Sam Houston State University

2016-2017

Academic and Student Services

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Division
of
Academic Affairs

Assessment Plan Summary
Department: Accounting, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Accounting, Department of

Mission-Driven Faculty

Goal Description
The faculty composition and characteristics will be consistent with the mission of the College of Business of Administration and the Department of Accounting.

Related Items/Elements
Expectations For Teaching, Research, And Service

Performance Objective Description
The faculty will meet or exceed expectations in teaching, research, and service commensurate with the mission of the college and the department of accounting.

Effective Researcher

KPI Description
In support of the College's accreditation by AACSB, International, the Department of Accounting 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. Of the academic faculty (those eligible for Scholarly Academics (SA), Practice Academics (PA), and Scholarly Practitioners (SP) designation based on the College's self-defined standard for AASCB, International accreditation purposes), ninety percent (90%) will meet or surpass the departmentally set minimum FES 3 score of 2.5.

Results Description
During 2016, 77 percent (10 of 13) of all academic faculty (those eligible for SA, PA, and SP designation) in the Department of Accounting exceeded the minimum score of 2.5 for FES 3. This is below the 90 percent target. Note: These results do not include the Department Chair.

Maintain Expectations

Action Description
The faculty in the Department of Accounting as a whole exceed the

minimum standards for teaching and service, and are very close on research. Given the small size of the department, it is relatively easily for the department to slip from these standards if only one or two people failed to perform to expectations. That is what happened this year. Several faculty members did not have enough IC materials accepted during the year. We had one faculty member who started in Fall 2016. He was ABD coming in and had to complete his dissertation. Consequently, he had no publications for the year. Also, we had a faculty member that missed the end of the year due to family medical issues. This faculty member did not update her research activities, so I have counted her as not meeting the research expectations. The chair of the department will continue to review the FES forms each year. Faculty who are not performing at the expected level will be advised.

Effective Service Provider

KPI Description
The Department of Accounting 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 (as defined by AACSB, International standards) faculty in the department will meet or surpass the departmentally set minimum FES 4 score of 3.0.

Results Description
During 2016, 87 percent (13 of 15) of all Participating faculty in the Department of Accounting exceeded the minimum score of 3.0 for FES 4. This exceeds the minimum criterion. Note: These results do not include the Department Chair.

Maintain Expectations

Action Description
The faculty in the Department of Accounting as a whole exceed the minimum standards for teaching and service, and are very close on research. Given the small size of the department, it is relatively easily for the department to slip from these standards if only one or two people failed to perform to expectations. That is what happened this year. Several faculty members did not have enough IC materials accepted during the year. We had one faculty member who started in Fall 2016. He was ABD coming in and had to complete his dissertation. Consequently, he had no publications for the year. Also, we had a faculty member that missed the end of the year due to family medical issues. This faculty member did not update her research activities, so I have counted her as not meeting the research expectations. The chair of the department will continue to review the FES forms each year. Faculty who are not performing at the expected level will be advised.

Effective Teacher

KPI Description

The department, college, and university utilizes 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 accounting.

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
Acceptable IDEA Score

During 2016, 88 percent (14.5 of 16.5) of all faculty in the Department of Accounting exceeded the minimum IDEA score of 45 on the Discipline Weighted Average. This exceeds the minimum criterion. Note: These results include the Department Chair.

Acceptable FES 1 and 2 Score

During 2016, 87 percent (13.5 of 15.5) of all faculty in the Department of Accounting exceeded the 2.5 minimum average score of FES 1 and FES 2. This exceeds the minimum criterion. Note: These results do not include the Department Chair.

Maintain Expectations

Action Description
The faculty in the Department of Accounting as a whole exceed the minimum standards for teaching and service, and are very close on research. Given the small size of the department, it is relatively easily for the department to slip from these standards if only one or two people failed to perform to expectations. That is what happened this year. Several faculty members did not have enough IC materials accepted during the year. We had one faculty member who started in Fall 2016. He was ABD coming in and had to complete his dissertation. Consequently, he had no publications for the year. Also, we had a faculty member that missed the end of the year due to family medical issues. This faculty member did not update her research activities, so I have counted her as not meeting the research expectations. The chair of the department will continue to review the FES forms each year. Faculty who are not performing at the expected level will be advised.

Faculty Composition

Performance Objective Description

The composition of the department's faculty will be adequate to support the mission of the department. As a department in a college accredited by AACSB, International, there are guidelines related to the percentage of Scholarly Academic (SA) faculty and by the combination Scholarly Academic (SA), Practice Academic (PA), and Scholarly Practitioner (SP) faculty. The department is committed to meeting the AACSB standards concerning faculty sustained engagement activities.

Faculty Sustained Engagement Activitities

KPI Description
As a department in a college accredited by AACSB, International, there are guidelines related to the percentage of time devoted to mission by the combination of Scholarly Academic (SA), Practice Academic (PA), Instructional Practitioner (IP) and Scholarly Practitioner (SP) faculty as well as for the percentage of Scholarly Academic (SA) faculty alone.

1. Based on time devoted to mission, ninety percent of all faculty must be by the combination of Scholarly Academic (SA), Practice Academic (PA), Instructional Practitioner (IP), and Scholarly Practitioner (SP) faculty. .
2. Based on time devoted to mission, forty percent of all faculty must be Scholarly Academic (SA) faculty.

Results Description
Percentage Of SA, PA, IP, And SP Faculty Based On Time Devoted To Mission

During 2016, 88 percent (14.5 of 16.5) of all faculty in the Department of Accounting were classified as SA, PA, IP, and SP faculty. This is slightly below the stated criterion. This is one of the few areas where AACSB "mandates" a minimum-level of performance. Therefore, raising this percentage in this area is a high-priority. Note: These results include the Department Chair.

Percentage Of SA Faculty Based On Time Devoted To Mission

During 2016, 67 percent (11 of 16.5) of all faculty in the Department of Accounting were classified as SA faculty. This is above the stated criterion. This is one of the few areas where AACSB "mandates" a minimum-level of performance. Therefore, maintaining this percentage in this area is a high-priority. Note: These results include the Department Chair.

Faculty Qualifications

Action Description
While the SA numbers in the department exceed the minimum as required by AACSB, the combination of SA, SP, IP, and PA is slightly below the required amount. We made some progress in this area in the past few years and we had a new faculty member (who is SA qualified) start in the Fall 2016 semester. However, we had a SA faculty member resign in Summer

2016 and another SA faculty member leave in Summer 2017. The good news is that we have two (2) new SA faculty starting in Fall 2017. In addition, we will look for an additional faculty member (or perhaps two) for Fall 2018.

Update to Previous Cycle's Plan for Continuous Improvement

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

For the recently completed assessment cycle, the results were mostly positive. Faculty members in the Department of Accounting have exceeded the expectations for Teaching and Service, and were very close on Research. The shortfall in Research appears to the result of timing (submissions, acceptance, and publication). This will be monitored. We will continue to work towards improvement for the one or two faculty members in each area that are not meeting the expectations. Also, faculty members who are currently meeting the expectations will be encouraged to continue to meet those expectations and to seek to improve their performance when possible. With respect to the discipline related accrediting (AACSB, International) requirements for the faculty qualifications, the department has exceed the requirement for Scholarly Academics (SA) faculty. However, the department is still slightly below the requirement for the combination of SA, SP, IP, and PA faculty. We have a new faculty member starting for Fall 2016 (SA qualified). In addition, we are currently seeking to added another new SA faculty member for Fall 2017. Their addition should further improve the percentages.

Update of Progress to the Previous Cycle's PCI

For the recently completed assessment cycle, the results were mostly positive. Faculty members in the Department of Accounting have exceeded the expectations for Teaching and Service, but are below expectations in Research. The shortfall in Research appears to be mostly the result of timing (submissions, acceptance, and publication). This will be monitored.

We will continue to work towards improvement for the one or two faculty members in each area that are not meeting the expectations. Also, faculty members who are currently meeting the expectations will be encouraged to continue to meet those expectations and to seek to improve their performance when possible.

With respect to the discipline related accrediting (AACSB, International) requirements for the faculty qualifications, the department has exceed the requirement for Scholarly Academics (SA) faculty. However, the department is still slightly below the requirement for the combination of SA, SP, IP, and PA faculty. While we had a new SA faculty member start in Fall 2016, we had an unexpected resignation of a SA faculty member in Summer 2016. Consequently, our numbers for 2016 are very similar to 2015.

We are adding two new SA faculty members for Fall 2017. Their addition should further improve the percentages.

Plan for Continuous Improvement

Closing Summary

For the recently completed assessment cycle, the results were mostly positive. Faculty members in the Department of Accounting have exceeded the expectations for Teaching and Service, but are below expectations in Research. The shortfall in Research appears to be mostly the result of timing

(submissions, acceptance, and publication). This will be monitored.

We will continue to work towards improvement for the one or two faculty members in each area that are not meeting the expectations. Also, faculty members who are currently meeting the expectations will be encouraged to continue to meet those expectations and to seek to improve their performance when possible.

With respect to the discipline related accrediting (AACSB, International) requirements for the faculty qualifications, the department has exceed the requirement for Scholarly Academics (SA) faculty. However, the department is still slightly below the requirement for the combination of SA, SP, IP, and PA faculty. While we had a new SA faculty member start in Fall 2016, we had an unexpected resignation of a SA faculty member in Summer 2016. Consequently, our numbers for 2016 are very similar to 2015.

We are adding two new SA faculty members for Fall 2017. Their addition should further improve the percentages.

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
An initial review of each degree program contained in the Department of General Business and Finance was completed in this assessment cycle. In addition, the Department completed a review and update of each course offered within the department.

Complete Initial Evaluation of Degree Programs Action

Action Description
The Department will continue to review the master syllabi and each degree program offered within the departmental on a regular basis.

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
The Department has increased on-line offerings this past assessment cycle. We have increased elective and core course offerings. This Department will continue to increase on-line offerings as on-line is the largest increase in demand from students.

Expand On-Line course Offerings Action

Action Description
The Department will continue to add new on-line course offerings. The development of new core and elective courses will occur during the next assessment cycle. The need for additional on-line courses is a direct reflection of the demands of the student body.

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
The Department provides the largest number of sections out of all the departments within the College of Business. The Department has supported the range of course offerings at The Woodlands Campus. However, the Department was unable to significantly expand its course offerings due to a growth of on-line demand and the unfilled faculty positions.

Expand Course Offerings at The Woodlands Campus Action

Action Description
The Department is evaluating the need for daytime course offerings at The Woodlands Campus. Due to the lack of growth in the daytime student base a review is being done to determine the increased need for additional courses.

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 exceed 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

Using the AACSB standard 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, the Department had 22 of 28 meet the standard of a FES 3 score of 2.5 or higher. Therefore, the Department had 78.6% of the Scholarly-Academic faculty met the standard. This is less than the goal of 90% meeting the standard. The Department will work to improve this percentage in the next academic year.

Effective Researchers Action

Action Description
The Department fell short of the 90% goal for research standards. The Department will evaluate the standard, as not all faculty members are required to publish. In addition, the Department will host a workshop to assist newer faculty members with research and publication.

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
The Department had 18 of 22 faculty members achieve the departmentally-set minimum FES 4 score of 3.0. The department surpassed the goal of eighty percent (80%) of all Participating Faculty (as defined by AACSB International standards).

Effective Service Providers Action

Action Description
The Department will host a workshop for faculty to provide information regarding opportunities for service across the University. The faculty will be provided additional information and opportunities for service within their discipline.

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
The Department has met the standards for effective teaching. More than eighty percent (80%) of all faculty in the department surpassed the departmentally-set minimum IDEA score of 45 on the Discipline Weighted Average. In addition, eighty

percent (80%) of all faculty in the department met the departmentally-set minimum score for the average of FES 1 and 2 which was 2.5 or above.

Effective Teachers Action

Action Description
The Department believes that teaching is extremely important. In an effort to improve our teaching scores, the Department will host teaching and instruction workshops. Guest speakers will provide new ideas for improvement in student learning and learning outcomes. In addition, the Department will provide faculty with details on all University sponsored teaching symposiums.

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
The department met the expectations based on AACSB guidelines that the number of course sections taught by SA (scholarly academics), SP (scholarly practioners), PA (practice academics), and IP (instructional practioners).

Maintenance Of SA/SP/PA/IP Percentages Action

Action Description
The Department will continue to monitor the SA/SP/PA/IP percentages and ensure that the Department is in compliance with the AACSB standards.

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 of General Business and Finance completed national search for three new faculty members. The Department selected highly qualified candidates in business law, finance and business communications. An additional posting for business communication remained unfilled and was closed due a lack of qualified candidates.

Recruit New Highly Qualified Faculty Action

Action Description
The Department of General Business and Finance completed national search for three new faculty members. The Department selected highly qualified candidates in business law, finance and business communications. An additional posting for business communication remained unfilled and was closed due a lack of qualified candidates. The Department will open four new openings for next year. The Department will review only the most qualified candidates for the open positions. The Department has also instituted a permanent departmental hiring committee. It is thought that a consistent hiring approach will increase the likelihood of retaining the most qualified candidates.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The Department has made several improvements over the course of the past year. The Department also plans several improvements that will be implemented this coming year. The Department has also instituted a permanent departmental hiring committee. It is thought that a consistent hiring approach will increase the likelihood of retaining the most qualified candidates. In addition, the Department will continue to improve on-line course offerings in an effort to align our departmental course offerings with the demands and preferences of the current student body. The Department will continue assess the success of the Plan for Continuous Improvement. Modifications will be made as needed to better the Department, students and faculty members.

Plan for Continuous Improvement

Closing Summary

The Department has made several improvements over the course of the past year. The Department also plans several improvements that will be implemented this coming year. The Department has also instituted a permanent departmental hiring committee. It is thought that a consistent hiring approach will increase the likelihood of retaining the most qualified candidates. In addition, the Department will continue to improve on-line course offerings in an effort to align our departmental course offerings with the demands and preferences of the current student body. The Department will continue assess the success of the Plan for Continuous Improvement. Modifications will be made as needed to better the Department, students and faculty members.

Assessment Plan Summary
Department: Management and Marketing, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Business Administration, College of

Management and Marketing, Department of

Support The Mission Of The College Of Business Administration

Goal Description
The Department of Management and Marketing will utilize the resources allocated in order to support the mission of the College of Business Administration (COBA).
The Mission of the College of Business Administration (COBA) is to prepare students for careers through a quality education. COBA provides a student-focused learning environment that actively engages students, faculty, and the business community in the promotion of knowledge and skills relevant for professional success. The educational environment is complemented by encouraging quality faculty scholarship in applied, pedagogical, and discipline-based research.

Related Items/Elements
AACSB Categories

Performance Objective Description
The Department will maintain an acceptable mix of faculty qualifications as outlined by AACSB.

Scholarly Academics (SA) sustain currency and relevance through scholarship and related activities. Normally, SA status is granted to newly hired faculty members who earned their research doctorates within the last five years prior to the review dates. Subsequent to hiring, SA status is sustained with a minimum of 2 refereed journal articles and 3 publication/proceedings in a 5 year period.

Practice Academics (PA) sustain currency and relevance through professional engagement, interaction, and relevant activities. Normally, PA status applies to faculty members who augment their initial preparation as academic scholars with development and engagement activities that involve substantive linkages to practice, consulting, other forms of professional engagement, etc., based on the faculty members' earlier work as an SA faculty member.

Scholarly Practitioners (SP) sustain currency and relevance through continued professional experience, engagement, or interaction and scholarship related to their professional background and experience. Normally, SP status applies to practitioner faculty members who augment their experience with development and engagement activities involving substantive scholarly activities in their fields of teaching.

Instructional Practitioners (IP) sustain currency and relevance through continued professional experience and engagement related to their professional backgrounds and experience.

The minimum percentages as defined by AACSB are:
SA + PA + SP + IP ≥ 90%
SA + PA + SP ≥ 60%
SA ≥ 40%

Departmental Breakdown of AACSB categories.

KPI Description
SA + PA + SP + IP ≥ 90%
SA + PA + SP ≥ 60%
SA ≥ 40%

Results Description
The department is well within the required AACSB categories.

Department	FTE	Head Count	SA	PA	SP	IP	Other
Management & Marketing	32	37	28	2	0	6	1
			76%	5%	0%	16%	3%

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

New Faculty Hires

Action Description
The AACSB classification will be followed for any new hires in the Department.

Faculty Research

FES 3 - Faculty Research

KPI Description
80% of the faculty will meet or exceed a 2.5 on FES 3.

2.5 on FES 3 is considered "Contributor, one or more peer-reviewed presentations."

Results Description
Of the 23 tenure/tenure track faculty, the average FES 3 score is 3.5, up from 3.1 last year.

96% (22/23) were 2.5 or above on FES 3.

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

New Faculty Hires

Action Description
The AACSB classification will be followed for any new hires in the Department.

Travel Funds for Faculty Research

Action Description
The department will continue providing resources for faculty travel to conferences to present and receive feedback on their research.

Faculty Research (AACSB - SA)

KPI Description
All tenure/tenure track faculty should be in an AACSB category (SA, PA, SP, or IP).

Results Description
All tenure/tenure track faculty are currently classified as SA.

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

New Faculty Hires

Action Description
The AACSB classification will be followed for any new hires in the Department.

Travel Funds for Faculty Research

Action Description
The department will continue providing resources for faculty travel to conferences to present and receive feedback on their research.

Faculty Service

Performance Objective Description
Faculty will be active in the area of service to the following group(s): department, college, university, community, professional organizations.

FES 4 - Service

KPI Description
80% of the Faculty will meet or exceed a 2.5 on FES 4.

2.5 on FES 4 is considered "*Average. Meets expectations, acceptable, normal. Attends but rarely leads or becomes heavily involved. Contributes towards meeting the college's initiatives in a minimal manner.*"

Results Description
The average FES 4 score is 3.8, up from 3.6 last year.

100% (23/23) were 2.5 or above.

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

Travel Funds for Faculty for National Organizations

Action Description
Travel funds will continue to be used for faculty in officer roles for National Organizations. Amount is based on demand.

Support COBA Efforts in Student Engagement Activities

KPI Description
Encourage faculty to participate in COBA's efforts to engage students. Examples are: COBA Career Fair, COBA Alumni Discussion Panels, COBA Courtyard Cookouts, COBA tailgates, Executive in Residence, etc.

Results Description
Student engagement activities were well attended by faculty and students.

Travel Funds for Faculty for National Organizations

Action Description
Travel funds will continue to be used for faculty in officer roles for National Organizations. Amount is based on demand.

Faculty Teaching

Performance Objective Description
The faculty in the Department will provide a quality education.

FES 1 - Chair's Evaluation of Faculty Member's Teaching Effectiveness

KPI Description
80% of the faculty will exceed a 2.5 on FES 1.

2.5 on FES 1 is considered "*Average. Meets expectations, acceptable, normal.*"

Chair evaluates the faculty's teaching effectiveness. Examples of what is utilized to measure FES 1 may include:

- written comments from student evaluations
- classroom assignments
- exams
- syllabus
- student's verbal positive/negative comments

Results Description
For the 23 tenure/tenure track faculty in the Department, the average FES 1 score was 4.0, up from 3.74 last year.

100% had a score of 2.5 or above. Currently, adjuncts are not awarded an FES 1 score.

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

Teaching Improvement Actions

Action Description
Faculty in the department will continue to look for ways of improving their teaching. They will attend COBA's Learning Retreat along with numerous other workshops offered around SHSU. Faculty will be encouraged to utilize resources offered by SHSU Online.

FES 2 - Student Evaluations

KPI Description
Student evaluations are conducted using the IDEA system for measuring effective teaching.

80% of the faculty should be above an "Adjusted Discipline" score of 45.

Note: In 2016 the IDEA instrument was modified and not all disciplines had an "Adjusted Discipline" score. COBA decided to use the "Adjusted IDEA Database" score.

Results Description
For the 33 instructors, the average IDEA score is 54.3, up from 53.4 last year.

6% (2/33) were below 45.

Increase in FTE's

Action Description
In order to meet the increased demand, by students and COBA administration, for courses in various venues (main campus, online, TWC) and the increase in number of majors (MGMT, HR, MIS, MKTG, and the concentration in Supply Chain Management). Additional FTE's will be requested.

Teaching Improvement Actions

Action Description
Faculty in the department will continue to look for ways of improving their teaching. They will attend COBA's Learning Retreat along with numerous other workshops offered around SHSU. Faculty will be encouraged to utilize resources offered by SHSU Online.

Other teaching improvements

KPI Description
Other ways faculty can improve on teaching may include:

- attending workshops
- attaining certifications

Results Description
~22% of the travel budget was used for Faculty development and conducting workshops.

Teaching Improvement Actions

Action Description
Faculty in the department will continue to look for ways of improving their teaching. They will attend COBA's Learning Retreat along with numerous other workshops offered around SHSU. Faculty will be encouraged to utilize resources offered by SHSU Online.

Student Engagement

Performance Objective Description
Provide students with extracurricular activities.

Internships

KPI Description
Encourage students to pursue internship opportunities.

Results Description
In 2016 the department had 5 documented internships, down from 7 the previous year.

Student Engagement Indicator

KPI Description
Support and encourage students to join student competitions and student organizations.

Results Description
- Faculty took students to California to compete in an APICS competition. They placed very well.
- Graduate students competed in a separate APICS competition.
- Dubai study abroad.
- New York City advertising class.
- Active AITP student organization.

Travel Funds for Faculty for National Organizations

Action Description
Travel funds will continue to be used for faculty in officer roles for National Organizations. Amount is based on demand.

Update to Previous Cycle's Plan for Continuous Improvement

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

•Continue to look for internship opportunities for students. This task is becoming evermore time consuming. Will check on the feasibility of getting a COBA Director for Career/Internships.
•Request additional FTEs to meet demand of students.
•Continue to encourage faculty to take advantage of various teaching improvement workshops.
•Continue to encourage faculty to participate in COBA's efforts to engage it's students. Such as COBA Career Fair, COBA Alumni Discussion Panels, COBA Courtyard Cookout, COBA tailgates, Executive in Residence, etc.
•Continue to look for additional scholarship opportunities for students.
•Continue to improve the documentation of the Assessment Process.

All faculty in the department will contribute in these areas.

Update of Progress to the Previous Cycle's PCI

- COBA seemingly has a Career counselor housed at Career Services. I will utilize them and look for assistance with improving the internship opportunities.
- The Department was allocated an IP position in MGMT and an IP position in MKTG.
- Travel funds were used to assist with faculty development.
- The Department was actively involved in COBA's extracurricular activities.
- The Department far exceeded the minimum standards set in the areas of Teaching, Research, and Service.

Plan for Continuous Improvement

Closing Summary

- Continue to look for internship opportunities for students.
- Request additional FTE's
- Encourage faculty to improve the quality of their IC's
- Continue to encourage faculty and students to attend COBA's efforts to improve student engagement.
- Look for ways of improving student involvement in COBA student organizations.
- Continue to look for additional scholarship opportunities for students.
- Look into the demand for a Supply Chain Management major.
- Look for ways of communicating the importance/benefits of MIS courses.

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
In 2016-2017 we have strengthened our efforts to make community-engagement research more visible in several ways. First, we added a space to feature community engagement related articles by SHSU faculty on our CCE website. Also in the works is a clearinghouse for recent literature on community engagement to support our faculty as they turn to the literature to develop new courses and research projects. Second, we have launched the ACE Gazette series focused on individual ACE projects. Third, we have captured the work of ACE faculty and students on video to make their work more visible.

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
Budget constraints continued to hinder efforts to reinvigorate the ACE Researcher Program. CCE has attempted to improve visibility of ACE-related research, but in the coming year we hope to create some form of working group to further our support of faculty in community-based ad community-engaged research.

ACE Researcher Learning Community

Action Description
Due to budget constraints, we have been unable to offer the ACE Researcher program in the format we offered in the past. The success of the original program in encouraging and supporting ACE-related research warrants attempting a new approach. this year we will create an ACE Researcher Learning Community to support the research and offer a limited number of mini-grants based on project proposals.

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 CCE offered several training opportunities in 2016-2017 including an informational lunch session for all new faculty, a session at the SHSU Teaching Conference, and the ACE Showcase in the CHSS.

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 assessment of ACE impact on social responsibility is staggered. In 2016-2017, we focused on an assessment using the BACE scale. Social responsibility will be measured again in 2017-2018.

BACE scale

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

Results Description
In fall 2016, we used the BACE scale in a sample of UNIV 1301 sections. The pre-test BACE scale was administered at the outset of the semester, before the ACE project, and the post-test was given at the end of the semester. The data have been entered, but due to an ongoing family emergency, the data are still being analyzed. We should be able to report findings soon.

Assess ACE in Core Curriculum

Action Description
In the upcoming year (2017-2018), we plan to launch assessment of ACE courses on student learning in the core curriculum. The BACE Scale will be administered and results assessed in collaboration with the Office of Planning and Assessment.

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
We are pleased to report that we accomplished our goal of increasing ACE courses by 10%. In any given long semester, approximately 100 ACE courses are offered, so over the course of an academic year, SHSU lists about 200 official ACE courses. In 2016-2017, faculty taught 27 new ACE courses; over 10%!

The breakdown by college is as follows: CHSS (3); COBA (1); COCJ (2); COE (8); COFAMC (3); COHS (4); COSET (2); Other (4).

The programs reporting the largest growth in ACE course offerings in 2016-2017 are Military Science (400%) and Athletic Training in Kinesiology (200%).

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
CCE had productive meetings with faculty in several departments that have not yet offered ACE courses. In fall 2016, Accounting offered an ACEd course for the first time. That semester Instructional Leadership also started an ACE course. A Physical Chemistry course is in the works, and conversations are ongoing with Geography to reinvigorate the previously ACE course.

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 interdisciplinary Minor in Community Leadership was approved in 2016. The first course, Intro to Community Leadership (SOCI 2350) will be offered in fall 2017.

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
During the 2016-2017 academic year, we have developed partnerships around several CCE initiatives. For example, for Project Dignity we partnered with the Center for Technology and Innovation, several departments on campus (Kinesiology, Psychology, and Sociology), the Center for the Intrepid, The Citadel, and others to develop a project to design and build devices to help wounded veterans regain functionality in day-to-day tasks. Around the issues connected to homelessness locally, CCE connected to the Walker County Housing Authority, the Huntsville Housing Authority, Huntsville ISD, the Good Shepherd Mission, the SHSU Counseling Center, Bearkat One Card, and many community members to explore ways to alleviate housing insecurity for local residents and SHSU students.

Survey SHSU Students on Housing Insecurity

Action Description
Collaborate with Student Services to administer survey on housing insecurity to SHSU students and developing recommendations for next steps.

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
To expand Project Dignity, we partnered with the SHSU Center for Technology and Innovation, several departments on campus (Kinesiology, Psychology, and Sociology), the Center for the Intrepid, The Citadel, and others to design a project to design and build devices to help wounded veterans (total and partial amputees) to regain functionality in day-to-day tasks. We submitted a letter of intent to the Department of Defense and were invited to submit a full grant proposal. Although we received generally positive feedback, we did not receive funding. We hope to revise and resubmit.

Revise and Resubmit (?)

Action Description
Review comments from reviewers about strengths and weaknesses of the Project Dignity grant proposal. Evaluate feasibility of revising and resubmitting another proposal. Assess availability and willingness of research participants to resubmit. Regroup or reconfigure research group to revise and resubmit.

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
The ADP committee has had a successful transition year. With newly energized leadership and increased diversity in membership, ADP has refocused its mission and launched several new initiatives. To expand membership and increase visibility of ADP on campus, the committee offered copies of Start Talking to all faculty and staff interested in reading and discussing it. ADP has partnered with Fundamentals of Science, FYE (the Common Reader) to train faculty and students in techniques for Deliberative Dialogue. This will continue into 2017-2018.

Deliberative Dialogues

Action Description
Continue training faculty and students in techniques for Deliberative Dialogue in 2017-2018.

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
In fall 2016, Campus Compact held a training seminar for civic engagement and leadership. Three representatives from SHSU attended, representing faculty and staff. In May of 2017, three SHSU representatives attended the annual ADP meeting (faculty, staff, administrator) and specifically a pre-conference workshop focused on the Engaged Campus Carnegie Classification renewal application process. These professional development opportunities are essential to infusing local initiatives with best practices and new ideas.

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
In fall 2016, CCE partnered with the College of Humanities and Social Sciences to host an ACE Showcase. Unique this year was the participation of the CHSS Advisory Board. The event was well received, although perhaps the Friday afternoon time slot should be reconsidered.

Rethink Schedule

Action Description
Last year's ACE Showcase was planned to coincide with the College's Advisory Board meeting on a Friday afternoon. Although the showcase was well-received, the Friday afternoon time slot deterred many participants. The 2017-2018 ACE Showcase should be held at a time that encourages increased participation.

David Payne Award

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

Results Description
Yes. From a pool of outstanding candidates, the David Payne Award for Excellence in Community Engagement was awarded to Dr. Jim Dozier in the College of Criminal Justice.

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
In 2016-2017, CCE directors have served on the Board of the Gulf South Summit (largest regional community engagement association), participated as a founding member of the Greater Houston Council on Civic Engagement, given keynote address at University of Houston Downtown's conference on High Impact Practices, presented at the Gulf South Summit in Greensboro, NC, attended a Campus Compact workshop, and an ADP conference. Additionally, we attended the Gathering 2.0 (Texas Association of community engagement professionals, founded by SHSU), and made multiple campus visits to centers for community engagement on other campuses. In short, the Center for Community Engagement at SHSU is seen as an active leader in the field and a resource for a large network of colleagues.

Update to Previous Cycle's Plan for Continuous Improvement

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

CCE could support and promote Academic Community Engagement based on large, interdisciplinary projects. jSuch projects would address community needs in ways that allow professors to link their courses to an already existing project. This would make it easier for faculty by reducing start-up work and would allow for exchange of ideas among students across academic disciplines.

Update of Progress to the Previous Cycle's PCI
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. We attempted a large Department of Defense grant this year, and hope to resubmit it in the future. We also were able to support finding and securing a small grant from Campus Compact for the Bearkat Community Gardens

initiative. As we continue to work on securing external funding, we may consider forming some sort of working group in support of faculty wishing to transform their ACE successes (or even their challenges) into publications.

By designing and implementing interdisciplinary ACE Projects with faculty, students, staff, and community partner organizations, CCE can help lower the entrance barriers to Academic Community Engagement. Large projects around which interdisciplinary groups can form are seen as beneficial in several ways. One, they may help avoid overtaxing our local partners with many projects and numerous students. Also, creating and designing separate projects discourage some faculty members from attempting ACE courses. Interdisciplinary projects allow the professors to link an existing project to appropriate course content more easily. The Bearkat Community Gardens initiative is one example of this. Project Dignity is another. We hope to continue developing this model of Academic Community Engagement in the upcoming year.

Plan for Continuous Improvement

Closing Summary

Increase Staff Involvement

Through ACE courses, many faculty members and students at SHSU are engaged with communities in myriad ways. The CCE would like to connect with, and recognize, the many SHSU staff members who actively contribute to our communities. To this end, in 2017-2018, the CCE will meet with Staff Council and the Academic Affairs Division staff to explore staff interest in a Staff Outreach Network. This group would identify community projects and coordinate SHSU contributions/participation with the support of the CCE.

Increase Visibility of ADP

With new ADP group, and the new Deliberative Dialogue project, the CCE would like to increase ADP's visibility on campus. We plan to communicate with faculty about the opportunities to create student-citizens through training options and events.

Measure Community Impact of ACE Courses

The CCE has worked to assess ACE course impact on student learning. However, we need to develop a sustainable plan to evaluate the impact of ACE courses on community. In 2017-2018, we will create the instrument(s) and assessment plan to add this type of assessment.

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 enrollment growth

Related Items/Elements
G1 Increase enrollment

Performance Objective Description
The College of Criminal Justice will continue to recruit and increase both undergraduate and graduate student 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
Over the last academic year we increased graduate student enrollment by 4.11%. Our number of graduate students increased from 389 to 411. The majority of our increased graduate enrollment was from our online master's of arts academic programs in Victims Services and Criminal Justice. We also increased our PhD student enrollment through the new PhD program in Forensic Science.

G1 Continue to build student enrollment

Action Description
During the academic year of 2016-2017, the College of Criminal Justice grew almost 4% in student enrollment with increases in both graduate and undergraduate student numbers.

A specific action and goal from the last academic year was to pay special attention in the enrollments of our newly developed graduate programs. These recruitment efforts and focus areas have paid off as demonstrated by our most steep student enrollment growth in our online Master's of Science in Criminal Justice and our online Master's of Science in Victim Service Management. Additionally, the cohort for our newly implemented PhD program in Forensic Science increased their enrollment numbers. These efforts will continue over the next year.

G1 Increased Undergraduate Enrollment

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

Results Description
During the academic year of 2016-2017, we increased undergraduate student enrollment by 3.38%. We had growth from 3126 undergraduate students in the fall semester of 2016 to 3280 in the fall semester of 2017.

G1 Continue to build student enrollment

Action Description
During the academic year of 2016-2017, the College of Criminal Justice grew almost 4% in student enrollment with increases in both graduate and undergraduate student numbers.

A specific action and goal from the last academic year was to pay special attention in the enrollments of our newly developed graduate programs. These recruitment efforts and focus areas have paid off as demonstrated by our most steep student enrollment growth in our online Master's of Science in Criminal Justice and our online Master's of Science in Victim Service Management. Additionally, the cohort for our newly implemented PhD program in Forensic Science increased their enrollment numbers. These efforts will continue over the next year.

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 and criminology

Performance Objective Description
The College of Criminal Justice will continue to grow and impact the fields of criminal justice, criminology, victim services, forensic science, and security studies. The faculty within each Department will increase their number of publications and presentations of scholarly work.

G2 Increase In Journal Publications.

KPI Description
The faculty in each Department within the College of Criminal Justice will produce a higher number of journal publications and conference presentations from last year.

Results Description
During the 2016-2017 academic year, the faculty in the College of Criminal Justice increased the number of peer-reviewed journal publications. The faculty published over 86 articles, with an overall average of 1.9 publications per faculty member for the college.

The Department of Criminal Justice and Criminology published over 53 peer-reviewed journal articles, which was an average of 1.7 articles per the 32 faculty members for this academic year.

The Department of Forensic Science published 23 peer-reviewed articles, which produced an average publication rate of 2.9 articles for each of the 8 faculty members in this department.

The Department of Security Studies published 10 peer-reviewed articles, which indicated an average publication rate of 2.2 articles for each of the 4.5 faculty members.

This year we began collecting academic presentations as well. Our college faculty presented over 180 regional, national, and international academic conference presentations. In the Department of Criminal Justice and Criminology, faculty presented 134 conferences presentations. The faculty in the Department of Forensic Science presented 40 conference presentations. In the Department of Security Studies, the 4.5 faculty members presented 10 conference presentations.

G2 Continued faculty growth and impact

Action Description
Results of the assessment for faculty growth and impact in the field indicated that our faculty remain at the top of field in numbers and impact through research. Our faculty continue to produce scholarly publications in the highly competitive range and this will continue to be encouraged and supported.

The College began collecting data on scholarly presentations by the faculty this academic year. We will continue counting this important measure of faculty impact. The College of Criminal Justice will also begin to include impact by collecting specific data on the number of grants applied for and obtained in our College. We know that we are consistently the highest ranking grant awarded faculty on campus, but have not compared our faculty to other highly ranked criminal justice and criminology programs.

G2 New Faculty Will Be Hired

KPI Description
New faculty will be hired in each Department to meet the increasing enrollment and service to our students.

Results Description
During the academic year of 2016-2017, the College of Criminal Justice hired four new full-time tenure track faculty. Three faculty were hired by the Department of Criminal Justice and Criminology (with 2 beginning the fall of 2017 and one beginning the fall of 2018) and one faculty member was hired in the Department of Security Studies.

G2 Continued faculty growth and impact

Action Description
Results of the assessment for faculty growth and impact in the field indicated that our faculty remain at the top of field in numbers and impact through research. Our faculty continue to produce scholarly publications in the highly competitive range and this will continue to be encouraged and supported.

