSD will develop such programs to publicize the aforementioned technologies and to promote the use of same.

Engage Students In Programs And Services That Promote Critical Thinking And Lifelong Learning Skills.

Goal Description
Promote the acquisition of knowledge and skills essential to the vocational development of students with disabilities.

Related Items/Elements

Student Outreach And Educational Programs.

Learning Objective Description
Present educational programs to students with disabilities to facilitate the acquisition of knowledge and skills essential to their vocational development and transition to employment.

SSD will partner with SHSU Career Services to present educational workshops and related training opportunities for students with disabilities to promote their knowledge and awareness of vocational resources for persons with disabilities, including the Workforce Recruitment Program of the Office of Disability Employment Policy (ODEP), U. S. Department of Labor.

Student Outreach/Education Program Surveys.

Indicator Description
Questionnaires administered at conclusion of outreach and educational programs to gauge the extent of knowledge and understanding gleaned by participants regarding the Workforce Recruitment Program and related vocational resources for students with disabilities.

Criterion Description
As a result of the aforementioned programs, SSD will observe the following in participant surveys:

1) At least 80% of respondents will report increased awareness of SHSU Career Services and related campus and community resources that would facilitate their participation in the Workforce Recruitment Program and promote their vocational development; and

2) At least 80% of respondents will report increased knowledge and understanding of the Workforce Recruitment Program, the requirements for participating in said program, and the opportunities it affords students with disabilities.

Findings Description
SSD observed the following in participant surveys administered at the conclusion of the "Final Four Workshop: Workforce Recruitment Program," jointly administered by SSD and Career Services:

1) 87.5% of participants reported that, as a result of the workshop, they were more familiar with the services provided by SHSU Career Services; and

2) 81.3% of participants reported that they had obtained knowledge from the workshop regarding the Workforce Recruitment Program, how it works, and opportunities for internships, summer employment, and permanent employment.

Student Outreach Education Program Survey Findings WRP Workshop 03-22-16

Student Outreach and Educational Programs

Action Description
The participants in the "Final Four Workshop: Workforce Recruitment Program," jointly presented by SSD and SHSU Career Services, indicated that this program enhanced their knowledge and awareness of the services provided by the Career Services Office and the internship and employment opportunities facilitated by the Workforce Recruitment Program. Per the survey findings noted above, this workshop was successful in meeting its learning objectives. It should also be noted that there was a four-fold increase in attendance at the workshop, as compared to the "No Limits: Removing Barriers to Your Career Success" workshop presented by SSD and Career Services during the previous assessment cycle. The increase in attendance was likely attributable to concerted efforts on the part of SSD and Career Services to publicize it.

Given the overwhelmingly positive feedback from the participants in the "Final Four Workshop," SSD will further explore opportunities for student outreach and education in the coming cycle, particularly, with regard to the issues of vocational and career development. To this end, SSD will collaborate with Career Services in presenting additional workshops addressing such issues as the rights of persons with disabilities in employment settings, the process for disclosing one's disability and requesting accommodations in the workplace, campus and community resources that assist college students with disabilities in transitioning to employment, and the internship and employment opportunities facilitated by the Workforce Recruitment Program.

Workforce Recruitment Program Participation

Performance Objective Description
Recruit students with disabilities to participate in Workforce Recruitment Program and provide information and assistance to facilitate said participation.

Student Participation in Workforce Recruitment Program

KPI Description
SSD will facilitate the successful participation of at least six (6) students with disabilities in the Workforce Recruitment Program (WRP)in academic year 2015-2016, as defined by their (the students') posting of resumes to the WRP data base and their completion of a telephone interview with a WRP recruiter.

Results Description
SSD facilitated the successful participation of two (2) students with disabilities in the Workforce Recruitment Program (WRP)in academic year 2015-2016, as defined by their posting resumes to the WRP data base and completing a telephone interview with a WRP recruiter.

A total of 11 students initiated the process by participating in the required intake appointment with the Campus WRP Coordinator, and four (4) of these students completed the mandatory resume critiques and mock interviews at SHSU Career Services.

SSD publicized the program by various means, including joint workshops with Career Services, mass e-mailings to SSD-registered students, the distribution of flyers across campus, announcements on television monitors in several of the academic colleges, and an article in the school newspaper.

Workforce Recruitment Program Participation

Action Description
SSD fell short of its target of facilitating the successful participation of six (6) students in the Workforce Recruitment Program (WRP) in 2015-2016. This shortfall is likely attributable to the fact that the program was new to the SHSU community. SSD will endeavor to facilitate increased participation in the WRP during the coming cycle by: (1) continuing to publicize the program by means of mass e-mailings to SSD clients, distribution of flyers across campus, and use of campus media outlets; (2) conducting joint outreach programs on the WRP with Career Services; and (3) making follow-up contacts with students who initiate the WRP registration process.

Foster Professional And Personal Development Of Faculty And Staff.

Goal Description
Provide training in disability related topics to SHSU faculty and staff.

Related Items/Elements

Faculty Outreach and Education Regarding SSD Services.

Learning Objective Description
Promote awareness and understanding of SSD services on part of SHSU faculty members by means of training opportunities, such as outreach presentations, workshops, teleconferences, etc. SSD will present outreach programs on SSD services to additional academic departments in 2015-2016. These programs will address such topics as: SSD policies and procedures; responsibilities of faculty members regarding student accommodations; testing procedures for accommodated exams on the Huntsville campus and at The Woodlands Center; recommended strategies for recruiting volunteer student note-takers; alternative formats of instructional materials; and the limits of client confidentiality regarding disability-related information.

Faculty Outreach/Education Program Surveys.

Indicator Description
Questionnaires administered at conclusion of faculty outreach programs to gauge extent of knowledge and understanding of SSD services gleaned by participants.

Criterion Description
As a result of the faculty outreach programs administered to academic departments in 2015-2016, SSD expects to observe the following in participant surveys:

1) At least 80% of respondents participating in faculty outreach programs addressing

SSD policies and procedures will report increased knowledge and understanding of said policies and procedures; and

2) At least 80% of respondents will report increased knowledge and understanding of their responsibilities as faculty members regarding students with disabilities.

Findings Description
SSD obtained the following, cumulative findings from participant surveys administered at the conclusion of faculty outreach/education programs presented to the College of Education Executive Council Leadership Team, the Faculty Senate, and the Department of Language, Literacy, and Special Populations, respectively:

1) 92.2% of participants reported that, as a result of the presentation, they had a fuller knowledge of SSD services, policies, and procedures; and

2) 86.3% of participants reported that they had a clearer understanding of faculty responsibilities regarding students with disabilities.