The College began collecting data on scholarly presentations by the faculty this academic year. We will continue counting this important measure of faculty impact. The College of Criminal Justice will also begin to include impact by collecting specific data on the number of grants applied for and obtained in our College. We know that we are consistently the highest ranking grant awarded faculty on campus, but have not compared our faculty to other highly ranked criminal justice and criminology programs.

G3 Sustained Program Development

Goal Description
The College of Criminal Justice will continue to develop cutting-edge academic programs

Related Items/Elements

G3 New Programs

Performance Objective Description
The College of Criminal Justice will continue to develop and implement new programs to serve our students, as well as update programs as indicated by the field.

G3 New programs or updates to existing programs will be implemented

KPI Description
The College will continue to increase the number of programs to meet student needs, as well as update existing programs as needed.

Results Description

The College of Criminal Justice continued to support and grow the courses offered in several of the graduate programs. The newly commenced PhD program in Forensic Science continues to develop and grow in curriculum and in the number of students. The College of Criminal Justice implemented the newly approved minor in Security Studies.

In addition, the College of Criminal Justice began working on the proposal for a new undergraduate degree program in Security Studies. This program is currently being developed and will be proposed to the University Curriculum Committee during the next academic year. The College Curriculum Committee has been working with the Department of Security Studies on the program proposal and 20 form B forms (specific course proposals) with the Chair and faculty of this department.

The faculty and administration of the College of Criminal Justice have worked toward building the online MS in Criminal Justice program by advertising for a new Clinical Professor position that will serve as Director of that program and teach four of the required courses. The College of hopeful to hire this Clinical Professor during the next academic year.

G3 Continue to develop and lead the field in academic programs

Action Description
Over the last academic year, the College of Criminal Justice implemented a minor in Security Studies and began developing a new academic bachelor's of science program in Homeland Security Studies. This program will be proposed to the University Curriculum Committee the next academic year. We also have continued to increase our quality and quantity of courses offered in the majority of our academic programs. This will continue to be a focus for our college in the next academic year.

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 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.

Update of Progress to the Previous Cycle's PCI
During the academic year of 2016-2017, the College of Criminal Justice sustained undergraduate and graduate student enrollment growth. We remained one of the University's highest rates of student growth. We also met our goal of focused enrollment growth in our newly developed graduate programs of Forensic Science (PhD), Criminal Justice (MS, online), and Victims Service Management (MS). These three graduate programs did see the most dramatic student enrollment increases across our academic offerings in the College of Criminal Justice.

Our faculty continued to produce peer-reviewed scholarly articles consistent with the top-rated programs in the country. The largest increases in scholarly activity were seen in our Departments of Forensic Science and Security Studies, as these departments continue to grow and increase in academic programming.

While our College discussed the possibility of proposing a new PhD program for practitioners in the field of criminal Justice, our Department of Criminal Justice and Criminology does not have the faculty support for resources to propose this program at this time. It was decided that our College would focus on providing needed faculty support for our existing program (especially those newly developed programs) before we propose an additional PhD program. We were successful at obtaining support for a Director and full-time clinical professor for our MS online program in Criminal Justice. We will continue to support our existing graduate programs and the possibility of additional academic programs in the upcoming academic year.

2016-2017 results and plan for next 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 our newly developed graduate programs and for the MS in Forensic Science. Although we did increase our student enrollments, we would like to increase the numbers by a larger percentage.

Our faculty in the College of Criminal Justice continued to grow and impact the field in scholarly productivity marked by over 86 peer-reviewed research articles and 180 regional, national, and international conference presentations over this academic year. Our Departments of Forensic Science and Security Studies dramatically increased their scholarly impact. In addition to collecting data on our conference presentations, we will begin including our impact to the field by assessing our grant applications and successes.

As a leader in the field, our College will continue to examine potential new programs in the upcoming year. We hope to obtain approval to begin a new bachelor's program in Homeland Security over the next academic year. We will continue to promote and support the development of rigorous, contemporary curriculum.

Assessment Plan Summary
Department: Forensic Science, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Criminal Justice, College of

Forensic Science, Department of

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 and sustaining its growth during the first five years.

Related Items/Elements
Sustain the Recently Implemented Doctoral Program

Performance Objective Description
Sustain the recently implemented interdisciplinary doctoral program in forensic science.

Implement and Sustain the new Doctoral Program

KPI Description
Maintain enrollment projections for the newly implemented doctoral program in forensic science.

Results Description
To date the department has maintained enrollment projections for the PhD program. In the second year of the program (AY 16-17), a total of seven new doctoral students were accepted (six were projected). During this academic year we exceeded our enrollment projections (117%) to offset slightly lower enrollment (83%) last year. The cumulative head count of full time doctoral students now stands at twelve (100% of projected). Of the seven new students this year, four were internally recruited from the Master's program and three external applicants were accepted.

Doctoral stipends ($26,000) were provided to each student and once again, the department was successful obtaining external support (Graduate Research Fellowship in STEM) from the National Institute of Justice (NIJ) to fully fund two of the new doctoral students. To date, five of the twelve doctoral students are currently funded through the NIJ Graduate Research Fellowship program.

Enrollment Projections - PhD

Sustaining the new Doctoral Program

Action Description
The Department of Forensic Science has demonstrated success with respect to meeting enrollment projections for the recently implemented doctoral program and has been successful obtaining external funding to support both the doctoral stipends and costs associated with program delivery (e.g. scientific consumables). Ongoing institutional support is critical to ensure its success. A new faculty position during this academic year was much needed and will reduce burnout among faculty. Costs associated with scientific equipment (capital outlay and repairs) and physical (laboratory and office) space within the department continue to be our most immediate needs. Both issues have to potential to stifle growth if not addressed in the very near future.

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. Faculty within the department of forensic science have also been successful with respect to external funding. During this academic year a total of seven new awards were received from the National Institute of Justice, totaling more than $438,000. This excludes ongoing, multi-year awards already in place.

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, commissions and hold elected positions at the state and national level.

Although the department demonstrates overall success with respect to externally

funded research, clustering of graduate students is an ongoing issue. The department has struggled to distribute graduate student research more evenly among existing faculty. Currently 33% of all graduates are employed in forensic toxicology (41% in DNA, 26% all other forensic disciplines), which has been supported by only one faculty member. During AY 16-17 a new growth position was added in forensic toxicology which will alleviate current constraints related to supervision of toxicology research within the department.

Significant progress was made during this year transitioning students into previously underrepresented disciplines (e.g. trace/physical evidence). Following the addition of a new faculty member specializing in trace/physical evidence last academic year, two additional NIJ grants were funded, and the number of students electing to work in this discipline was increased (at both the MS and PhD level).

DFS New External Grants AY 16-17

Faculty Evaluation

Action Description
The administration will assume a more proactive role as it addresses clustering issues, in an effort to prevent burnout and ensure a more equal distribution of the workload and responsibility associated with graduate student supervision. Increased emphasis will be placed on the quality of the student research experience (including, but not limited to mentoring, manuscript preparation and availability/accessibility of faculty to students), all of which contribute to clustering.

The department Faculty Evaluation System (FES) matrix was not updated in lieu of possible college-level updates during the next academic year. Graduate faculty expectations, commitment to improving the quality and delivery of the curriculum, and the student research experience will be emphasized in the new FES matrix.

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
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 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 2017, the survey of 2016 graduates indicated that fourteen of the sixteen graduates (88%) were successfully employed or pursuing advanced degrees. Although this is slightly lower than the ten-year average of 94%, the Department of Forensic Science has a strong performance as it relates to postgraduate success.

The department puts forth significant effort to track its graduates over time. To date, the majority of SHSU graduates are employed in DNA (41%), Toxicology (33%), Controlled Substances (12%), Firearms (6%) and Trace. Evidence (4%). Approximately two-thirds are employed in the public sector, working in government forensic laboratories at the federal, state, county, or city level. Others pursue careers in the private sector or in research.

Postgraduate Success - July 2017

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 27 full time MS students enrolled in the program. This represents a 10% decrease compared with the previous academic year. Of the fourteen second year MS students, six transferred into the doctoral program and the remainder graduated. There was no attrition. Retention rates during AY 16-17 were 100%.

MS Enrollment

Action Description
Due to increased emphasis on forensic science reform at the national level and public interest, the number of FEPAC-accredited programs continues to grow. Other competing institutions have also developed doctoral programs in forensic science, increasing competition for high quality students. The department must improve its competitiveness with respect to assistantships and scholarship support to maintain healthy enrollment. It must also maintain marketing and outreach efforts and participate in high visibility marketing and recruitment events an 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 at the MS level.

Results Description
Historically the department receives ten graduate assistantships and scholarships for MS students annually ($12,000 per student). This allows assistantship offers to be made to approximately one third of the incoming students annually, which is not competitive with other FEPAC-accredited programs.

The acceptance rate (% of students that accepted offers) for students admitted during Fall 2016 was only 54%, despite significant recruitment efforts. Moreover, four of the five top students offered graduate assistantships declined our offer in Fall 2016, citing more competitive stipends at other institutions.

Graduate Assistantship Support

Graduate Assistantships (MS)

Action Description
The department must continue to advocate for more competitive stipends and an increase in the percentage of students funded (from 33% to 100%) during the next budget cycle. Failure to do so will impact MS enrollment, impede our ability to attract high quality students, recruit doctoral students from within, and our competitiveness with respect to external funding.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The Strategic Operational Plan is currently aligned with critical resource needs related to graduate student support, capital equipment, repairs, scientific consumables and physical space. However, resources to meet those needs are limited.

Despite shortfalls in college HEAF allocations, the department was able to replace much-needed capital equipment that was critical for the continuation of externally funded grant research. However, repair costs of scientific equipment during this year ($68K), exceeded the previous three year average ($52.3K), highlighting the need to budget for these anticipated expenses. Additionally, the department's success with respect to external funding significantly offset costs associated with scientific consumables. No progress was made identifying new physical laboratory space for the Department of Forensic Science this year. This continues to be our most critical need.

New initiatives to address enrollment shortfalls and graduate student funding were not successful. The impact of reduced enrollment at the MS level is now being felt, causing graduate courses to have less than five students. These shortfalls are expected to impact PhD enrollment next year, because the program recruits heavily from within its MS program.

Issues related to "clustering" were emphasized with faculty and addressed as part of the Faculty Evaluation System (FES). The department will continue to place additional emphasis on the quality of the graduate student research experience, and outcomes (specifically publication rates and external funding). Updates to the FES matrix during the next academic year will further reinforce this issue.

Physical Space and Enrollment

Closing Summary
The two most pressing issues for the Department of Forensic Science continue to be physical (laboratory and office) space and graduate student funding (assistantships/scholarships). Given the impact that both issues now have on enrollment, solutions must be implemented. The gravity and consequences of issues related to physical space are well understood. The absence of faculty research space also significantly hampers our ability to attract productive research faculty in the sciences.

The existing allocation of space within the Chemistry and Forensic Science (CFS) building cannot accommodate current faculty or students. No additional growth is possible until these space needs are met. The department is optimistic however, that these issues will be addressed during the next academic year.

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 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.

Benchmark: Candidate Performance 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 2016-17, SHSU's candidates achieved a pass rate of 93% as calculated by TEA. Please see accompanying PDF.

Educator Certification Online System Report

Candidate Performance on TExES

Action Description
Because the state implemented a new Rule in the Texas Administrative Code that EPPs success in preparing candidates will be partially measured by the candidate's first 2 attempts on the exam, the COE will develop a plan to ensure that candidates are provided immediate remediation after an unsuccessful first attempt.

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 2016 cohort. SHSU outperformed all groups named in the goal, and had an overall retention rate of 87.7% for spring 2016.

2016 Retention Rates

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.

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

Quality of	n	Low	Acceptable	High	N/A
Faculty and Supervisor Assessment					
SurveyMonkey Fall 2016	78	0	16	62	0
Qualtrics Spring and Summer 2017	147	1	18	125	3
Tk20 F16 & Sp 17 ST/INT	451	2	67	378	4
TOTAL	676	3	101	565	7
PERCENTS	**100%**	**0%**	**15%**	**84%**	**1%**

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

Learning Experiences Related to Conceptual Framework	n	Low	Acceptable	High	N/A
SurveyMonkey Fall 2016	43	1	5	34	3
Qualtrics Spring and Summer 2017	62	0	9	47	6
Tk20 F16 & Sp 17 ST/INT	451	4	97	349	1
TOTAL	556	5	111	430	10
PERCENTS	**100%**	**1%**	**20%**	**77%**	**2%**

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.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The COE hired a consultant and established the Strategic Planning Team (SPT). In the fall 16 semester, the consultant worked with the SPT to develop the Vision Statement and Belief Statements, and Moving to Action Statements for the College. In the spring 17 semester, the team created converted the Belief Statements to 9 Goals for the College. The Vision Statement and Goals were then officially adopted by the SPT and presented to the College. The College moved forward with developing individual unit strategic plans to support the College Goals. Development will continue into the fall 17 semester.

Strategic Plan

Closing Summary
The College of Education will finalize and implement a new Strategic Plan in the 2017-2018 AY. This new plan will be monitored within the Campus Labs system, allowing the COE to monitor progress on the plan. To that end, the Goals and Objectives in the Campus Labs system will be modified to reflect the new College Goals and Objectives. The new Strategic Plan will be the catalyst for continuous improvement.

Assessment Plan Summary
Department: Language, Literacy and Special Populations, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Education, College of

Language, Literacy and Special Populations, Department of

Faculty Excellence

Goal Description
The Department of Language, Literacy & Special Populations will create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.

Related Items/Elements
Collaboration In Teaching

Performance Objective Description
Faculty will engage in collaborative teaching

Co-Teaching

KPI Description
Faculty members will share expertise with colleagues, which will be documented on the Chair's Evaluation of Teaching. Last year 92% of faculty shared expertise. Our goal this year is raised from 92% to 95% for 2015-2016.

Results Description
This year faculty shared their expertise in teaching and research in a variety of ways, at LLSP meeting, through trainings, mentoring of new and junior faculty, through research presentations at the college level, and through department and program meetings. All tenure track faculty members, clinical faculty and full time adjunct faculty participated in disseminating information about their teaching and research interests as well as service interests through discussions and presentations. Dr. Ates was contacted multiple times by different faculty who were new to online teaching for assistance, Dr. Stockall, mentored new faculty teaching alternate sections of an online class she developed, Each program identified a "lead" professor to assist others teaching additional sections of courses and faculty who were teaching a course for the first time were provided with access to previous semester notes, teaching information and Blackboard information.

Additionally, some sections of Literacy Block and SPED block classes were co-taught.

This goal was met.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.** Based on results obtained from these goals, the following actions were taken. LLSP Department will:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Collaboration in Research And Writing

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

Research And Writing Groups

KPI Description
Faculty groups for research collaboration and research and writing accountability have been established within the department, and our goal to have at least four collaborative articles submitted for publication was met in 2014-15. Our goal for 2015-2016 is to have at least four collaborative articles *published* in peer-reviewed professional journals.

Results Description

Of the 57 articles published with in the department this year, 17 of them were collaborative articles.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

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2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Faculty Community

Performance Objective Description
The Department of Language, Literacy & Special Populations will provide opportunities for faculty to build professional collegiality and community.

Departmental Days

KPI Description

Because our goal to have at least 50% attendance at special events and committee meetings on Fridays was met, faculty was asked for input regarding campus presence. The goal for 2015-2016 is that 90% of faculty will comply with the departmental policy for campus presence.

Results Description

The departmental policy of faculty presence was discussed at departmental meetings. Due to the various sites - Huntsville campus, Woodlands Campus, Field sites in the schools, and online delivery it was decided that faculty should be accessible to students for a minimum of 3 hours a week per course taught, and in the Huntsville office one day a week at the minimum. This goal was met by most of the faculty. There were some faculty who taught completely online or off campus and met with students online or in the field for multiple hours a week, but did not have physical office hours on the Huntsville campus each week.

Response to student need was met. Faculty work on committees was met. and faculty presence in office was met at a 70% level.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
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1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Professional Development

Performance Objective Description
The Department of Language, Literacy & Special Populations will provide opportunities for professional development in areas of interest and need.

Workshop Series

KPI Description
Since 67% of faculty facilitated professional development diversity presentations in 2015-2016, we met the objective (i.e. 30% of faculty would volunteer and facilitate at least one of these sessions). Since our department is planning to emphasize publishing in scholarly books and journals, as well as the integration of more ACE experiences in our coursework, for 2016-2017 we will be conducting professional development on these two topics. The goal for 2016-2017 is that 30% of faculty will volunteer to present in professional development sessions on research/writing and their own ACE coursework.

Results Description
12 Faculty members presented at Departmental and College level research presentations. Additionally, 98% of the faculty members presented outside the College/University to specific professional organizations, locally, statewide, regionally, nationally and internationally.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.** Based on results obtained from these goals, the following actions were taken. LLSP Department will:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Scholarly Productivity

Performance Objective Description
Faculty will engage in research and writing leading to scholarly publications

Publications

KPI Description
The goal for 2015-16 was that 55% of faculty would have at least two publications, and since 67% achieved the goal, that criterion was met. For 2016-2017, the expectation is that 75% of faculty will have at least two publications in peer-reviewed academic journals or books.

Results Description
Based on vitae information departmental production in peer reviewed journals exceeded 60 articles. In addition to these peer reviewed articles there were multiple grants, books, and research projects. 75% of faculty published 2 or more articles in peer reviewed journals.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.** Based on results obtained from these goals, the following actions were taken. LLSP Department will:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Institutional Effectiveness

Goal Description

The Department of Language, Literacy & Special Populations will develop programs to meet student needs.

Related Items/Elements

Program Options

Performance Objective Description
The Department of Language, Literacy & Special Populations will provide instruction using a variety of formats: face-to-face, online, and hybrid.

Academic Community Engagement

KPI Description
The goal to offer at least 15 courses designated as "Academic Community Engagement" each semester was met in 2015-2016. However, further analysis indicated that all of those courses were offered in undergraduate coursework. The goal for 2016-2017 will be to integrate ACE experiences in at least two graduate courses in our department.

Results Description
We exceeded the goal - We did have eight courses designated as ACE courses at the graduate level (5000 - 7000) in the department of LLSP in 2016. ECHE 5363, LITC 7345, READ 5307, SPED 6312, SPED 6311, SPED 6309, SPED 6308, and SPED 6304. We also have courses that required the students and professors to work in the schools or with community groups - SPED 5301, 5305, 6301, 6328. READ 6310, BESL 5088.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.** Based on results obtained from these goals, the following actions were taken. LLSP Department will:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP

faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Program Quality And Effectiveness

Goal Description
The Department of Language, Literacy & Special Populations will improve graduate and undergraduate course offerings.

Related Items/Elements
Redesign of EC-6 and 4-8 Teacher Preparation Programs

Submission of Form B's to the University Curriculum Committee

KPI Description
Since the goal to submit 100% of Form B's to the curriculum committee for those courses which have been created or redesigned in the EC-6 and 4-8 teacher preparation programs was not met, we plan to complete the redesign and submit all remaining forms in 2016-2017 to take effect in the 2017-2018 curriculum cycle.

Results Description
The redesign of the Undergraduate Teacher Certification programs include redesigning of new courses to address CAEP and TEA standards. This redesign continues. The READ 3315 is a newly designed course that is being offered in fall 2017. Other redesign courses, ECHE 3325 and SPED 3313 will begin in Spring.

Graduate course redesign to meet Literacy Standards began summer 2017.

Actions Taken Based on 2016-2017 Data Assessment Results

Action Description
Actions Taken Based on 2016-2017 Data Assessment Results

Three goals were set for the 2016-2017 academic year by LLSP Department. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.**

Based on results obtained from these goals, the following actions were taken. LLSP Department will:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
New Plan for Continuous Improvement was not created in 2015-2016 cycle.

Update of Progress to the Previous Cycle's PCI
Three goals were set for the 2016-2017 academic year by LLSP Department were met. These goals state that LLSP department will:

1. Create an environment conducive to research and writing, collaborative teaching, professional growth, and faculty community.
2. Develop programs to meet student needs.
3. Improve graduate and undergraduate course offerings.

The 2016-2017 goals focused on three areas of **Faculty Excellence, Institutional Effectiveness, and Program Quality and Effectiveness.** Based on results obtained from these goals, LLSP Department Plans to:

1. Continue to support faculty excellence by securing travel and research funding.
2. Continue to assess the effectiveness of program quality and effectiveness by closing the loop of evaluation and assessment as LLSP faculty continue to improve each program based on assessment data shared.
3. Continue to develop programs that meet the needs of LLSP student population.

Strategic Plan

Closing Summary
The College of Education will finalize and implement a new Strategic Plan in the 2017-2018 AY. The Department of Language, Literacy, and Special Populations is developing a unit Strategic Plan that will support the 9 Goals established by the College Strategic Planning Team. This new plan will be tracked within the Campus Labs system, allowing the department to monitor progress on the plan. To that end, the Goals and Objectives in the Campus Labs system will be modified to reflect the new LLSP Goals and Objectives. The new Strategic Plan will be the catalyst for continuous improvement.

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, again. This follows a decrease in enrollment of 20% for 2015-2016 academic year.

Candidate Recruitment

Action Description
The Library Science Department will continue to support recruiting efforts when faculty members attend regional, state, and national conferences.

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 Library Science Department did not yield a result for a collaboration with a cooperative doctoral program.

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 not met. Two faculty members met or exceeded the goal. The three others did not, but submitted at least one for review.

Scholarly Productivity

Action Description
Faculty will submit 2+ manuscripts for peer review and publication and 1+ presentations at a professional conference.

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
The goal of one or more presentations by faculty members was met and exceeded. Faculty members had two or more presentations for this year.

Scholarly Productivity

Action Description
Faculty will submit 2+ manuscripts for peer review and publication and 1+ presentations at a professional conference.

Update to 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 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.

Update of Progress to the Previous Cycle's PCI
The Department of Library Science will continue to support recruiting efforts for the 2017-2018 academic year. Past recruiting venues have been successful.

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

New Plan for Continuous Improvement

Closing Summary
The Department of Library Science will continue to support recruiting efforts for the 2017-2018 academic year. Past recruiting venues have been successful.

Library Science faculty members will continue to engage in collaborative research and 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 AY17, preparations for the approved new BFA in Film and TV Production (MCOM), Performer's Certificate (post-graduate) (Music), Artist's Certificate (post-master's) (Music), and Public Relations in Health Certificate (MCOM) were carried out in the departments and college. Articulation details (determined in 2014) for exceptions to degree plans were reviewed and employed to address the university's accountability to THECB. Being allowed adequate time to revise and update material for the 2017-2018 catalogs, the college and departments reviewed catalog information, implemented minor revisions, and improved program articulation to the Undergraduate and Graduate catalogs and degree plans where needed. Following the expiration of term of the previous chair, a new chair of the FAMC Curriculum Committee began a three-year term. A new interdisciplinary minor for the Liberal Arts Degree was created for submission. White papers for graduate degrees for MCOM were submitted and related discussion ensued. The college is also anticipating and supporting graduate degree proposals from Art, and is in communication with Academic Affairs, the Registrar's Office, and the departments about those and other curricular matters.

An plan to offer the MCOM Public Relations and Advertising degree entirely at The

Woodlands Center (and online) was initiated. It is the first degree from COFAMC that can be completed exclusively at TWC (and online).

AY18 Actions in Curriculum

Action Description
In AY18, MCOM will implement and begin offering its new BFA in Film and TV Production, and Music and MCOM will similarly implement its new graduate certificates. Submit anticipated proposals for new Art degrees, and prepare proposals for other new degrees in Art and MCOM. Continue refinement and improvement in program articulation in Catalog within 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.

Results Description
In AY17, the migration of students to the MA in Band Conducting was essentially completed. Due to possible changes related to AY17 contract renewal with ABC and the NASM accreditation process and schedule, the AY15 curriculum (syllabi, course descriptions, and delivery), further review and revisions to the AY15 curriculum (syllabi, course descriptions, and delivery) review and revisions were postponed for AY17.

SOM-ABC NASM mtng 17Apr17

AY18 Actions to Implement MA in Band Conducting

Action Description
In AY18, the results of the AY17 NASM review during will provide guidance for potential changes to curricular transition.

2. Train ABC of SHSU Staff in IT Systems

KPI Description
Verify ABC of SHSU staff in Oregon are proficient in navigating Cognos and DegreeWorks.

Results Description
ABC of SHSU staff were trained in some IT programs in AY15 and became proficient in those systems in AY16 and AY17. ABC staff demonstrated their ability to access and use Cognos and DegreeWorks and communicated effectively with various SHSU offices and departments. Course-mapping and related modifications and increased utilization of Blackboard was paused in January 2017 due to contract renewal and the NASM accreditation process and schedule.

SOM-ABC NASM mtng 17Apr17

AY18 Actions for Training ABC Staff on SHSU technology

Action Description
In AY18, the results of the AY17 NASM review during will provide guidance for additional training for ABC/SHSU in Oregon.

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

KPI Description
Complete the facilitation of migrating appropriate components of ABC of SHSU and the collaboration with ABC from upper levels of the university to the School of Music

Results Description
In AY17, following two years of program-related collaboration, meetings in Ashland and Huntsville, and professional development, the ABC staff communicated and worked with offices across campus in coordination with the School of Music. In Spring 2017, the ABC contract renewal in January and NASM communication and review involved communication with the SOM and the Dean's office. The bulk of those communications of ABC of SHSU was carried out by the School of Music, with oversight of, and some assistance from, the Dean's office.

Discussion Pts SOM-ABC mtng 17Apr17 1Aug17

AY18 Actions to Implement MA in Band Conducting

Action Description
In AY18, the results of the AY17 NASM review during will provide guidance for potential changes to curricular transition.

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
In AY17, a new electronic student evaluation format for IDEA was implemented that also provided data and analytics in different formats for administrative units. This new IDEA reporting program combined with staff shortage (vacancy in the related administrative associate position not being filled until November) contributed to a delay in the collection and analysis of IDEA data. At the time of this submission, the available AY17 data had not been compared with the previous hard copy reports received in previous years.

AY18 Faculty Quality Actions

Action Description
In AY18, the college will compare the new formats and reports associated with the AY17 IDEA evaluation procedures to previous year reports and will determine what changes in analytics and reporting, if any, should be considered for IDEA analysis and reporting in the future.

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% was 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
The college average exceeded the goal of 90%, but some departments had faculty that did not reach that goal, as a small number of both tenure-track and tenured research track faculty reported only 1 work (or less).

AY17 FAMC ScholarlyCreative Work Summary

AY18 Actions for Tracking Faculty Scholarly/Creative Work

Action Description
In AY18, though AY17 results were positive, revisit need for all Research Track Faculty (both Tenured and Tenure-Track) to report scholarly/creative work. The college goal will remain at 90% with a a goal of each department independently reaching that same goal. In AY18 the college will request scholarly/creative work data earlier in the year to coincide with department chairs completing their FES evaluation of their faculty, which includes reviewing reported scholarly/creative work.

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 COFAMC departments were routed through Research and Sponsored Programs.

CFAMC FAST awardees 2014-2017

CFAMC ORSP Grant applicants & recipients 2013-2017

AY18 Actions for Funding Requests through ORSP

Action Description
In AY18, COFAMC will request an annual report from ORSP containing detail on funded and unfunded requests from COFAMC departments.

2. Support Development of Scholarship/Creative Activity

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

Results Description
In AY17, FAMC leased the Old Town Theatre to make it available creative projects, and music faculty performed at the Centrum in the north Houston area.

AY18 Actions to Support Faculty Scholarly/creative Work

Action Description
In AY18, FAMC will suspend its lease of the Old Town Theatre in Huntsville, search for presentation/performance locations both on-campus and in The Woodlands, and will continue to be supportive of performances in the north Houston area (i.e. Centrum).

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 June 2017, GPA data for Fall 2016 students was captured and disaggregated by program and department, and shared with department chairs.

College Dpt Prgm Data 12Jun17

AY18 Actions for Tracking Student Quality Attributes

Action Description
In AY18, Departments and FAMC will again capture and review student GPA, share with departments, 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

Results Description
In Spring 2017, GPA data for Fall 2016 Graduate students was captured, disaggregated by program and department, and reported to department chairs

College Dpt Grad Prgm GPA Data 12Jun17

AY18 Action for Enrollment Growth and Degree Plans

Action Description
In AY18, 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.

AY18 Actions for Tracking Student Quality Attributes

Action Description
In AY18, Departments and FAMC will again capture and review student GPA, share with departments, 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 UG 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. Variations in UG enrollment in the departments should be monitored to determine if changes are cause for concern and action.

Results Description

In AY17, undergraduate enrollment trajectories have changed (Spring 2017 compared to Spring 2016) with notable decrease in Dance and Music enrollment, a small decrease in MCOM and Theatre/Musical Theatre enrollment, and a slight increase in Art enrollment.but with continuing increases in Dance, MCOM, and Theatre/MusTheatre.

FAMC Enrollment 2010-2017

AY18 Action for Enrollment Growth and Degree Plans

Action Description
In AY18, 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 previous goal of a 1.5% increase in graduate students was appropriate, or if a different benchmark should be considered. The 1.5% growth goal has been met regularly from Spr 2010 to Spr 2016. Balancing desired graduate enrollment growth and resources is a major objective for the college.

Results Description
Graduate enrollment trajectories indicate a slight decrease in Graduate enrollment in 2017 (82) compared to Spring 2016 (84).

FAMC Enrollment 2010 to 2017

AY18 Action for Enrollment Growth and Degree Plans

Action Description
In AY18, 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
Increased communication with the new Provost and the new Graduate Dean was accomplished as new priorities were established by those offices. A portion of the increased communication with those offices was related to multiple reviews that took place in the School of Music in the Spring of 2017. Graduate programs in the School of Music were focused upon in preparation for a Graduate Program Review for the MM and for an accreditation review by NASM. The MA in Band Conducting degree was also reviewed in depth as part of response to NASM.

AY18 Action to Coordinate Growth of Graduate Programs

Action Description
In AY 18, following the multiple reviews in AY17 involving graduate programs in the SOM and a one-year follow-up on the Dance graduate program review, there will be discussion and planning for improvement and potential growth of graduate programs.

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 AY17, due to transition in multiple positions at the university, college, and department level, the college graduate committee did not convene as often as in AY16, and were not called upon to contribute collectively.

AY18 Action for Increased Inclusion of College Graduate Committee

Action Description
In AY18, the College Graduate Committee will expand coordination and the contribution to the college, graduate studies, and the university, and in AY18, will include representation from Art in anticipation of its proposing graduate degree programs.

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 initial expansion objective addressed, the college will continue to support the underlying philosophy of Academic Community Engagement and monitor and support ACE courses. Indicator: 2% increase in COFAMC Engaged Scholars (ACE professors) and 2% increase in ACE courses in COFAMC.

Results Description
In AY17, 35 courses in the COFAMC were identified as approved ACE courses (a 9.4% increase over AY16 - n.-32). In AY17, 23 instructor/professors in the COFAMC were identified as "Engaged Scholars" (a 4.5% increase over AY16 - n.-22). This exceeds the 2% increase target in both categories.

COFAMC_ACE_byYears

AY18 Actions for Supporting Academic Community Engaged Courses

Action Description
In AY18, COFAMC will investigate additional strategies to provide community service, and service to the university community. COFAMC will encourage departments will a low number of ACE courses to consider how they may increase their department's ACE offerings. COFAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

2. Tracking Of Curriculum-/Course-Related Service

KPI Description
COFAMC maintains and updates a database of course-related services provided to various entities with the assistance of the Center for Community Engagement. Indicator: updated database.

Results Description
In AY17, the College maintained or secured databases of course-related services provided to various entities with the assistance of the Center for Community Engagement. This ongoing effort facilitates the assessment of strengths and weaknesses in community service. Originally scheduled as part of the Core Curriculum in AY16, FAMC 2301 Creative Arts Seminar was quickly identified as an ideal course to help prepare teacher candidates. To address increased demand, an additional section block (4 sections) of FAMC 2301 was added to the schedule of classes. In AY17, no additional courses in COFAMC were proposed for inclusion in the 2014 Core Curriculum, but three previously approved courses (2 MCOM and 1 Dance) will be included in the Core Curriculum beginning Fall 2017.

COFAMC_ACE_byYears
COFAMC_ACECourseDetails
COFAMC_EngagedScholars
COFAMC_Raw
FAMC2301 Worksheets 7Jun17

AY18 Actions for Tracking Curriculum-/Course-Related Service

Action Description
In AY18, COFAMC will track service provided to various communities and investigate additional strategies to provide service to the university community. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

3. Propose Courses for the University Core Curriculum

KPI Description
COFAMC assists departments in proposing and implementing appropriate courses to enhance the 2014 Core Curriculum.

Results Description
In AY17, no new courses were proposed by COFAMC for the Core Curriculum. Three courses (2 MCOM and 1 Dance) were prepared to be offered as Core Curriculum courses in Fall 2017.

AY18 Actions for Proposing Courses for the University Core Curriculum

Action Description
COFAMC will assist the Department of Theater and Musical Theatre and other departments in considering and proposing additional courses for the Core Curriculum.

5. Implementation of free programing for SHSU students

KPI Description
Student tickets replaced with Implementation of free programing for SHSU students at COFAMC events.

Results Description
In AY17, there were discussions related to securing funding to support replacing the practice of charging SHSU students for COFAMC events with a policy of allowing SHSU to attend all COFAMC events at no charge. The discussions in AY17 did not result in a policy change.

AY18 Actions to Provide Free Public Programming to SHSU Students

Action Description

In AY18, COMFAMC will pursue "Arts for All" funding to provide public programming to SHSU students at no cost to SHSU students.

Provide Free Public Programming for SHSU Students

Performance Objective Description
Provide Public Programming of COFAMC events (concerts, theatre productions, dance recitals, film showings, etc.) at no charge for SHSU Students.

5. Implementation of free programing for SHSU students

KPI Description
Student tickets replaced with Implementation of free programing for SHSU students at COFAMC events.

Results Description
In AY17, there were discussions related to securing funding to support replacing the practice of charging SHSU students for COFAMC events with a policy of allowing SHSU to attend all COFAMC events at no charge. The discussions in AY17 did not result in a policy change.

AY18 Actions to Provide Free Public Programming to SHSU Students

Action Description
In AY18, COMFAMC will pursue "Arts for All" funding to provide public programming to SHSU students at no cost to SHSU students.

Positive View Of Program Subject Matter

KPI Description
Program participants who respond to the previously described program satisfaction survey will hold a positive view of program subject matter. 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?

To establish a benchmark, at least 75% of participants who respond to the satisfaction survey during the spring 2015 semester 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.

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 AY17 the third of three shifts implemented to accomplish hard-funding. Shift of funds from American Band College of SHSU to the School of Music (SOM) institutionalized, however, adjustments for NASM accreditation motivated new contract with ABC in Spring 2017.

AY18 Actions for Review and Adjustment of Budget Structures

Action Description
In AY18, following NAMS review in Spring 2017, changes in relationship with ABC will require discussion and determination of future contractual and financial details. Upon the completion of transition to hard-funding, COFAMC will continue to monitor potential changes in budget and budget structures.

2. Plans For Capital Projects and Major Expenditures

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 AY17, COFAMC continued partnering with Residence Life in a successful second year of FAMC Creative Community for exclusive use by FAMC majors - the Phase 2 area was vacated by Aramark in Spring 2017, allowing discussion of expansion plans for the FAMC Creative Community to proceed. Anticipating loss of parking due to future construction of the Art Building and Museum, new parking lots were constructed in the northeast part of the campus. Architects were engaged for the new Art Building and

Museum, with construction to begin in AY18. Discussion of capital projects for MCOM renovation were postponed due to space needs of another college. The NASM and NAST accreditation visits identified space needs for Music and Theatre.

In AY17m infrastructure issues were identified in the Theatre facilities and in the GPAC, and a list of replacement equipment was requested.