Faculty Outreach Education Program Survey Findings COEEC 09-24-15
Faculty Outreach Education Program Survey Findings Faculty Senate 02-04-16
Faculty Outreach Education Program Survey Findings LLSP 02-19-16

Faculty Outreach and Education Regarding SSD Services

Action Description
The findings obtained from participant surveys at the faculty outreach presentations noted above indicate that the presentations were successful in meeting their learning objectives, i.e., to promote enhanced knowledge and understanding on the part of faculty members regarding SSD policies and procedures and the responsibilities of faculty members vis-à-vis students with disabilities. For the first time in its history, SSD presented to the Faculty Senate, in addition to two academic departments. Given the favorable response to these presentations, SSD will solicit invitations to present on its services to additional academic departments in the coming assessment cycle. In addition, SSD will develop trainings for faculty members on topics of concern identified in the 2015-2016 participant surveys, including the institutional service animal policy and best practices in providing accessible instructional materials.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
In an ongoing effort to improve the quality of its services, SSD will continue to elicit feedback from its clients via Program Evaluation Surveys in the coming cycle. The department will further explore means of increasing the response rate to these surveys in order to obtain a broader and more representative sampling of its clientele than has been obtained in previous cycles. SSD will continue to use data obtained from the surveys to guide decisions regarding service enhancements and implementation, as well as student and faculty outreach.

Given the positive feedback received from participants at the "No Limits: Removing Barriers to Your Career Success" workshop co-sponsored by SSD and Career Services (see above), the department will implement additional, collaborative programs designed to further the career prospects of students with disabilities at SHSU. In the Fall, 2015 semester, SSD will introduce the Workforce Recruitment Program (WRP) of the Office of Disability Employment Policy, U. S. Department of Labor, to the SHSU community and serve as the campus host of this program. The mission of the WRP is to promote internship and employment opportunities in the private sector and federal government for otherwise qualified, college students with disabilities. In implementing this program, SSD will publicize the WRP on the SHSU campus, meet with prospective applicants, assist applicants in obtaining required documentation, refer applicants to SHSU Career Services for mandatory resume critiques and mock interviews, and schedule telephone interviews for applicants with WRP recruiters.

In addition to implementing the WRP, the department will expand its student outreach regarding SSD services in the coming cycle. To that end, SSD will conduct an orientation on it services, policies, and procedures for UNIV 1301 instructors in the Summer of 2016, with the aim of scheduling student outreach presentations to the UNIV 1301 classes in the Fall, 2016 semester. The purpose of such outreach will be to further publicize SSD services to the freshman community at SHSU.

SSD will further expand its outreach to SHSU faculty members in the coming cycle. Specifically, SSD will partner with the Faculty Senate, PACE, and the academic departments to schedule presentations on SSD services, policies, and procedures for faculty members. In addition, SSD will continue to present at the New Faculty Investment sponsored by PACE. Finally, SSD will further explore opportunities for collaborating with the academic colleges, SHSU On-Line, the Newton-Gresham Library, and the campus bookstore in promoting the acquisition and use of accessible instructional platforms and materials. In particular, SSD will further refine its collaboration with academic departments, SHSU Online, and contract vendors to facilitate captioning/transcription of media content in online courses taken by students who are deaf or hard-of-hearing.

Efforts such as those outlined above will serve to promote the academic performance and future career prospects of students with disabilities at SHSU.

Update of Progress to the Previous Cycle's PCI

In Academic Year 2015-2016, SSD achieved many of the objectives identified in the previous cycle's Plan for Continuous Improvement.

The department continued to elicit feedback from its clients regarding the quality of SSD services by means of Program Evaluation Surveys. The results of the 2015-2016 surveys indicated high levels of client satisfaction with the services provided by SSD. The department used data and feedback obtained from the surveys to guide decisions regarding service enhancements, particularly, with respect to the accommodated testing and alternative textbook services. The response rates to the surveys, however, remained relatively low. Limitations in time and resources precluded the identification and use of alternative means of increasing the survey response rate. SSD implemented additional, collaborative programs to further the career prospects of students with disabilities at SHSU in 2015-2016. In the Fall, 2015 semester, SSD introduced the Workforce Recruitment Program (WRP) of the Office of Disability Employment Policy, U. S. Department of Labor, to the SHSU community and served as the campus host of this program. In implementing this program, SSD publicized the WRP on the SHSU campus, met with prospective applicants, assisted applicants in obtaining required documentation, referred applicants to SHSU Career Services for mandatory resume critiques and mock interviews, and scheduled telephone interviews for applicants with WRP recruiters. In addition, the department collaborated with Career Services in presenting the "Final Four Workshop: Workforce Recruitment Program" to provide information to interested students regarding the requirements and potential benefits of the WRP. Although SSD fell short of its initial target with regard to program participation, it laid the groundwork for the future growth of this

program at SHSU. In addition to implementing the WRP, the department attempted to expand its student outreach regarding SSD services. To that end, SSD offered to present programs on its services to the UNIV 1301 courses in the Fall, 2016 semester. The department was added to the optional speakers' list for the aforementioned courses. In addition, SSD continued its participation in the new student orientations. SSD expanded its outreach to SHSU faculty members in 2015-2016. The department presented on SSD services, policies, and procedures to the Faculty Senate for the first time in its history and provided similar programs to two academic departments, as well. In addition, SSD continued its practice of presenting at the New Faculty Investment sponsored by the Professional and Academic Center for Excellence (PACE). Participant survey data indicated that these presentations were effective in promoting knowledge and understanding of SSD services and the responsibilities of faculty members vis-à-vis students with disabilities. In an effort to promote the acquisition and use of accessible instructional platforms and materials, SSD refined its collaboration with academic departments, SHSU Online, and contract vendors to streamline the captioning/transcription of media content in online courses for students who are deaf or hard-of-hearing. To that end, the department participated in a Request for Proposals for post-production captioning/transcription services that, in turn, resulted in the selection of a pool of qualified providers capable of converting a wide range of instructional media in an accurate and timely manner. Finally, SSD proposed the formation of a university committee on web accessibility.

Plan for Continuous Improvement

Closing Summary

In an ongoing effort to improve the quality of its services, to promote equal access for students with disabilities to the educational programs and activities of the university, and to facilitate the career development of students with disabilities, SSD will pursue the objectives detailed below in Academic Year 2016-2017.

The department will continue to elicit feedback from its clients regarding the quality of SSD services via Program Evaluation Surveys in the coming assessment cycle. SSD will further explore means of increasing the response rate to these surveys in order to obtain a broader and more representative sampling of its clientele than has been obtained in previous cycles. SSD will continue to use data obtained from the surveys to guide decisions regarding service implementation and enhancements, as well as student and faculty outreach.

To further the career prospects of students with disabilities at SHSU, SSD will continue to develop the Workforce Recruitment Program (WRP) and to solicit increased participation in same. To that end, the department will collaborate with Career Services in presenting additional outreach programs on the requirements and potential benefits of the WRP. In addition, SSD will partner with Career Services in conducting educational workshops addressing such issues as the rights of persons with disabilities in employment settings, the process for disclosing one's disability and requesting accommodations in the workplace, and campus and community resources that assist college students with disabilities in transitioning from college to a career.

The department will expand its student outreach regarding SSD services in the coming cycle. To that end, SSD will present on its services to UNIV 1301 courses at the invitation of course instructors. The department will explore additional student outreach opportunities, as well. The purpose of such outreach will be to further publicize SSD services to students with disabilities at SHSU.

The department will expand its outreach to SHSU faculty members in the coming cycle. Specifically, SSD will partner with the Faculty Senate, the Professional and Academic Center for Excellence (PACE), and the academic departments to schedule presentations on SSD services, policies, and procedures for faculty members. In addition, SSD will continue to present at the New Faculty Investment sponsored by PACE. Finally, SSD will develop faculty trainings on issues of concern, including the institutional policy on

service animals and standards for accessible instructional materials. In facilitating trainings on the latter issue, SSD will collaborate with SHSU Online and the Information Technology Department. Moreover, SSD will continue to support the formation of a university committee on web accessibility.