AY18 Actions for Plans for Capital Projects and Major Expenditures

Action Description
In AY18, move plans ahead for capital projects in Art and MCOM. Following the Spring 2017 accreditation visits for Music and Theatre/Musicial Theatre, and through preparation by Dance for its Fall 2018 accreditation visit, initiate or continue discussions potential capital projects. Infrastructure issues identified in AY17 will be pursued in AY18.

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. Develop 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. In lieu of an advisory group, the concept of an "Honor Wall" to recognize individuals who have demonstrated a history of supporting COFAMC and/or its departments is being considered.

AY18 Actions for Developing Advisory Board

Action Description
In AY18, COFAMC will suspend its investigation into developing and Advisory Board, and will instead investigate developing the organizational structure to support an "Honor Wall."

Update (July 2017) on Plan for Continuous Improvement for AY17 that was submitted August 2016

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

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 studentdemand. 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 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.

AY17 Actions related to Advisory Board

Continue investigation and progress into formation of advisory board

Update of Progress to the Previous Cycle's PCI
AY17 Actions in Curriculum

New curriculum committee co-chair led curriculum procedures and timelines. Prepare proposals for New degree proposals anticipated in Art in August 2017 for submission in September. Expression of degrees greatly improved with experienced second entry through CourseLeaf.

AY17 Actions to Implement MA in Band Conducting

In AY17, due to questions related to NASM's Spring 2017 accreditation visit, efforts to improve the MA in Band Conducting program were paused.

AY17 Faculty Quality Actions

In AY17, effectiveness of teaching data was captured from students online, and reported in a new way to faculty and administration, and the previous method of reporting was no longer available. These changes are the basis for the decision to postpone college reporting in AY17 to allow for review of current systems and reports, and how to best use them in the future.

AY17 Action - Suspend Search, Recruit, Hire Procedures Objective

Suspended in AY17.

Y17 Action to Support Faculty Scholarly/Creative Activity

In AY17, the lease of Old Town Theatre was continued. Due to limited indicators of positive effects, no additional events were sponsored, however, additional methods for future support were considered and may materialize.

AY17 Actions for Tracking Student Quality Attributes

In AY17, Departments and FAMC captured and reviewed student GPA. Other measures of quality to capture were considered.

AY17 Action for Enrollment Growth and Degree Plans

In AY17, limited data-informed discussions regarding numbers vs. quality in undergraduate enrollment were initiated. Targets for enrollment increases for graduate programs and disparity of rejection rates among graduate programs were not determined due to transition issues and other priorities. Graduate applicant tracking was monitored. Accreditation and degree plan-related needs were a priority and were discussed at length, especially with the School of Music and American Band College staff. Quality element in objective retained.

AY17 Action for Strengthening Graduate Programs

In AY17, with transitions and other priorities, the FAMC Graduate Committee did not formally convene.

AY17 Actions for Providing Service

In AY17, FAMC investigated strategies to provide community service, and service to the university community. FAMC expanded its offerings of FAMC 2301 to address increased student demand. FAMC did not assist departments in considering and proposing additional courses for the Core Curriculum, and none were proposed.

AY17 Actions related to Budget, Facilities, and Support

In AY17, budget details were closely monitored, and plans for capital projects moved forward for Art, but not for MCOM due to space needs of another college, and not for Music due to focus on other priorities. Expansion of FAMC venues beyond the SHSU Huntsville campus were explored with performances at the Centrum in North Houston, and continuation of leasing the Old Town Theatre (Huntsville), and the continuation of semi-annual film workshops held at The Woodlands Campus. The holiday concert did not materialize due to renovation of the Mitchell Pavillion (The Woodlands).

AY17 Actions related to Advisory Board

Investigation into formation of advisory board shifted to discussion on "Honor Wall" to recognize supporters of COFAMC and it departments.

AY17 Plan for Continuous Improvement in AY18

Closing Summary

AY18 Actions in Curriculum

In AY18, MCOM will implement and begin offering its new BFA in Film and

TV Production, and Music and MCOM will similarly implement its new

graduate certificates. Submit anticipated proposals for new Art degrees, and prepare proposals for other new degrees in Art and MCOM. Continue refinement and improvement in program articulation in Catalog within CourseLeaf.

AY18 Actions to Implement MA in Band Conducting

In AY18, the results of the AY17 NASM review during will provide guidance for potential changes to curricular transition.

AY18 Actions to Implement MA in Band Conducting

In AY18, the results of the AY17 NASM review during will provide guidance for potential changes to curricular transition.

AY18 Faculty Quality Actions

In AY18, the college will compare the new formats and reports associated with the AY17 IDEA evaluation procedures to previous year reports and will determine what changes in analytics and reporting, if any, should be considered for IDEA analysis and reporting in the future.

AY18 Actions for Tracking Faculty Scholarly/Creative Work

In AY18, though AY17 results were positive, revisit need for all Research Track Faculty (both Tenured and Tenure-Track) to report scholarly/creative work. The college goal will remain at 90% with a a goal of each department independently reaching that same goal. In AY18 the college will request scholarly/creative work data earlier in the year to coincide with department chairs completing their FES evaluation of their faculty, which includes reviewing reported scholarly/creative work.

AY18 Actions to Support Faculty Scholarly/creative Work

In AY18, FAMC will suspend its lease of the Old Town Theatre in Huntsville, search for presentation/performance locations both on-campus and in The

Woodlands, and will continue to be supportive of performances in the north Houston area (i.e. Centrum).

AY18 Actions for Tracking Student Quality Attributes

In AY18, Departments and FAMC will again capture and review student GPA, share with departments, and investigate other measures of quality to capture.

AY18 Action for Enrollment Growth and Degree Plans

In AY18, 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 planrelated needs with departments and American Band College staff. Determine whether to delete quality degree element from objective or create separate objective.

AY18 Actions for Tracking Student Quality Attributes

In AY18, Departments and FAMC will again capture and review student GPA, share with departments, and investigate other measures of quality to capture.

AY18 Action to Coordinate Growth of Graduate Programs

In AY 18, following the multiple reviews in AY17 involving graduate programs in the SOM and a one-year follow-up on the Dance graduate program review, there will be discussion and planning for improvement and potential growth of graduate programs.

AY18 Action for Increased Inclusion of College Graduate Committee

In AY18, the College Graduate Committee will expand coordination and the contribution to the college, graduate studies, and the university, and in AY18, will include representation from Art in anticipation of its proposing graduate degree programs.

AY18 Actions for Supporting Academic Community Engaged Courses

In AY18, COFAMC will investigate additional strategies to provide community service, and service to the university community. COFAMC will encourage departments will a low number of ACE courses to consider how they may increase their department's ACE offerings. COFAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

AY18 Actions for Tracking Curriculum-/Course-Related Service

In AY18, COFAMC will track service provided to various communities and investigate additional strategies to provide service to the university community. FAMC will assist departments in considering and proposing additional courses for the Core Curriculum.

AY18 Actions for Proposing Courses for the University Core Curriculum

COFAMC will assist the Department of Theater and Musical Theatre and other departments in considering and proposing additional courses for the Core Curriculum.

AY18 Actions to Provide Free Public Programming to SHSU Students

In AY18, COMFAMC will pursue "Arts for All" funding to provide public programming to SHSU students at no cost to SHSU students.

AY18 Actions for Review and Adjustment of Budget Structures

In AY18, following NAMS review in Spring 2017, changes in relationship with ABC will require discussion and determination of future contractual and financial details. Upon the end of the 3-year transition to hard-funding, COFAMC will monitor funding structures.

AY18 Actions for Plans for Capital Projects and Major Expenditures

In AY18, move plans ahead for capital projects in Art and MCOM. Following the Spring 2017 accreditation visits for Music and Theatre/Musicial Theatre, and through preparation by Dance for its Fall 2018 accreditation visit, initiate or continue discussions potential capital projects. Infrastructure issues identified in AY17 will be pursued in AY18.

AY18 Actions for Developing Advisory Board

In AY18, COFAMC will suspend its investigation into developing and Advisory Board, and will instead investigate developing the organizational structure to support an "Honor Wall."

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 in Art Ed

KPI Description
The Department will develop a BFA degree that

• Includes 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.

• Provides 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.

The expected timeline for completion is:

Fall 2017 submit degree proposal to College Curriculum Committee

Spring 2018 Approval by University Curriculum Committee

Fall 2019 Implementation of Degree in 2019 Catalog

Results Description
The Department Curriculum Committee has completed a plan for a track in the BFA in Studio Art degree that incorporates Teaching Certification through the minor in Secondary Education.

The track is flexible to allow the student to choose an area of art to focus on an develop expertise. It includes ARTS 3330 Practices in Art Education as a requirement. This course was submitted to and approved by the University Curriculum Committee. The proposed degree track, BFA in Studio Art with Teaching Certification is attached in draft form.

ART_ED-Draft02

Finalize Art Ed Plan and submit to Curriculum Committee

Action Description
The degree plan, which exists in Draft form, will be finalized in the Summer 2017 and upon approval by the Dean, submitted to the College and University Curriculum Committee in the Fall 2017.

The revised plan will be for a BFA in Art with minor in Secondary Education. The BFA degree plan will allow students to choose an area of specialization in one of the Departmental programs: Computer Animation, Graphic Design, Photography, or Studio Art.

Submit BFA with TC proposal

Action Description
The Department will present the proposal for the BFA in Art with Teaching Certification ion Fall for approval by the University Curriculum Committee and the THECB.

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.

Offer a BA Degree in Art History

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
Two new courses in Renaissance and Ancient Art History were approved by the University Curriculum committee. A new course, Art History Seminar was submitted for approval. A degree plan for a BA in Art History that incorporates these courses has been developed by the Department Curriculum Committee.

artHistoryDP

Submit Proposal for BA in Art History

Action Description
The Department of Art will submit the proposal to offer a BA in Art History to the University Curriculum Committee in the Fall 2017.

Develop an MFA degree program

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

MFA 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 Curriculum committee has submitted all of the course proposals for an MFA in Art and Social Practice to the College Curriculum committee. The proposed course sequence is attached.

MFA DegreePlan

Submit New MFA Degree Proposal

Action Description
The detailed proposal for the new degree program will be submitted to the College Curriculum committee early fall 2017 for submission to the University Curriculum Committee in the 2017-18 cycle.

Expand Minors

Performance Objective Description
The Department of Art will offer minors in Computer Animation and Graphic Design.

Minors in Graphic Design and Computer Animation

KPI Description
The Department of Art will develop a plan of study for minors in Graphic Design and Computer Animation. The plans will include 18-21 hours of courses with 6-9 hours of upper level courses.

Results Description
The Department has developed plans of study for minors in Graphic Design and Computer Animation. The proposal for the Graphic Design minor will be submitted to the Dean in the Summer 2017. The Graphic Design minor will allow students who have taken Graphic Design courses, but not passed the Graphic Design portfolio review an alternative to the BFA in Graphic Design. It will also be promoted to Mass Communication majors.

The plan of study for the minor in Computer Animation has been completed and will be submitted to the Dean this summer also. The minor in Computer Animation will be limited to Mass Communication majors. It will not be offered until the Department obtains additional faculty to teach in Computer Animation, as all of the Animation courses are filled with majors.

GDminorMemo

Seek Additional Faculty to Support Minors

Action Description
A plan for a minor in Computer Animation has been developed to support Mass Communication Film majors. The Department will seek additional

Mass Communication Film majors. The Department will seek additional faculty in Computer Animation before it will offer this minor.

The Department will increase the offerings of online courses in Art History so that the minor in Art History is an option for distance learning The Department will seek additional faculty who are qualified to teach the History of Mexican Art and Modern Art Before 1945 so that these course can be taught both online and face to face.

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 hired a Graphic Design student to work on promotional material for the department, and work on the redesign of the Department website. The intern also did design work for community organizations that contacted the Department.

• Assistant Professor Cesar Rivera worked with a graphic design student who interned with the Center for Rural Studies and the Texas Rural Internship Program to re-brand a rural county and market their amenities.

• Art Education students and students enrolled in Intro to Art worked with Art Education Professor Edie Wells at a non profit organization 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 conducted 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 local elementary schools to conduct animation workshops.

• Department Faculty taught ACE courses (Academic and Community Engagement) in Foundations in Digital Art, 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.

• Students in Professor Rebecca Finley's Narrative Photography class worked with Rita B. Huff Animal shelter to promote the adoption of animals through an exhibition at the Satellite Gallery.

• 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.

RitaB

Rivera.ty

Continuing Support for Community Projects

Action Description
The Department of Art will continue to support and promote community engagement by:

• hiring Graphic Design student interns to work on departmental and community projects

• encourage faculty to incorporate Community projects and 'ACE' their courses and provide support for such projects

• offer summer camps that provide opportunities for children in the area to learn about and create art and opportunities for SHSU students to assist teachers

• develop relationships with the public schools that engage children and SHSU art students with art and teaching

• collaborate with other programs on campus to broaden the opportunities to engage the community with art

• support faculty research into art and community engagement.

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.

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Submit BFA with TC proposal

Action Description

The Department will present the proposal for the BFA in Art with Teaching Certification ion Fall for approval by the University Curriculum Committee and the THECB.

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.

Community Projects

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• develop relationships with the public schools that engage children and SHSU art students with art and teaching

• collaborate with other programs on campus to broaden the opportunities to engage the community with art

• support faculty research into art and community engagement.

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

To provide access to the studios on weekends, the Department has assigned student interns in the Gallery and Sculpture studios with the responsibility of providing access to Art Buildings D and C for students who wish to work on Saturday and Sunday.

The University has contracted with architects from the firms of Kirksey and Gund to design an art building that will be located on the east side of campus near the Theater Center, the Performing Art Center, and the School of Music. This new building will bring all of the art programs together in one facility and improve the ability of the department to meet the goals related to instruction, research, and community engagement. The architects have employed an Industrial Hygienist experienced in designing ventilation systems and safe working environments for arts facilities. This consultant assessed our current facilities and provided recommendations for the new building to assure that it meets all health and safety standards.

Plans for the new facility are in the design phase. The floor plans have been finalized

and the site has been determined. The attached document includes this information and exterior design possibilities.

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Finalize Plans and Break Ground

Action Description
The Department of Art will work with the Architecture firms to finalize the design plans for the proposed new arts facility in the Fall 2017. Ground will be broken and construction will commence in Spring 2018.

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.

• The department will increase enrollment in Studio Art, Photography, and Graphic Design by 10%.

Results Description
The Department of Art sent promotional materials including posters and letters from the chair to every high school in Texas. Art teachers at High Schools in the region were invited to bring their students to visit the Department of Art at SHSU. Rudder High School in Bryan and Groveton High School each brought groups of students to

visit and tour the Department. Faculty visited Conroe High School and spent a day doing presentations to each art class. A relationship was established with Houston High School for the Performing and Visual Arts and faculty spent a day reviewing student portfolios and distributing recruitment materials. The Department of Art sent two faculty to the VASE conference in San Antonio and reviewed over 200 High School student portfolios and distributed recruitment materials.

Enrollment change in Department of Art majors from Fall 2015 to Fall 2016:

Studio Art: +10%

Photography: 0%

Graphic Design: -13%

Computer Animation: +22%

All Department of majors: +6.8%

enrollmentnumbers

Marketing%20Budget_Art_May%202017

Expand Recruitment Efforts

Action Description
The Department of Art saw a slight increase in the number of majors in Fall 2016 from Fall 2015. However, the number of majors over the past 5 years has remained about the same with large increases in Computer Animation majors and decreases in Studio Art, Photography, and Graphic Design majors.

It is hoped that the increased recruitment efforts in AY 17 will have beneficial effects in AY 18 & 19.

The Department will continue these efforts and establish a relationship with the Arts Magnet High School in Dallas as well.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
• The Department of Art moved forward with the curriculum proposals for an MFA in Art and Social Practice, A BA in Art History and BFA with Teaching Certification. The proposals were prepared for submission in Fall 2017.

• Architects have been contracted and are working on the design of new facilities for the Department of Art.

• The Department hired a new faculty member to replace a Computer Animation faculty. An additional faculty member in Art History was requested but not granted at this time.

• The Department applied for but did not receive a grant from the National Endowment for the Arts. The Department received two University FAST grants to support student community based research projects.

• The Department made new recruitment efforts and enrollment increased slightly from the previous year.

Goals for AY18

Closing Summary
In Fall/Spring 2017/18 the Department of Art will

• support and promote art and community engagement by:

• hiring Graphic Design student interns to work on departmental and community projects

• encourage faculty to incorporate Community projects and 'ACE' their courses and provide support for such projects

• offer summer camps that provide opportunities for children in the area to learn about and create art and opportunities for SHSU students to assist teachers

• develop relationships with the public schools that engage children and SHSU art students with art and teaching

• collaborate with other programs on campus to broaden the opportunities to engage the community with art

• support faculty research into art and community engagement through grants applications and fundraising

• expand recruitment effort and increase enrollment

• submit proposals for an MFA in Art and Social Practice, BA in Art History, and BFA with Teaching Certification, promote the minors in Art History and Graphic Design, reevaluate the minors in Studio Art and Photography, and request faculty support for a minor in Computer Animation

- **break ground on new facilities.**

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 revised the self study for certification by NAST.

Related Items/Elements
The Department Of Theatre & Musical Theatre Will Be Certified By NAST

Performance Objective Description
A departmental self study has been completed, submitted and reviewed by NAST representatives to assess the strengths, weaknesses, and needs as they currently stand in the Department of Theatre & Musical Theatre

NAST review

KPI Description
The fall semester and early portion of the spring were used to update and finalize the report to Nast. In April two NAST reviewers spent two days on campus interviewing faculty, staff, students, attended the Thursday evening performance of *Hairspray,* reviewed student records and met with the upper administration of the University.

Results Description
The department is waiting for the formal written response from the NAST team.

The initial verbal response from the assessment team was generally positive. The interviews with both tenured and non-tenured faculty provided insight to some specific areas that need addressing.

These included:

1. Written guidelines that are specific to our department for evaluating faculty for tenure and promotion that are given to new faculty to be used in conjunction with their annual evaluations.

2. Reworking curriculum to insure that the degree plan as outlined in the catalog is followed.

3. The addition of a degree into which those students who do not jury into the BFA Acting/Directing, BFA Design/Tech, BFA Musical Theatre, or BFA Theatre with

Teaching Certification can be advised into.

Action on NAST suggestions

Action Description
Once the department has received the final report from NAST, a review by the faculty will occur and a prioritization of action will be established. That list will include

1. The creation of a department tenure and promotion document to augment the guidelines set down by the University

2. The research into a BFA in Theatre and/ or BA in Theatre with the subsequent application to the University curriculum committee.

3. The alignment of department degree requirements and degree plans will be reworked and input for the 2017-2018 catalog.

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 four BFA areas of study: Acting/ Directing, Design/Tech, Musical Theatre and Theatre with Teaching Certification. All four areas are juried areas of study. At present there is no place for those students who are not accepted into one of the above or those that do not fit neatly into an emphasis to be placed. It is necessary to reinstitute some form of the BFA Theatre that was last seen in the 2000-2002 catalog.

Development of a theatre emphasis

KPI Description
The department sent forward the need for the reinstitution of the former BFA in theatre with some adjustments to the Dean's office. The loss of the original BFA in Theatre has caused continued confusion surrounding this degree.

Results Description
Because of the absence of the BFA in Theatre, it has been suggested that the department applies through the University Curriculum committee for a new BFA in Theatre. This should be ready for consideration for the early fall 2017 semester. The possibility of an additional degree- a BA in Theatre was also discussed.

BA in Theatre

Action Description

The department will discuss creating a BA in Theatre in which those students that do not jury into one of the existing programs or the BFA in Theatre that we hope to have approved for Fall of '18, can be advised into.

BFA in Theatre

Action Description
The department is charged with formalizing a request for a BFA in Theatre to be presented to the curriculum committee in September 2017. The department will create the paperwork necessary to put this emphasis forward.

Guest artists

Performance Objective Description
Guest artists are an integral part of the departments training of its artists. The meeting and working with artists from outside of the University and with whom professional contacts can be made is important for the students' growth.

Guest artists on and off campus

KPI Description
The department brought in a number of guest artists to the University. There were 5 artists that dealt specifically with the acting program: Greg Graham – auditioning for the commercial theatre workshop (2), Kenn McLaughlin – prep/tech/portfolio development for commercial and MT auditions, Mary Rotella – auditioning techniques for commercial theatre, Michelle Gaudette – auditioning techniques for commercial theatre, Sophia Gomez – Shakespeare, auditioning and improve and workshop for Irene Ryan nominees. Each of these artists spoke with and worked with the students scheduled classes or special group meetings.
There were 5 artists that were brought in specifically to works within classes or programs set up specifically for Musical Theatre majors: James Harris – respondent for Sr. Showcase 17, Alicia Chappell – aerial/gymnastic workshop, Alexandra Pernice – MT dance workshop, Brenton McBeth – choreography for auditioning in professional theatres workshop, Karl Warden – MT dance workshop.

The design/tech area did not bring any professional artists to campus this semester, but did encourage, sponsor and support 22 design/tech students to go to the USITT-Southwest (United States Institute for Theatre Technology)Symposium in Norman Oklahoma for the annual MLK weekend were they attended workshops and 10 participated in the annual student design/tech/management competition where they received feed back from up to 5 working professionals including Rafael Jaen, the author of numerous books on rendering and resume/portfolio building.

25 students attended KCACTF (Kennedy Center American College Theatre Festival) held in San Angelo, Texas where they presented work, participated in acting auditions, and Musical Theatre auditions. They attended 4 theatrical productions and attended workshops.

Results Description

The expertise or experience that the students attending classes given by guest artists is difficult to assess. However, those students attending the two festival/symposium experiences and who entered contests, can be measured. Of the 10 students attending USITT-SW that entered the competition, first and second place in Costume Construction went to 2 students from SHSU. First place in Props and Scenic art also went to an SHSU student. Third place in Stage Management went to a SAM student. During the 4 days of competition at KCACTF the 144 contestants in the Irene Ryans (15 of which were from SHSU) were reduced in number to 6 from SHSU out of 32 for the Semi finals and 1 out of 16 from SHSU in the finals. In the Musical Theatre Initiative there were 66 nominees, 13 from Sam. 3 SHSU students made the finals. The runner up and winner were both from SHSU and when the winner went to compete at the Kennedy Center against winners from across the United States, he won the top prize.

Support of guest artists and regional festivals

Action Description
The department will continue to support the attendance of our students to both USITT-Southwest and KCACTF. Both Festival/Symposiums benefit the students in exposing them to other Universities and professionals in their chosen fields of study. The department will also continue to bring in working artists from around the country to augment classroom experiences. The design/tech area, specifically needs to invite working artists to the campus to increase their students' experience.

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 and Production 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.

The department supports two student organizations related to career paths in theatre. Alpha Psi Omega is an honorary fraternity that centers encompasses acting, directing and general production areas. The United States Institute for Theatre Technology (USITT) student chapter is a nationally recognized chapter that promotes the sharing, learning and artistry surrounding theatre design, technology, and stage management. Both organizations support classroom and production involvement in the department. At present the later, USITT is very active in the region and in representing the department with production work at the annual

design/tech/management competition, many receive commendation for excellence.

Results Description
The jury system that has been put into place appears to be successful in determining the level of students' growth. The department will continue to hold semester juries. The department is committed to continuing the juries as they are presently operating. The addition of additional degree programs would help to fill the needs of those students who succeed in multiple areas. If the BFA in Theatre is approved, the department will have one member from each of the following areas: acting , design/ tech, and history and criticism area in attendance for each jury. The BA degree would not be juried.

The department's chapter of Alpha Psi Omega continues to falter. They are searching for the drive and focus to succeed. Different advisors have attempted to spark interest, but have been unsuccessful. The USITT student chapter at SHSU sent 22 students to the regional Symposium and won awards in 5 categories- 3 first places. Although competition is not the primary reason for attending the Symposium, the entry and success of the students there, supports the positive training they receive at SHSU.

Expanded jury system

Action Description
If the BFA in Theatre is approved, a detailed requirement rubric will have to be created. This degree will also be juried at the end of each semester. A student may jury for as many areas as he or she wishes in a single semester. For example a student could jury for the acting/directing program and the BFA in Theatre in the same semester. If they are accepted to both, then they will discuss with their advisor the logical, most beneficial program for them to follow.

Student organizations

Action Description
The department will continue to support Alpha Psi Omega, and hopes to help the organization find a focus and direction to succeed. At least for one more year.

The department will continue to support the USITT student chapter at SHSU by providing guidance and continued support for those student wishing to enter the deign/tech/management competition.

The Musical Theatre students will be encouraged to organize a student organization that will serve to provide opportunities to perform and to fund raise for the Musical Theatre program and Musical Theatre Senior Showcase.

Development of a theatre emphasis

KPI Description
The department sent forward the need for the reinstitution of the former BFA in

theatre with some adjustments to the Dean's office. The loss of the original BFA in Theatre has caused continued confusion surrounding this degree.

Results Description
Because of the absence of the BFA in Theatre, it has been suggested that the department applies through the University Curriculum committee for a new BFA in Theatre. This should be ready for consideration for the early fall 2017 semester. The possibility of an additional degree- a BA in Theatre was also discussed.

BA in Theatre

Action Description
The department will discuss creating a BA in Theatre in which those students that do not jury into one of the existing programs or the BFA in Theatre that we hope to have approved for Fall of '18, can be advised into.

BFA in Theatre

Action Description
The department is charged with formalizing a request for a BFA in Theatre to be presented to the curriculum committee in September 2017. The department will create the paperwork necessary to put this emphasis forward.

Recruitment of qualified students

KPI Description
The department attends a number of festivals across Texas where they actively participate in acting, design/tech, and musical theatre auditions. This year the department moved out of state to a similar festival in Colorado.

To determine the effectiveness of the festival auditions, the department created a survey so as to determine how our present students found their way into the department. This was given to our present student body from freshman to seniors.

The Musical Theatre program launched a new viral marketing and recruiting platform. This program gave the program more visibility on Face Book, Instagram and YouTube. This tool was used as part of the marketing for productions, Senior Showcase, sponsorship opportunities, current student and alumni news, department and Musical Theatre program events, auditions, etc.

Results Description
Based on the finding of the survey, it was determined that the two most influential factors behind the students decisions were high school or Jr. College teachers recommendations and parental support for the program. Only two festivals showed more than 2 students identifying a festival as the reason for their decision to come to SAM. Those were Thespians and TETA.

The addition of the new Musical Theatre social media marketing and recruiting platforms provided for much of the success for the nearly sold out performances of "Hairspray" as well as increased numbers of students auditioning for the program.

Festival recruitment

Action Description
The department will look to support the ongoing attendance of both TETA and Thespians for purposes of recruitment. We will explore traveling outside our region for other recruitment opportunities.

Social media marketing

Action Description
The creation of the Social media marketing campaign was successful. The other areas of the program will launch their own Social media campaign this year while Musical Theatre will continue to expand.

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

Facilities upgrade

KPI Description
The Dean provided funds for the addition of full length wall mirrors for one of our rehearsal rooms.

The department continued to utilize the design room in the University Theatre Center for academic courses that require smart classroom equipment.

Results Description
The rehearsal room is now equipped to fully serve the needs of classes that involve dance and movement. It also allows this space to be better used as a rehearsal space for those productions that involve dance or movement components. For classes, this allows for flexibility in scheduling since the theatre department is not dependent on using the dance department's spaces.

The lecture courses continued to utilize the design room when not able to be scheduled into GPAC240 (the academic smart classroom within the performing arts complex). The use of a projector and computer is integral to some of the courses taught in this space. The projector is not adequate for the function it is asked to do.

Upgrade of classroom spaces

Action Description
The increased flexibility of one of the rehearsal rooms in the Performing Arts Center is greatly appreciated. The department is looking next to upgrade the Design room in the University Theatre Center with a proper projector to allow for the flexibility that this would allow to the academic and design areas within the department.

Production funds

KPI Description
The department, with aid from the President's office, began a search for underwriters for one or more of the department's productions. The focus was placed on the spring musical: "Hairspray", chosen in conjunction with the President's office. The high profile created by bringing in the associate choreographer from the TV production: "Hairspray, Live" to direct and choreograph SHSU's production was used as a selling point to the community and any potential underwriters.

Results Description
$10,000 was added to the production budget for "Hairspray" from an underwriter. This allowed for an increase in both set and costume budgets that allowed for an increase in visual effects.

Increase in production funding

Action Description
A continued effort for the underwriting of one or more of our productions by outside sources will continue in 2017-2018. The department budget will also be examined for the possibility of raising the budgets in this area.

Raise Money For Scholarships

Performance Objective Description
Increase funds raised for scholarships.

Monies Raised Through Gala and workshops

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 yearly UIL workshops for regional high schools was planned for the spring semester. The directing faculty and technical students and staff planned a week of workshops in March for area high schools that pay a fee for a review of their UIL one act play submissions. A small fee was charged for each review. This year, the department was unable to provide this service because the UIL festival was moved to

early February, which meant schools would not be ready for assessment at a time when the department could work with the individual high schools.

The Musical Theatre coordinator has continued work on a project that will provide financial support for the acquisition of professional musicians for the Musical Theatre programs functions.

Results Description
The department raised approximately $12,000 during the Gala to be used for theatre scholarships in the spring'17 and fall '17 semesters.

The loss of the $3,000 raised during the annual UIL workshop week reduced the number of department workshops by 6 that were available to distribute to worthy students.

The Musical Theatre coordinator raised, through donations, funds that help to support the orchestras for the department's musical productions.

Continue scholarship and department funding

Action Description
The department will continue the Gala as it has in the past with a new eye to increasing its patron base. Additional fund raising will be searched out. The integration of a department reunion of past majors with scholarship funding will be looked at.

The ongoing work to subsidize the cost of the orchestra for the department's musicals will continue.

Closing Update

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Recruitment for the top high school and transfer students by attending festivals and recruitment venues continued this year. The department also created a survey that it administered to its majors this fall to determine who or what influenced their decision to attend SHSU as a Theatre or Musical Theatre student. The results of the survey showed that although many students who presently attend SHSU may have made contact with a reviewer at one of the festivals, their decisions were based more on parental or teacher mentor recommendations than meeting a recruiter at one of the many events we attended. The department did send a recruiter to a Colorado recruitment event and had positive feedback from a number of students. It should also be noted that many students in Colorado had heard about the department. Our department once again attended KCACTF this year. This year both the runner up and winner of the Musical Theatre Initiative were from our department. The finalist went to the Kennedy Center and won the festival.

The NAST document was completed and the on sight visit occurred in late April. We are expecting the written response in mid June. The faculty along with the upper administration will then use this as a tool to further explore areas of improvement.

The reworking of the BFA in Theatre did not progress although discussions began in the early Fall along with a brief discussion of reinstating the BA.

Fund raising through the Gala has remained stagnant compared to previous years. The department did not find an additional fund raiser after the loss of the UIL Workshop week.

Update of Progress to the Previous Cycle's PCI
Academically the department needs to work on fixing the problems within our emphases other than Musical Theatre. This is perhaps the most pressing matter that needs to be addressed.

The department has shown well in recruitment and festival venues.

The review by the whole faculty, after receiving the official NAST report in June, will give a foundation for additional department discussions on strengths and weakness.

Plan for Continuous Improvement

Closing Summary
The department will create a department tenure and promotion policy to augment the University's policies. This will be distributed to all faculty. The policies will be created by tenured and tenure track faculty. The individual specialties may have specific and differing requirements especially concerning creative accomplishments.

The department will also update and distribute the theatre manual to all students, returning and incoming at the general department meeting at the beginning of the fall semester.

The department will continue to work on creating the appropriate paper work to begin and hopefully have approved, the reinstatement of a BFA degree in Theatre. The goal is to have the paperwork ready and to the University Curriculum committee in the early Fall'17 semester. The department will also discuss the pros and cons of reinstating the long absent and dissolved BA program. This , if it is to move forward, should be ready for University consideration in 2018. The need to continue to work through Campus Labs and to align the degree requirements with logical degree plans to rectify substitutions will also be dealt with. If the BFA in Theatre is approved, then a new jury rubric will need to be created.

Continued application for outside underwriting of departmental productions will continue as will a discussion on how to alter the Gala or create different fund raising venues to earn scholarship money for our students.

Additional areas of concern present in the NAST document will be reviewed and acted upon after the entire faculty has had a chance to review and digest the document. Items of concern will be prioritized for action.

Assessment Plan Summary
Department: Health Sciences, College of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Curriculum - Preventative Health And Wellness

Goal Description
The degree programs in the COHS will incorporate relevant preventive health and wellness content that is applicable for the individuals and special populations within their specific discipline.

Related Items/Elements
Curriculum - Preventative Health and Wellness

Performance Objective Description
A minimum of six academic units of preventive health and wellness content will be required in the curriculum of each undergraduate degree program in the COHS; and a minimum of four academic units of preventive health and wellness content will be required in the curriculum of each graduate degree program in the COHS.

Curriculum - Preventative Health And Wellness

KPI Description
The staff in the Dean's office will ensure that all of the undergraduate degree programs include a minimum of six academic units of preventive health and wellness instruction; and the graduate programs include a minimum of four units of preventive health and wellness instruction in the COHS.

Results Description
All of the graduate and undergraduate degree programs were reviewed by the assessment coordinator for the COHS to determine if the minimum number of academic units of preventive health and wellness instruction was achieved. This goal was achieved again this year, and every undergraduate and graduate degree program in the COHS has multiple units of instruction that focuses on preventive health and wellness that is relevant to their specific discipline. All of the undergraduate programs in the COHS require KINE 2115: Lifetime Health and Wellness, which has 14 academic units of preventive health and wellness instruction that emphasizes these criteria throughout the span of life.

Curriculum - Preventative Health and Wellness

Action Description
The inclusion of course content that focuses on preventive health and wellness is a fundamental principle of each degree program in the COHS. This content area is also required in the degree programs that are seeking accreditation and those working to maintain accreditation. During this assessment cycle, the academic units of preventive and wellness instruction were delineated by undergraduate and graduate programs. The program coordinators and department chairs will review the criteria for this goal for the next assessment cycle to determine if additional academic units of preventive health and wellness instruction need to be increased at both the undergraduate and graduate level. 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.

Curriculum - Writing Enhanced Courses (W-Courses)

Goal Description
COHS students will have improved writing skills upon graduation.

Related Items/Elements
Curriculum - Writing Enhanced Courses

Performance Objective Description
A COHS Writing-enhanced Course (W-Course) Policy will be developed and a static list of COHS writing enhanced courses will be established. Each degree program in COHS will offer six (6) credit hours of writing enhanced courses.

Curriculum - Writing Enhanced courses

KPI Description
In response to the university-wide action of writing-enhanced designations being removed from course descriptions and writing-enhanced course policies being handed to the Dean of each college, a COHS W-Course Policy and procedure will be drafted by Associate Dean Dr. Emily Roper and in collaboration with the Dean, Chairs and faculty.

A COHS Writing Enhanced course list will be developed in collaboration with the Dean, Chairs and faculty.

The syllabus of each COHS W-course will be submitted to the Dean's office. A rubric will be developed in which to evaluate the syllabi for specific criteria to meet minimum writing enhanced course standards.

A W-Course Committee of approximately five tenured and/or tenure-track will be developed. Each committee member will be assigned approximately two of the syllabi with instructions to evaluate the syllabi according the rubric. All completed rubrics will be submitted to the Dean's office.

Results Description
A COHS W-Course Policy was drafted by Dr. Emily Roper. A final version was

approved and made effective beginning Spring 2017. A copy of the policy is attached. A W-course committee was developed. The members are:

Dr. Page Glave, Dr. Daphne Fulton, Dr. G. Kevin Randall, Dr. Emily Roper - Chair, Dr. Anne Stiles, Ms. Kerry Berry - Admin

A list of the COHS W-courses is attached which also includes the reviewers. List is static. At this time, all sections of each course have the writing enhanced designation.

The W-course syllabi review for Fall 2016 was completed. The results were returned to, and discussed with, the respective course instructors.