Efforts such as those outlined above will serve to promote the academic performance and future career prospects of students with disabilities at SHSU.

Assessment Plan Summary
Department: Money Management Center

Sam Houston State University

President, Office of

Student Services, Vice President

Money Management Center

Educational Personal Finance Outreach

Goal Description
The Student Money Management Center will provide effective personal financial outreach programming.

Related Items/Elements
Increase Student Knowledge Of Personal Finance Through Outreach Programming

Learning Objective Description
The Student Money Management Center will increase students' knowledge of personal finance-related topics suggested by the State of Texas Senate Bill 1590: budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, insurance, and financing of healthcare and other benefits.

Program Assessment Surveys

Indicator Description
The program assessment results for specified activities will serve as evidence of the successful completion of this objective.

Student Knowledge Through Workshop Outreach
Speaker Survey Card

Criterion Description
Student Knowledge Increased Through Classroom, Workshop and FLW Outreach

Students who attend classroom presentations, organization workshops, and Financial Literacy Workshops provided by the Student Money Management Center will increase their knowledge by attending the program. This will demonstrate the effectiveness of the Student Money Management Center's outreach programming on student learning of personal finance topics relative to the topics suggested by State of Texas Senate Bill 1590: budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, insurance, and financing of healthcare and other benefits.

Findings Description
There were a total of 35 classroom presentations. Of the 780 students in attendance, 760 students completed the survey. Of the 760 students surveyed, 91.84% indicated they had learned one or more specific pieces of personal finance knowledge by attending the

program. Student count of personal finance topics learned in classroom outreach: Budgeting: 523; Credit:49; Loans: 87; Retirement Planning: 1; and Investing: 37.

There were a total of 37 workshops. Of the 1208 students in attendance, 1077 students completed the survey. Of the 1077 students surveyed, 88.77% indicated they had learned one or more specific pieces of personal finance knowledge by attending the program. Student count of personal finance topics learned in classroom outreach: Budgeting: 649; Credit:64; Loans: 124; Insurance: 44 and Investing: 47.

Per event tracking, 684 students were in attendance for Financial Literacy Week. Of these students, 592 completed the survey. Of the 592 students surveyed 95.15% indicated they had learned a specific piece of personal finance knowledge by attending the program. Student count of personal finance topics learned at Financial Literacy Week Events: Budgeting: 339; Loans: 83; Investing: 73; Retirement Planning: 6; Insurance: 27; Credit: 25; and Healthcare: 39.

Continue Outreach

Action Description
Continue to conduct outreach through the avenues of classroom presentations, workshops and Financial Literacy Week.

Student Money Management Center Certificate Of Completion - Train The Trainer

Indicator Description
The Student Money Management Center will award a Certificate of Completion for the Train the Trainer program.

Criterion Description
At least 10 students will be certified by the Student Money Management Center Train the Trainer program.

Findings Description
Eighty-six students participated in the College of Education Train the Trainer program. Of these eighty-six students, thirty-two successfully completed all of the requirements to receive a certificate indicating they had been trained in financial literacy.

Broaden the Train-The-Trainer Program

Action Description
Increase outreach though the Train-the-Trainer program by inviting additional groups on campus to participate.

Educational Personal Financial Coaching Services

Goal Description
The Student Money Management Center will provide effective personal finance counseling services to Sam Houston State University students.

Related Items/Elements

Increase Student Knowledge Of Personal Finance During One-on-One Financial Coaching Sessions

Learning Objective Description
The Student Money Management Center's personal one-on-one financial coaching sessions will increase students' knowledge of personal finance related topics suggested by State of Texas Senate Bill 1590: budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, insurance, and financing of healthcare and other benefits.

Financial Coaching Session Survey

Indicator Description
The financial coaching session assessment results will serve as evidence of the successful completion of this objective.

Coaching Survey Card

Criterion Description
At least 80% of students will be able to name at least one personal finance topic they learned during their one-on-one session with a Student Money Management Center Peer Financial Coach. This will demonstrate the effectiveness of the Center's peer financial coaching services on student learning.

Findings Description
There were a total of 228 students who attended financial coaching sessions. Of these 228 students, 228 completed surveys. Of these 228, 97% learned personal financial information. Student count of personal finance topics learned during professional coaching: Budgeting: 122; Investing:4; Loans: 88; Insurance: 2 and Credit: 4.

Increase Consultation Numbers

Action Description
In the future, the Student Money Management Center will include additional criterion. The intent will be the same - to keep the level of learning at 80% or above; however, we plan to increase the number of budgeting and student loan consultations to 200 per topic.

Increase Awareness

Goal Description
The Student Money Management Center will continue to raise awareness of our services to the University

Population.

Related Items/Elements

Increase Microsession

Performance Objective Description
The Student Money Management Center will conduct at least 100 microsessions during the 2015/16 fiscal year.

Titanium Software - Microsessions

KPI Description
The Student Money Management Center will utilize the Titanium software to measure the quantity of microsessions during the 2015/16 fiscal year.

Results Description
The Student Money Management Center conducted a total of 137 microsessions during the 2015/16 fiscal year.

15-16 Appointment Statistics - Microsessions

Objective Met

Action Description
This objective has been met and is now part of the Student Money Management Center daily routine. This objective has now been set aside to focus on other objectives.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Means for capturing level of student learning and topic of learning needs to be reviewed. In addition, marketing through microsessions needs to be further developed. Topics that resonate with the student body need to be further identified so that additional students can be reached.

Update of Progress to the Previous Cycle's PCI
Overall, the program met its goals; however, there remains areas for improvement. One item that needs to be reviewed is the percentage number of total students that are reached through the program. The programming and consultations are strong; but, plans need to be developed to reach more students.

Timely and Relevant Programing

Closing Summary
The Student Money Management Center will strive for continuous improvements in outreach by deliberately and intentionally providing timely and relevant programing to the student population though

the avenues of workshops, classroom presentations and Financial Literacy Week. Other improvements will focus on implementing hands-on learning opportunities, building the Train-the-Trainer program and increasing the number of one-on-one coach sessions in the topics of budgeting and student loans.

Assessment Plan Summary
Department: Student Activities

Sam Houston State University

President, Office of

Student Services, Vice President

Student Activities

Global Citizenship & Diversity

Goal Description
Cultivate a campus community that is globally aware and mutually respective.

Related Items/Elements
Global Citizenship and Diversity Learning Objective

Learning Objective Description
Educate the campus on cultural competency, current issues and diverse perspectives.

Innovation & Technology

Goal Description
Utilize current technology while recognizing, introducing and adapting to new technology.

Related Items/Elements
Innovation and Technology Performance Objective

Performance Objective Description
Increase access to information knowledge through user-friendly interfaces to encourage engagement and student development.

Innovation and Technology KPI and Results

KPI Description
Social Media Assessment Criteria

The Social Media Assessment instruments that will be utilized for measuring this objective are the various social media platforms (i.e., Twitter, Facebook, and Instagram), and their ability to track the increases and decreases of traffic associated with our SHSU Student Activities accounts. Students will be offered t-shirts, Welcome Back boxes, and other giveaway incentives to increase university Student Activities social media traffic.

Results Description
Social Media Assessment Results

With the Department of Student Activities vast increase in users of social media platforms (Facebook, Instagram, and Twitter) over the 2015-2016 academic year, the was

a 58% increase in social media followers across the three social media platforms. This increase allowed for students to not only become more engaged with events and news on campus, but allowed them to stay connected with the University without having to necessarily be on campus. In addition, students were able to better connect with other registered students through SHSU social media and by attending events promoted on social media.

Innovation and Technology Action

Action Description
Social Media Assessment Actions

- Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
- Explore new social media features such as Snapchat and increase followers by 20%.
- Utilize current results of 2015-2016 KPIs by frequently posting updates and messages to followers at least twice a week to prompt retention of followers.

Leadership Development

Goal Description
Support student learning by transforming theory into practice.

Related Items/Elements
EL - Leadership Development Application

Learning Objective Description
By participating in the Center for Leadership and Service's *Emerging Leaders* program, students will be able to transform theory into practice. *Emerging Leaders* is an on-going leadership series based on the Social Change Model of Leadership Development offered for Transfer Students at SHSU. A cohort of selected participants commit to attend all programs as they journey together to learn about Leadership, Communication, Individual & Group Values, Team Building, and Active Citizenship. We will be assessing the Fall 2015 and Spring 2016 cohorts.

Emerging Leaders Rubric Review

Indicator Description
A rubric indicating various levels of growth in the Emerging Leaders program will be used during each cohort's final presentation to assess participant's ability to transform the Social Change Model theory of leadership into practice. The rubric as a method of measurement is appropriate, as it allows students to know the expectations and levels of performance in which they will be assessed. Our grader is able to observe the product of the student's work over the course of a semester. The same rubric has been used for the past 9 cohorts.

Emerging Leaders Final Project Rubric

Criterion Description
65% of Emerging Leaders Participants Apply Learned Information

After participating in the CLS Emerging Leaders program, 65% of participants (from both the fall 2015 and spring 2016 cohorts) will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership in relation to the Social Change Model.

Findings Description
19% of Participants Show Evidence of Applied Learning

Based on observation of the final project assignment of each cohort of the Emerging Leaders program, an average of 19% of participants showed evidence of applying knowledge and skills to demonstrate comprehension of learned information. We value this demonstration as a "transfer of skill/knowledge."

Rubric Data

Emerging Leader Action

Action Description
The facilitator/coordinator for FY16 was new to the Emerging Leaders program. With this transition, we failed to reach our percentage goal of the number of students showing evidence of applied learning. In reviewing this percentage compared to previous semester, it is possible that the new facilitator/coordinator may have evaluated learning harder than the previous facilitator/coordinator. We also may have set the goal too high for such a large change in the program's facilitation.

This percentage change along with other observations have led to the facilitator/coordinator to move forward with the following actions:

-The FY17 program will only consist of a Fall cohort. Recruitment of cohort participants for the Spring has been challenging. Additionally, new recruiting methods will be used and the cohort may be larger than normal since it will only be offered once during the year.

- Re-assess the mentoring structure for better accountability for mentors to follow through with assigned tasks

-The coordinator/facilitator will also be assessing the overall program and how the content can better align with the new 60x30TX goals.

SELI - Student Employee Leadership Institute LOs

Learning Objective Description
Through active participation in SELI, students will be able to…

Knowledge Acquisition/Construction/Integration/Application

- Create new understandings, related to employment, from learning activities and dialogue with others

Intrapersonal Development

- Assess, articulate, and acknowledge personal skills, abilities, and growth areas

Practical Competence

- Recognize the importance of transferable skills

SELI Rubric Review

Indicator Description
A rubric indicating various levels of growth/achievement in the SELI program will be used during each cohort's final presentation to assess participant's ability to transform the SELI leadership development theories into practice. The rubric as a method of measurement is appropriate, as it allows students to know the expectations and levels of performance in which they will be assessed. Our grader is able to observe the product of the student's work over the course of a semester.

SELI Rubric

Criterion Description
70% of SELI Participants Apply Learned Information

After participating in SELI, 70% of participants from the spring 2016 cohort will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership, related to the learning objectives, by sharing a presentation where they were expected to share:

- Specific examples of prior learning from SELI and how it has significantly changed their perspectives on leadership and employment
- Clearly reference how they have grown./changed as a student employee
- How they will apply learning from the SELI experience to future leadership and employment opportunities

Findings Description
80% of SELI Participants Show Evidence of Applied Learning

Based on observation of the final project assignment, an average of 80% of participants showed evidence of applying knowledge and skills to demonstrate comprehension of learned information. We value this demonstration as "transfer of skill/knowledge."

Compliance Assist Assessment

SELI Action Plan

Action Description
This was the first year to assess student learning with a rubric. We anticipated a higher success percentage of students being able to show evidence of applying knowledge and skills to demonstrate application of learned information about leadership, related to the learning objectives, by sharing a presentation where they were expected to share:

- Specific examples of prior learning from SELI and how it has significantly changed their perspectives on leadership and employment
- Clearly reference how they have grown./changed as a student employee
- How they will apply learning from the SELI experience to future leadership and employment opportunities

Many of the teams landed in between the basic acceptance of achievement and full achievement, with some students on the team sharing specific examples and clear references, and some not.

Because we did not meet our goal, the facilitators of this program are re-evaluating the final presentations and how we can help our students better articulate their learning, with the facilitators possibly being more involved in the presentation preparation process. Additionally, other assessment opportunities are being considered, such as, developing a rubric to assess the improvement of resume's submitted by participants, and analysis of feedback survey related to session learning.

Student Engagement & Spirit

Goal Description
Create and uphold traditions and unique programs that foster Bearkat spirit.

Related Items/Elements
Student Engagement and Spirit Learning Objective

Learning Objective Description
Increase student engagement by assessing the wants and needs of the current student population.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
In response to the FY15 assessment results, we will be able to make informed decisions that will directly improve our program and engagement opportunities for students. After reviewing the student organization approval process, we were able to identify a successful method for ensuring consistent review sessions were conducted in a timely manner. This will justify our decision to enforce meeting structure and attendance requirements for the Student Organization Board. In addition, our findings that student leaders are performing at a slightly higher level than the general student body will enable our staff to create a more specific marketing plan for student organization recruitment and involvement. In regards to the Emerging Leaders development program, we have identified several factors that have led to continuous improvement over the past semesters. The program facilitator will now be able to focus on assessing the long-term effectiveness of Emerging Leaders through a longitudinal study assessing if learned information is continuing to be applied. As for our goal to increase campus spirit through night and weekend programming, we were able to confirm from the data that the plan for students to interact with and engage each other at these events can be improved by addressing the program layout and volunteer structuring (selection, training, placement, etc.). It seems this year's assessment has allowed us to identify easily implementable techniques to improve next year's efforts for optimal student engagement opportunities.

FY15 Department of Student Activities Previous Plan for Continuous Improvement

There was an increase in nomination forms submitted by approximately 10% from the 2015 Sammy Awards to the 2016 Sammy Awards. This increase was the result of nomination forms being physically sent to University Administrators, more yard signs and flyers around campus, and more social media posts regarding nominations and deadlines. This task was successfully completed.