Rubric Wcourse Syllabi COHS Spring 2017

W-course policy - COHS

Curriculum - Writing Enhanced Courses

Action Description
The W-Course Policy has been written, approved and enforced beginning Summer 2017.
The W-Course List will be reviewed annually as a matter of regular business in the Dean's office to determine whether or not courses need to be added or deleted; however, a full assessment will not be necessary for each assessment cycle.

The Dean's office will establish procedures and training to assure that all COHS faculty have appropriate w-course training to assure syllabi and course content meet the criteria set out by the Dean's office. The procedures and trainings will occur as a matter of regular business in the Dean's office and will not be assessed at each assessment cycle.

Diverse Learning Experiences for Students

Goal Description
Deliver a variety of learning opportunities and strategies that incorporate serving diverse populations and communities.

Related Items/Elements
Diverse Learning Experiences - Community Engagement

Performance Objective Description
During the 2016-17 academic year, COHS students will organize, promote, and facilitate at least two health and wellness events that will reach a diverse population on and/or off campus.

Diverse Learning Experiences - Community Engagement

KPI Description
Department Chairs will provide data to the Dean regarding faculty and student participation in community engagement activities. This data will be compiled into a report for assessment and accreditation purposes.

Results Description
The COHS met the criteria established in Objective I of the goal. Departments reported 28 different health and wellness activities conducted during the assessment cycle that included students, faculty, and staff. COHS students, faculty, and staff 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 and Costa Rica(Nursing students); 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 - Community Engagement

Action Description
The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean's office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college.

Community engagement and service activities are embedded in the health sciences disciplines. The COHS will continue to promote and support these activities and involve the faculty, staff, and students within the college. A total of 11 courses in the COHS have the ACE designation, and students have planned and facilitated health related activities to at-risk populations in the Walker, Montgomery, and Trinity County communities.

Diverse Learning Experiences - Student Organizations

Performance Objective Description
All COHS degree-seeking students will have a relevant COHS student organization for which they can become involved. The student organizations will benefit the degree options facilitated in the COHS departments.

Diverse Learning Experience - Student Organizations

KPI Description
Department Chairs will provide data to the Dean regarding student membership in student organizations. This data will be compiled into a report for assessment and accreditation purposes.

Results Description
The COHS met the criteria established in Objective 2 of the goal. There are 11 registered student organizations within the COHS, and each department provides experiential learning activities through these organizations that provides students with an opportunity for the career they are seeking upon graduation. 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, and SMASH – Sport Management Alliance at Sam Houston.

Diverse Learning Experiences - Student Organizations

Action Description
The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean's office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college.

Student organizations serve as a viable opportunity for COHS students to gain professional skills, develop networks, conduct community engagement activities, and learn the competencies associated with their future profession. The departments within the COHS will continue to provide diverse learning opportunities for their students through service activities that are offered through the student organizations.

Diverse Learning Experiences - Study Abroad

Performance Objective Description
COHS will promote and encourage students to participate in study abroad experiences that focus on preventative health and wellness with global partners in international settings.

Diverse Learning Experience - Study Abroad

KPI Description
A minimum of eight (8) COHS students will complete at least one study abroad experience during the 2016-17 academic period.

COHS will collaborate with global partners to develop study-abroad applied learning opportunities for students with the focus on health and quality of life for rural communities in other countries.

Department Chairs will provide data to the Dean regarding student and faculty participation in study abroad activities. This data will be compiled into a report for assessment and accreditation purposes.

Results Description

The COHS met the criteria established in Objective 3 of the goal. During the assessment cycle, the School of Nursing participated in a study abroad trip to San Jose', Costa Rica and Leon, Nicaragua. A total of eight students and two faculty studied in Nicaragua, and a total of eleven students and two faculty studied in Costa Rica. Students and faculty participated in regional health activities, observed care in hospitals and clinics, and provided education to the indigent populations within these developing countries.

Diverse Learning Experiences - Study Abroad

Action Description

The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean's office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college. 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. The Office of International Programs is working with the COHS to develop opportunities for students to experience cultural immersion programs within the State of Texas as well as out of country.

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 Research

Performance Objective Description

The tenure and tenure-track faculty in each department shall 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-base component.

Innovative Research

KPI Description
In respect to scholarship, the tenured and tenure-track faculty will successfully complete one significant research activity during the assessment cycle.

Results Description
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. The 35 tenured and tenure-track faculty on their FES report documented the following totals:

* Peer-reviewed Publications - 52
* Presentations - 72
* Research-based Grants - 14
* Juried Exhibitions - 4
* Juried Collection - 1

This equates to 4.10 activities as compared to 5.36 activities for the previous assessment cycle (Note: The number of faculty increased from 28 to 35 during the 2016-2017 cycle).

Innovative Research

Action Description
Beginning 2017-18, COHS will begin tracking faculty teaching scores, research, and service in order to develop internal historical data on all faculty, to determine areas of weaknesses, and to develop strategies to overcome those weaknesses. The COHS will create a database of faculty Research per academic year. The database will be updated annually to track types of, and numbers of research being accomplished by individual faculty and COHS as a whole. This will also work in conjunction with our efforts in obtaining funding for new research opportunities.

The pursuit of quality faculty scholarship has been emphasized within the college that is discipline specific. Writing Accountability Groups, research clusters, and college-wide presentations focusing on scholarship were implemented to improve faculty scholarship during the assessment cycle. In addition, several senior faculty serve as mentors to junior faculty to assist them in their research endeavors.

Innovative Teaching

Performance Objective Description
The tenure and tenure-track faculty will have an IDEA rating higher than the national IDEA database.

Innovative Teaching

KPI Description
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 faculty in the COHS achieved higher teaching evaluations in the IDEA Student Ratings of Instruction when compared to the IDEA database with a summative average of 4.3 to 4.2 respectively. 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:

Overall Outcomes	Unit Average	IDEA Average
Progress of Relevant Objectives	4.2	4.1
Excellence of Teacher	4.2	4.3
Excellence of Course	4.3	4.2
Summary Evaluation	**4.3**	**4.2**

Innovative Teaching

Action Description
This important goal has been achieved during the previous two assessment cycles; however, the goal will remain as an integral data point for the college.

Excellence in teaching is a priority in the COHS, and presentations focusing on the IDEA system and on-line teaching have been made during the year. Senior faculty continue to serve as peer mentors to junior faculty to help them improve their teaching scores.

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 2015-2016 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.

Update of Progress to the Previous Cycle's PCI

The College of Health Sciences is pleased with the overall results of the 2016-2017 CampusLab Cycle Findings. Four goals were established for the 2016-2017 assessment period as reflected below:

Goal I: Diverse Learning Experiences with a focus on community engagement, student organizations, and study abroad experiences;

Goal 2: Innovative Teaching and Research with a focus on discipline specific faculty scholarship and excellence in teaching;

Goal 3: Preventive Health and Wellness with a focus on program curriculum that is aligned with applicable health and wellness content for specific disciplines; and

Goal 4: Writing Enhanced Courses with a focus on the enhancement of student writing skills through writing enhanced opportunities for students.

During the assessment cycle, the COHS implemented a structured submission cycle that includes a timeline that is unique to the college and relates to the course rotations of the various degree programs. Also, an assessment coordinator has been identified in the college whose primary responsibility is to ensure that assessment and accreditation data is captured and reported to the necessary administrative personnel and agency/organization. The assessment coordinator has worked with the program coordinators and department chairs to ensure that the 2016-2017 data is reflective of the college and department goals and KPIs, and the student learning outcomes associated with each degree program in the college. The importance of assessment has been continuously emphasized at the college, department, and program levels throughout the college.

Plan for Continuous Improvement for 2017-18

Closing Summary

The College of Health Sciences will continue to maintain the aforementioned goals during the 2017-2018 assessment cycle with possible revisions of the objectives within each goal. These revisions will result from feedback generated by the program faculty, program coordinators, department chairs, and the Dean's office.

Goal I focused on *Diverse Learning Experiences.* The goal was achieved at all levels of objectives and KPIs 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. Special attention will be given to increase the study abroad and cultural immersion experiences for students in the COHS.

Goal 2 focused on *Innovative Teaching and Research.* The research component of the goal was achieved by the tenured and tenure-track faculty, and the teaching component of the goal was achieved by all of the adjunct, tenure, and tenure-track faculty. Again, this year, directed assistance will be given to the successful instruction of on-line courses during the next assessment cycle.

Goal 3 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. Courses taught at the undergraduate and graduate level will be assessed for this valuable content during the next cycle.

Additional Goals:

Goal 4: Staff and Faculty Development. The COHS will strive to enhance the professional development of the staff and faculty. These initiatives will ultimately improve work productivity for the staff, and teaching and research activities for the faculty.

Goal 5: Learning Communities: a) The COHS will evaluate the retention rate and GPAs of the first learning community cohort that began Fall 2017. b) The COHS will collaborate with various departments across campus to determine the feasibility of establishing a learning community for Pre-Nursing students and/or medically-oriented students.

In addition to these five goals, the COHS received the Educational Advisory Board (EAB) Academic Performance Solutions Report, the COHS experienced a 19.4 percent increase in three-year growth in attempted credit hours by college. This was the largest rate of growth in the university for the three-year period; and compares to the growth rate of CJ (4.5 percent), COBA (4.5 percent), CFAMC (2.6 percent), COSET (1.9 percent), CHSS (0.4 percent), and COE (-4.3 percent). The median course completion rates by the college was 96.4 percent for majors enrolled in degrees offered in the college and 100 percent for students enrolled in courses required for majors outside of the college (EAB refers to this group as *service majors*). This completion rate for the COHS was aligned with the other colleges in the university.

The college had the lowest amount of non-research direct costs when compared to other colleges ($9.2 million dollars). Non-research direct costs include employee benefits, non-instructor salaries, general operating expenses and instructor salaries. The non-research costs associated with other colleges in the university were COSET ($21.7 M), CHSS ($20.9 M), COBA ($19.1 M), CJ ($15.2 M), and CFAMS ($14.3 M). The COHS will continue to pursue these impressive rates during the next academic year. Promotion and discussion of the EAB results will be shared with donors and administrators in an effort to provide additional faculty, staff, and research related resources for the degree programs in the college.

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, Goals, and Expected Outcomes

Goal Description
The School of Nursing is nationally accredited by Commission for Collegiate Nursing Education (CCNE). This goal and its related objectives align with one or more of the standards set out by CCNE.

The mission, goals and program outcomes shall demonstrate congruence with the parent institution, college and professional standards of its accrediting agency.

Related Items/Elements
CCNE Standard 1: Academic Policies

Performance Objective Description
The School of Nursing falls is in the College of Health Sciences at Sam Houston State University. The School of Nursing's academic policies are congruent with academic policies of the both the college and university.

CCNE Standard 1 - Academic Policies

KPI Description
Academic policies within the Faculty Staff Handbook and the Student Handbook are reviewed annually for needed updates due to changes initiated during the assessment period by the School of Nursing, College of Health Sciences or the university. Academic policies for the School of Nursing shall be reviewed annually for congruence with the college and university.

Results Description
Student Handbooks (prelicensure and RN-BSN) were updated in June, 2017 to reflect the newly approved tardy guidelines and the edits provided in the review by legal counsel. The Faculty Staff Handbook was revised with the updated organization chart for the School of Nursing. Position responsibilities for faculty, coordinators, and staff were revised to be more concise. Policies and procedures were included for notifying at-risk and failing students.

CCNE Standard I - Academic Policies

Action Description
The newly revised Student Handbook is ready for dissemination to School of Nursing students beginning Fall 2017 semester. The newly revised Faculty Staff handbook is ready for dissemination to School of Nursing faculty and staff beginning Fall 2017

CCNE Standard I - Documents and Publications

Performance Objective Description
SHSU School of Nursing documents and/or publications shall be accurately published with a clearly communicated process for making and disseminating changes. Such publications shall include, but not be limited to handbooks, bylaws, website and marketing materials.

CCNE Standard I - Publications

KPI Description
Publications shall be reviewed annually for accuracy. Revision dates are clearly noted, primarily in the footer. Publications and their method of dissemination shall include:

* Student Handbook - published for student accessibility on Blackboard, cohort page. Also accessible by nursing faculty and staff on shared t drive

* Faculty/Staff Handbook - accessible by nursing faculty and staff on shared t drive

* Bylaws - accessible by nursing faculty and staff on shared t drive

* Website - http://www.shsu.edu/academics/health-sciences/nursing/

* Marketing materials - Flyers and other marketing materials are disseminated a) to the Undergraduate Admission office Counselors for their Fall on-the-road marketing campaign; b) via email to prospective students and other interested parties; and c) to any interested party at a variety of recruitment events throughout the year.

* Meeting minutes - accessible by nursing faculty and staff on shared t drive

Results Description
Due to the recent changes in state norms regarding students' admissions to nursing schools in the State of Texas, as reflected in THECB's state-wide study (Satin grant), the School of Nursing presented changes to their Admissions Standards which were approved by APR and Faculty Assembly.

The new Admission Standards updates include: 1) a heavier weight on prerequisite courses' GPA as opposed to a candidate's overall GPA; and 2) a heavier weight given for the Reading Comprehension and Science scores from the candidate's TEAS test as opposed to the candidate's overall TEAS test score. Math was found to not be a predictor on the state-wide study (Satin grant).

The review of admission criteria and curriculum is documented in the Advising Team meeting notes. The website was updated and the Student Handbook and the

Faculty Staff Handbook were revised during summer 2017 to reflect admission standards update. The RN-BSN flyer, BSN flyer, and website were updated by marketing to reflect admission standards update.

CCNE Standard I - Publications

Action Description
Review admissions data from incoming cohorts and document comparative data from prior cohorts in regards to updated criteria in admissions standards.

CCNE Standard I - Faculty knowledge of missions, goals, and expected outcomes.

Performance Objective Description
Expectations related to the School of Nursing's mission, goals, and expected student outcomes are clearly communicated to faculty to reflect professional nursing standards and guidelines and the needs and expectations of the community which it serves.

CCNE Standard I - Expectations of the Faculty Role

KPI Description
The expectation of the faculty's role and any changes therein shall be clearly and concisely noted in the Faculty job description, orientation agenda and/or minutes from faculty meetings. Full-time faculty are required to attend 1) SHSU orientation facilitated by Human Resources offered prior to the beginning of every long semester, 2) New Faculty Orientation facilitated by the School of Nursing offered prior to the beginning of every long semester , and 3) Faculty Investment seminar facilitated by PACE offered prior to the beginning of every long semester. Full-time faculty are highly encouraged, but not required, to attend the COHS Fall Kickoff luncheon/workshop offered at the beginning of the Fall semester. Full-time faculty are expected to attend a bi-monthly faculty meeting facilitated by the School of Nursing and which meeting minutes are accessible to all faculty via the shared t drive.

Results Description
New faculty hired in fall 2016 attended the university faculty orientation in August 2016. The spring faculty hire attended August 2017. Nursing orientation was held in August and January and all new hires participated. The orientation agenda is available on the shared t drive. Job qualifications and responsibilities are in the faculty staff handbook. Faculty assembly minutes are available on the department shared drive and all faculty have access.

CCNE Standard I - Expectations of the Faculty Role

Action Description
The New Faculty Orientation facilitated by the School of Nursing shall be reviewed for quality content and updated as deemed appropriate.

CCNE Standard I - Faculty knowledge of mission, goals and expected outcomes.

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. The updates and changes will be discussed with faculty during regularly scheduled meetings. The updates and changes will be documented as required by national accrediting organization CCNE, in meeting minutes, and also in SHSU assessment software.

Results Description
CCNE is in the process of reviewing and revising its standards. The School of Nursing will continue to monitor the status of the updates in preparation for a self-study report and onsite visit in October 2018.

CCNE Standard I - Faculty knowledge of mission, goals and expected outcomes

Action Description
The School of Nursing will continue to monitor the status of CCNE's changes to their standards and shall implement those updates in preparation for a self-study report and onsite visit in October 2018.

CCNE Standard I - Mission Statement Review

Performance Objective Description
The mission statement of the university, College of Health Sciences and the School of Nursing shall be compared for congruence every 3 years and as needed. The last review was conducted Spring 2018. The next review shall be Spring 2018.

CCNE Standard I - Mission Statements Cross-walk

KPI Description
A cross-walk table will be developed to compare the mission statements between the university, the College of Health Sciences and the School of Nursing. The cross-walk will demonstrate 100% congruence. Once the cross-walk is complete and 100% congruence is confirmed, a review of the same shall be conducted every three years or when the university's, college's, or school's mission, goals and/or outcomes have been revised.

Results Description
A cross-walk table was designed and completed which outlines the missions statements and goals of the university, College of Health Sciences, and School of Nursing. A review of the cross-walk's currency was completed and it was determined that the three areas are in alignment with one another in regards to mission statement and goals.

CCNE Standard I - Mission Statement Crosswalk

Action Description
The Mission Statement Cross-walk table is scheduled for review on a three-year cycle. The next review shall be conducted in Spring 2018.

CCNE Standard I - Program Governance

Performance Objective Description
Faculty and students participate in program governance. Nursing faculty participate in school, college and university governance through a committee structure.

CCNE Standard I - Program Governance - Committees

KPI Description
Full-time nursing faculty members shall serve on a committee at the school, college, and/or university level. Committees shall include:

1. Executive Committee, 2. Admissions Progression and Retention (APR) Committee, 3. Curriculum Committee, 4. Faculty/Staff Affairs Committee,5. Laboratories Facilities Committee, 6. Student Affairs Committee, and 7. Testing Committee.

Results Description
Attached is a list of the committees and faculty members of the committees for this assessment cycle. The document reflects that 100% of faculty served on a School of Nursing committee; 30% of the faculty served on a college committee; and 22% served on a university committee during this assessment cycle.

Committees - 2016-17

CCNE Standard I - Program Governance - Committees

Action Description
Encourage new 2017-18 faculty members to serve on committees.

CCNE Standard I - Program Governance - Meeting Minutes

KPI Description
Committee meeting and faculty meeting minutes reflect faculty and student participation in governance decisions.

Results Description
Meeting minutes located on the shared drive reflect issues presented by faculty and students. Votes indicate faculty decision making on issues. Students are non-voting members but the minutes reflect their voice on issues.

Minutes sample

CCNE Standard I - Program Governance: - Meeting Minutes

Action Description
Minutes template is working well and displays required elements. Continue

using same for next assessment cycle.

CCNE Standard I - Program Governance - Student Representatives

KPI Description
At least one student representative shall serve on committees which the School of Nursing faculty are also are required to serve. Those committee include:

1. Executive Committee, 2. Admissions Progression and Retention (APR) Committee, 3. Curriculum Committee, 4. Faculty/Staff Affairs Committee,5. Laboratories Facilities Committee, 6. Student Affairs Committee, and 7. Testing Committee.

Results Description
Nominations for committee representation was solicited among students in the nursing program. Student representation on committees inlcude:

Executive Committee - no student nominations, no student representative

Admissions, Profession and Retention Committee - Vita Resilia

Curriculum Committee: Jenna Baker

Faculty/Staff Affairs - no student nominations, no student representative

Laboratory Facilities: Paloma Garcia-Duran

Student Affairs: Lucy Devillier (S1) and Jessica Dominguez (J1)

Testing: no student nominations, no student representative

CCNE Standard I - Program Governance - Student Representation

Action Description
Assess how the nomination process is handled. Improve process to avoid vacancies in student representation on committees.

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
CCNE Standard II - Academic Support Services

Performance Objective Description
Academic support services offered by the university, college and school shall include but not be limited to technology, tutoring services, full library access, computer labs and shall

be adequate for student needs.

CCNE Standard II - Academic Support Services

KPI Description
Alumni surveys and end-of-course surveys will reflect adequacy of academic support services 80% of the time. Academic support shall include, but not be limited to, technology, tutoring services, library services, and computer services. Attached are template surveys provided to students.

- 1 - Common Profile Survey
- Exit Survey 2 - Profile Metric
- Exit Survey 3
- Exit Survey 4
- Exit Survey 4B Student Enviro
- Exit Survey 5
- Exit Survey 6
- Exit Survey LimeSurvey - Employer Survey of SHSU BSN Graduates
- Exit Survey LimeSurvey - Sam Houston State University Alumni Outcomes Surve

Results Description
71% of the courses had course reports submitted within 6 weeks of the end of the term. 100% of the end of course reports identified adequate academic support services.

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 60.53%

The table breakdown is seen below:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied	Total
Satisfaction Level of Academic Support Services	0	2	13	17	6	38
Percentage	0.00%	5.26%	34.21%	44.74%	15.79%	

Satisfaction Rating	60.53%

CCNE Standard II - Academic Support

Action Description
Modify surveys to grade individual components rather than aggregate scores.

CCNE Standard II - Budget

Performance Objective Description
The School of Nursing budget will enable the program to fulfill its mission, goals and expected outcomes.

CCNE Standard II - Budget

KPI Description
Budget is submitted annually following consultation with the dean's office to meet ongoing and growth needs.

Results Description
The FY 2016-17 budget provided resources that were in line with the other divisions in the college. With careful planning, the budget was sufficient to cover School of Nursing needs for the academic year. Travel was restricted to clinical supervision and conferences with accepted presentations until late spring. Grant funds were used to pay for faculty development for 2 faculty and to bring consultants to campus one time in the fall and one time in the spring semesters.

CCNE Standard II - Budget

Action Description
The School of Nursing will be merging its Huntsville operations with it's operations in The Woodlands Center beginning Fall 2018. New budget items will be considered when developing/submitting the next fiscal year's budget.

CCNE Standard II - Faculty Performance

Performance Objective Description
Faculty scholarship, professional development, and service activities are reviewed annually as outlined in Faculty Evaluation System (FES) Policy 820317 and in Promotion and Tenure Policy 98024.

Policy - 820317 FES

Policy - 980204 Performance Eval of Tenured Faculty

CCNE Standard II - Faculty Performance: DPTAC Review

KPI Description
Tenure/tenure-track faculty shall undergo the appropriate DPTAC review as outlined in university's Tenure and Promotion Policy 980204.

Results Description
Six tenure-track faculty were eligible for, and received, the appropriate review by the DPTAC. One was eligible for a tenure vote, two were eligible for the 3-year mid-cycle tenure pre-vote, and three were eligible for annual review.

CCNE Standard II - Faculty Performance: FES

Action Description
Continue review as per stated policy 820317 in FY 2017-18.

CCNE Standard II - Faculty Performance: Tenure and Promotion Review

Action Description
Continue review process as per stated Tenure and Promotion Policy 980204 in FY 2017-18.

CCNE Standard II - Faculty: Annual Evaluation.

KPI Description
The Director of Nursing shall perform an annual evaluation on all faculty in the School of Nursing.

Results Description
In March 2017, and in lieu of a Director, the Interim Director performed annual evaluations on all faculty in the School of Nursing. The evaluation results were shared with the respective faculty. Reports were placed in the respective faculty personnel files and a copy was forwarded to the COHS Intermin Dean.

CCNE Standard II - Faculty: Annual Evaluation

Action Description
Continue managing annual evaluations. Analyze the process of annual evaluations for possible improvements.

CCNE Standard II - Organizational Structure

Performance Objective Description
The organizational structure of the School of Nursing meets the ongoing needs of the School of Nursing.

Org Chart Fall 2017
SON Org Chart Rvsd 8-2016

CCNE Standard II - Org Structure: Qualified CNO (Director of Nursing)

KPI Description
The CNO (Director of Nursing) shall be 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.

Results Description
In the absence of a Director of Nursing, the School of Nursing appointed an Interim-Director in FY 2015-16. The Interim-Director was reappointed in June, 2017.

CCNE Standard II - Org Structure: Qualified CNO (Director of Nursing)

Action Description
The College of Health Sciences is currently led by an Interim Dean. A Director of Nursing will be placed after a Dean for the College of Health Sciences has been hired. A Dean's search is currently under way.

CCNE Standard II - Org Structure: Qualified Faculty

KPI Description
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.

Results Description
Full-time and adjunct faculty members have the required academic credentials (MSN, PhD, or DNP) and are licensed as Registered Nurses in Texas prior at the time of hire with the university. Transcripts noting the degree and license number and expiration date are maintained in the personnel files.

CCNE Standard II - Org Structure: Qualified Faculty

Action Description
Continue maintaining current process for recruiting and hiring qualified faculty. Review retention rates of SON faculty and determine if there is a need for focused retention efforts.

CCNE Standard II - Qualified Faculty

Action Description
Continue due diligence when hiring faculty.

CCNE Standard II - Org Structure: Qualified Preceptors

KPI Description
Preceptors are confirmed by the SON's Clinical Coordinator as qualified faculty extenders to meet the teaching needs of the School of Nursing as evidenced by licensure, employer competency verification and professional certification. Such documentation is maintained in the office of the SON's Clinical Coordinator and an electronic copy is maintained in Project Concert software. During regular clinical site visits, faculty shall meet with students assigned to site and discuss preceptor

issues. If an issue arise and it is determined that the preceptor is not a good fit for the student, adjustments to schedules may be made or a change in preceptor may be initiated.

Results Description
Preceptor credentials were verified by SON's Clinical Coordinator at the time clinical placements were made. All preceptors meet the minimum criteria. Additionally, during regular clinical site visits, faculty met with students to discuss preceptor issues. No preceptor issues arose during the 2016-17 academic year.

CCNE Standard II - Org Structure: Qualified Preceptors

Action Description
For 2017-18, include sample documentation of faculty-student meetings regarding preceptors.

CCNE Standard II - Physical Facilities

Performance Objective Description
The physical facilities shall be adequate for classroom and laboratory experiences.

CCNE Standard II - Physical Facilities

KPI Description
Exit surveys and course reports will reflect adequacy of physical facilities 80% of the time.

Results Description
Course reports were submitted for 71% of the courses within 6 weeks of course completion. Problems with inadequate space and classroom equipment were identified in 4 courses. The space issues were identified for Huntsville sections of lecture. Lecture capture equipment reliability and ease of use was identified in one course and affected both Huntsville and The Woodlands Center. Adult Health 1 identified some logistical issues with one clinical site early in the semester. These issues were resolved by making alternate clinical arrangements. Due to classroom space limitations at Huntsville campus, the cohort acceptance was modified from 40/20 split to a split of 30/30 beginning fall 2016.

Exit Survey Data: The Classroom Facilities Met my Needs

This past academic year, the classroom facilities met student needs 60% of the time

	Strongly Disagree	Somewhat Disagree	Neutral	Agree	Strongly Agree	Total
Cohort 8	3	9	3	15	11	41
Cohort 9	2	8	11	15	13	49
Total	5	17	14	30	24	90
Percentage	5.55%	18.89%	15.55%	33.33%	26.67%	

Since the inception of the program, the clinical facilities have met student needs 51.19% of the time

	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
Cohort 8	3	9	3	15	11	41
Cohort 9	2	8	11	15	13	49
Total	20	27	24	51	33	155
Percentage	12.90%%	17.42%	15.48%	32.90%	21.29%	

CCNE Standard II - Physical Facilities

Action Description
Prepare for transition of School of Nursing move from Huntsville facilities to The Woodlands center facilities in fall 2018. Continue any needed space modifications to administrative offices, classrooms, lab space and storage to accommodate full cohort of 80 students.

CCNE Standard III - Curriculum and Student Outcomes

Goal Description
The curriculum, teaching learning practices and teaching environment shall be in line with the program's mission, goals and expected student outcomes. The teaching learning practices and teaching environment shall be congruent with and foster student learning outcomes.

Related Items/Elements

CCNE Standard III - Clinical courses - Student/Teacher Ratio

Performance Objective Description
All clinical courses shall meet Texas Board of Nursing's (TBON) requirements for student/teacher ratio of 10 students to 1 faculty member.

CCNE Standard III - Clinical courses: Teaching workload and student/Teacher Ratio

KPI Description
The teaching workload schedule and rosters shall reflect meeting TBON standards for fall spring and summer semesters (see attached standards). Course caps shall be shall be set to maintain student enrollment that meets TBON standards for all

clinical courses. Course rosters shall be verified by the Registrar.

NURS - Clinical Supervision of Students

Results Description
Teaching workload schedules reflect appropriate ratios for faculty and students in all clinical courses and are maintained in office files. Rosters were verified by the Registrar and course caps were set to maintain student enrollment that met TBON standards for all clinical courses each semester. (See attached workload schedule)

NURS Fall 2016 Workload

NURS Spring 2017 Workload

CCNE Standard III - Teaching workload, Student/Teacher Ratios

Action Description
Continue the process for meeting these TBON standards.

CCNE Standard III - Curriculum Structure

Performance Objective Description
The curriculum structure shall be reviewed annually and revised as indicated based on changes in external and internal guidelines.

CCNE Standard III - Curriculum Structure

KPI Description
The BSN degree plan and structure of its curriculum shall reflect curriculum requirements of THECB, TSUS core curriculum, SHSU, and TBON.

Results Description
ATI provides nursing students a standardized test which is a precursor exam for the national RN certification NCLEX test. Due to lower than desired scores on the ATI standardized test and based on scores and comments on the faculty and student course evaluations, the curriculum structure was shifted as follows: Credit hours were shifted between degree specific courses in the curriculum. One clinical credit hour was removed from the older adult course and added to the fundamentals course for didactic credit which will provide students more concentration in needed areas. Patho/Pharm was split into two separate courses: Pathophysiolgoy and Pharmacology. TBON was notified of the changes. The courses continue to meet all state and national requirements.

CCNE Standard III - Curriculum Structure

Action Description
Evaluate ATI standardized test scores to determine if changes made to curriculum structure improved students' scores in affected areas.

CCNE Standard III - Student learning outcomes

Performance Objective Description
Student learning outcomes are congruent with the program's mission, goals, and professional role standards.

CCNE Standard III - Student Learning Outcomes: Curriculum Crosswalk

KPI Description
A curriculum crosswalk shall demonstrate inclusion of program mission, goals, Texas DECs, and Baccalaureate Essentials (AACN, 2008) for each course offered in the School of Nursing.

Results Description
The curriculum crosswalk is currently in the development stage. The curriculum committee is overseeing the process. 100% prelicensure BSN courses have the course objectives mapped to the program student outcomes. 86% of the courses have the course objectives mapped to the Texas Differentiated Essential Competencies and 50% of the courses are mapped to the AACN Baccalaureate Essentials.

All RN-BSN courses have been mapped.

CCNE Standard III - Student Learning Outcome: Curriculum Crosswalk

Action Description
The Curriculum Crosswalk for the BSN program and the RN-BSN program shall be completed during FY 2017-18.

CCNE Standard III - Teaching-learning practices and environments

Performance Objective Description
Teaching-learning practices and environments will support the achievement of expected student learning outcomes.

CCNE Standard III - Course reports

KPI Description
Course reports shall reflect the achievement of desired student learning outcomes 80% of the time. Course syllabi shall be reviewed for student learning outcomes and mapped to program goals and TBON's TX Differential Essential Competencies (TXDECS) and AACN's Baccalaureate Essentials.

Results Description
91.30% of students did not meet course expectations by failing a course during fall 2016 and spring 2017.

276 total students were enrolled in BSN courses the Fall 2016/Spring 2017 semesters. 24 of these students failed to meet course expectations in at least one course.

#Student Failed	Total	%Outcomes Met
24	276	91.30

CCNE Standard III - Course Reports

Action Description
Perform meta analysis on review process to determine if adjustment increase in accuracy benchmark of 80% should be increased.

CCNE Standard III - IDEA Evaluations: SON results compared to Institution

KPI Description
IDEA evaluations shall 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
See attached. SON scores were lower than the institutional and IDEA scores.

Unit-Institution IDEA comparison

CCNE Standard III - IDEA Evaluations

Action Description
A formal program for faculty development was instituted for all faculty in fall 2016. There were additional sessions for newly hired faculty. Formal faculty development will continue in the next academic year.

CCNE Standard III - Idea Evaluations and Student Learning Outcomes

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
The unit average score increased across all 4 objectives from Fall 2016 to Spring 2017 and was higher than the IDEA average on all 4 objectives. See attached document.

IDEA Relevant Objectives Progress AY2017

CCNE Standard III - Idea Evaluations and student Learning Outcomes

Action Description
Continue building data before averages are calculated.

CCNE Standard III - Preceptor Evaluations

KPI Description
Preceptor evaluations by students and faculty shall reflect satisfaction with the experience 80% of the time.

Results Description
Preceptor evaluations were reviewed by course coordinators as part of the course evaluation process. Course coordinators communicate with the Clinical Coordinator regarding the preceptor evaluation. There were no reports of dissatisfaction related to preceptors in Community Nursing, Pediatrics, or Maternal-Child. Leadership had no reported dissatisfaction with preceptors in Fall 2016 (48 placements) one reported dissatisfaction with the preceptor in Spring 2017 (49 placements).

CCNE Standard III - Preceptor Evaluations

Action Description
The one preceptor with the report of dissatisfaction will not be assigned a student in future semesters.

CCNE Standard III - Student Grading and Evaluation Policies an Procedures

KPI Description
Student grading and evaluation policies and procedures are outlined in the course syllabus and applied 100% of the time.

Results Description
Syllabi are reviewed by the curriculum committee and level or program coordinators. 100% of the syllabi outline the grading and evaluation policies and procedures.

CCNE Standard III - Student Grading and Evaluation Policy and Procedure

Action Description
Continue review of syllabi for all courses to assure language for student Grade and Evaluation Policies and Procedures are included. New faculty shall be informed of this requirement during SON's new faculty orientation and shall be reinforced through the mentoring process.

CCNE Standard III - Student Learning Outcomes: Clinical Evaluations

KPI Description
Clinical evaluations shall be graded as pass/fail.

Results Description

No students received failing clinical evaluations in the fall 2016 or spring 2017 semesters.

CCNE Standard III - Student Learning Outcomes: Clinical Evaluations

Action Description
The evaluation tool used to measure clinical evaluations in relation to student learning outcomes shall be reviewed to determine sufficient granularity.

CCNE Standard IV - Program Effectiveness Data

Goal Description
Program effectiveness is demonstrated in the areas of student outcomes, faculty outcomes and other outc

Related Items/Elements
CCNE Standard IV - Faculty outcomes

Performance Objective Description
Faculty outcomes, individually and aggregate, shall demonstrate program effectiveness.

CCNE Standard IV - Program Effectiveness - Faculty Outcomes: Tenure-Track Faculty

KPI Description
Tenure and tenure track faculty will demonstrate adequate performance on the annual DP

Results Description
DPTAC review was conducted for the 6 tenure-track faculty. One faculty member was re all levels). Two faculty were up for 3 year review with a preliminary vote. Both receive track to meet tenure and promotion expectations. The remaining 3 faculty received letter track and were not meeting expectations for tenure at this time.

CCNE Standard IV - Program Effectiveness: Tenure-Track Faculty

Action Description
A writing accountability group will be established in the SON during fall 2017. strongly encouraged to engage with the group. Suggest tenure track faculty con model discussed by Dean Callaway. Also direct them to PACE activities/events track duties. Direct tenure-track faculty to demonstrate progress toward meetin considered for the option of moving to a clinical track position.

CCNE Standard IV - Program Effectiveness - Faculty Outcomes: Scholarship

KPI Description
80% of tenure/tenure-track faculty will show evidence of scholarship activities toward ten

Results Description
71% of faculty had a conference presentation or poster presentation reported on the FES f for DPTAC review do not count presentations as meeting criteria without publications. 4 accepted or published.

CCNE Standard IV - Program Effectiveness - Faculty Outcomes: Scholarship

Action Description
Plan internal faculty development in conjunction with Office of Research and Sp
connect tenure-track faculty with the people and tools to locate funding for resea
together information for funding request proposals.

CCNE Standard IV - Program Effectiveness - Faculty Outcomes: Service Activities

KPI Description
Faculty will demonstrate evidence of service activities that support the mission of the SO
each year. The Faculty Evaluation System shall reflect at least 80% of SON faculty parti

Results Description
100% of faculty met the minimum expectations for School of Nursing committee service
the faculty attended the expected university ceremonies. All faculty participated in comm
activities.