The 2016 DLC had an increase in attendance from the previous year of 83.4% and increased outside SHSU attendance by three additional institutions for a total of seven universities represented. Though the conference lacked an opening night speaker the previous year, there were 605 students in attendance of the opening night speaker session in 2016, with 78.8% of those students being currently enrolled at SHSU. This event was deemed a success.

Update of Progress to the Previous Cycle's PCI
In accordance with the previous cycle's "Plan for Continuous Improvement", we were able to address 2/3 of the recommendations, as follows:

A Student Organization Specialist (brand new FTE) was hired mid-year and continued to use last year's recommendations to implement structured meeting dates and attendance policies for the Student Organization Board. Unfortunately, several student members did not meet the attendance requirements and were hard to replace throughout the year, hindering the org approval process. The specialist will now be able to use last year's org board processing data in comparison to this year's data to showcase the importance of meeting structure and attendance.

Regarding the Emerging Leaders program, a new Associate Director (program facilitator) was hired mid-year and experienced an intensive on-boarding process. The longitudinal study was placed on hold and the current cohorts continued to be assessed. The Director and Associate Director will create a dissemination plan in Fall 2016 to engage Emerging Leader alumni for feedback through a survey.

Due to last year's assessment regarding the layout of Casino Night, this year's volunteers were selected and trained differently to ensure that participants felt welcome and were able to enjoy the program without feeling overpowered by the volunteer "cliques" (friends or orgs that volunteered as a group). This observation allowed us to address a vital issue of student belonging.

FY16 Plan for Continuous Improvement

Closing Summary
In response to the FY16 assessment results, we will be able to make informed decisions that will directly benefit our engagement and development opportunities for students.

In regards to the Emerging Leaders development program, we experienced a significant change in our findings this year. Due to a significant shift in leadership for this program, it is being re-designed as a fall-only offering, and the facilitator is updating and re-designing content to better align with the 60x30TX plan. With this being the first year for adding a rubric to assess learning from student presentations in the SELI program, the facilitators are re-evaluating how students will prepare to present their learning at the end of the semester, and are exploring other assessment methods that can be used to capture student learning.

The Department for Student Activities will incorporate assessments in the following areas during the 2016-2017 academic year: engagement and spirit, cultural competency, and social media.

Engagement and Spirit Assessment Actions

- Other traditions will be assessed for the 2016-2017 academic year. Kat Comedy Showcase and Sammypalooza will be assessed for: As a result of attending this event, I made connections with new and continuing students.

- As a result of attending this event, I have a greater sense of pride for and connectedness to the SHSU community.
- As a result of attending this event, I feel more a part of the SHSU family.

Cultural Competency Assessment

As a result of the data collected discussions were held and a newly created luncheon series was designed to be an effective communication tool between the needs of the student body and the University Administration. This luncheon forum is called the “Embracing Our Diversity Luncheon Series.” The purpose of the Embracing Our Diversity Luncheon Series is to proactively engage students into the conversation of campus diversity. The intent of the series is to qualitatively assess campus climate as it pertains to diversity and inclusion from a student point of view. Two luncheons will be held per semester with the intent of gathering data from student leaders regarding campus climate.

- Feedback from student luncheon attendees regarding campus climate.
- Direct communication between the administration and student leaders.
- Assessment on learning outcomes associated with cultural competency and diverse perspectives.

Social Media Assessment

- Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
- Explore new social media features such as Snapchat and increase followers by 20%.
- Utilize current results of 2015-2016 KPIs by frequently posting updates and messages to followers at least twice a week to prompt retention of followers.

Assessment Plan Summary
Department: Recreational Sports

Sam Houston State University

President, Office of

Student Services, Vice President

Student Services, Associate Vice President

Recreational Sports

Bearkat Camp

Goal Description
Sam Houston State University Bearkat Camp.

Related Items/Elements
Developing Interpersonal Relationships

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will develop interpersonal relationships and a sense of community with other students before the start of the academic year.

Survey Results - Interpersonal Relationships

KPI Description
Outcome will be measured through a survey with the following questions:

- How comfortable were you establishing relationships? Not at all comfortable to Extremely Comfortable.
- Please indicate your level of agreement with the following statements: - I fostered interpersonal relationships while at Bearkat Camp.

Results Description
The survey results show that participants of Bearkat Camp were able to establish some relationship with other participants before attending their first semester at SHSU. While interaction is sometimes forced at camp due to the activities designed to have participants interact, most felt comfortable doing so.

97% felt some degree of comfort establishing relationships and 89% agreed that they fostered interpersonal relationships.

How comfortable were you establishing relationships?

36% Extremely Comfortable

40% Very Comfortable

21% Moderately Comfortable

2% Not Very Comfortable

1% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

67% Strongly Agree

21% Moderately Agree

8% Neither Agree or Disagree

2% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

This is lower than last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

How comfortable were you establishing relationships?

37% Extremely Comfortable

46% Very Comfortable

15% Moderately Comfortable

1% Not Very Comfortable

1% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

74% Strongly Agree

22% Moderately Agree

2% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

BKC 2015

Bearkat Camp improvement

Action Description
Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Feeling Connected To Sam Houston State University

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will be able to recognize a connection to the university.

Survey Results - Connection To SHSU

KPI Description
Outcome will be measured through a survey with the following questions:

- Please indicate your level of agreement with the following statements: - This program generated a sense of pride in attending SHSU.
- Please indicate your level of agreement with the following statements: - I know more about SHSU as a result of this program.
- Please indicate your level of agreement with the following statements: - I feel better prepared to be a student at SHSU.

Results Description
This program generated a sense of pride in attending SHSU.

87% Strongly Agree

9% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I know more about SHSU as a result of this program.

77% Strongly Agree

20% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

76% Strongly Agree

18% Moderately Agree

5% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

There was a decrease in strongly agree from last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

This program generated a sense of pride in attending SHSU.

92% Strongly Agree

6% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

I know more about SHSU as a result of this program.

84% Strongly Agree

13% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

85% Strongly Agree

12% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

BKC 2015

Bearkat Camp improvement

Action Description
Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Higher Graduation Rates

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will graduate at a higher rate than students who do not attend.

Graduation Rates Of Bearkat Camp Participants

KPI Description
Outcome will be measured through comparing graduation rates of participants' vs non participants. In October of every year the participants will be compared. This allows for an accurate account of which students matriculate or graduate.

Results Description
We have compiled Graduation Rates since 2009 for participants' vs non participants of Bearkat Camp and for the 2012 Bearkat Transfer Camp. The Transfer Camp participant Graduation Rates are similar after 2 years to non-participants however year 3 is a better indicator as more participants and non-participants would expect to graduate. The comparisons for First-Time Freshman graduation are most representative for the participants' vs non participants from 2009, 2010 and 2011.