CCNE Standard IV - Faculty Outcomes: Service Activities

Action Description
An annual report of faculty service activity information will be provided to the I
semester, beginning FY 2017-18.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Formal Complaints

Performance Objective Description
Records of all formal complaints are reviewed and analyzed.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Formal Compaints

KPI Description
Formal complaints are reviewed as outlined in the appeals and grievance policies.

Results Description
There were three grade appeals. Two students appealed to Tier 6 (COHS Dean). One stu
retake the final exam. The student subsequently passed the course. Exam review policie
semester.

One student was denied the appeal and the failing check-off grade stood. The student is e

The third student appealed to Tier 3 (Level Coordinator) regarding absences. The studen
denied by the level coordinator.

There was one dismissal appeal. The COHS APR committee recommended allowing the
required additional measures (online course and volunteer hours) to demonstrate meeting
granted the diploma.

All responses to formal complaints were handled according to grievance and appeal polic

CCNE Standard IV - Program Effectiveness - Student Outcomes: Formal Com

Action Description
Continue to adhere to grievance and appeal policies.

CCNE Standard IV - Program Effectiveness: Master Program Evaluation Plan (MPEP)

Performance Objective Description
Master Program Evaluation Plan (MPEP) is in place and data collection is ongoing.

CCNE Standard IV - Program Effectiveness: Master Program Evaluation Plan (MPEP

KPI Description
The MPEP is ongoing and shall continue to be reviewed to confirm that it reflects change

Results Description
No changes were needed as there have been no changes in accreditation standards.

CCNE Standard IV - Program Effectiveness: MPEP

Action Description
In FY 2017-18, data shall continue to be collected for the MPEP program and w
accreditation standards, if any.

CCNE Standard IV - Program effectiveness: Student Outcomes

Performance Objective Description
Program effectiveness is demonstrated based on student outcomes: graduation rates, NCLEX pass
satisfaction.

CCNE Standard IV - Program Effectiveness - Student Outcome: Standardized Exit Exa

KPI Description
At the time of graduation, 60% of students taking a standardized exit exam will achieve a
on their last attempt. The 60% benchmark was selected based on historical data.

Results Description
68% of the spring 2017 graduates taking the ATI Comprehensive Predictor Exam scored

CCNE Standard IV - Program Effectiveness - Student Outcomes: Standardized

Action Description
Evaluate historical data to determine if a benchmark of '60% of students taking s
increased.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit Survey

KPI Description
In the Senior Exit Survey, 70% of students will indicate they have been offered a nursing po
selected based on historical data.

Results Description
Since the inception of the current Senior Exit Survey, 64.74% of graduates indicated that at t
administered, they had been offered a nursing position. The most recent cohort (cohort 9) ha
students who had interviewed but had not received any offers. This is probably because we s
weeks earlier than in past semesters.

	I Have Not Searched Yet	I Have Researched Fields of Interest	I have applied but not had any interviews yet	I have interviewed but received no offers	I have been offered a position but have not accepted	I have been offered a position and accepted	I int to b - emp
Cohort 6	1	0	1	2	1	17	0
Cohort 7	1	0	1	1	1	31	0
Cohort 8	1	1	1	8	0	29	0
Cohort 9	0	0	2	25	4	17	0
Total	**3**	**1**	**5**	**36**	**6**	**94**	**0**

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit S

Action Description
The numbers of graduates interviewed and not receiving an offer was low in 201
The Senior Exit Survey was submitted earlier than in prior years. Re-evaluate w

CCNE Standard IV - Program Effectiveness - Student Outcomes: Employer Surveys

KPI Description
80% of employers surveyed will rate SHSU graduates as prepared or higher in all student

Results Description
88% of all employers surveyed rate SHSU School of Nursing graduates as prepared or be

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.	***Very Poorly Prepared***	***Poorly Prepared***	***Prepared***	***Well Prepared***	***Very W Prepare***
Integrate knowledge from liberal studies and nursing science to practice beginning level professional nursing in a holistic, caring manner.	0	1	1	3	3
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.	0	1	1	3	3
Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care in order to provide care to individuals, families, groups, and populations.	0	1	1	3	3
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.	0	1	1	3	3
Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.	0	1	1	3	3
Base safe patient care upon evidence and clinical reasoning.	0	1	1	3	3
Act as an advocate for both sick and healthy	0	1	1	3	3

clients across the lifespan and for the nursing profession, reflecting current and changing health care systems, health policies, and global health care factors.					
Demonstrate accountability for lifelong learning and professional growth.	0	1	1	3	3
Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.	0	1	1	3	3
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.	0	1	1	3	3
What skills were SHSU BSN graduates lacking that would be desirable for their positions in your institution?	0	1	1	3	3
What strengths do SHSU BSN graduates bring to their positions in your institution?	0	1	1	3	3
Overall, how do SHSU BSN graduates you have hired compare to other RN graduates? Would you say SHSU BSN graduates are:	0	1	1	3	3

CCNE Standard IV - Program Effectiveness - Student Outcomes: Employer Su

Action Description
Look at historical data on employer surveys and see what trend emerges to deter
80% of graduates are rated as 'Prepared or Higher' needs to be set.

CCNE Standard IV - Program Effectiveness - Student Outcomes: On-time Completion

KPI Description
On time completion rate (graduation within 36 months of admission to the nursing progra

Results Description
The current graduation rate for the School of Nursing is 81.73%. Cohort 9 graduation rat
2017 as some students failed a semester and have rolled over to cohort 10. The expected
be 54 for cohort 9 (90%). The overall graduation rate will increase to 82.37%

	Graduates		
	Graduated	Non-Grad	% Pass
Cohort 1	21	0	100%
Cohort 2	11	1	92%
Cohort 3	25	5	83%
Cohort 4	33	5	87%
Cohort 5	33	4	89%
Cohort 6	36	4	90%
Cohort 7	31	8	79%
Cohort 8	41	14	74%
Cohort 9*	42	20*	67%

273	**61**	**81.73%**

CCNE Standard IV - Program Effectiveness: On-time Completion Rate

Action Description
Admission criteria and progression data will be reviewed to determine correlatio
meeting the On-time Graduation criteria of 36 months from date of acceptance i

CCNE Standard IV - Program Effectiveness - Student Outcomes: Post Graduation Sur

KPI Description
80% of alumni surveyed 6-12 months after graduation will rate the quality of the progran

Results Description
Since the inception of the alumni survey, 73.68% of alumni surveys would say they were
SHSU nursing program.

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied
Satisfaction of the Quality of SHSU Nursing Program	0	1	4	
Percentage	0.00%	5.26%	21.05%	57.89

Satisfaction Rating

CCNE Standard IV - Program Effectiveness - Student Outcomes: Post Gradua

Action Description
The SON will work with the Alumni Relations office for obtaining alumni conta
obtaining alumni survey information.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit Survey 3

KPI Description
In the Senior Exit Survey, 80% of students will rate the overall program as satisfactory or

Results Description
The total overall program satisfaction rate since we implemented the current Exit Survey
from last years overall satisfaction rating of 37.87%

SUMMER 2017

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	4	11	12	3
Cohort 7	7	19	8	2
Cohort 8	3	12	22	4
Cohort 9	6	19	19	5
Total	**20**	**61**	**61**	**14**

SUMMER 2016

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	4	11	12	3
Cohort 7	7	19	8	2
Total	**11**	**30**	**20**	**5**

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit S

Action Description
Continue to evaluate emerging trends.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit Survey 4

KPI Description
In the Senior Exit Survey, 80% of students will rate themselves as prepared or higher on

Student Learning Outcomes Responses

Results Description
The satisfaction rating for meeting the student level outcomes is 73.71%. This is up from was 60.60%

Summer 2017

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	0	6	16	8
Cohort 7	2	18	12	4
Cohort 8	0	4	28	9
Cohort 9	1	10	28	10
Total	**3**	**38**	**84**	**31**

Summer 2016

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	0	6	16	8
Cohort 7	2	18	12	4
Total	**9**	**27**	**22**	**9**

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit S

Action Description
Continue evaluating emerging trends.

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit Survey 5

KPI Description
In the Senior Exit Survey, 80% of students will rate they are satisfied or above that clinic theories learned in the program.

Results Description
The satisfaction rating for the clinical facilities as of Summer 2017 is 81.93%. This perce percentage of 75.38%.

Summer 2017

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	S A
Cohort 6	1	1	4	12	1
Cohort 7	3	4	3	10	1

Cohort 8	0	5	3	14	1
Cohort 9	0	3	1	21	2
Total	**4**	**13**	**11**	**57**	**7**

Summer 2017

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	S A
Cohort 6	1	1	4	12	1
Cohort 7	3	4	3	10	1
Total	**4**	**5**	**7**	**22**	**2**

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit S

Action Description
Continue to evaluate emerging trends.

CCNE Standard IV - Program Effectiveness - Students Outcomes: Senior Exit Survey 2

KPI Description
In the Senior Exit Survey, 80% of students will rate that they are satisfied or above that si competent in the clinical setting.

Results Description

The current satisfaction rated for simulations is at 53.84% which is up from the satisfacti

Summer 2017

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	4	8	11	7
Cohort 7	5	19	10	2
Cohort 8	3	11	19	8
Cohort 9	3	15	24	7
Total	**15**	**53**	**64**	**24**

Summer 2016

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satis
Cohort 6	4	8	11	7
Cohort 7	5	19	10	2
Total	**9**	**27**	**22**	**9**

CCNE Standard IV - Program Effectiveness - Student Outcomes: Senior Exit S

Action Description
Continue to evaluate trends from accumulating data.

CCNE Standard IV - Program Effectiveness- Student Outcomes: Standardized Specialt

KPI Description
60% of students taking a standardized specialty exam will achieve at least the baseline sc
attempt.

Results Description
The only exam with level 2 or higher was the maternal newborn exam.

ATI Standardized Specialty Exam Results

CCNE Standard IV - Program Effectiveness - Student Outcomes: Standardizec

Action Description
NEED ACTION

Update to Previous Cycle's Plan for Continuous Improvement from 2016-17

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
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 June 1, 2016. The program assessment plan will be revised and reformatted under the new leadership to reflect CCNE standards.

Update of Progress to the Previous Cycle's PCI
The interim director continued to refine the assessment plan and make clear the links between the objectives, KPI and goals in relation to the CCNE Standards. Evaluation of the benchmarks established is needed. Some benchmarks, especially related to standardized testing, may not be the most reflective of student outcomes and program performance.

Plan for Continuous Improvement for 2017-18

Closing Summary
Student outcome benchmark criteria will be evaluated in areas where indicators were not met to determine if the existing benchmark is appropriate. If the benchmark is appropriate, a plan will be established to improve performance. If the benchmark is inappropriate, the data trend will be re-

evaluated and a new benchmark will be established.

Faculty development activities will continue with emphasis on accreditation, clinical evaluation, curriculum development and faculty success.

Assessment Plan Summary
Department: Population Health, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Population Health, 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 Research Grants: 7

Publications: 14

Textbook: 1

Presentations: 25 (International-4, National-16, State-5)

Faculty Scholarship

Action Description
The chair and faculty were pleased with the faculty scholarship results as there was a significant increase in the number of publications and grants awarded to faculty. 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.

Related Items/Elements
Growth of graduate programs

Performance Objective Description
There will be one additional graduate program in the Department of Population Health during the assessment cycle.

Growth of graduate programs

KPI Description
The Department currently has two graduate programs. The MS in Health program 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 MS in Health Care Quality and Safety program prepares health care professionals to improve performance in the delivery of health care services in a safe manner.

The Department will revise the Master of Public Health program and submit it to the University Curriculum Committee and to the THECB by the end of the assessment cycle. The revised program will include a concentration in rural health care and prepare professionals for work in the underserved areas of the state that lack health resources.

Results Description
The department did not achieve this goal during the assessment period. The Public Health program faculty determined that a market analysis needed to be conducted to determine the employment opportunities for graduates of the proposed MPH program. A graduate student has been hired to assist the Public health coordinator conduct the market analysis. Once the analysis is complete, the results will be shared with the Dean of Graduate Studies, and the development of the program will begin. The program faculty plan to submit the proposal during the spring phase of the UCC curriculum submissions.

Graduate Programs

Action Description
The department will retain the MS in Health Care Quality and Safety and the MS in Health graduate programs. The revised MPH program will be submitted to the University Curriculum Committee pending approval and support of the department faculty, the new dean for the COHS, and by administration. Recruiting efforts been made during the assessment cycle to increase the enrollment of the MS in Health Care Quality and Safety program. The first cohort of students will begin in the fall 2017 semester with nine students enrolled in the program. The MS in Health has 19 students enrolled in the program as of the fall 2017 semester. Both graduate programs will continue to be promoted by the department, faculty, and the university during the assessment cycle.

Integration of Professional Attributes

Goal Description
The Department of Population Health will integrate professionalism into department events and faculty and student endeavors.

Related Items/Elements
Integration of Professional Attributes

Performance Objective Description
The attributes of professionalism will be incorporated into department sponsored events; faculty presentations and activities; and student organizations and activities during the assessment cycle.

Integration of Professional Attributes

KPI Description
During the 2016-2017 assessment cycle, the Department of Population Health will:

sponsor one professional development presentation for faculty and staff;

conduct two presentations focusing on professional development for students; and

sponsor one student organization activity that promotes professionalism.

Results Description
The Department of Population Health achieved the criteria established in the integration of professional attributes KPI during the assessment cycle. Four professional development presentations were conducted for the program faculty and staff, and six presentations were conducted for students. The Department of Population Health sponsors Eta Sigma Gamma: National Health Science Honorary. The student organization promotes professionalism within its charter at the local and national level.

Professional Attributes

Action Description
The department was pleased with the results of the goal and will maintain the goal during the next assessment cycle. The department is committed to enhance the professional development of the faculty, staff, and students. During the 2017-2018 assessment cycle, the administrative staff in the department will attend several national workshops that focus on professional development. The integration of professional attributes goal is aligned with the goals of the COHS, and it is a mandated accreditation standard for the BS in Public Health and BS in Health Care Administration Program.

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 department will continue to maintain this goal during the next assessment period. The results of the evaluations are highlighted below:

Overall Outcomes	Unit Average

	IDEA Average
Progress on Relevant Objectives	
4.2	4.1
Excellence of Teacher	
4.3	4.3
Excellence of Course	
4.3	4.2
Summary Evaluation	
4.3	4.2

Teaching Effectiveness and IDEA

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)
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

Update of Progress to the Previous Cycle's PCI

The Department of Population Health has made improvements in the maintenance and reporting of assessment data during the last assessment cycle. An administrative assistant has been hired to assist program coordinators and faculty with the maintenance of assessment data. A Meta-analysis was conducted on the department assessment plan and the results indicated some new data points needed to be added during the next assessment cycle. With this being the case, an additional goal was added for the year that focused on the integration of professional attributes for the staff, faculty, and students in the department.

Plan for Continuous Improvement for 2017-18

Closing Summary

The Department of Population Health hired a permanent chair to begin fall 2017. One of the priorities of the new chair is to continue to improve the assessment process in the department.

Plans for the continuous improvement of the 2017-2018 goals will be addressed in the following manner:

Goal 1: The revision and submission of the MPH program is a priority for the department. The rural health concentration of the MPH aligns with the focus of the proposed DO program in the College of Medicine. The faculty will continue to develop innovative recruiting strategies to increase quality enrollment in the MS in Health and the MS in Health Care Quality and Safety programs.

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.

Goal 4: Integration of Professional Attributes for faculty, students, and staff in the department will remain in the next assessment cycle. The department will continue to support events, workshops, and in-services that promote professional development.

Assessment Plan Summary
Department: Honors College

Sam Houston State University

President, Office of

Academic Affairs, Division of

Honors College

Continue To Enhance The Honors College Impact On Undergraduate Research

Goal Description
Through the dramatic success of the Undergraduate Research Symposium, the Honors College has established itself as a major player in undergraduate research. Now it is time to connect our success with other, new initiatives on and off campus.

Related Items/Elements
Connecting With Other Undergraduate Research Programs And Initiatives

Learning Objective Description
The Honors College will continue to enhance its own role in undergraduate research, especially through our Undergraduate Research Symposium, but we will also seek to work with other campus programs to share our experience and expertise in undergraduate research. We will also seek to connect with, learn from, and contribute to regional and national undergraduate research initiatives.

Dedicated Coordination With Other Undergraduate Research Initiatives.

Indicator Description
The indication of success in this area will be records of contact and exchange with campus departments and programs, as well as outreach and coordination with external agencies and organizations, especially regional and national efforts in both honors education and undergraduate research. We will also continue to measure progress in our own URS.

Criterion Description
The general criteria for assessment which cover this objective are the National Collegiate Honors Council statements and guidelines concerning undergraduate research.

Findings Description
The Honors College has expanded contacts and collaborates with several departments to enhance undergraduate research opportunities for students in the Honors College and also for the general student population. Working with the Undergraduate Research Center, Academic Success Initiatives, and College of Humanities and Social Sciences, support and scholarships awarded at the Undergraduate Research Symposium (URS) have increased this year. In addition, the number of students and faculty who participated in the URS has increased. The Honors College faculty provided URS informational sessions and gave presentations at CAD and other faculty events.

Undergraduate Research Initiatives: Develop sustained undergraduate research agenda

Action Description
1. Secure guaranteed funding dedicated to Undergraduate Research
2. Provide funding for student research and conference travel
3. Increase support for students writing honors theses
4. Continue to offer scholarships for students studying abroad (including for our seminar)
5. Offer competitive research scholarships
6. Work more closely with EURECA to promote scholarship opportunities

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Enhance The Honors Educational Experience Without Sacrificing Quality.

Goal Description
The Honors College will continue to mine NCHC literature and conferences, as well as ideas from other honors programs inside and outside our region, for ways to enhance the honors educational experience without sacrificing quality.

Related Items/Elements

Strengthen And Enhance The Quality Of Honors Teaching

Learning Objective Description
The Honors College will undertake a focused effort to increase and strengthen faculty involvement in honors classes by providing faculty development and support. This initiative will take shape in the form of written documents circulated to faculty and workshops/idea sessions on honors teaching effectiveness.

Honors Faculty Development Survey

Indicator Description
During 2014-15, the Honors College will undertake specific faculty development initiatives, particularly with the objective of increasing faculty understanding of honors educational practices and objectives. At the end of the year, we will survey honors faculty on the effectiveness of our faculty development effort.

Criterion Description
In seeking to enhance our connections and communications with honors faculty, we will follow criteria for honors teaching and faculty standards set by the National Collegiate Honors Council. We will produce our own teaching document to communicate these standards and criteria to our honors teaching faculty, both those who teach in seminars and those who teach in honors-only sections of regular courses.

Findings Description
The Honors Dean presented at the New Faculty Investment. As a result, additional faculty expressed interest in teaching honors courses, developing honors seminars, and serving on the Honors Council. The faculty pay scales were revised to offer more opportunity for additional instructors. The Faculty Seminar Proposal form was approved by the Dean of Honors. No surveys have been administered yet.

Honors Faculty Development

Action Description
Honors Faculty Development plans include coordination of proposals for additional honors seminars and meetings with college deans to develop tracks in College of Education and Criminal Justice. Additionally, continue to collaborate with departments to partner with a variety of faculty to offer study abroad and research opportunities for honors students.

Also, continue to use the honors proposal form.

Improve Contacts With, Tracking Of, And Support From Honors Graduates

Goal Description
The Honors College will begin a targeted effort to make contact with former honors students and to discover trends in post-graduate education and career paths.

Related Items/Elements

Increase Support For Honors Students' Post-graduate Careers

Performance Objective Description
The Honors College will seek to provide increased support for Honors students' post-graduate academic careers. We will seek to increase level of support through various means, such as conference and research stipends, opportunities for presenting undergraduate research, preparation resources, and counsel for post-graduate educational success.

Tracking Student Post-graduate Academic Outcomes

KPI Description
This initiative will be a success if this initiative results in a measureable increase in students having academic papers accepted for presentation or publication. Another indicator would be an increase in the rates of acceptance into graduate programs, plus an increase in the support offered by those programs.

Results Description
Currently, the findings are collected from honors graduates by the graduation form and a exit survey will be utilized in the future. Information is also colelcted through informal contacts, and LinkedIn updates.

Support for Post-graduate careers

Action Description
A revised graduation/exit survey will be developed and required for honors graduates. Additional action plans are on hold until additional staff and resources are available.

Undergraduate Research Initiatives: Develop sustained undergraduate research agenda

Action Description
1. Secure guaranteed funding dedicated to Undergraduate Research
2. Provide funding for student research and conference travel
3. Increase support for students writing honors theses
4. Continue to offer scholarships for students studying abroad (including for our seminar)
5. Offer competitive research scholarships
6. Work more closely with EURECA to promote scholarship opportunities

Tracking Alumni Career Paths And Enhancing Alumni Contributions

Performance Objective Description
The Honors College will perform systematic tracking of the career paths and graduate work of honors graduates with the objective of setting up giving networks and support initiatives for the Honors College, as well as to use alumni outcomes as measurements of program success in preparting graduates for further education and for careers.

Improving Contact With And Response From Honors Alumni

KPI Description
This initiative will be a success if we achieve measureable gains in honors students who establish or re-establish contact (Facebook, event attendance, etc.) with Honors and who donate to Honors.

Results Description
The Honors College continues to work with the SHS Alumni records office to maintain honors alumni contact information. An Honors alumni page was added to the Honors College website. Plans are being developed for emails and social media communications with honors alumni.

Support for Post-graduate careers

Action Description
A revised graduation/exit survey will be developed and required for honors graduates. Additional action plans are on hold until additional staff and resources are available.

Tracking Alumni

Action Description
Continue to collaborate with the SHSU Alumni Relations department for sharing information and programs to connect to our honors alumni. Social media presence and a monthly e-newsletter will be developed.

Rexamine, Refine, And Redefine The Honors Role On The SHSU Campus

Goal Description
After a significant growth trajectory, it is time to step back and reconsider the role of the Honors College on

the SHSU campus.

Related Items/Elements

Objectively Examine Perceptions And Realities About The Honors College On The SHSU Campus

Performance Objective Description
After a period of significant growth and enhanced visibility, it is time to examine perceptions about the Honors College on campus and how these perceptions match the reality. We will seek to discover through comprehensive assessments how various honors demographics compare with the general student body and measure the comparative results. We will also look for ways to measure current perceptions about Honors among faculty, staff, and students and then consider whether we need to take action to enhance or correct those perceptions.

Comparison Of Honors Versus Non-honors Demographics

KPI Description
In order to reach a fuller understanding of our role and perception on campus, we will examine relative statistics of Honors versus general student body in the following areas: percentage of first-generation college goers, minority population (especially African-American and Hispanic), graduation rates, grade point average, percentage of international students, percentage of students from states other than Texas. Attachmnet 1 shows the relative percentages (honors to total student body) of first generation students and minority students, at the beginning of the Fall 2013 semester.

Results Description
The Honors College continues to receive reports from Institutional Effectiveness comparing honors and non-honors students. The reports illustrate that the Honors College student population mirrors the SHSU student population. The one exception is that 97% of new honors freshmen earned a high school class rank of top 10% or better, and the average ACT is 27 and the average SAT is 1238, much higher than the SHSU average of 750.

Support for Post-graduate careers

Action Description
A revised graduation/exit survey will be developed and required for honors graduates. Additional action plans are on hold until additional staff and resources are available.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Initiative 1: Increase support for honors staff and students
1. Add full-time staff member (Administrative Associate II or III)
2. Find additional honors-dedicated space on campus (seminar and study rooms)

Initiative 2: Address and resolve the ongoing, systematic shortage of the Bowers Endowment

Initiative 3: Develop a Sustained Undergraduate Research Agenda

1. Secure guaranteed funding dedicated to Undergraduate Research
2. Provide funding for student research and conference travel
3. Increase support for students writing honors theses
4. Continue to offer scholarships for students studying abroad (including for our seminar)
5. Offer competitive research scholarships
6. Work more closely with EURECA to promote scholarship opportunities

Initiative 4: Improve communication between the Honors College and students and faculty
1. Convert all documents to pdf forms that can be completed and sent electronically
2. Create faculty information webpage
3. Create and revise FAQ sheets for contracts and theses
4. Develop our FYE Living and Learning community
5. Integrate the Terry Scholars (who may or may not be members of the Honors College) into the life and culture of the Honors College

Update of Progress to the Previous Cycle's PCI
Initiative 1: Increase support for honors staff and students
1. Add full-time staff member (Administrative Associate II or III)
2. Find additional honors-dedicated space on campus (seminar and study rooms)

Progress: This initiative was not successfully completed. No staff or facilities were added in 2016-17 due to Academic Affairs budget constraints.

Initiative 2: Address and resolve the ongoing, systematic shortage of the Bowers Endowment funds.

Progress: This initiative was not successfully completed. The shortage of funding for the Bowers Endowment was not resolved. Scholarships were awarded from other funds.

Initiative 3: Develop a Sustained Undergraduate Research Agenda
1. Secure guaranteed funding dedicated to Undergraduate Research
2. Provide funding for student research and conference travel
3. Increase support for students writing honors theses
4. Continue to offer scholarships for students studying abroad (including for our seminar)
5. Offer competitive research scholarships
6. Work more closely with EURECA to promote scholarship opportunities

Progress: This initiative was partially improved. No guaranteed funding was dedicated to the URS. The funding for student research, study abroad, and thesis remained the same. Only Number 6 initiative was improved. EURECA provided additional scholarships for the URS.

Initiative 4: Improve communication between the Honors College and students and faculty
1. Convert all documents to pdf forms that can be completed and sent electronically
2. Create faculty information webpage
3. Create and revise FAQ sheets for contracts and theses
4. Develop our FYE Living and Learning community
5. Integrate the Terry Scholars (who may or may not be members of the Honors College) into the life and culture of the Honors College.

Progress: This initiative was partially completed to satisfaction. New documents and revised FAQs (1 & 2) were developed. The Honors FYE LLC (4) continued to offer two sections, although enrollment was decreased by a registration process that disrupted the honors block on the courses. The Terry Scholars (5) were integrated into Honors through the Terry Scholars UNIV 1301 course and additional invitations to

apply for acceptance into the Honors College. Also, a Terry Scholars Blackboard was created in the Honors College office to improve communication. A faculty webpage has not been created.

PCI

Closing Summary

Initiative 1: Increase Resources for Honors Staff and Students. a. Add full-time staff member (Admin Assoc. II or III). b. Find additional honors-dedicated spaces on campus (seminar rooms, class rooms, and study spaces). Our budget has remained the same for the past several years and did not change this year (FY18); therefore, we were unable to hire another staff member. We will continue to request funding for this much-needed position in next year's Strategic Action Plan. We have not been successful in finding additional honors-dedicated spaces. We repurposed our Honors Lounge so that it now serves as a study space. We continue to look for other available spaces as per the National Collegiate Honors Council's (NCHC) Best Practices recommendation that an Honors College of our size be allotted dedicated space for seminars, honors courses, and meeting spaces that advance the program mission.

Initiative 2: Address and resolve the ongoing, systematic shortage of the Bowers Endowment. We continue to work with Academic Affairs to find additional funds (such as Emerging Scholars). As per NCHC's recommendation, an Honors College should have an annual budget that adequately supports the Honors College's mission. The Bowers Scholarship is clearly part of that budget. We hope that a permanent solution may be found.

Initiative 3: Develop a Sustained Undergraduate Research (UR) Agenda. a. Secure guaranteed funding dedicated to UR. b. Provide funding for student research and travel to conferences. c. Increase support for students writing theses, d. Continue to offer scholarships for students studying abroad (including our study abroad seminar). 5. Offer competitive UR scholarships. 6. Work more closely with EURECA to promote scholarship opportunities. We have developed a clear agenda for UR and have made some progress in this area: namely, we have continued to offer some funds for a and b, and we have increased thesis support by offering regular thesis information sessions, updating and streamlining our thesis proposal and submission processes. We have also worked with EURECA to create a $500 award for the best presentation at the URS by those students who were awarded EURECA FAST grants. Additionally, EURECA will sponsor next spring's Poster Session at the URS, further reinforcing the close relationship between EURECA and Honors. We have worked with the History department to offer a small scholarship to those honors students who participate in History's summer study abroad to Mexico. We need dedicated funding for UR to be able to offer competitive research scholarships (beyond the 4 honors awards at the URS each year).

Initiative 4: Improve Communication Between the Honors College and students and faculty. a. Convert all documents to fillable pdf forms. b. Create faculty information website. c. Create and revise FAQ sheets for contracts and theses. Done for contracts, IP for theses. d. Develop our FYE Living and Learning community (Maria). e. Integrate the Terry Scholars (who may or may not be members of the Honors College). Here we have made great strides and have successfully advanced our goals in all areas of this initiative except for the faculty webpage, which is in progress.

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 CHSS staff members exceeded SHSU's 8-hour staff development requirement by a wide margin. In September 2016, CHSS sent 12 staff members to the Association of Executive and Administrative Professionals conference. The conference provided training on time management, prioritizing, delegation, resource management, managing stress, business communication, difficult conversations, and other essential staff skills.

Staff Professional Development Actions

Action Description
CHSS will continue to monitor staff professional development training and work to provide off-campus professional development experiences whenever feasible.

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 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017
Comm Studies MA	3.16	3.31	No admits	3.32	3.52
Creative Writ. MFA	3.49	3.79	No admits	3.56	3.90
English MA	3.4	3.31	3.02	3.61	3.64
Spanish MA	3.28	3.53	3.51	3.19	3.27
History MA	3.55	3.32	3.24	3.57	3.64
Political Science MA	3.7	3.12	3.13	3.45	3.72
Political Sci.MPA	3.48	3.71	3.39	3.37	3.44
Psychology MA	3.1	No admits	No admits	3.42	No admits
School Psych SSP	3.56	No admits	No admits	3.49	No admits
Clinical Psych MA	3.71	No admits	No admits	3.67	No admits
Clinical Psych PhD	3.86	No admits	No admits	3.82	No admits
Sociology MA	3.5	3.31	No admits	3.40	3.44

Degree Program Percentage Change Year-to-Year Change by Semester

Degree Program	Fall 2014-Fall 2015	Spring 2015-Spring 2016	Fall 2015-Fall 2016	Spring 2016-Sprin 2017
Comm Studies MA	0.30%	-6.00%	5.0%	6.3%
Creative Writ. MFA	+11.5%	3.30%	2.0%	2.9%
English MA	-4.00%	-10.50%	6.2%	10.0%
Spanish MA	0.90%	18.90%	-2.7%	-7.4%
History MA	4.70%	-9.00%	0.6%	9.6%

Political Science MA	3.10%	-3.40%	-6.8%	19.2%
Political Sci. MPA	-3.30%	5.10%	-3.2%	-7.3%
Psychology MA	-13.40%NA		10.3%NA	
School Psych MA	7.60%NA		-2.0%NA	
Clinical Psych MA	2.20%NA		-1.1%NA	
Clinical Psych PhD	3.50%NA		-1.0%NA	
Sociology MA	10.10%	-6.20%	-2.9%	3.9%

Ending CHSS's Graduate Admissions GPA Tracking

Action Description
Starting with 2017-2018, CHSS will shift away from tracking incoming student GPA's and GRE scores, as these provide the College with little actionable data. Instead, the College will begin asking each graduate program to report student progress, time-to-completion, and graduation rates.

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% in programs with space to grow.

Results Description
In 2015-16, there were 964 graduate student enrollments for 5,643 credit hours. In 2016-2017, there were 951 graduate student enrollments for 5376 credit hours. These figures represented an 1.4% decrease in student enrollments and a 4.8% decrease in total graduate student credit hours.

Graduate Enrollment Actions

Action Description
CHSS continues to work through the transition from in-person to on-line graduate programs. During the past two years, three of the fully-online graduate programs have undergone graduate program review. Each of these programs is in the process of implementing the resulting action plans. CHSS will continue to work with the programs to improve marketing, update curricula, and promote recruiting. Starting Fall 2017, these online programs will have access to additional scholarship money from SHSU Online.

Increase Undergraduate Enrollments

KPI Description
Increase undergraduate majors in programs of college by 2%

Results Description
In 2015-2016 (Summer 2015-Spring 2016), their were 4,648 undergraduate major enrollments and 119,738 total semester credit hours taught in CHSS. In 2016-2017 (Summer 2016-Spring 2017), their were 4,596undergraduate major enrollments and 117,527 total semester credit hours taught in CHSS. These changes indicated a 1.1% decrease in major enrollments with an 1.8 % decrease in student credit hours.

In 20142015, CHSS recorded 4,541undergraduatemajor enrollements for a total of 120,274 student credit hours. In 20152016 the figures were 4,648 undergraduatemajor enrollments for 119,738 hours. These changes indicated a 2% increase in major enrollments with an 0.4% decrease in student credit hours.

Undergraduate Enrollment Actions

Action Description
CHSS will continue to work with all departments in an effort to increase recruiting for our programs. These efforts will include working with local community colleges and SHSU Online to draw in more transfer and non-traditional students to replace the enrollments that have been lost due to students taking Core Curriculum courses as dual-credit high school courses.

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 2017-18 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 2016-2017, CHSS successfully completed graduate program reviews of the MA in English, the MA in Sociology, and the MA in Spanish. All three programs receive good reports from the external reviewers and are working to implement proposed changes moving forward.

The English MA review was moved forward to support multiple transitions that are taking place in the English Department, including adding an MA in Technical Writing, revising the curriculum of the MFA in Creative Writing and Publishing, the presence of a new Department Chair, the transition to a new Graduate Director for the English MA, and the proposal of a dual degree program wherein students can receive both the MA in English and their MFA in Creative Writing and Publishing concurrently.

Graduate Program Review Actions

Action Description
CHSS will continue to work with all of the program that have recently undergone graduate program reviews in an effort to implement suggested changes. In addition, CHSS will work with programs to document their ongoing efforts as part of the assessment process.

CHSS has no programs that are scheduled for review during 2017-2018, so we will focus our efforts on preparing our 2018-2019 candidates for their reviews.

Faculty Diversity

Goal Description
CHSS will work toward improving the diversity of its faculty.

Related Items/Elements
Monitor and Improve the Diversity of Tenure-Track Faculty

Performance Objective Description
CHSS will gather data on the diversity of its tenure-track faculty at each rank to use as a baseline. The College will consider its efforts successful if it is able to report the diversity of its Professors, Associate Professors, Assistant Professors, and tenure-track faculty as a whole.

Gathering and Reporting Baseline Data on Faculty Diversity

KPI Description
CHSS will gather and report on the diversity of its Professors, Associate Professors, Assistant Professors, and tenure-track faculty as a whole.

Results Description
Based on data provided by Heather Varela, SHSU's Diversity Coordinator, CHSS's faculty have the following demographic profile:

Assistant Professors

In 2016-2017, there were 36 Assistant Professors in CHSS. Of these, 28 were reported as white, 5 as Asian, 2 as hispanic, and 1 as Black or African American. Additionally, 17 reported as female and 19 as male.

Associate Professors

In 2016-2017, there were 38 Associate Professors in CHSS. Of these, 29 were reported as white, 5 as Asian, 2 as hispanic, and 1 as Black or African American. Additionally, 19 reported as female and 19 as male.

Professors

In 2016-2017, there were 41 Professors in CHSS. Of these, 38 were reported as white, 2 as Asian, 1 as hispanic, and none as Black or African American. Additionally, 14 reported as female and 27 as male.

All tenure Track Faculty

In 2016-2017, there were 115 tenure-track faculty members in CHSS. Of these, 95 were reported as white, 12 as Asian, 5 as hispanic, and 2 as Black or African American. Additionally, 50 reported as female and 65 as male.

CHSS Hiring Actions

Action Description
CHSS will continue to work with Heather Varela, SHSU's Diversity Coordinator, to ensure the use of best practices in all hiring. In addition, CHSS will continue to promote efforts aimed at ensuring diverse candidate pools for its searches.

Diversity of Tenure-Track Faculty Actions

Action Description
CHSS will continue to gather and report demographic data on its tenure-track faculty. In future years, CHSS will report both the numbers of faculty in each category and the relative change in the numbers in each category.