Bearkat Camp Graduation Rates from 2013-2015

2009 4 year Graduation Rate

Bearkat Camp Graduation Rate: 35%

Non-Bearkat Camp Graduation Rate: 21%

Difference of +14%

2009 5 year Graduation Rate

Bearkat Camp Graduation Rate: 57%

Non-Bearkat Camp Graduation Rate: 43%

Difference of +14%

2010 4 year Graduation Rate

Bearkat Camp Graduation Rate: 36%

Non-Bearkat Camp Graduation Rate: 24%

Difference of +12%

2010 5 year Graduation Rate

Bearkat Camp Graduation Rate: 55%

Non-Bearkat Camp Graduation Rate: 44%

Difference of +11%

2011 4 year Graduation Rate

Bearkat Camp Graduation Rate: 31%

Non-Bearkat Camp Graduation Rate: 28%

Difference of +3%

Bearkat Transfer Camp Graduation Rate from 2015

2012 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 55%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +12%

Bearkat Camp Report_Update Fall 2015

Bearkat Camp Retention and Graduation Rates

Action Description
Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.

Rec Sports GPA and Retention comparison

Action Description
Look at other areas in Recreational Sports to compare users and non users of recreational programs or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.

Higher Retention

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will be retained at a higher rate than students who do not attend.

Retention Of Bearkat Camp Participants

KPI Description
Outcome will be measured through comparing retention rates of participants' vs non participants. In October of every year the participants will be compared. This allows for an accurate account of which students matriculate or graduate.

Results Description

Bearkat Camp Report_Update Fall 2015

Bearkat Camp Retention and Graduation Rates

Action Description
Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.

Rec Sports GPA and Retention comparison

Action Description
Look at other areas in Recreational Sports to compare users and non users of recreational programs or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.

Spirit And Traditions Knowledge

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will be able to recall spirit and traditions of Sam Houston State.

Skit Obeservation For Traditions Knowledge.

KPI Description
Direct observation through skits performed as part of Bearkat Camp that display participants' knowledge of SHSU traditions.

Results Description
After campers go through a scavenger hunt that gives them information about the history and traditions of SHSU they do skits that express those concepts in a competition between camp "tribes". The skits were graded on content and play a factor in determining a winner of the competitions. This helps us to see whether or not they were able to retain the information received during the days events. The 3 lead staff and the Camp Director evaluated and graded each skit.

4 different skits covering 4 traditions were evaluated on a scale of 0-10 with 10 being the highest that protrayed everything that was discussed during the day.

Rivalries - 9 out of 10

Day in the life of Sam 8-10

Tripod - 8-10

Benefits of attending Bearkat Camp 10-10

In 2014 the results were

Rivalries - 8 out of 10

Day in the life of Sam 9-10

Tripod - 7-10

Benefits of attending Bearkat Camp 10-10

We were able to raise Tripod up however saw a slight decrease in the Day in the life

of Sam. Despite small variations from last year the results indicate that participants were able to demonstrate their knowledge of SHSU traditions.

Bearkat Camp improvement

Action Description
Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Survey Result - Traditions Knowledge

KPI Description
Outcome 3 will be measured through a survey with the following question:

- Please indicate your level of agreement with the following statements: - Bearkat Camp enhanced my appreciation of University traditions.

Results Description
Survey results indicate that participants in Bearkat Camp believe that they have a better understanding of the traditions of SHSU and thus hopefully feel more connected to the university as well as more involved in those traditions.

Bearkat Camp enhanced my appreciation of University traditions.

78% Strongly Agree

19% Moderately Agree

1% Neither Agree or Disagree

1% Moderately Disagree

1% Strongly Disagree

1% Not Applicable

This is lower in strongly agree than last year's feedback however we believe that weather played a big factor. There were many times during camp that we had to shelter in place and that took away from a lot of the activities that are designed for these outcomes. We have been looking at plans for activities that would help foster these outcomes even when we have to shelter in place due to inclement weather.

2014 Bearkat Camp Results

Bearkat Camp enhanced my appreciation of University traditions.

88% Strongly Agree

9% Modertly Agree

2% Neither Agree or Disagree

0% Modertly Disagree

0% Strongly Disagree

1% Not Applicable

BKC 2015

Bearkat Camp improvement

Action Description
Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.

Challenge Course

Goal Description
Short term benefits of challenge course participation

post test challenge course
post test results
pre test challenge course
pre test results

Related Items/Elements
Communication - Challenge Course

Learning Objective Description
By participating in Challenge Course activities, participants will score significantly higher with perceived communications on the post-test compared to the pre-test. The challenges provided by low element activities cannot be overcome without participants speaking to one another. Groups are able to solve fun, unique, and challenging problems as a team. During the debrief performed after each activity, groups are given time to reflect on their successes and failures. A majority of the time, their level of success derives directly from the health of their transmission of information. The debrief draws attention to each individual's communication style, the group can agree on how to improve their correspondence in the next activity. Participants' awareness of how they communicate increases during their time on the course.

Pre & Post Test - Communication

Indicator Description

The first questionnaire (Pre) will be given before the challenge course program. The second questionnaire (Post) will be given immediately following the completion of the challenge course program. Low element programming is between 2 to 3 hours, which include icebreakers, portable initiatives, low course elements, and debriefing. The survey has three questions related to Communication as a low order concept (LOC) that supports a higher order concept (HOC). 1. I accepted help, support, and encouragement from others. LOC - Communication, HOC - Collaboration 2. I understood how groups function. LOC - Communication, HOC - Collaboration 3. I effectively encouraged others toward positive action for themselves or others. LOC - Communication, HOC - Collaboration

Criterion Description

25% increase in strongly agree from pre-test to post-test.

10% increase in overall agree (agree and strongly agree) from pre-test to post-test.

Findings Description

Q4 Pre Test - I accept help, support, and encouragement from others.

Strongly Agree - 30.17%

Agree - 40.52%

Q4 Post Test - I accepted help, support, and encouragement from others.

Strongly Agree - 73.08%

Agree - 21.15%

Q4 Difference - Increase of 42.91% in Strongly Agree and 23.54% net increase in overall agree. Both met the 25% and 10% goals.

Q7 - Pre Test - I understand how groups function.

Strongly Agree - 30.17%

Agree - 47.41%

Q7 - Pre Test - I understood how groups function.

Strongly Agree - 60.58%

Agree - 33.65%

Q7 Difference - Increase of 30.41% in Strongly Agree and 16.41% net increase in overall agree. Both met the 25% and 10% goals.

Q9 - Pre Test - I effectively encourage others toward positive action for themselves or others.

Strongly Agree - 43.10%

Agree - 34.48%

Q9 - Pre Test - I effectively encouraged others toward positive action for themselves or others.

Strongly Agree - 67.31%

Agree - 26.92%

Q9 Difference - Increase of 24.21% in Strongly Agree and 16.65% net increase in overall agree. Strongly Agree did not meet the goal of a 25% increase but was close. The net increase did meet its goal of a 10% increase.

Challenge course outcomes

Action Description
Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

Problem Solving - Challenge Course

Learning Objective Description
By participating in Challenge Course activities, participants will score significantly higher with perceived problem solving skills on the post-test compared to the pre-test. The main activities during low ropes programming are challenges that require critical thinking and methodical problem solving. Part of the curriculum during these challenges is to introduce the concept of the Problem Solving ABCs. Groups naturally move through this process. Pointing it out opens the opportunity to consciously work on it and apply it to situations outside the challenge course. The ABCs of problem solving are: • Assess: Look at the problem, and make sure the parameters are understood. • Brainstorm: Think of different ways to solve the problem. • Choose: Pick a solution. • Do: Execute the solution. • Evaluate: The group discusses whether it worked or not. They may return to B or C if they failed. Many times in the event of success, a group will forget to evaluate.