Texas Workforce Commission Diversity Goal

Performance Objective Description
The College will demonstrate progress toward achieving the University Affirmative Action Plan goals for 2016. This will be demonstrated by hiring patterns that result in relatively lower hiring goals for each of the categories reported in the 2017 Affirmative Action Plan. Such reductions will indicate that CHSS has made progress toward achieving the Plan's goals.

Sam Houston State University Affirmative Action Plan Goals

KPI Description
CHSS will engage in hiring practices that reduce the number of positions included in the Texas Workforce Commissions hiring goals when comparing the 2017 goals to the 2016 goals.

Results Description
The 2016 Sam Houston State University Affirmative Action Plan Goals, as filed with the Texas Workforce Commission, established the following goals:

Hire 18 African Americans

Hire 45 Hispanics

Hire 15 Females

The 2017 Sam Houston State University Affirmative Action Plan Goals, as filed with the Texas Workforce Commission, established the following goals:

Hire 16 African Americans

Hire 44 Hispanics

Hire 6 Females

While the decreased goals in 2017 represent progress toward meeting the overall university goals for the college, CHSS acknowledges that much work remains.

CHSS Hiring Actions

Action Description
CHSS will continue to work with Heather Varela, SHSU's Diversity Coordinator, to ensure the use of best practices in all hiring. In addition, CHSS will continue to promote efforts aimed at ensuring diverse candidate pools for its searches.

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 2016, 115 college faculty made 282 conference presentations for a per capita rate of 2.45. In 2015, the college faculty of 119 made 293 conference publications for a per capita rate of 2.46. This represents a decline of 0.4%.

Faculty Presentations

Action Description
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 2016, 115 CHSS faculty submitted 60 grant applications for a per capita submission rate of .52. CHSS faculty had 27 grants funded for a per capita success rate of .23. The submission success rate was 45%. The total amount of all grants awarded during 2016 was $7,828,576.

In 2015, 119 CHSS faculty submitted a total of 35 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%.

This data shows that in 2016 faculty members submitted grants at a higher per capita rate and had a higher per capita funding rate than 2015; however, the submission success rate fell from 2015 to 2016.

Faculty Grant Activity

Action Description
CHSS is pleased with the increase in both per capita submission and per capita funding rates of grants 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 2016, 115 faculty produced 282 peer-reviewed publications for a per capita production of 2.45. In 2015, 119 CHSS faculty produced 172 peer-reviewed publications for a per capita production of 1.44. This represents a 70.0% increase in the per capita rate of peer-reviewed publications. A large portion of this increase is attributable to the significant increase in publications within the English Department's Creative Writing Program.

Faculty 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 2016, 68 undergraduate students made 77 conference presentations. In 2015, 40 undergraduate students made 49 conference presentations. There were 26 peer-reviewed graduate student publications in 2016.

In 2016, 96 graduate students made 81 conference presentations. In 2015, 103 graduate students made 72 conference presentations. There were 6 peer-reviewed undergraduate publications in 2016.

As the 2016-2017 reporting cycle comes to an end, CHSS is in the process of publishing the first issue of its undergraduate journal, *The Measure.*

Student Research

Action Description
CHSS will look to support student research and travel for conference presentations as much as possible. These efforts will include working with graduate students to navigate the new process for receiving travel funds from the Office of Graduate Studies that were recently implemented for 2017-2018.

CHSS expects to build on the successful launch of our new interdisciplinary undergraduate journal during 2017-2018 to promote additional undergraduate research and publications.

Additional activities that will be explored during 2017-2018 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)
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.

Update of Progress to the Previous Cycle's PCI
1) CHSS did not achieve its growth goals with respect to undergraduate or graduate programs. With a revision of its scholarship policy for graduate programs and an influx of new money to support additional online scholarships planned for 2017-18, the College is hopeful that it will be able to increase its graduate enrollments moving forward. The College continues to develop innovative, new programs in an effort to attract additional undergraduate students.

2) CHSS's faculty continue to be productive in terms of research presentations, publications, and grant activity.

3) CHSS successfully implemented a series of best practices in hiring. In consultation with Heather Varela, SHSU's Diversity Coordinator, the College was able to increase representation of underrepresented groups in accord with the Texas Workforce Commission's hiring goals.

4) CHSS was able to increase the funding for its doctoral students; however, additional work remains to be done to achieve parity.

5) CHSS made progress on improving assessment practices. During 2016-2017, all programs received meta-assessment feedback, and several programs are using that feedback to improve their assessment processes. In addition, the Dean's Office is working with graduate programs to better align their annual assessment processes with the statutorily required graduate program reviews that occur on a 7-year cycle.

2016-2017 Plan for Continuous Improvement

Closing Summary
During 2017-2018, CHSS will:

1) continue working with Heather Varela to scrutinize hiring processes to ensure best practices;

2) monitor the effects of the Office of Graduate Studies decision to centralize graduate student travel funds;

3) focus assessment efforts on helping programs gather actionable data (e.g., CHSS will shift from gathering admissions data (i.e., GPA's and GRE scores) to collecting performance data (e.g., retention, time to completion, etc.) for graduate programs.);

4) emphasize timely completion of all assessment-related reports; and

5) continue tracking enrollments (i.e., total students and semester credit hours) and faculty/student research productivity.

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 Disaster and Emergency Management (CDEM)

Goal Description
CDEM will build links between the Department of Political Science and the department's Master of Public Administration program.

Related Items/Elements
CDEM Performance

Performance Objective Description
CDEM will serve as a vehicle for scholarly and professional contributions to the Department of Political Science and the Master of Public Administration program.

CDEM Performance Results

KPI Description
Faculty and personnel affiliated with CDEM will engage in activities, including, but not limited to, submission of grants, publication of scholarly material, and development of community/state/international partnerships.

Results Description

CDEM-affiliated faculty published 27 articles/book chapters in 2016-2017. Nine of these articles/chapters are forthcoming.
CDEM-affiliated faculty conducted research sponsored by over $350,000 of internal and external grants.
CDEM launched an ongoing project with scholars from the University of North Texas (UNT) and Florida State University (FSU), surveying county-level emergency managers across the Gulf Coast of the United States. The lead on this project is current CDEM Postdoctoral Fellow, Dr. Chang-Gyu Kwak.
In September 2016, Michael Fortunato (SHSU-Center for Rural Studies; Sociology), Ashley Ross (formerly SHSU-Political Science), and Neil Davidson (Collaborative Innovative Systems) published a report on their project exploring community water resource adaptability in drought-threatened regions. This project is funded by with a grant from the Murray-Darling Basin Authority in Australia, and it aims to compare adaptability in the Murray-Darling Basin region with similar locales in Texas. In May 2016, Michael Fortunato and Ashley Ross spent the better part of a month conducting fieldwork in nine Australian communities.
CDEM sponsored four brown-bag research presentations allowing CDEM-affiliated faculty to present ongoing research in various stages.

Drs. Thomas Haase and Fatih Demiroz launched the CDEM Disaster Resilience Working Group. This group will promote interdisciplinary resilience scholarship and the exchange of resilience information.
CDEM explored potential collaboration with the Harris County Office of Homeland Security and Emergency Management (HCOHSEM) with a meeting between CDEM scholars and several HCOHSEM officials in February 2017.

Cases in Crisis and Disaster Project

CDEM published three student-authored cases (one by an SHSU undergraduate student, two by SHSU graduate students) in its *Cases in Crisis and Disaster* series.

CDEM Personnel
Utilizing funds from SHSU's College of Humanities and Social Sciences, CDEM hired a post-doctoral fellow, Dr. Chang-Gyu Kwak. In his first academic year, Dr. Kwak lead CDEM in establishing an interdisciplinary, inter-university project (with UNT and FSU) surveying county-level emergency managers across the Gulf Coast of the United States.
CDEM worked with HCOHSEM to secure and internship for Mr. Wansuk Cho. Mr. Cho joined CDEM as a fellow in January 2016 through a program funded by the City of Seoul Metropolitan Government.

Center for Disaster and Emergency Management (CDEM)

Action Description
For fall 2018/spring 2019 CDEM director and affiliates with collect and analyze Hurricane Harvey data relevant to disaster and emergency management and begin planning for a fall 2018 symposium dedicated to discussions and presentations of the data.

Curriculum (Undergraduate)

Goal Description
Faculty in the department of political science will offer high quality curriculum at the undergraduate level.

Related Items/Elements
Degree Plan Assessment

Performance Objective Description
The department will offer curriculum that is comparable to SHSU's competitive institutions.

Degree Plan Assessment Results

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
The Department Curriculum Committee presented a curriculum report to the department. Conversations regarding the curriculum occurred. Faculty members indicated that they were satisfied with changes made to the curriculum in 2015/2016 (revising courses used to satisfy the political theory section of core requirements). They also expressed a desire to review the major foundation portion of the degree in the coming year, but not in academic year 2015/2016 as the faculty composition of the department was undergoing change. One faculty member was on military service leave and two faculty members were in the process of departing the SHSU campus.

Curriculum (Undergraduate)

Action Description
Increasing major and minor enrollments: The department will discuss the possibility of incorporating a new lower division course into the undergraduate BA and BS degree plans. The course would help the department recruit students from the Lone Star (community) College system into the BA and BA degree programs and increase the number of Bachelor of Liberal Studies students who select political science as one of their three required minors.

Graduate Student Recruitment

Goal Description
Promote growth in the MA and MPA program student enrollment.

Related Items/Elements
Graduate Student Recruitment Initiatives

Performance Objective Description
Graduate directors will develop and implement strategies designed to increase graduate student enrollment at a pace that is compatible with current and future resources (e.g., number of faculty teaching in the programs) necessary to maintain quality programs.

Graduate Student Recruitment Results

KPI Description
MA Program: We will implement a postcard mail out to high school and community college teachers in selected counties in Texas. We anticipate these recruitment efforts will increase the number of applicants by roughly 10%.

MPA Program: We will implement a postcard mail out to firefighters and disaster managers in selected counties in Texas. We anticipate these recruitment efforts will increase the number of applicants by roughly 10%.

Results Description
Both the graduate programs allow prospective students to submit applications during fall, spring, and summer semesters. Fall semesters will be used for enrollment comparisons.

MPA Program:

41 students were enrolled in the program in fall 2015. 39 students were enrolled in fall 2016. This is decrease of two students (4.87% decrease). The postcard mail out recruitment initiative did not result in higher rates of enrollment.

MA Program: an

15 students were enrolled in the program in fall 2015. 17 students were enrolled in fall 2016. This is an increase of two students (13.33% increase). The postcard mail out recruitment initiative has a slight affect on the rates of enrollment.

Graduate Student Recruitment

Action Description
The increase in graduate student enrollment was far less than expected. The minimal effect may be linked to the fact that the promotional mail outs (1) did not use a comprehensive directory of Texas county and city employees for the MPA program or a comprehensive directory of Texas high school teachers for the MA program and (2) the post cards used for the mail outs were not tailored to specific groups listed in each directory. For this coming year, the department will purchase a comprehensive directory list from the Texas State Directory Press to be used for the promotion of the MPA program. Rather than using a single postcard for the entire mail out, postcards will be designed to address the specific interests and needs of individual groups listed in the directories. For example, postcards mailed to firefighters will include information about the Texas Peace Office and Firefighter Exemptions for tuition. Similar adjustments will be made for the MA program promotional mail out.

MA Program Review

Goal Description
Program review and planning relevant to future external program reviews.

Related Items/Elements

MA Program Review Data Gathering

Performance Objective Description
Implement procedures and gather data relevant to program assessment and review.

MA Program Review Results

KPI Description
The department will take action based on recommendations made by the external program reviewers.

Results Description
The MA program underwent an external review in F15/S16. Below is a list of recommendations made by the external reviewers and the actions taken in response to the recommendations:

Recommended: Appoint a graduate program director separate from the department chair. The graduate director should be an appointee of the Chair and appointed on a year-to-year basis.

For the 2016-2017 academic year, Drs. Stacy Ulbig and Kenneth McIntyre served as co-program directors for the graduate program.
Starting in June 2017, Dr. Jason Enia is the MA program director.
The mechanics of the appointment process are dictated by existing SHSU policy.
The graduate director is an appointee of the Dean.

Recommended: The graduate director should be more communicative with the graduate assistants (GAs), setting "aside time to meet or otherwise communicate with all of the graduate program's current students."

For the 2017-2018 academic year, the graduate director will conduct at least one face-to-face meeting with the GAs per semester. In addition, he will check in weekly via email.
The graduate director will hold electronic office hours for online students and check in with individual students regularly.

Recommended: The graduate faculty should conduct a review of the course offerings and make an attempt to increase the "curb appeal" of some of the course titles and descriptions.

In 2016-2017, the department finalized changes to the MA program curriculum. As part of this effort, several new courses were added in the subfields. In some cases, these are new course numbers. In others, they are new special topic seminars. In all cases, faculty were attentive to student demand for particular topics.

Recommended: The department should review its admissions requirements and pay particular attention to whether students can be adequately prepared for an MA program in political science without core undergraduate political science courses (e.g., Introduction to International Relations, American Politics, Introduction to

Comparative Politics, etc.)

The department does not have the resources to offer "a series of courses at the upper division level online to meet [any] preparation requirements."
However, the department has agreed that the "gateway" seminars in American Politics, International Relations, and Comparative Politics will be required for the MA curriculum starting in fall 2017.
As part of this, the faculty in these areas might agree on a set of materials (books, websites, etc.) that can be placed online and distributed to students upon entering the program so that those who have not taken undergraduate courses (ever or in some time) in these areas can get up to speed on relevant concepts, literature, etc.

Recommended: Drop the GRE test requirement for admissions to make the program more attractive to potential applicants.

The MA faculty explored this idea in 2016-2017 and decided to keep the requirement. There are stated waivers available for those who already have a graduate degree from an accredited program.

Recommended: Drop the comprehensive examinations and replace them with a new course that serves as a capstone.

While the graduate faculty share some of the reviewers' reservations about the comprehensive exams, the department does not have the resources to offer a capstone seminar of the kind suggested.
In addition, the new requirements for all students to take the three gateway seminars in the major subfields will serve to streamline the content of the comprehensive exams in a way that they have not been previously.

Recommended: Aside from targeting K-12 teachers, "establish an equally important consideration of your own undergraduates in PO and related fields." Think about the idea of a department managed/controlled "VIP" program that "specifically targets students with qualifying GPAs for graduate school."

This is one of the priorities of the new director (Dr. Enia). While a fast-track admissions program of the kind suggested by the reviewers may not be feasible, the department will aggressively market the program to these students, highlighting scholarships and the benefits of a graduate degree in political science.
To this end, Dr. Enia will be exploring the possibility of establishing a concentration/certificate program in data analytics, which would exist within the MA program and provide significant market value to all students (not just those coming out of SHSU undergraduate programs).

Recommended: "Consider acquiring and using programs and tools that reach beyond the capabilities and limitations of Blackboard."

The graduate faculty in political science are always experimenting and innovating along these lines, and several faculty members are incorporating these tools into their courses.
Dr. Enia plans to utilize some of these tools to forge networks and connections with the students in the program outside the confines of their individual courses.

Recommended: Develop a 3-year plan for course offerings based on faculty committee input.

In 2017-2018, the department chair and the directors of the graduate programs (MA and MPA) will work together to accomplish this goal.

Recommended: Collect information on the best online masters programs in POL across the nation. Update regularly with an eye toward best practices, new directions, and market analysis.

This is a priority for the new program director. Work on this will begin in 2017-2018.

Recommended: Develop a better relationship with program alumni, particularly with an eye toward the impact of the new online program.

This is a priority for the new program director. Work on this will begin in 2017-2018.

Recommended: Investigate the perceptions that government, non-profit, and private employers have of program graduates.

This is a priority for the new program director. Work on this will begin in 2017-2018.

Recommended: Ensure that the major gateway courses in the subfields of political science are offered regularly.

The department's decision to change the requirements for all students to take the three gateway seminars in the major subfields will serve to regularize course offerings.

In 2016-2017 the department addressed a pressing challenge of regularly offering a graduate-level gateway seminar in comparative politics by hiring a new specialist in comparative politics (tenure-track line). This faculty member joins us in fall 2017, and the department has been explicit about the expectation that this faculty member teaches at least one online graduate seminar in comparative politics per academic year.

MPA Program Review

Goal Description
Program review and planning relevant to future external program reviews.

Related Items/Elements
MPA Program Review Data Gathering

Performance Objective Description
Implement procedures and gather data relevant to program assessment and reviews.

MPA Program Review Results

KPI Description
The department will take action based on recommendations made by the external program reviewers.

Results Description
Address how MPA program can sustain and expand upon the aspects of the program that the reviewers deemed to be positive.

The external reviewer cited our niche in disaster and emergency management as a driver for our increased enrollment. Most of our newly admitted students this year work as full-time professionals in the emergency services. To maintain, this growth, we have taken the following steps.

This year, we developed our fourth and final concentration course in this area, developed by Ashley Ross. We learned this week that Dr. Ross will be leaving SHSU for another university. We will ask our incoming postdoctoral fellow to either teach Dr. Ross's course on resilience or develop a new offering.
We welcomed two new faculty members this AY, Fatih Demiroz and Tom Haase, both of whom conduct research on emergency management. Our incoming one year-hire, Wen-Jiun Wang, is an emergency management researcher as well. While they teach predominately in our core curriculum, the application of emergency management to those courses further differentiates our program as a standout in the field. To highlight this niche, we have developed a marketing initiative which is outlined below.

The reviewer also cited our contingent of five full-time faculty members as a positive aspect of the program. In a growing program–currently 43 students

prior to fall enrollment and after the spring graduation of 9 students–this number enables faculty to provide students with one-on-one attention.

The department emphasizes this value by giving faculty two sections of a course to decrease the number of preps and again allow faculty to spend more time interacting with their students. Clayton Wukich and Rob Bittick, faculty members, regularly discuss the importance of one-on-one attention with new faculty to help ingrain it as a regularly practiced, valued approach to teaching and learning.
As the program grows, we hope to maintain this aspect of our program. To do so, the department may need to make an additional tenure-track hire when demand dictates.

FYI, five full-time faculty members is the minimum number required to apply for accreditation from the Network of Schools of Public Policy, Address how MPA program can sustain and expand upon the aspects of the program that the reviewers deemed to be positive.

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FYI, five full-time faculty members is the minimum number required to apply for accreditation from the Network of Schools of Public Policy, the challenges and demands of the program and maintain a strong working

relationship.

The reviewer mentioned the ample support faculty receive from the Dean's office and the department. The importance of this support in terms of program development, marketing, and faculty research cannot be understated.
Relatedly, the administrative support provided by Ms. Belinda Myers, Administration Associate II, is invaluable and allows the program director to focus on strategic management decisions, recruitment initiatives, and provide substantive attention to both prospective and current students regarding academic advising and career development guidance.

Proposed strategies for addressing the aspects of the MPA program that the reviewers deemed negative.

Faculty turnover was noted as a significant challenge to program continuity.

While the MPA program has lost four faculty members over the past three years, the political science department has replaced those faculty members with two tenure-track positions as well as a visiting assistant professor position. Again, we plan to make a tenure-track hire during the fall semester. While Ashley Ross's departure leaves a course to fill in our concentration, she did not teach in our core curriculum. We anticipate that our postdoctoral fellow will teach her course offering next year.
The reason for the departures vary and include (a) retirement, (b) recruitment to a larger programs, and (c) a colleague leaving for another institution with the expectation of being denied tenure here.
To address the instability of the situation, Clayton Wukich convened several formal and informal MPA faculty meetings in which all faculty participated in strategic planning discussions with the goal of promoting a culture of deliberative decision-making and shared expectations for the program.

The reviewer suggested conducting a search for a senior hire because three out of four current MPA faculty including the director, Clayton Wukich, are non-tenured. As a faculty, we do not agree with this recommendation.

Two previous searches for an associate-level MPA director were unsuccessful. The MPA faculty do not favor conducting a third search. Clayton Wukich will stand for tenure in AY 2017-2018. His publication record is strong, and he has performed ably as the director. He will, however, be on leave next year due to a military obligation. Rob Bittick, a tenured associate professor, will step into the director role in his absence.
The external reviewer praised Clayton Wukich's performance as MPA director but cited the demands and pressure placed on non-tenured faculty as justification for his recommendation.

The reviewer criticized the department for offering the MPA director no additional compensation.

The reviewer noted that it is considered to be standard within MPA programs nationwide to provide both a course reduction and a stipend to

compensate program directors. SHSU previously provided no compensation for director duties.
Since receipt of the review, the department chair and the Dean agreed on providing a stipend to the director. And the interim director will receive a course reduction in addition to a stipend.

The reviewer cited the need for a curriculum review.

The reviewer noted that the core curriculum is consistent with NASPAA-accredited programs and the disaster and emergency management concentration was strong. However, he noted that both the state and local government and the comparative and international relations concentrations focused on political science rather than public management and these courses were not offered online.

He suggested removing these concentrations from the books as not to confuse prospected students.
He also cited an MPA student's frustration with the lack of courses on applied state and local government management.

To address these problems, we first removed the two concentrations from our MPA website.

Students still have the ability to develop a concentration other than emergency management using courses from other programs with the director's guidance.
We submitted those changes to Academic Planning and Assessment, and they approved them despite the request being out of their formal review cycle timeline.

Clayton Wukich proposed a concentration in state and local government policymaking using existing political science and public administration courses, including Public policy, decision making in public administration, seminar in public administration, and American politics. Two of these courses, however, are not regularly offered.
Rob Bittick will develop a proposal in state and local government management concentration during the AY 2016-17, and he will attend the 2016 NASPAA Conference and the accreditation workshop. The department's generous travel budget will facilitate such an undertaking.
In order to implement new concentrations, we may need to (a) reduce the number of undergraduate service courses (e.g., American Government and Texas Government) taught by MPA faculty and/or (b) consider making a sixth tenure-track hire.

Many MPA programs across the country offer consulting services or provide interns for community organizations. The reviewer suggested that our program lacks this type of community engagement program.

MPA faculty do not offer consulting services to external organizations. The external reviewer is correct in attributing this in part to the fact that most faculty are non-tenured. That type of community engagement is not highly valued within the tenure review process.
Our MPA program does not produce many interns because our target demographic are mid- to late-career professionals who are already well

established within the public and nonprofit sectors.
The notion, though, that faculty are not engaged in the community is not entirely accurate. Two of our faculty members in particular use their research as a means to inform practice with government and nonprofit organizations.

> Clayton Wukich leverages his academic research on crisis communication and emergency management to inform the organizations with which he works, providing a unique service to government and nonprofit entities. He recently wrote a comprehensive social media tactics playbook for emergency managers which was distributed around the country, and he is currently developing a multi-year program evaluation project for the American Red Cross. These voluntary actions build on previous work with the Red Cross and his time as a volunteer firefighter in Pennsylvania.
> Ashley Ross conducted substantial field research among counties along the Gulf Coast region regarding community resilience and continues to share her findings both formally and informally with County and municipal officials. While Dr. Ross is leaving SHSU this summer, she contributed to our program and conveyed her experiences via her disaster resilience course.

In addition, Tom Haase and Tamara Waggener attended the Texas Emergency Management Conference this spring in San Antonio to recruit applicants and to expand our access and visibility within communities of practice.

MPA Program Review

Action Description
The department responded to the concerns expressed by the external reviewers. In the coming year, the department MPA faculty will review the program curriculum, specifically the inclusion of the POLS 5377 Scope and Methods in the program core. MPA faculty believe the content of the course is more appropriate for students who plan to purse doctoral degrees. Students in the MPA program are full time professionals who are pursuing a MPA degree for work related reasons. In this sense, the MPA degree is an applied degree plan. The purpose of the review of POLS 5377 is to make its content more relevant to the students' professional careers and goals.

Research Performance

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.

Research Performance Results

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

Each faculty member on a 3:3 course load presented at multiple conferences and produced one or more publications. Of these faculty members three also submitted a total of six internal and external grants. Three of the six grants received funding. The total about of grants funded for the F16/S17 academic year was $304,880.00.

Two of the three faculty members on a 4:4 course load presented papers at conference. One of the three faculty members attended a conference.

Research activity for all POLS faculty members is a follows:

Number of faculty presentations at research conferences = 23

Number of peer-reviewed publications by faculty = 20

Number of all grant proposals submitted = 6

Number of grants awarded = 3

Total amount of all grants awarded = $304,880.00

Research Performance

Action Description
Faculty research performance continues to be impressive in the areas of publications, grants, and conference presentations. For this coming year, the department will take action designed to increase research collaboration between faculty and undergraduate students. Thus, the department will (1) establish a committee and provide funding for research

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Teaching Performance

Goal Description
Promote effective and innovative teaching methods

Related Items/Elements

Teaching Performance as measured by IDEA

Performance Objective Description
Faculty teaching performance will rank alongside or above the teaching performance of other faculty teaching in political science and public administration.

Teaching Performance IDEA Results

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
All faculty received IDEA summary scores at or above the IDEA average summary score for their respective disciplines. In fall 2016, 50% of all online sections received IDEA summary scores that placed the sections in the top 20% and 68% of all face to face sections received IDEA summary scores that placed the sections in the top 20%. For spring 2017, 53% of all online sections received IDEA summary scores that placed the sections in the top 20% and 60% of all face to face sections received IDEA summary scores that placed the sections in the top 20%. Although the IDEA scores were impressive, the response rate for several courses dipped below 50%.

Teaching Performance as Measured by IDEA

Action Description
Although the IDEA scores were impressive, there was a range in the response rates. This coming year the department will identify strategies for improving response rates and ask faculty member to implement the strategies.

Undergraduate Student Recruitment

Goal Description
Promote growth in the undergraduate program student enrollment.

Related Items/Elements
Undergraduate Student Recruitment Initiatives

Performance Objective Description
Review past and current enrollment data and develop strategies for increasing enrollment.

Undergraduate Student Recruitment Results

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 added to the department's committee system. The committee members took the following actions: committee members met with SHSU Admissions Office recruiters to inquire about the type of information and recruiting materials recruiters needed; new undergraduate recruiting brochures were developed; and a fall 2017 meeting scheduled between the SHSU Admissions director and the committee members to discuss the development and implementation of a coordinated recruitment plan.

Undergraduate Student Recruitment

Action Description
The actions of the department's Undergraduate Enrollment Committee were productive and the committee members will continue working with the SHSU Admissions Office. However, recent meetings between the department chair and Lone Star (community) College faculty and administrators suggest that the establishment of a more concrete and permanent relationship between Lone Star and the political science department and an increase in online undergraduate courses will increase the number of political science majors and minors.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Department progress on performance objectives

1. The Center for Disasters and Emergency Management (CDEM): CDEM performed well in the areas of grants, publications, and community/state/international partnerships.

2. 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.

3. 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.

4. 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.

5. 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.

6. 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.

Update of Progress to the Previous Cycle's PCI
1. The CDEM fulfilled its goals for the year.

2. The department did not complete the comprehensive review of curriculum. The department had 4 faculty members depart, and given the turnover, the department chose to delay the review until it had hired replacements.

3. The department met its goals regarding teaching performance.

4. The department had discussions about undergraduate research and identified specific plans that will be implemented in the coming year.

5. The department successfully address a number of the concerns in the external report on the MA and MPA Programs. The department will continue to work on this in the coming years.

6. The department failed to address the issue of low response rates to the undergraduate exit survey. This was tabled while SHSU worked on a broader solution to gather exit data about undergraduates. The department plans to coordinate with the university response as it comes online.

2016-2017 Plan for Continuous Improvement

Closing Summary
Center for Disaster and Emergency Management (CDEM)

For fall 2018/spring 2019 CDEM director and affiliates with collect and analyze Hurricane Harvey data relevant to disaster and emergency management and begin planning for a fall 2018 symposium dedicated to discussions and presentations of the data.

Curriculum (Undergraduate)

Increasing major and minor enrollments: The department will discuss the possibility of incorporating a new lower division course into the undergraduate BA and BS degree plans. The course would help the department recruit students from the Lone Star (community) College system into the BA and BA degree programs and increase the number of Bachelor of Liberal Studies students who select political science as one of their three required minors.

Teaching Performance as Measured by IDEA

Although the IDEA scores were impressive, there was a range in the response rates. This coming year the department will identify strategies for improving response rates and ask faculty member to implement the strategies.

Graduate Student Recruitment

The increase in graduate student enrollment was far less than expected. The minimal effect may be linked to the fact that the promotional mail outs (1) did not use a comprehensive directory of Texas county and city employees for the MPA program or a comprehensive directory of Texas high school teachers for the MA program and (2) the post cards used for the mail outs were not tailored to specific groups listed in each directory. For this coming year, the department will purchase a comprehensive directory list from the Texas State Directory Press to be used for the promotion of the MPA program. Rather than using a single postcard for the entire mail out, postcards will be designed to address the specific interests and needs of individual groups listed in the directories. For example, postcards mailed to firefighters will include information about the Texas Peace Office and Firefighter Exemptions for tuition. Similar adjustments will be made for the MA program promotional mail out.

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Research Performance

Faculty research performance continues to be impressive in the areas of publications, grants, and conference presentations. For this coming year, the department will take action designed to increase research collaboration between faculty and undergraduate students. Thus, the department will (1)

establish a committee and provide funding for research

Undergraduate Student Recruitment

The actions of the department's Undergraduate Enrollment Committee were productive and the committee members will continue working with the SHSU Admissions Office. However, recent meetings between the department chair and Lone Star (community) College faculty and administrators suggest that the establishment of a more concrete and permanent relationship between Lone Star and the political science department and an increase in online undergraduate courses will increase the number of political science majors and minors.

Assessment Plan Summary
Department: Psychology and Philosophy, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

Psychology and Philosophy, Department of

Curriculum

Goal Description
Faculty assess the extent to which the curriculum covers a broad base of the field of psychology

Related Items/Elements
Curriculum Evaluation

Performance Objective Description
Courses in the Psychology Program will be evaluated in terms of the breadth of topics covered in the field.

Levy Curriculum Matrix
LevyCurricMatrix

Curriculum Matrix

KPI Description
Courses were compared to the matrix designed by Levy et al. & published in Teaching of Psychology (1999). The chair made the comparisons based upon the syllabi for each course and discussions with individual instructors about specific courses and whether those courses met the criteria for the Levy et al. matrix. 50% of courses in the psychology curriculum were expected to require knowledge of the "Current Perspectives" section of the Levy Curriculum Matrix.

Levy Curriculum Matrix
LevyCurricMatrix

Results Description
Seventy-six percent of the sections met the criteria set signified as "Current Perspectives" by the Levy Curriculum Matrix. These courses were exclusively content courses as methods courses such as Statistics and Research Methods did not lend themselves to the matrix. In addition, various courses such as Psychopharmacology and Adjustment also were weak in some areas of the curriculum matrix and thus were not counted as meeting the minimum requirements.

Action: Levi Curriculum Matrix

Action Description
The department chair will continue to encourage faculty developing new courses to include as many standards of the Levi Curriculum Matrix as possible. Also, the chair will continue to review syllabi to make sure that a large percentage of courses offered encompass those aspects of the Matrix.

Faculty Scholarship

Goal Description
Faculty generate and disseminate scholarship

Related Items/Elements
Scholarship Portfolios

Performance Objective Description
Faculty will be effective scholars as evidenced by the portfolio documenting their scholarship on an annual basis

Review Of Faculty Scholarship

KPI Description
For the Psychology Program: Evaluation of faculty scholarship portfolios according to the Program guidelines for Scholarly & Artistic Endeavors. Factors in this category include: text books written (5 pts); number and assessed quality of publications in externally reviewed journals or funded grants (4 pts); number of presentations at national, international, and regional conferences, or submitted grants, or book chapters (3 pts); conference presentations, book reviews, submitted articles (2 pt); first author (1 pt). Totals were summed and results were put on a scale of 1-5 with 0-5=1; 6-10=2; 11-15=3; 16-20=4; 21+=5. Criterion for an individual faculty member was set at 3.
For the Philosophy program, the rubric for Scholarship included: 5 points for Books and funded external grants; 4 points for publications in print and/or funded internal grants; 3 points for submitted grants and/or book chapters; 2 points for conference presentation, book reviews, and submitted articles; 1 point for first author. Totals were summed and results were put on a scale of 0-5 with 0-5=1; 6-10=2; 11-15=3; 15-20=4; 21+=5. Criterion for an individual faculty member was set at 3.
In the rubrics for both Psychology and Philosophy, it is noted that if a grant was obtained, the size of the grant was not taken into account in the scoring. This approach was taken to encourage faculty, regardless of years at SHSU or years in rank, to apply for grants, both large and small.

Results Description
With respect to faculty scholarship, in the Psychology program, the mean scholarship ranking according to the aforementioned categories was 2.94 with a range of 1-5. Three faculty scored a 1 on this measure.

In the Psychology program, data show that productivity decreased this year but that may be because we currently have three new faculty in the program and each is building his or her lab.

In the Philosophy program, the mean score on scholarship was 3.75 with a range of 2 to 5. One individual received a score of "2." This individual had taken on two new administrative roles and much of his time was spent engaged in those roles.

All members of the Psychology and Philosophy programs met with the chair and those scoring a "2" or lower were asked to be more diligent about scholarly pursuits.

Actions: Faculty Scholarship

Action Description
Actions for the upcoming year will include:

Providing up to $1800 in travel monies for each faculty member to attend conferences;

Providing adequate laboratory space for each faculty;

Assigning mentors to new faculty;

Directing undergraduate students to partake in faculty research as research assistants;

Encouraging all faculty to be involved in their areas of expertise.

Teaching Excellence

Goal Description
Faculty demonstrate high level of teaching effectiveness

Related Items/Elements
Individual Development And Educational Assessment (IDEA) Evaluations

Performance Objective Description
IDEA student evaluations of teaching will indicate that faculty are engaging in effective teaching as indicated by their summary scores

IDEA Ratings

KPI Description
A summary IDEA score at or above the IDEA database national norm is considered to be satisfactory. Consistent with IDEA recommendations, in the past we had used converted averages on IDEA evaluations that are in the gray box (middle 40%) to be considered "effective teaching." A sample copy of the IDEA form is attached to this document. The scores are then compared to discipline norms. Teaching effectiveness is assessed by looking at Overall adjusted course summary compared to the discipline with a mean of 50. Criterion for effective teaching is that the department's average scores will exceed the IDEA norms on the adjusted Summary Evaluation.

We also will expect that the 70% of the Department's sections will be at or above the discipline norms on the IDEA database. Recently, the format of the IDEA forms has changed. In the new format we will look at the overall summary score (adjusted average compared to the IDEA data base) and the ratings of summative questions. In both categories, any score above 50 would be considered exceeding the average of all courses in the IDEA data base.

IDEA Forms

IDEA2016A

WILSON_C(021576)_(47735)

Results Description

Considering the Course Summary scores, 74.28% of our sections met or exceeded the discipline average. The range of these scores was 19-66 with a mean of 53.49.

With respect to the Ratings of the Summative Questions, 74.28% of our sections met or exceeded the discipline average. The range of these scores was 12-66 with a mean of 51.37.

We met criterion of 70% of our sections meeting or exceeding the discipline means. The chair is, though, concerned that the faculty only had a mean of 53.49 and 51.37 on Summary and Ratings of Summative Questions.

The chair inspected the data and found that six sections really undermined our total scores. Two faculty members accounted for one section each. This is defensible in that each had very strong scores on his/her other sections. Four poor performance sections were due to one faculty member.

In addition, for the Fall 2016 semester, on a scale of 1-5, Psychology faculty had a mean of 4.48 with respect to Excellent Course and a mean of 4.54 on Excellent Teacher on the IDEA forms. Philosophy faculty scored 4.69 on Excellent Course and 4.74 on Excellent Teacher.

In the Spring 2017 semester, on a scale of 1-5, Psychology faculty had a mean of 4.30 on Excellent Course and a mean of 4.49 on Excellent Teacher. Philosophy faculty had a 3.96 and 4.20 on Excellent Course and Excellent Teacher, respectively.

Comparing the "Unit" IDEA scores with those of all courses in the national data base, the Department of Philosophy and Psychology exceeded the norms, for fall 2016 with scores of 53, 51, 51, and 52 for Progress on Relevant Objectives, Excellence of Teacher, Excellence of Course, and Summary Evaluation, respectively. Such was the case for the spring 2017 semester with scores of 52, 52, 51, and 52, respectively.

Actions: IDEA Scores

Action Description
Actions for the current academic year will include:

Having new faculty visit with experts on the IDEA process in the department and through the PACE center to get a better grasp of what is actually being measured by the instrument;

Examining IDEA scores after the fall semester;

Having faculty not performing well meet with the chair to determine strategies to improve teaching performance.

Teaching Portfolios

Performance Objective Description
Faculty will engage in effective teaching as evidenced by a portfolio documenting their teaching activities on an annual basis.

Teaching Portfolio Review

KPI Description
Evaluation of faculty teaching was based upon two factors: the student evaluation on the IDEA forms and the Chair's evaluation of faculty teaching. The students' evaluation consisted of the composite score on the IDEA evaluation that took into consideration: 1. progress on relevant objectives; 2. excellent course and; 3. excellent teacher. Scores were on a scale of 1-5.

In the Psychology Program, the mean rating was 4.53 with a range of 3.75-4.95.

Evaluation of faculty teaching portfolios according to the Department Chair Guidelines for Teaching Evaluations. Factors in this indicator include: student evaluations (excellent teacher = .8), faculty track (teaching or research), number of sections, number of students in each section, etc. (=.2) The goal is that faculty score a minimum of 3 on a scale of 1-5.

The mean for the Chair's evaluation of effective teaching was 4.75 with a range of 3.88 to 5.00.

I especially am pleased with younger, tenure-track faculty as their means for Students' evaluation and Chair's evaluation were 4.95 and 4.96, respectively. They all are bright, enthusiastic instructors and are very devoted to the educational process (either that or the malaise has not yet set in).

As for the Philosophy program, the mean of the Students' evaluation was 4.66 with a range of 3.76-4.85 and the mean of the Chair's evaluation was 4.65 with a range of 3.86-4.98. These scores are better than those of years past and show a progression of hiring truly competent individuals in their respective areas.

Thus, all members undergoing evaluation for the assessment standards reached criterion.

Results Description
Evaluation of faculty teaching was based upon two factors: the student evaluation on the IDEA forms and the Chair's evaluation of faculty teaching. The students' evaluation consisted of the composite score on the IDEA evaluation that took into consideration: 1. progress on relevant objectives; 2. excellent course and; 3. excellent teacher. Scores were on a scale of 1-5.

In the Psychology Program, the mean rating was 4.53 with a range of 3.75-4.95.

Evaluation of faculty teaching portfolios according to the Department Chair Guidelines for Teaching Evaluations. Factors in this indicator include: student evaluations (excellent teacher = .8), faculty track (teaching or research), number of sections, number of students in each section, etc. (=.2) The goal is that faculty score a minimum of 3 on a scale of 1-5.

The mean for the Chair's evaluation of effective teaching was 4.75 with a range of 3.88 to 5.00.

Thus, all members of the department reached criterion. I especially am pleased with younger, tenure-track faculty as their means for Students' evaluation and Chair's evaluation were 4.95 and 4.96, respectively. They all are bright, enthusiastic instructors and are very devoted to the educational process (either that or the malaise has not yet set in).

As for the Philosophy program, the mean of the Students' evaluation was 4.66 with a range of 3.76-4.85 and the mean of the Chair's evaluation was 4.65 with a range of 3.86-4.98. These scores are better than those of years past and show a progression of hiring truly competent individuals in their respective areas.

Actions: Teaching Portfolios

Action Description
Actions will include:

Assigning a mentor to all new faculty members;

Stressing the importance of frequently assessing best practices in teaching individual subjects;

Having students give feedback during the course of the semester.

Undergraduate Student Perception Of Psychology Learning

Goal Description
Undergraduates students will be satisfied with learning opportunties.

Related Items/Elements
Undergraduate Student Perception Of Psychology Offerings

Performance Objective Description
Students will indicate an appreciation for the diversity of fields within psychology and their realization that elementary statistics has enabled them to improve critical thinking to evaluate ideas and arguments in problem-solving.

Senior Survey

KPI Description
The Psychology Senior Survey is given to graduating seniors. The goal for ratings is at least 75% for a Challenging Program and a High Quality Program, as indicated by a 4 or a 5 on a 5-point likert scale. In addition, we sought to measure the ability to apply and communicate scientific knowledge and generate scientific knowledge. These two factors were assessed by looking at performance on several assignments during the academic semesters in Psychology 3101, Elementary Statistics Laboratory, and by analyzing performance on a 3301/3101 essay exam. Both documents are attached. Criterion was set at 70% passing (a minimum of 70% correct) for each factor.

Senior Survey
SeniorSurvey

Results Description
Analyzing the senior surveys, on a 5-point Likert scale, 92.67% of our students rated the quality of the psychology major as of "high quality," a 4 or 5 on the scale. Only 25.00% of our graduates rated their experience with the psychology major as challenging. One of the issues with the Senior Survey is that it would be nice to correlate our results with grade point average or SAT scores, etc. Unfortunately, the survey is given anonymously, as it should be and we have no way of making this comparison. The result that only 25% of our majors viewed the program as challenging is really a surprise. This result could be that we aren't that challenging enough, perhaps our method of teaching makes the material easy to assimilate, perhaps a low return rate skewed the data. We do know that this is not typical and we are considering all possibilities.

With respect to generating and communicating scientific knowledge, in the fall 2016 semester, 84.24% of students involved in Psychology 3101 successfully passed the "Application of a Scientific Knowledge" assignments. In the spring 2017 semester, 84.34% met criterion. For "Communicating Scientific Knowledge," 71.30% and 70.90% were successful in the fall 2016 and spring 2017 semesters, respectively.

Actions: Senior Survey

Action Description
Actions for the current academic year will include attempting to increase the return rate of the surveys by extending the amount of time that seniors have to complete the survey. Also, we will look at specific questions within the survey and address why we may have scored lower on those issues

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Update to Previous Cycle's Plan for Continuous Improvement

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

1. all tenured and tenure-track faculty members in the department will be afforded laboratory space available to them to conduct research. *Laboratory space was provided for all T/T-T faculty requesting space. All Psychology faculty requested space and one Philosophy faculty had requested space.*

2. all faculty members will be given up to $1800 in funds to travel to conferences, regardless of whether they are presenting. *Funds were distributed equitably to all T-T-T faculty in both Psychology and Philosophy. A few faculty in the Psychology program did not request funds and those monies were put back into the O/M budget.*

3. faculty who are required to be licensed will have the portion of the license necessary to perform their jobs paid for by the Department. *The Department was able to afford those faculty requiring licensure with funds; This was the case for all faculty in the Clinical Ph.D. and MA programs and for those in the School Psychology program.*

4. start-up funds have been set aside for the four in-coming faculty members (two for Psychology and two for Philosophy), funds have been set aside for second-year tenure-track faculty who will be in their final year for the spending of start-up funds. *Funds were set aside for all new (first- and second-year) tenure-track faculty and encumbered and spent as needed.*

5. all tenure-track faculty will meet with the chair to discuss his or her progress toward tenure, all tenure-track faculty will have his or her progress assessed yearly by the program DPTAC and be given a written assessment of that progress. *It was the case that all faculty filing FES forms with the chair met with the chair during early March of 2017 to discuss progress and strategies for bettering themselves.*

6. faculty not meeting scholarship criterion will meet with the chair each spring to discuss possible strategies to help them meet criterion. *Please see Number 5 above.*

Teaching portfolios: The chair will review the teaching evaluations for each course for each faculty member for each semester.

1. Those falling in the below a 3.0 (on a scale of 1-5) of the IDEA forms will meet with the chair and will be given strategies that should increase their effectiveness in the classroom. Tenure-track faculty will be told that the probability for being awarded tenure is extremely low with low IDEA scores. *There was no need to take these steps this academic year.*

2. adjunct faculty falling below a 2.5 (on a scale of 1-5) will be given one semester to improve the

scores or their contracts will not be renewed. *This past semester, one such adjunct was terminated because of low teaching evaluations.*

3. all faculty with low scores will be advised to go to the PACE Center to discuss issues involved in teaching and strategies for overcoming obstacles. *Again, this was not an issue and for the one faculty member with low scores, the issue was handled "in house."*

4. as always, all faculty are encouraged to attend the CHSS Teaching Conference in August 2017.

Curriculum: 1. any and all new courses will go through the departmental curriculum committee for adherence to the Levi Matrix; 2. courses taught under the rubric "special topics" have been reviewed and will continue to be reviewed by the chair for content and the manner in which the course will be taught.

Senior survey: The return on the Senior survey appears to be increasing although it is still low. *Special efforts will be made to ensure that a better return rate occurs this upcoming academic year. Surveys will be distributed to seniors during class times after which they will be collected by faculty and turned into the chair.*

Update of Progress to the Previous Cycle's PCI
In the upcoming academic year:

Scholarship Portfolios: 1. all tenured and tenure-track faculty members in the department will be afforded laboratory space available to them to conduct research;

2. all faculty members will be given up to $1800 in funds to travel to conferences, regardless of whether they are presenting;

3. faculty who are required to be licensed will have the portion of the license necessary to perform their jobs paid for by the Department;

4. start-up funds have been set aside for the four in-coming faculty members (two for Psychology and two for Philosophy), funds have been set aside for second-year tenure-track faculty who will be in their final year for the spending of start-up funds;

5. all tenure-track faculty will meet with the chair to discuss his or her progress toward tenure, all tenure-track faculty will have his or her progress assessed yearly by the program DPTAC and be given a written assessment of that progress; 6. faculty not meeting scholarship criterion will meet with the chair each spring to discuss possible strategies to help them meet criterion.

With respect to scholarship, of the three faculty members who scored a "1" on Scholarship Ranking, two individuals currently are serving in administrative positions and one has been put on a remediation program in order to help "kick-start" his career.

Teaching portfolios: The chair will review the teaching evaluations for each course for each faculty member for each semester.

1. Those falling in the below a 3.0 (on a scale of 1-5) of the IDEA forms will meet with the chair and will be given strategies that should increase their effectiveness in the classroom. Tenure-track faculty will be told that the probability for being awarded tenure is extremely low with low IDEA scores;

2. adjunct faculty falling below a 2.5 (on a scale of 1-5) will be given one semester to improve the scores or their contracts will not be renewed. This past semester, one such adjunct was terminated because of low teaching evaluations;

3. all faculty with low scores will be advised to go to the PACE Center to discuss issues involved in teaching and strategies for overcoming obstacles;

4. as always, all faculty are encouraged to attend the CHSS Teaching Conference in August 2017.

Curriculum: 1. any and all new courses will go through the departmental curriculum committee for adherence to the Levi Matrix; 2. courses taught under the rubric "special topics" will be reviewed by the chair for content and the manner in which the course will be taught.

Senior survey: The return on the Senior survey appears to be increasing although it is still low. Special efforts will be made to ensure that a better return rate occurs this upcoming academic year. Surveys will be distributed to seniors during class times after which they will be collected by faculty and turned into the chair.

Plan for continuous improvement

Closing Summary
First and foremost, the Department will search for a new chair as the current chair is retiring from the University at the end of the fall semester.

Scholarship Portfolios:

1. all tenured and tenure-track faculty members in the department will be afforded laboratory space available to them to conduct research;

2. all faculty members will be given up to $1800 in funds to travel to conferences, regardless of whether they are presenting;

3. faculty who are required to be licensed will have the portion of the license necessary to perform their jobs paid for by the Department;

4. start-up funds have been set aside for the four in-coming faculty members, funds have been set aside for second-year tenure-track faculty who will be in their final year for the spending of start-up funds;

5. all tenure-track faculty will meet with the chair to discuss his or her progress toward tenure, all tenure-track faculty will have his or her progress assessed yearly by the program DPTAC and be given a written assessment of that progress;

6. faculty not meeting scholarship criterion will meet with the chair each spring to discuss possible strategies to help them meet criterion.

Teaching portfolios: The chair will review the teaching evaluations for each course for each faculty member for each semester.

1. Those falling in the bottom 30% of the IDEA forms will meet with the chair and be warned that the department and college consider a t-score of 50 and above to be acceptable. Tenure-track faculty will be told that the probability for being awarded tenure is extremely low with low IDEA scores;

2. adjunct faculty falling in the bottom 30% will be given one semester to improve the scores or their contracts will not be renewed;

3. all faculty with low scores will be advised to go to the PACE Center to discuss issues involved in teaching and strategies for overcoming obstacles;

4. as always, all faculty are encouraged to attend the CHSS Teaching Conference in August 2016.

Curriculum:

1. any and all new courses will go through the departmental curriculum committee for adherence to the Levi Matrix;

2. courses taught under the rubric "special topics" will be reviewed by the chair for content and the manner in which the course will be taught.

Senior survey: The return on the Senior survey appears to be increasing although it is still low. Special efforts will be made to ensure that a better return rate occurs this upcoming academic year. Surveys will be distributed to seniors during class times after which they will be collected by faculty and turned into the chair.

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-Teaching-2016-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 teaching include: 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 faculty teaching include: receiving complaints from students regarding slow

responses to students' requests and unfair treatments for a couple of faculty; very few faculty participating in professional development activities; and, consistently maintaining at or above a score of 4 on student teaching evaluations in each class instructed.

2016 Teaching Data-Sociology-complete

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve teaching effectiveness.

Faculty Professional Development Related to Teaching

KPI Description
The Department of Sociology encourages and provides resources for faculty to engage in professional development related to teaching effectiveness. At least 50% of faculty will participate in professional development opportunities to improve teaching effectiveness.

Results Description
Only five faculty members participated in professional development opportunities related to teaching effectiveness (20% of all faculty). This outcome is below the targeted goal of 50% participation rate among all faculty.

2016 Teaching Data-Sociology-complete

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at

improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve teaching effectiveness.

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
86% 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 88% 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).

2016 Teaching Data-Sociology-complete

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. Only 20% of the faculty participated in professional development opportunities to improve teaching effectiveness. This outcome is below targeted goal of 50% participation rate among all faculty. The faculty members will continue to be encouraged to maintain high quality teaching and engaged in professional development activities aimed at improving teaching effectiveness. Specifically, additional incentive and support will be provided for all faculty who participate in professional development opportunities to improve 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.

Evaluation Rubric-Research-2016-Blank

Instructions for FES research or equivalence scoring

Results Description
In 2016 academic year, 16 grant proposals with a total amount of $6,279,043 were submitted by tenured/tenure track faculty members (69% of the tenured/tenure track faculty members). 63% of them were funded with a total amount of $2,552,405 (see attachment).

2016 Scholarly Research Data for Sociology

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. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. 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.

Evaluation Rubric-Research-2016-Blank

Results Description
100% of the tenured/tenure track faculty members made a total of 64 presentations at professional conferences in 2016. Three non-tenured track faculty members presented 4 papers at a professional conference (see attachment).

2016 Scholarly Research Data-Sociology

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. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. 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).

Evaluation Rubric-Research-2016-Blank

Instructions_for_FES_research_or_equivalence_scoring_

Results Description
In 2016, 62% of the tenured/tenure track faculty members published 25 peer-reviewed journal articles, book chapters, or books. In addition, 62% of the tenured/tenure track faculty members had a total of 24 peer-reviewed journal articles, book chapters, or books accepted for publication (see attachment).

2016 Scholarly Research Data-Sociology

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. Although the result for faculty research publication was lower than the target goal (75%), three additional faculty members had 5 peer-reviewed journal articles or book chapters accepted for publication in 2017. 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 2016, six graduate students were a coauthor with faculty members on nine conference presentations. Additionally, twenty-eight undergraduate students were a coauthor with faculty on twenty conference or poster presentations.

2016 Scholarly Data-Sociology

Student Scholarly Research

Action Description
The data indicate that although both undergraduate and graduate students were actively engaged in scholarly research activities such as conference presentations, only one of them produced scholarly research publication with mentoring of the faculty. In 2017, 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.

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.

2016 Scholarly Data-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).

Evaluation Rubric-Services-2016-Blank

Results Description
54% 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/Coeditor of professional journal.

2016 Service Data-Sociology-complete

Provision of Quality Services

Action Description
In 2016, 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).

Evaluation Rubric-Services-2016-Blank

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).

2016 Service Data-Sociology-complete

Provision of Quality Services

Action Description
In 2016, 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 2016, the following courses have been designated as ACE courses: SOCI3324 (two sections of Social Inequality), SOCI3325 (Gender and Inequality), SOCI3365.02 (Sociology of Health and Illness), SOCI3376 (Rural and Urban Sociology), and SOCI5355 (Seminar in Social Inequality)

In the Spring of 2017, the following courses have been designated as ACE courses: SOCI3365.01 (Sociology of Health & Illness), SOCI3324 (Social Inequality), SOCI 3376 (Rural and Urban Sociology), SOCI 3324 (Social Inequality).

Enhance 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
In 2016, two new graduate courses: SOCI 5100 (Proseminar) and SOCI 5350 (The Community Practitioner) and the 18-hour Graduate Certificate in Sociology was proposed and approved by the Academic Affairs Council. In addition, THECB has also approved the online Graduate Certificate in Sociology with an implementation date of January 1, 2018

Enhance 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
In 2016, three new undergraduate courses were proposed and approved by the Academic Affairs Council. These new courses are: SOCI 4327 (Sociology of Everyday Life), SOCI 4338 (Social Gerontology), and SOCI4430 (Sociology of Migration).

Enhance 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 2016-2017 academic year.

Results Description
1. In the 2016-2017 academic year, three sociology courses were newly offered as an online format: SOCI4339 (Senior Seminar), SOCI3327 (Popular Culture), and SOCI3384 (Economy and Society)

2. To meet the increasing demand for online courses, more online sections were offered. In the 2016-2017, 92 online and 75 in-person sections were offered. Similar figures for the 2014-2015 academic year were 84 and 79, respectively; for the 2015-2016 academic year were 87 and 72, respectively.

Enhance 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 receive appropriate guidance and support for degree plans and class schedules.

Results Description
In 2016, 193 undergraduate students were individually advised by the Director of the Undergraduate Studies. about 80 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.

3. Experiential Learning

Performance Objective Description
The Department of Sociology will provide multiple opportunities for students to apply classroom experience to work and service outside of the classroom.

Career Readiness Opportunities

KPI Description
The Department will provide and/or promote three events for students to encourage the development of career skills in applied sociology and to develop social networks that will promote career opportunities.

Results Description
1. The internship program sponsored three internship orientation sessions on March 7, 8 and 9. One student attended. The session covered the application and placement process for internships in applied sociology.

2. The program promoted the “Discover Your Strengths” workshop, sponsored by the Department of Leadership Initiatives. One student attended and met with the internship director to discuss personal career goals after the workshop.

3. The program sponsored a session on “What Can I Do With A Sociology Degree?” on April 11th. Drs. Melissa Tackett-Gibson and Jason Konefal led the session. It covered topics related to graduate school admissions processes and career opportunities for sociology graduates. Materials included a review of information on job titles and placement prospects for sociology majors from the Department of Labor.

4. Sociology majors and minors were encouraged via email to attend “Backpack to Briefcase” workshops sponsored by the Department of Communications and Career Services.

5. On April 26th the program sponsored an Alumni/Student Reception. The reception was held with the intention of building a strong student/alumni network. Regional alumni and sociology majors and minor were invited to the event. It included remarks from a sociology honors students and a distinguished alumna. Both discussed career goals, motivations and the role of sociology in shaping career decisions. Thirty-seven alumni, students, faculty/staff and family members were in attendance. Scholarship recipients and student leaders were recognized at the event.

Enhance Experiential Learning

Action Description
Dr. Melissa Tackett-Gibson was hired to serve as the Director for the Sociology Internship Program in January, 2017. In the Spring of 2017, seven events were held to provide opportunities for students to apply classroom experience to work and services outside of the classroom. Although only one student was placed at the local internship site, the Internship Director was able to establish relationships with 4 agencies who are able to host interns. A new initiative-an interpreter track was established to allow students to work toward proficiency and certification as court, school, medical and social services interpreters. A copy of the internship program plan for activities for 2017-2018 is attached.

InternshipProgram_Action_Plan_2018_final

Internship Program

KPI Description
The Department will provide formal opportunities for students to intern at local and regional agencies and organizations. The program will place 10 students in internship positions.

Results Description
1. The program developed a survey to solicit employer recommendations from departmental alumni. The survey yielded information on potential positions at four locations.

2. Employer recruitment materials, including a Intern Supervisor's Manual, sample job descriptions and an discussion of applied sociology have been developed.

3. The program identified 75 agencies in the Greater Houston and Huntsville Area. Recruitment efforts are currently ongoing. They include phone calls and mailing of employer recruitment materials. To date 10 agencies have been contacted. Three are able to host interns.

4. The program initiated an interpreter track that will allow undergraduate majors and minors to work toward proficiency and certification as court, medical and social service interpreters. To date two students have been advised on program participation. An additional student will complete the training for court interpreter certification at the end of the summer semester.

5. The program has worked with MasterWords, an interpreter placement agency, in an effort to place students in internships. Currently, MasterWords will provide the initial proficiency exams to our interns and provide internship opportunities as available.

6. One student, a minor in Community Leadership, has been placed at the Eleanor & Charles Garrett Center on Transition and Disability Studies in the College of Education. This intern will be assisting faculty in the Department of Language, Literacy and Special Populations in advocacy efforts for individuals with disabilities.

Overview of Result:

One student completed an internship during the summer semester. She worked for the Center for Community Engagement while completing training to become licensed as a court interpreter. She also shadowed professional interpreters in courtroom settings.

One student has been placed for the fall semester at the Garrett Center on Transition and Disability Studies in the College of Education.

Four employers have been recruited for student placements. Additional recruiting efforts are ongoing.

Enhance Experiential Learning

Action Description
Dr. Melissa Tackett-Gibson was hired to serve as the Director for the Sociology Internship Program in January, 2017. In the Spring of 2017, seven events were held to provide opportunities for students to apply classroom experience to work and services outside of the classroom. Although only one student was placed at the local internship site, the Internship Director was able to establish relationships with 4 agencies who are able to host interns. A new initiative-an interpreter track was established to allow students to work toward proficiency and certification as court, school, medical and social services interpreters. A copy of the internship program plan for activities for 2017-2018 is attached.

InternshipProgram_Action_Plan_2018_final

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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 BA/BS and MA programs 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 2016-2017 academic year. Results indicate that a majority of 2016-2017 graduates were happy with the quality of the Masters Program in Sociology. Nine graduating students completed the survey. All students except one that completed the survey reported positive educational experiences in the MA program.

Due to time and manpower constraints, the exit survey of graduates from Sociology BA/BS programs will be postponed to the 2017-2018 academic year.

Short Term 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 1,612 Sociology alumni through Survey Monkey in the Spring 2016. 302 of them responded to the survey. After online surveys, we also sent 1,535 mailed surveys and only received 51 responses. Among 353 responses, 73.1 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 22.2% 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", 32.2% reported "sometimes", 11.3% reported "every once in a while", 3.5% reported "rarely", and 1.7% reported "never". About 83.6% of them reported that they would recommend or strongly recommend a degree in Sociology from SHSU to others. (See attached file for more details.)

Sociology Alumni Survey Update 07-19-17-final

Short Term 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 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.

Update of Progress to the Previous Cycle's PCI

During the 2016-2017 assessment cycle, the results reveal that all the desired performance indicators in research, teaching, and service were met. The only indicators we did not meet were “faculty professional development related to teaching” and “student research publications.” Additionally, a Clinical Professor/Director of the Sociology Internship Program was hired in January 2016 to provide more internship opportunities for students as well as promote both graduate and undergraduate programs. A new tenure-track faculty with area of expertise in race and stratification was hired and will join the Department in the Fall of 2017. As a result of diligent efforts to increase enrollment and meet students’ needs, the latest admission data show that the number of admissions for Sociology MA program went up 200% and similar numbers for Sociology BA and BS programs went up 94% and 40%, respectively, from Fall, 2016 to Fall, 2017. The following section summarizes the performance results under each specific goal.

1. Regarding Effective Teaching: Almost all of the desired performance indicators in teaching were met except “faculty professional development related to teaching.”

For the undergraduate BA/BS programs, during this assessment cycle, the Department Assessment Coordinator and the Director of Undergraduate Studies successfully completed “item-by-item” analysis of the entry-level and the mid-level assessments. The item-by-item analysis revealed that the entry-level students understand well the basic concepts related to Component Area IV, but do not understand well the basic concepts related to Component Area V. The Department was not successful at evaluating student comprehension between online and in-person delivery methods during this cycle. Regarding the mid-level assessment, the Department Assessment Coordinator worked with the professors who teach this course to adjust the evaluation rubric to allow for enhanced analysis of the strengths and weaknesses of the two main component areas, Content and Writing Style, with three criteria in each area. The effort was successful as all selected student papers exceeded the minimum requirement. Regarding the exit-level assessment, the Department Assessment Coordinator worked with the professors to rectify the deficiency of student learning outcomes in the core area of research methods. The effort was successful as the students' performance exceeded the minimum requirement.

For the graduate program, thesis rubrics were implemented during the 2016-2017 academic year. In summer 2017, the Graduate Committee reviewed the results and found no need for revisions to the rubrics. The 18-hour Graduate Certificate in Sociology was approved by the Texas Higher Education Coordinating Board (THECB) with an implementation date of January 1, 2018. The Graduate

Committee is continuing to collect data from the exit survey. A preliminary analysis of the data has been undertaken, and found that students rate the program positively. As the number of respondents is still low (n=14), the Graduate Committee has delayed a more comprehensive analysis of the data for another academic year. The M.A. program in Sociology underwent an external review during the 2016-2017 academic year. The findings of the external review inform the plan for continuous development for the 2017-2018 academic year.

2. Regarding Research: Almost all of the desired performance indicators in research were met except "student research publications". During this assessment cycle, we had a significant increase in students' involvement in conference or poster presentations. A total of 34 students were a co-author with faculty on 20 conference or poster presentations. We expect that some of these presentations will turn into research publications. In addition to internal grant awards, three faculty members received two USDA grant awards.

3. Regarding Services: All performance desired indicators were met.

4. Regarding Curriculum Enhancement: During the 2016-2017 assessment cycle, two new graduate and three undergraduate courses were proposed and approved by ACC. Ten classes were offered in ACE format and 92 online classes were offered. The 18-hour Graduate Certificate in Sociology was approved by THECB with an implementation date of January 1, 2018. Additionally, eight students were placed in internship sites.
5. Regarding Program Effectiveness: Results from both exit and alumni surveys reported positive educational experience they had in the Department of Sociology at SHSU.

6. Regarding the Center for the Rural Studies, with the departure of the Director of the Center for Rural Studies, the Department, working with the Dean's office, decided to revisit the mission and goals of the Center and plan to develop a strategic plan for the Center during the 2017-2018 academic year.

Plan for Continuous Improvements

Closing Summary
Built upon on the results of the 2016-2017 assessment cycle, plans for continuous improvement in the 2017-2018 cycle include:

1. **Regarding Teaching:** The Department will provide incentives and strongly encourage faculty to attend at least one professional development activity related to teaching per year. The Director of the Sociology Internship Program will work closely with the Center for Community Engagement to recruit more students to be placed in internship sites. Two new tenure-track faculty members will be hired and join the Department in the Fall of 2018. Both new hires will expand and diversify our class offerings.

Regarding the undergraduate BA/BS programs' entry-level assessment, the Department Assessment Coordinator will continue to meet with SHSU Online and the instructors to ensure that all sections of the entry-level courses provide clean data for analysis. The Undergraduate Committee will meet with the instructors who teach these courses to improve the teaching and student comprehension regarding the four deficient conceptual areas in Component Area IV: Social and Behavior Sciences. The Department will maintain the existing criterion (85%) for the percentage of students meeting the minimum requirement for the desired learning outcome for the 2017-2018 assessment period.

Regarding the midlevel assessment, the Undergraduate Committee and Department Assessment Coordinator will continue to perform the analysis of the two main component areas (Content and Writing Style) to identify strengths and weaknesses. In addition, item-by-item analysis of the three criteria in each component area will be carried out to identify specific strengths and weaknesses with the main areas. The Department will maintain the existing criterion (75%) for students meeting the minimum requirement for the desired learning outcome overall, in each component area, and in the three items per component area in the 2017-2018 cycle.

Regarding the exit-level assessment, although student performance in all three student learning outcome areas is above the minimum requirement, the Undergraduate Committee and Department Assessment Coordinator will continue to work with the professors who teach this course to maintain the high levels of learning outcomes in theory and sociological thinking and improve the student learning outcomes in the core area of research methods. Based on improved exit-level performance, the Department will raise the existing criterion of 75% to 80% for students meeting the minimum requirement for the desired learning outcome overall and in each of the three core areas in the 2017-2018 cycle.

Finally, regarding the graduate program, several initiatives will be taken based on the results from the external review:

a) Development of a Vision Statement for the Program: The graduate director will facilitate a series of workshops over the next year and a half with graduate faculty in the department to develop a vision for the program. Based on these workshops, in the Spring of 2018, the graduate committee will begin drafting a vision statement for the M.A. program. The vision statement will then be presented to the graduate faculty for discussion, amendments, and approval in the Fall of 2019. Beginning in the Spring of 2019, the graduate program vision will guide program and course development, and be incorporated into marketing and recruiting materials.

b) Development of Graduate Course Guidelines: The graduate committee will undertake a curriculum review of the graduate classes in the M.A. program in Sociology. This will include a review of expectations, readings, assignments, and course structure. The outcome will be guidelines for graduate courses in the M.A. program in terms of class organization, workload, and expectations.

c) Development of a Pro-Seminar: A one-credit hour required pro-seminar will be developed for new students in the M.A. program. In the pro-seminar, students will be provided with the tools and resources to be successful graduate students. The course curriculum will include orientation materials, faculty introductions, resources and strategies on graduate student success, and professionalization. The course will also help form a cohort identity among incoming students. Form B has been submitted in Spring 2017 for this new course.

d) Development of Graduate Assistant Guidelines: A set of guidelines for graduate assistants (GAs) and undergraduate assistants will be developed. These guidelines will outline responsibilities and expectations of GAs and undergraduate assistants.

2. Regarding Research: The Department will continue to provide additional encouragement and resources to professors to support student travel to professional meetings for presentations and for student publications as well as external grant applications.

3. Regarding Service: The Department will continue its commitment and level of support and activity in the area of service at all levels.

4. Regarding Curriculum Enhancement: In addition to a new minor in Community Leadership (undergraduate level) and the Graduate Certificate in Community Development (15 semester credit hours), the 18-hour Graduate Certificate in Sociology will be available for students to register in the Spring of 2018. The director of the internship program will continue to establish more internship opportunities for students. A grant proposal will be prepared and submitted to seek external funding support for covering students' internship-related expenses.

5. Regarding Program Outcome/Impact: The Department will begin to conduct an exit survey

for graduates of the Sociology B.A./B.S. programs and continue to administer the exit surveys for graduates of the Sociology M.A. program to assess the strengths and weaknesses of these programs, including a one-year follow up survey to capture the job market success of our graduates. The internship director will plan several events to develop dialogues between current students and Sociology alumni.

6. Regarding the Center for the Rural Studies, with the departure of the Director of the Center for Rural Studies, the Department, working with the Dean's office, will reevaluate the mission and goals of the Center and develop a strategic plan for the Center in the next few years.

Assessment Plan Summary
Department: World Languages and Cultures, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Humanities and Social Sciences, College of

World Languages and Cultures, Department of

Faculty Scholarly Excellence

Goal Description
The Department of World Languages and Cultures (WOLC) faculty (tenured and tenure-track) will engage in scholarly activities.

Related Items/Elements
Recruitment Activities

Performance Objective Description
WOLC will actively engage in recruitment activities for undergraduate and graduate programs in the department.

Recruitment

KPI Description
WOLC will utilize hands-on recruiting events such as high school and junior college fairs as well as specific university events such as the Houston Hispanic Forum

Results Description
WOLC attended high school and junior college fairs as well as the Houston Hispanic Forum. Overall attendance at these events resulted in the recruitment of 8 new Spanish majors for the academic year.

Recruitment

Action Description
Given the successful recruitment carried out at the HHF, WOLC will again be present in Spring 2018 to increase its numbers for the Spanish minor and major.

Research Agenda

Performance Objective Description
The tenured and tenure-track facutly in WOLC will develop and maintain a peer-reviewed 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. The faculty will produce annually 1 peer reviewed journal article and 1 peer-reviewed conference presentation.

Results Description
WOLC faculty produced on average 3.5 peer-reviewed journal articles and 3.56 peer-reviewed conference presentations. This performance clearly exceeded the targeted annual metric of 1 peer- reviewed journal article and 1 peer-reviewed conference presentation.

Research Agenda

Action Description
As WOLC significantly exceeded the target metric for peer-reviewed articles, a new goal of 2.0 peer-reviewed articles will be targeted for 2017-2018.

Quality Instruction

Goal Description
WOLC will demonstrate quality in the instruction of their classes, specifically to ensure the most effective delivery of target language acquisition.

Related Items/Elements

Creating Benchmarks in French Minor

Performance Objective Description
The French Program will perform a comparative analysis between domestic and study abroad courses including comparison of online and face-to-face courses.

Benchmarking in French Minor

KPI Description
The French Program will be considered to have met this performance objective if they complete the comparative analyses of domestic and study abroad courses in a manner that allows for benchmarking future course offerings.

Results Description
Ten students participated in the Quebec Study abroad program. After compiling pre- and post-program results on oral production, students increased their oral proficiency by 25% during the program in terms of perceived comprehensibility and fluency.

Benchmark - French Minor

Action Description
Given the successful outcomes observed for oral proficiency (fluency and comprehensibility) during Quebec Study Abroad, WOLC now intends to encourage enrollment in SA programs for all French minors in Summer 2018.

Creating Benchmarks in German Minor

Performance Objective Description
The German Program will perform a comparative analysis between domestic and study abroad courses including comparison of on-line and face-to-face courses.

Benchmarking in German Minor

KPI Description
The German Program will be considered to have met this performance objective if they complete the comparative analyses of domestic and study abroad courses in a manner that allows for benchmarking future course offerings.

Results Description
Nine students participated in the German Study abroad program. After compiling pre- and post-program results on oral production, students increased their oral proficiency by 22% during the program in terms of perceived comprehensibility and fluency.

Benchmark - German Minor

Action Description
Given the successful outcomes observed for oral proficiency during (fluency and comprehensibility) German Study Abroad, WOLC now intends to encourage enrollment in SA programs for all German minors in Summer 2018.

Quality Instruction

Performance Objective Description
WOLC 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 WOLC faculty will average

at least 4.2 on the IDEA student evaluations of teaching, which is the average of all instruction at SHSU.

Results Description
WOLC faculty averaged 4.6 on the IDEA student evaluations of teaching, which is clearly above the average (4.2) of all instruction at SHSU.

Quality of instruction

Action Description
The performance average of 4.2 on IDEA evaluations will be maintained for 2018, as all faculty exceeded this benchmark.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
Below is the progress update for items 1-6 outlined in the PCI :

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.

In Spring 2017, WOLC hired a new Assistant Professor of Spanish, who is now responsible for coordinating the lower-level Spanish courses and also coordinating the pool faculty teaching theses courses. Additionally, WOLC hired a new Assitant Professor of French to handle increases in

enrollment and also prepare for the new major in French.

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.

In Spring 2017, we were able to design a rubric for evaluating facutly service; the rubric was used for the first time by the Personnel Committee to assess service for all facutly in the department.

In Fall 2017, the faculty will work on creating a research evluation rubric which will be used by the WOLC in Spring 2108..

3) Conduct a thorough self-study review of the MA in Spanish to order to understand how to further develop the existing curriculum.

In Spring 2017, WOLC carried out a successful review of the MA program, and provided an action plan to the Dean of Graduate Studies, outlining short-term, mid-term and long-term strategies for implementing curricular changes and increasing MA enrollment.

4) Propose curriculum for a new major in French.