Pre & Post Tests - Problem Solving

Indicator Description
The first questionnaire (Pre) will be given before the challenge course program. The second questionnaire (Post) will be given immediately following the completion of the challenge course program.
Low element programming is between 2 to 3 hours, which include icebreakers, portable initiatives, low course elements, and debriefing.
The survey has three questions related to Problem Solving as a low order concept (LOC) that supports a higher order concept (HOC).
1. I achieved things that I think are beyond my personal limits LOC - Problem Solving, HOC - Self-Awareness
2. I considered more than one solution to problems. LOC - Problem Solving, HOC - Critical Thinking
3. I listened to others and understand their perspectives. LOC - Problem Solving, HOC - Pluralism

Criterion Description

25% increase in strongly agree from pre-test to post-test.

10% increase in overall agree (agree and strongly agree) from pre-test to post-test.

Findings Description
Q3 Pre Test - I achieve things that I think are beyond my personal limits.

Strongly Agree - 26.72%

Agree - 34.48%

Q3 Post Test - I achieved things that I think are beyond my personal limits.

Strongly Agree - 51.92%

Agree - 29.81%

Q3 Difference - Increase of 25.20% in Strongly Agree and 20.53% net increase in overall agree. Both met the 25% and 10% goals.

Q5 - Pre Test - I consider more than one solution to problems.

Strongly Agree - 30.17%

Agree - 37.07%

Q5 - Pre Test - I considered more than one solution to problems.

Strongly Agree - 60.58%

Agree - 33.65%

Q5 Difference - Increase of 30.41% in Strongly Agree and 26.99% net increase in overall agree. Both met the 25% and 10% goals.

Q6 - Pre Test - I listen to others and understand their perspectives.

Strongly Agree - 29.31%

Agree - 40.52%

Q6 - Pre Test - I listened to others and understand their perspectives.

Strongly Agree - 71.15%

Agree - 22.12%

Q6 Difference - Increase of 41.84% in Strongly Agree and 7.72% net increase in overall agree. Strongly Agree met the goal of a 25% increase. The net increase did not meet its goal of a 10% increase.

Challenge course outcomes

Action Description
Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

Outdoor Adventure Trips

Goal Description
Participants on Outdoor Adventure trips learn skills to apply in life and to make them feel comfortable taking trips on their own.

Related Items/Elements
Confidence to recreate independently

Performance Objective Description
By participating in Outdoor Adventure trips, participants will gain skills that will make them more confident to recreate outdoors independently.

Build confidence to recreate outdoors independently

KPI Description
Participants who go on adventure trips will gain skills and confidence to recreate outdoors independently. A post event survey will include the following questions.

1. How likely are you to engage in this activity independently?

2. This trip better prepared me to participate in this activity independently.

3. Were any barriers removed by participating in this trip that will allow you to participate independently?

4. Do you still have any barriers to your independent participation?

>50% will be likely to engage in this activity independently.

>75% will be better prepared.

>50% will have at least 1 barrier to independent participation removed as a result of the trip.

Results Description
Participants who went on adventure trips gained skills and confidence to recreate outdoors independently. A post event survey yielded the following results in support.

Q19: How likely are you to engage in this activity independently?

65% Very Likely, 25% Likely, Total Likely 90%

Goal: >50% will be likely to engage in this activity independently. This goal was met.

Q14: This trip better prepared me to participate in this activity independently.

90% Very Likely, 5% Likely, Total Likely 95%

Goal: >75% will be better prepared. This goal was met.

Q20: Were any barriers removed by participating in this trip that will allow you to participate independently?

65% responded yes

Goal: >50% will have at least 1 barrier to independent participation removed as a result of the trip.

This goal was met.

Q21: Do you still have any barriers to your independent participation?

35% responded yes. This was not a goal but was useful information for future goal setting and comparison.

We also saw a 35% increase in participants' likelihood that they would engage in the trip independently after participating in the trip. We saw a 40% increase in very likely. We believe this indicates that participants feel more comfortable with independent participation as a result of participating in our program.

Q18: How likely were you to engage in this activity independently before this trip?

25% Very Likely, 30% Moderately Likely, 55% Total Likely

Q19: How likely are you to engage in this activity independently?

65% Very Likely, 25% Moderately Likely, 90% Total Likely

Outdoor-Adventure-Trips-2016

Trip leader training enhancement

Action Description

Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

Leave No Trace principles

Performance Objective Description
By participating in Outdoor Adventure trips, where they learn about Leave No Trace principles, participants will increase environmental responsibility and minimize environmental impact.

Minimizing environmental impact

KPI Description
Participants will demonstrate an example of something they can do to minimize their impact on the environment. This will be observed by the trip leader and provided on the post trip report for all participants. 75% of participants will successfully demonstrate an example of LNT.

This will also be asked on the post event survey.

Question: Provide an example of something you can do to minimize your impact on the environment that you learned on this trip.

>80% will be able to provide an example of how they can minimize their impact on the environment.

Results Description
90% of participants was observed demonstrating an example of LNT. This was observed by the trip leader and recorded on the post trip event form.

Goal: >75% of participants will successfully demonstrate an example of LNT. This goal was met.

Q16: Provide an example of something you can do to minimize your impact on the environment that you learned on this trip.

100% of participants were able to come up with at least one thing on the survey. Goal: >80% will be able to provide an example of how they can minimize their impact on the environment. This goal was met.

Outdoor-Adventure-Trips-2016

Trip leader training enhancement

Action Description
Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

Recognize potential impact on environment

KPI Description
Participants will be able to recognize that they have a potential impact on the environment through a post event survey.

Question: I have a greater understanding of my potential impact on the environment.

>90% agree with at least 75% strongly agreeing.

Results Description
Participants were able to recognize that they have a potential impact on the environment as found in the post event survey.

Q15: I have a greater understanding of my potential impact on the environment.

70% Strongly Agree, 25% Agree, 95% Total Agree

Goal: >90% agree with at least 75% strongly agreeing. The first goal was met but the second was not. We were 5% short on Strongly Agree. We will continue to focus on LNT practices during Adventure Trips. In the future we will compare participants who were first time participants to those that had gone on an adventure trip before. Those that have participated before would not be learning something new on this trip since they might have gotten the information on the previous trip.

Outdoor-Adventure-Trips-2016

Trip leader training enhancement

Action Description
Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

Skill Development of Student Staff

Goal Description

Student staff should gain valuable knowledge and experience through employment in Recreational Sports that give the skills necessary to be successful during their employment and after college.

Related Items/Elements

Multiyear employment leads to higher skill development

Learning Objective Description

Students who have worked for Recreational Sports for 5 or more semesters will score better than those with less experience on the NACE 2015 survey of skills employers are looking for.

Longer employment results in higher perceived skill development

Indicator Description

All student employees of Recreational Sports will participate in a survey that asks participants to rate whether or not they believe their employment in Rec Sports resulted in having grown or improved in various skills including the top 5 skills listed in NACE 2015 survey of skills employers are looking.

This survey will be administered at the end of the Spring 2016 semester to all employees who have completed more than 1 semester of work for Recreational Sports.

Criterion Description

Recreational Sports student employees who have been employed by the department for 6+ semesters will score above 90% agree that they have grown or improved in the top 5 skills listed in NACE 2015 survey of skills employers are looking for as a result of their employment and over 60% will indicate they strongly agree.

A comparison will be done of those employees who have worked for Rec Sports for 2, 4 or 6 semesters to see if longer employment results in higher perceived skill development. A 2.5% increase is expected between each length of employment in perceived level of agreement with employees having grown or improved in those skills as a result of their employment.

Findings Description

As you can see in the results below students who were employed for 6 or more semesters scored above 90% in all 5 NACE skills employers are looking for. We met the goal of over 60% Strongly Agree on all questions except number 14. As you will also see the longer the employment the better the student employees scored.

Ability to work in a team structure -

Q20:

2 semesters: 57% Strongly Agree, 39% Agree, Total Agree 96%

4 semesters: 89% Strongly Agree, 0% Agree, Total Agree 89%

6+ semesters: 60% Strongly Agree, 40% Agree, Total Agree 100%

Ability to make decisions and solve problems -

Q24

2 semesters: 65% Strongly Agree, 26% Agree, Total Agree 91%

4 semesters: 89% Strongly Agree, 11% Agree, Total Agree 100%

6+ semesters: 100% Strongly Agree, 0% Agree, Total Agree 100%

Ability to plan, organize and prioritize work -

Q13:

2 semesters: 52% Strongly Agree, 38% Agree, Total Agree 90%

4 semesters: 64% Strongly Agree, 18% Agree, Total Agree 82%

6+ semesters: 67% Strongly Agree, 33% Agree, Total Agree 100%

Q19:

2 semesters: 61% Strongly Agree, 35% Agree, Total Agree 96%

4 semesters: 67% Strongly Agree, 33% Agree, Total Agree 100%

6+ semesters: 60% Strongly Agree, 40% Agree, Total Agree100%

Ability to verbally communicate with persons inside and outside the organization –

Q14:

2 semesters: 52% Strongly Agree, 43% Agree, Total Agree 95%

4 semesters: 78% Strongly Agree, 22% Agree, Total Agree 100%

6+ semesters: 40% Strongly Agree, 60% Agree, Total Agree 100%

Ability to obtain and process information –

Q28:

2 semesters: 65% Strongly Agree, 30% Agree, Total Agree 95%

4 semesters: 89% Strongly Agree, 11% Agree, Total Agree 100%

6+ semesters: 100% Strongly Agree, 0% Agree, Total Agree 100%

semester employment

Student Staff Retention

Action Description
Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.

Develop transferable skills through student employment.

Performance Objective Description
Through employment in Recreational Sports students gain valuable knowledge and skills that can be applied during their employment in and after college.

Survey Results - Skills employers look for from graduates

KPI Description
Results of a Campus Labs Survey administered to student staff after being employed for at least 1 semester will demonstrate:

At least 90% of students will report growth or improvement on the top 5 skills listed in NACE 2015 survey of skills employers are looking for as a result of their employment in Recreational Sports.

Ability to work in a team structure - Q20:
Ability to make decisions and solve problems - Q24:
Ability to plan, organize and prioritize work - Q13 + Q19
Ability to verbally communicate with persons inside and outside the organization – Q14
Ability to obtain and process information – Q28

At least 90% of students will report that they received the proper training and resources to effectively perform their job responsibilities. At least 60% will report that they strongly agree if they have worked for Recreational Sports for more than 5 semesters.

Results Description
Ability to work in a team structure -

Q20: 67% Strongly Agree, 24% Agree, Total Agree 91%

Ability to make decisions and solve problems -

Q24: 68% Strongly Agree, 22% Agree, Total Agree 90%

Ability to plan, organize and prioritize work -

Q13: 42% Strongly Agree, 47% Agree, Total Agree 89%

Q19: 59% Strongly Agree, 32% Agree, Total Agree 91%

Ability to verbally communicate with persons inside and outside the organization –

Q14: 60% Strongly Agree, 35% Agree, Total Agree 95%

Ability to obtain and process information –

Q28: 59% Strongly Agree, 32% Agree, Total Agree 91%

We mostly achieved our goals in these areas. Question 13 on time management did not meet the goal of 60% agree or the 90%. While we have done some training for all staff on time management we focus on prioritizing tasks during our trainings and that did meet the desired outcome in question 19.

Question 19 and 28 just missed the 60% strongly agree. Both scored 59%.

In comparing this survey to the 2013-2014 employee survey we noticed a dip in total agree however a increase in most strongly agrees.

	2013-2014	2015-2016
Q13	91%	89%
Q14	98%	95%
Q19	93%	91%
Q20	96%	91%
Q24	91%	90%
Q28	93%	91%

We are not sure why this has decreased. In a subsequent study of length of employment we found that the percentage went up longer employed when looking at 2, 4 and 6 semesters of employment.

2015-2016-Student-Employee-Survey

Student Staff Retention

Action Description
Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
1. We will increase training in communication and problem solving for our supervisors and student staff.

2. We will host "Code Red" drills and mock court cases to develop skills and show the consequences of not following procedures.
3. We will continue to evaluate Bearkat Camp effectiveness on relationship building, sense of community/belonging and spirit and traditions knowledge on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year's Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.
4. We will repeat the GPA and Retention objectives for 2015-2016 with the implementation of Fusion management software.

Update of Progress to the Previous Cycle's PCI
1. We incorporated specific training sessions on Communication and Problem Solving as our part of our Fall 2015 All Staff Training.

2. We incorporated mock court cases into our Fall All Staff Training and did something similar to Code Red drills with emergency response and patron interaction during an injury/emergency workshop held as part of the Spring All Staff Training.

3. We compared statistics from last year to this year and saw a dip in results. We believe that this was due to weather during camp. We saw below previous results when weather was poor during camp compared to nice weather. We are working on strategies for compensating for bad weather and activities during shelter in place.

4. While we have implemented Fusion we are still learning the program and are working on collecting relevant information. The statistics we are able to collect are from this past year and a GPA and Retention comparison will need to be requested in the fall. We do now have the ability for certain program areas to collect unique participation information however due to the ability of many participants of the facility to circumvent the check in process through classes or multiple entry points we are having a hard time getting an accurate number of participants vs. non-participants.

Rec Sport Continuous Improvement Plan

Closing Summary
1. Enhance debriefing of participants after challenge course activities to develop their understanding of communication and problem solving during each activity.

2. Enhance trip leader training so that they can continue to teach skills that get participants more comfortable with outdoor adventure trips so that they are more likely to engage in the activity independently and understand and apply Leave No Trace principles. We will continue to survey the participants.

3. Implement and enhance incentive programs for student staff that will help with retention of student employees and decrease turnover in order to increase enhanced skill development we saw from students who were employed longer with recreational sports.

4. Continue to compare graduation and retention rates of Bearkat Camp and Transfer Camp participant to non participants to see if these programs are making a difference in student success.

5. Look at other areas in Recreational Sports to compare users and non users of recreational programs

or facilities to see if participation in those programs or facilities have an impact student success through GPA and retention.

6. Create a shelter in place activity plan that will enhance the experience of participants during inclement weather.