In Spring 2017, WOLC completed its proposal for a new French major, which was reviewed favorably by the CHSS Curriculum Committee, and consequently, sent to the Univeristy Curriculum Committee and Coordinating Board for final appouval. It is anticipated, pending approval, that major will now be launched in Fall 2018.

5) Propose curriculum for a new minor in Spanish translation / interpretation.

WOLC has finished a preliminary draft for a minor in translation and interpretation and is currently working with Bilingual Health Sciences and Sociology to finalize the logistics of the translation/interpretation internships included in the minor. It is anticipated that the minor will be open to enrollment by Summer 2018.

6) Obtain funding approval from CHSS for a new T-T ASL position in order to create a Deaf Studies minor.

WOLC has secured funding from CHSS for hiring a new T-T ASL facutly in Spring 2018 who will begin work on devlelopping a new Deaf Studies Minor in Fall 2018.

Plan for Continuous Improvement

Closing Summary

1) In Fall 2017, the faculty will work on creating a research evluation rubric which will be used by the WOLC in Spring 2108.

2) WOLC will begin implementing the action plan generated as part of the external review of the MA Program.

3) The department will continue its efforts to begin offering the French Major in 2018.

4) The department will continue its efforts to roll out the minor in translation/interpretation in 2018. As part of these efforts, the department will work to finalize a plan for internships within the minor.

5) The department will hire a new tenure-track faculty member in ASL as another step toward developing a Deaf Studies Minor.

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

- Increase international student enrollment by implementing a comprehensive recruiting plan at local community colleges.
- Develop a collaborative relationship with Admissions to assist the OIP in recruiting international students.

Related Items/Elements

Collaborate with SHSU Admissions to help increase international student enrollment.

Performance Objective Description
Develop initiatives in conjunction with Admissions to assist with recruiting international students

- Share schedules with Admissions of recruitment and advising events held at community colleges and collaborate on coverage.

- Provide advisor training for Admissions personnel working with prospective international students. Complete an International Student Advising Guide for use with transfer students by October 31, 2017.

Collaborate with Admissions for recruitment of international students.

KPI Description
Develop initiatives in conjunction with Admissions to assist with recruiting international students. Work together on annual recruiting schedule to insure that at least one representative will be in attendance from our offices to answer questions and collect contact information from international students. Provide coverage from both offices for large internationally focused events where possible.

Collaborate on the scheduling and participation of at least 5 recruiting events to be completed by August 31, 2017

Results Description

We attended 17 events with SHSU Admissions counselors and/or advisors from the SHSU Woodlands Outreach Center.

o Recruiter presented at Admission's Summer Updates (training for SHSU admissions counselors) in July 2016. Will present again in July 2017.
o OIP Director and recruiter attended two Admissions meetings to discuss the International Student VIP Program
o Director visited with Carolyn Martinez, Exec. Director of Outreach at the Woodlands Center, twice to deliver information/documents for her recruiter on our VIP Program
o Director of OIP and The Woodlands Center attended HCC Ceremony at the Mexican Consulate
o Attended the following events alongside SHSU Admissions counselors and/or advisors from the SHSU Woodlands Outreach Center:

- 6 LSC TACRAO events, 9 HCC TACRAO events
- 3 "SHSU Days" (2 at LSCS-North Harris, 1 at LSCS-University Park)
- 1 College Recruitment Fair at Tomball with SHSU recruiter from The Woodlands Center
- 5 visits to the Mexican Consulate in Houston
- 1 STEM event at HCCS Alief Hayes
- 1 event at the Raindrop Turkish Houston Women's Association

Collaborate with Admissions for Recruitment

Action Description
We would like more of our recruiters in EM enrolling students in our VIP Program. Even though we presented about the program at meetings and individually, we really did not feel we had enough support and disbursement of information by the recruiters.

We have come up with an idea of offering an incentive to the recruiters. A contest for the most students signed up for the program. We will also keep presenting about the program and encouraging recruiters to collect student data for us.

OIP Office Coverage- it has become very evident that one international recruiter with multiple other duties is not enough to make the impact we need at the community colleges. We will advocate to try and hire a PT recruiter.

Recruit international students at Texas Community Colleges.

Performance Objective Description
Create a marketing plan that will enable OIP advisors to connect with prospective international students at community colleges to provide program information and for transfer advisement. We will call the program the International VIP Program.

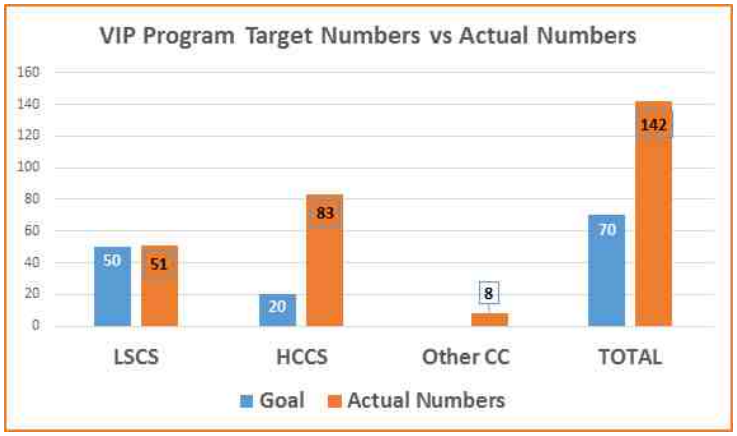
An international student VIP Program will be created for community college students.

KPI Description
We will collect community college students' contact information to send them periodic program updates and provide them with advising opportunities.

The OIP set a goal of recruiting 70 VIP students, 50 from LSCS and 20 from HCCS. The purpose of the VIP Program is to collect student information for contact by an OIP advisor and match students with a current SHSU student from their country. OIP staff will schedule individual advising sessions at their campus at student's request.

OIP Strategic Recruitment Plan Report_FY17

Results Description
We recruited 51 students from LSCS and 83 students from HCCS. We also recruited 8 students from other community colleges.



We did not set a goal for enrollment of VIP students to SHSU but pulled Applytexas numbers.

These will include FA17 students.

Total VIP Program Students: **142**

Students with ApplyTexas applications: **32**

23% of VIP Program students have submitted applications

Increase number of international students enrolled in SHSU from HCC

Action Description

- We found that scheduled tabling events yielded the most student contacts and enrollment in our VIP program. We would like to increase the number of these events next year.

An international student VIP Program will be created

Action Description
We will continue our efforts to enroll students in our VIP Program. We would also like to collect data on the number of VIP students who submit applytexas applications and the number who actually enroll. It will take a couple of more semesters before we see any significant difference.

I would also like to have an event for VIP students that is by invitation. Provide advising and refreshments, answer questions.

Increase number of international students enrolled in SHSU from Lone Star College System (LSCS)

KPI Description
Increase annual enrollment of students from **Lone Star College System (LSCS)** to SHSU by 10%, from 38 students in FY16 to 42 students in FY17.

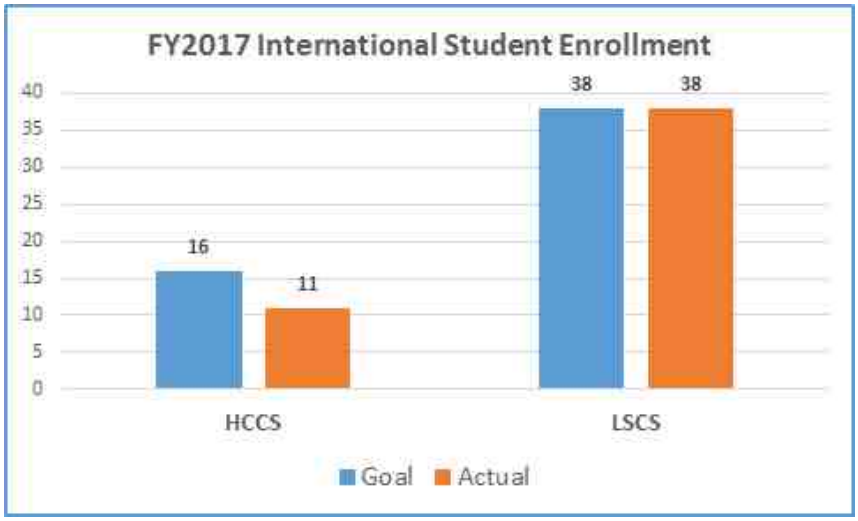
Results Description
Not Met: Enrollment for FA17 was 38 students.

We are not going to see substantial results the same year we recruit because students who are currently enrolled at LSCS/HCCS will still be at their schools.

The makeup of these students are:

- ESL/Dev Ed students who may be at their schools 1-3 years before they transfer
- Current freshmen who will not be transferring until they finish their sophomore year which would put them here SU18 or FA18
- Current sophomores who would hopefully, already have made a decision about their transfer institution for SP17 or SU17, which may or may not already be SHSU

Accurate enrollment numbers resulting from our recruiting efforts should start in FA17.



Increase number of international students enrolled in SHSU from LSC

Action Description

- We found that scheduled tabling events yielded the most student contacts and enrollment in our VIP program. We would like to increase the number of these events next year.
- We started scheduling walk-in advising sessions every other week at LSC-Montgomery. We will continue these advising sessions next year but would also like to offer scheduled advising sessions at one or more of the other campuses. We will only be able to do this if we are able to hire an additional recruiter (PT).

Increase number of international students enrolled in SHSU from the Houston Community College System (HCCS).

KPI Description

Increase annual enrollment of students from **Houston Community College System (HCCS)** to SHSU by 10%, from 14 students in FY16 to 16 students in FY17..

Results Description

Not Met: Enrollment for FA17 was 11 students.

Increase number of international students enrolled in SHSU from HCC

Action Description

- We found that scheduled tabling events yielded the most student contacts and enrollment in our VIP program. We would like to increase the number of these events next year.

Schedule recruiting visits with community college DSOs, college administrators and international students.

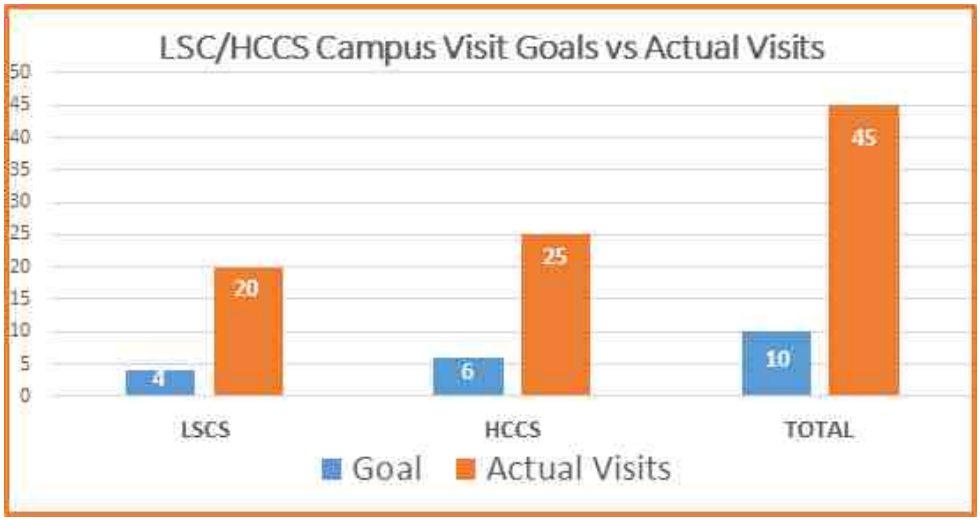
KPI Description

Schedule college visits with DSOs, college administrators, and students at LSCS and HCCS campuses.

- OIP recruiters will complete at least (4) recruitment visits to LSCS campuses by August 31, 2017 to meet with students and staff and introduce our 2+2 Transfer Pathways.

- OIP recruiters will complete at least (6) recruitment visits to targeted HCCS campuses by August 31, 2017 to meet with students and introduce our 2+2 Transfer Pathways

Results Description
Goal Met: The OIP Completed 45 Campus Visits, 20 at LSCS and 25 at HCCS



Schedule recruiting visits with community college DSOs, college admin and international students.

Action Description

- We would like to continue college visits and develop relationships wit college administrators and DSOs.
- We would like to start recruiting at Blinn and San Jacinto Colleges. At this time, we do not have the personnel to expand our recruitment efforts to other colleges. (we have only one international recruiter and she also runs and recruits for our short programs).
- We hope to request a PT recruiter to assist our department.

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 new OIP DSO will assume student acivity duties which will include the coordination of 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.
- Ongoing objective will be to match new incoming students with a student from their country upon arrival.

Indicators will be goals of recruiting 50 students and having one meeting per month.

Results Description

- GAP students came to most ISO meetings, which took place once a month. There were significantly less students recruited, but the students recruited did participate in all events, including International Week.
- Several of the GAP students also helped with International Week and attended many of the events. They took part in the bake sale, several of the events, as well as the final, international dinner hosted by Bridges.

Coordinate a Global Ambassador Program

Action Description

Returning study abroad students will be encouraged to take part in GAP this year. Engagement between those who have been abroad and ISO will be encouraged, and social events revolving around food will be hosted by ISO.

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

All indicators were met during the one week period of International Week. International students engaged in community-wide events that included volunteer work, a bake sale, conversation clubs, music events, a dance event, and the International Fair in the Square.

Coordinate Campus-wide International Week Activities

Action Description
Next year may see international week condensed to better serve the student body and to create more buzz on campus. International Fair, the bake sale, conversation clubs, and volunteer work at Sam Houston Elementary School will still be part of the event.

Facilitate and help students organize the International Student Organization (ISO)

KPI Description
The OIP will assist students with the application process and facilitation of the 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 FY17 by October 2016. We hope to help students sign up at least 35 members. Also, the OIP staff will help the ISO members coordinate two activities that involve both international and domestic students. The DSO who was hired 2016, will take the lead in facilitating the ISO.

Results Description
The numbers were exceeded regarding membership in ISO. Over 100 students joined the ISO social media channel, using WhatsAPP to communicate, which led to greater engagement between international students and their peers. GAP members too joined this community, and events were planned and attended, including a pizza party and ice cream social, by both international and domestic students.

Facilitate and help students organize ISO

Action Description
- Next year's ISO will run in a similar way, using social media to connect ISO members with their peers and GAP students.
- There will be monthly meetings, as well as smaller gatherings such as concert attendance arranged by the ISO president in coordination with the DSO.

Increase the number of students who participate in study abroad or student exchange programs.

Performance Objective Description
In order to increase SHSU student participation in study abroad programs, the OIP will research the current policy that does not allow students to use their financial aid to fund third party study

abroad programs. We will then consult with financial aid about the feasibility of changing this policy to allow students to use their financial aid to enable them to take advantages of third party study abroad trips.

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.

- We will schedule a meeting with Admissions and the Financial Aid Office by October 2016 to discuss the possibility changing the current policy to allow students to use their financial aid for third party providers.
- By January 2017, we would like a new policy to be in place that would allow students to use their financial aid for third party providers so that students could use this aid for summer study abroad trips. If this new policy is put in place, we would anticipate the Study Abroad trip student numbers to increase by 5%.

Results Description

- After meeting with FA, it was agreed that this policy would be changed to allow students to use their financial aid to fund trips with third party providers starting SU17.
- After summer SU17 enrollment, we saw a 100% increase in students participating in programs offered by third party providers from 8 students in 2016 to 16 students in 2017.

Increase student access to financial resources to fund study abroad experiences.

Action Description
Insure continuance of this policy by working with FA to report students who do not follow through on plans to study with a provider that they have made payment to. This will insure that FA can request a refund of financial funds from students, that were not used.

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
Goal-Partially Met

Due to a turnover in staff and limited time, the OIP was unable to facilitate a study abroad fair in 2016-2017. The OIP did, however, participate in both Saturday@SAM events (in November and April) and host two information sessions for students interested in studying abroad. The information sessions covered the different types of study abroad opportunities (faculty-led, exchange, and independent), along with questions about funding and advisement. In addition, the OIP did several tabling events and classroom visits throughout the spring semester to promote enrollment in summer faculty-led programs

OIP will facilitate two study abroad fairs

Action Description
We hired a new SA Coordinator in June 2017. She will start making plans and scheduling at least two study abroad fair annually.

Support Faculty who lead study abroad programs

KPI Description
- OIP will provide informational workshops on faculty led processes and procedures 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 and post it on the Study Abroad website.

Indicators

- One informational workshop each semester will be conducted by May 2017
- Study Guide will be updated by March 2017 with any new procedures

Results Description
Met

- We offered two workshops campus wide, then, by request, went to the College of Education to conduct a workshop on faculty led programs and general study abroad information.
- Though there were few changes, we updated the Faculty Study Abroad Guide.

Support faculty who lead study abroad programs

Action Description

- We will hold two informational workshops annually to provide faculty with instructions and information on faculty led programs.
- We will also market to the various departments that we are willing to come to their departments to offer customized workshops to meet their needs.

Update the Study Guide:

- Study abroad information, policies and procedures are constantly changing. We will update the Study Guide annually, by August of each year, and both post it on our website and send it to key study abroad personnel in each department.

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 and assistance to colleges who wish to initiate and write new MOU's and Agreements. OIP will review MOU's and Agreements to insure that they adhere to SHSU and SACSCOC policies. Collaborate with colleges and departments to target countries where it would be advantageous to develop partnerships.

Help initiate two new MOUs from targeted countries by August 31, 2017.

Assist colleges in developing partnerships with foreign institutions

KPI Description
Collaborate with colleges and departments to target countries where it would be advantageous to develop partnerships such as 3+1 certificates or Short Programs. Regions under consideration for recruitment include Latin America, East Asia and the Indian subcontinent.

Indicator:

Start discussion and possible implementation of two new MOUs from targeted countries by August 31, 2017.

In order to increase matriculating students, we will implement the following:

The OIP will use current market trends and departmental input to identify target countries or regions in which to market partner programs by August 21, 2017.

Results Description
We assisted with or initiated seven new MOUs and have 2 that are in progress.

New/Updated Agreements-MOUs

- Chinju National University of Education, South Korea- In cooperation with the College of Education
- Toyo Gakuen University, Japan- In cooperation with the College of Business Administration
- University of Ljubljana, Slovenia- In cooperation with the College of Health Sciences
- Aachen University, Germany- In cooperation with the College of Business Administration
- University of Petroleum, Qingdao, China – College of Science and Engineering Technology
- Kwame Nkrumah University of Science and Technology- Kumasi, Ghana- College of Science
  and Engineering Technology
- Zhejiang Police Academy- Zhejiang Province, China- Department of Computer Science

Coming soon- negotiations in progress:
- Kobe College, Japan (Summer 2017)- In cooperation with the College of Fine Arts and Mass Communication
- Hanyang University, South Korea (Summer 2017)- In cooperation with the College of Sciences and Engineering Technology

Assist colleges in developing partnerships with foreign institutions.

Action Description
- We will continue to encourage colleges and departments to utilize our services to assist with initiating new agreements and MOUs.
- We will be diligent about letting departments know how the OIP plays a key role in reviewing all agreements/MOUs to insure that they comply with state and campus policies.

Increase housing options for international students both on and off campus..

Performance Objective Description
- Work with Residence Life to provide campus housing options for international students especially during their first year at SHSU.
- Collaborate with area apartments to designate housing for international students.

Develop a working relationship with local apartments to provide increased housing options for international students.

KPI Description
We would like to have a working relationship with at least two apartment complexes in the Huntsville area to provide housing for international students. International students have special needs. They often cannot provide local credit history, need housing for six months or less and have to either live close to campus or have access to a shuttle.

We have worked with Woodcreek Apartments but need more options for our students. By August 31, 2017, we would like to add at least two more apartment complexes who are willing to compromise to meet the needs of our international students.

Results Description
Apartment Collaborations- we have a continued relationship with Woodhollow Apartments and met goal of adding two more complexes, the Encore Apartments and the 18 Seventy-Nine Apartments. They offer flexibility in terms of leases and/or use of guarantors.

Firat students are staying at Encore and we have exchange students at 18 Seventy-Nine.

Develop a working relationship with local apartments to provide increased housing options for international students.

Action Description
We have working relationships with three apartment complexes. However, Woodhollow works very closely with us to accommodate our cohorts. We would like to have at least two more apartment complexes who would work with us to meet the unique needs of our international students.

Work with residence life to provide on campus housing

KPI Description
Connect with Residence Life to set up a meeting to discuss housing options for international students. Topics for discussion might include the formation of a “Global Village” model to help international students acclimate to campus life. Plan to initiate this first discussion by February 2017. Have a preliminary plan in place by August 31, 2017

Results Description
- We met with Dana Grant and Joellen Tipton in June 2017. They were open to the idea of housing designated for international students and domestic students who wished to be room mates.
- Discussion centered on ongoing shortage of residence halls and apartments for all students. This makes reserving housing for special groups a challenge.
- Initial proposition was made to pinpoint floors in one of the apartment buildings to be designated for the "Global Village" (name tbd). We will continue meeting to firm up plans and location.

Work with Residence Life to provide on campus housing

Action Description

- We are in the very beginning phase of talking to Residence Life about the specifics of forming a "Global Village" type learning community.
- Dana Grant and Joellen Tipton are open to designating a floor or floors for an international learning community or village concept that would partner domestic students with international students. There is a lot of work that needs to be done. We need to schedule 6 meetings next year made up of key players so that we keep up the momentum for planning.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI
I. Increase international student enrollment

Recruitment-

- We were not able to increase enrollment. Students who are still freshmen will not be transferring for at least another year. Most sophomores have already made plans for transfer.
- We were able to get new 2+2 brochures printed and delivered to HCC.
- Advisor visits were schedules in the spring and she went every other week
- Recruitment Fairs LSC- we attended 6 LSC TACRAO Fairs, 3 SHSU Days at LSC campuses, 1 college recruitment fair at Tomball and over 15 tabling events.
- Recruitment Fairs-HCC- we attended 4 recruitment fairs, most targeted at international students, and numerous tabling events at various campuses.

Target Promising Countries

- We did coordinate and host a short program for Chinju National University of Education. We also

helped coordinate a short program from Toyo Gakuen University, Japan, COB students in conjunction with the COB.

Social Media

- We continuously monitor and update our OIP website. We tried to update our OIP Facebook page every week, but we have not quite succeeded to do updates every week, though we do keep it current.

II. Increase Student's Cross Cultural Competencies and Global Awareness

ISO and Gap

- Both organizations were very busy this year. The ISO had an active membership varying between 20 to 35 students at meetings and events. The component we added was matching ISO students with students from our VIP program at community colleges. We have not been able to coordinate partnerships with new students from India. The OIP has limited personnel to be able to carry out these initiatives.
- We held International Week this year and both domestic and international students participated and helped organize. There have been various venues that both domestic and international students attend. We are working with various students orgs. like Bridges and Chi Alpha to help put on social events. There have been Thanksgiving/Christmas dinners, and various other programs on campus. Due to budget restraints, we may have to limit social activities that we can provide for international students. We get no funding for these.

Study Abroad

- We did increase our participation in study abroad, mainly because we count and process study away students also and we were able to collaborate with financial aid to allow students to use their financial aid for 3rd party providers.
- 21% Growth in faculty led programs from 146 students to 176.
- 60% Growth in exchange students from 10 to 17
- 100% Growth in participation in 3rd party/independent programs from 8 to 16 students.

III. Support Campus Internationalization

Support faculty who want to generate Agreement or MOUs

- We were able to either create or help departments coordinate a total of 7 Mous/Agreements.
- We visited each dean in the fall to poll them about what their goals were for recruitment and how we could assist them. Many were in favor of trying to generate new 3+1 programs.

Plan for Continuous Improvement

Closing Summary

1. Support faculty who lead study abroad programs

• We will hold two informational workshops annually to provide faculty with instructions and information on faculty led programs.
• We will also market to the various departments that we are willing to come to their departments to offer customized workshops to meet their needs.
• Update the Study Guide: Study abroad information, policies and procedures are constantly changing. We will update the Study Guide annually, by August of each year, and both post it on our website and send it to key study abroad personnel in each department.

2. OIP will facilitate two study abroad fairs
• We hired a new SA Coordinator in June 2017. She will start making plans and scheduling at least one study abroad fair annually.

3. Increase number of international students enrolled in SHSU from LSC
• We found that scheduled tabling events yielded the most student contacts and enrollment in our VIP program. We would like to increase the number of these events next year.
• We started scheduling walk-in advising sessions every other week at LSC-Montgomery. We will continue these advising sessions next year but would also like to offer scheduled advising sessions at one or more of the other campuses. We will only be able to do this if we are able to hire an additional recruiter (PT).

4. Increase number of international students enrolled in SHSU from HCC
• We found that scheduled tabling events yielded the most student contacts and enrollment in our VIP program. We would like to increase the number of these events next year.
5. An international student VIP Program will be created
• We will continue our efforts to enroll students in our VIP Program. We would also like to collect data on the number of VIP students who submit applytexas applications and the number who actually enroll. It will take a couple of more semesters before we see any significant difference.
• Have an event for VIP students that is by invitation. Provide advising and refreshments, answer questions.

6. Assist colleges in developing partnerships with foreign institutions.
• We will continue to encourage colleges and departments to utilize our services to assist with initiating new agreements and MOUs.
• We will be diligent about letting departments know how the OIP plays a key role in reviewing all agreements/MOUs to insure that they comply with state and campus policies.

7. Collaborate with Admissions for Recruitment
• We would like more of our recruiters in EM enrolling students in our VIP Program. Even though we presented about the program at meetings and individually, we really did not feel we had enough support and disbursement of information by the recruiters.
• We have come up with an idea of offering an incentive to the recruiters. A contest for the most students signed up for the program. We will also keep presenting about the program and encouraging recruiters to collect student data for us.
• OIP Office Coverage- it has become very evident that one international recruiter with multiple other duties is not enough to make the impact we need at the community colleges. We will advocate to try and hire a PT recruiter.

8. Develop a working relationship with local apartments to provide increased housing options for international students.
• We have working relationships with three apartment complexes. However, Wood hollow works the more closely with us to accommodate our cohorts.
• We would like to have at least two more apartment complexes who would work with us to meet the unique needs of our international students.

9. Coordinate campus-wide International Week activities
• Next year may see international week condensed to better serve the student body and to create more buzz

on campus.
• The International Fair, the bake sale, conversation clubs, and volunteer work at Sam Houston Elementary School will still be part of the event.

10. Coordinate a Global Ambassador Program
• Returning study abroad students will be encouraged to take part in GAP this year.
• Engagement between those who have been abroad and ISO will be encouraged, and social events revolving around food will be hosted by ISO.

11. Facilitate and help students organize ISO
• Next year's ISO will run in a similar way, using social media to connect ISO members with their peers and GAP students.
• There will be monthly meetings, as well as smaller gatherings such as concert attendance arranged by the ISO president in coordination with the DSO.

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.

Advising - Distance & Online Services Action

Action Description
The SAM Center should pilot an online advising process during the 2017-2018 academic year.

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.

Last academic year's (15-16) was the first year the response rate was tracked, so it will serve as the baseline for this year's (16-17) assessment cycle. A such, the goal for the 16-17 academic year is to increase the response rate by 5% by stressing to the advisees the importance of their feedback and comments.

Advising Feedback Survey

Results Description
The table below indicates the baseline data (15-16 academic year) and the current assessment data (16-17 academic year).

Term	# of Surveys Returned	# of Advising Sessions	Response Rate*
Fall 2015	4,192	11,803	35.50%
Fall 2016	285	13,242	2.15%
% Change	-93.20%	12.19%	-93.94%
Spring 2016**	2,982	22,081	13.50%
Spring 2017	962	22,149	4.34%
% Change	-67.74%	0.31%	67.85%
15-16 Academic Year	7,174	33,884	32.20%
16-17 Academic Year	1,247	35,391	3.52%
% Change	-82.62%	4.45%	-89.07%

Data was gathered from the ADVS report in Banner, and represents all advising sessions conducted in the SAM Center in the Fall (August-December) and Spring (January-May) regardless of type of advising session or semester of intended coursework (spring, summer, or fall).

*Response Rate = # of Surveys Returned / # of Advising Sessions

**Spring 2016 advising totals were adjusted to reflect the new calculation of advising totals.

Advising - Feedback Survey Response Rate Action

Action Description
Upon visual inspection of the data, it is evident that the intended boost to retention did not occur.

Upon investigation, it was discovered that surveys were either not handed out at

all or only a handful were dispersed to the advisees during 6 months of the 10 month assessment period (August-December and January-May). To say the least, this is an issue.

Student workers, whose responsibility it is to hand these paper surveys out, were counseled regarding the importance of the surveys.

Moreover, this has broached a different subject regarding a more effective way to seek advisee feedback. For 2017-2018, the SAM Center will look into digital modes of survey tracking, hopefully using technology that already exists on campus to lessen the financial impact on the department.

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 is the average rating for each of the 4 items (e.g., Strongly Agree = 5, Strongly Disagree = 1), which is below:

Item	Fall 2015	Fall 2016	Spring 2016	Spring 2017	2015-2016	2016-2017
The advisor was knowledgeable	4.71	4.7	4.73	4.73	4.72	4.72
The advisor explained my degree plan and requirements	4.66	4.67	4.68	4.7	4.67	4.69
The advisor answered my questions	4.75	4.73	4.76	4.77	4.75	4.76
I am satisfied with my advising session	4.73	4.71	4.74	4.75	4.74	4.74

The number of surveys submitted dropped drastically from last year (i.e., -82.62%). However, the overall comparisons remained relatively the same, which lends validity to the survey. That being said, there was no marked change from one year to the next, so this survey may be placed on hold for the next assessment cycle.

Additionally, each of the four items can be broken down by the number/percent of the students who scored the advisor/advising session at each of the five levels. This data is in the attached pdf.

Advising Assessment 16-17_Item Response

Advising - Students' Perception of Academic Advising Action

Action Description
As there was a tremendous in-house error regarding the dissemination of the feedback surveys, this will have to be remedied for the next assessment cycle.

1. First, the student workers, who hand out the surveys, will be constantly reminded and supervised to make sure they are handing out the surveys as needed.
2. Also, given the difficulties of communications, and the digital age in which we find ourselves, the SAM Center will investigate additional avenues of advisee surveying. Namely, we will look into a digital process for surveying the students in hopes of improving the accuracy, validity, and timeliness of the data.

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
One-semester persistence rates are not yet available. Persistence rates from fall 2015 to spring 2016 and spring 2016 to fall 2016 will be reported during the 2017-2018 assessment cycle.

AIM - Participants' 1-semester Persistence Rates Action

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
Fall 2015: KPI met for suspended and probation groups but not met for good standing group.

FALL 2015 BEGINNING ACADEMIC STANDING	PARTICIPANTS' AVERAGE COURSE COMPLETION RATE	NONPARTICIPANTS' AVERAGE COURSE COMPLETION RATE (based upon control groups)
Suspended	74%	54%
Probation	81%	68%
Good Standing	76%	88%

Due to student worker error in collecting the data that help define treatment groups, Spring 2016 data requests were not submitted. The Spring 2016, Fall 2016, and Spring 2017 data requests will be submitted during Fall 2017. All available data from these

requests will be reported during the 2017-2018 assessment cycle.

AIM - Participants' Course Completion Rates Action

Action Description
We will review two to three more semesters of data during the next cycle to determine the trend for each group of students (i.e., with academic statuses of suspended, probationary, and good standing).

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
Fall 2015: KPI met for suspended and probation groups but not met for good standing group.

FALL 2015 BEGINNING ACADEMIC STANDING	PARTICIPANTS' AVERAGE GP GAINS	NONPARTICIPANTS' AVERAGE GP GAINS (based upon control groups)
Suspended	+5.42	-2.26
Probation	+7.24	+3.78
Good Standing	+4.88	+9.44

Due to student worker error in collecting the data that helps define treatment groups, Spring 2016 data requests were not submitted. The Spring 2016, Fall 2016, and Spring 2017 data requests will be submitted during Fall 2017. All available data from these requests will be reported during the 2017-2018 assessment cycle.

AIM - Participants' Grade Point (GP) Gains Action

Action Description
We will review two to three more semesters of data during the next cycle to determine the trend for each group of students (i.e., with academic statuses of suspended, probationary, and good standing).

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
Fall 2015: KPI met for all groups.

FALL 2015 BEGINNING ACADEMIC STANDING	PARTICIPANTS' AVERAGE GPA GAINS	NONPARTICIPANTS' AVERAGE GPA GAINS (based upon control groups)
Suspended	+0.26	+0.07
Probation	+0.41	+0.22
Good Standing	+1.28	+1.06

Due to student worker error in collecting the data that helps define treatment groups, Spring 2016 data requests were not submitted. The Spring 2016, Fall 2016, and Spring 2017 data requests will be submitted during Fall 2017. All available data from these requests will be reported during the 2017-2018 assessment cycle.

AIM - Participants' Grade-point Average (GPA) Improvement Action

Action Description
We will review two to three more semesters of data during the next cycle to determine the trend for each group of students (i.e., with academic statuses of suspended, probationary, and good standing).

AIM - Positive Perception of Mentoring Services

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

To be consistent with the data from Institutional Effectiveness that we plan to report during the 2017-2018 assessment cycle, Spring 2016, Fall 2016, and Spring 2017 survey data will also be reported during the 2017-2018 assessment cycle.

Fall 2015:

The survey's overall response rate was 31%.

KPI met for "I found the mentor meetings helpful" and "overall, I found the mentoring program helpful," but not for "I found the grade-checks helpful in monitoring my academic progress" or "I found the study skills sessions helpful to my academic performance."

Survey Item	Percentage of respondents who "strongly agree" or "agree"
I found the mentor meetings helpful.	86%
I found the grade-checks helpful in monitoring my academic progress.	72%
I found the study skills sessions helpful to my academic performance.	74%
Overall, I found the mentoring program helpful.	85%

KPI met for respondents selecting more "most helpful" sessions than "least helpful" sessions.

Type of Study Skills Session Selected	Number of Instances of Selection
most helpful	338
least helpful	126

KPI met for respondents referencing more "most helpful" parts than "least helpful" parts of the mentoring program and for the majority of the suggestions for improvement being beneficial to the program.

Type of Mentoring Component Referenced	Number of Instances of Reference
most helpful	128

least helpful (suggested improvements)	42

Of the 42 references to improvements, 23 (55%) were actually feasible and could be beneficial to the program. Examples of suggestions that were feasible included making study skills more interesting and relevant, as well as asking for more grade-checks. Examples of suggestions that were not feasible included mentors providing subject-specific tutoring and policies that are already in place and thus do not need to be implemented (but may be better publicized, such as the ability to meet online).

KPI met for respondents referencing more positive than negative experiences, with 95% being positive.

AIM - Participants' Perception of Mentoring Components Action

Action Description
We will review two to three more semesters of data during the next cycle to determine trends.

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
To be consistent with the data from Institutional Effectiveness that we plan to report during the 2017-2018 assessment cycle, Spring 2016, Fall 2016, and Spring 2017 survey data will also be reported during the 2017-2018 assessment cycle.

Fall 2015:

The survey’s overall response rate was 31%.

KPI met for all items.

Survey Item	Percentage of respondents who "strongly agree" or "agree"
The mentor clearly explained mentoring requirements/recommendations for the semester.	91%
I felt that all mentoring staff—including front-desk and study-skills staff—treated me courteously.	87%
Overall, I was satisfied with the mentoring program.	86%

AIM - Participants' Satisfaction with Academic Support Programs Staff and AIM Action

Action Description
We will review two to three more semesters of data during the next cycle to determine trends.

First Alert

Goal Description
The First Alert program is an early alert referral system that enables SHSU faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the SAM Center mentor who aid 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 Spring well as for the entire academic year.

Results Description
There was a 14.7% increase in the number of First Alert referrals from fall 2015 – fall 2016. I spring 2016 – spring 2017, there was a 28.4% increase in the number of referrals. Altogether, there was a 21.2% increase in referrals from the 2015 – 2016 to the 2016 – 2017 assessment c While the number of referrers did increase for the entire academic year, the growth was minin During the fall 2016 semester, 142 professors issued alerts, which is ten more than the numbe who referred in the fall semester of the year prior. During the spring 2017 semester, 135

professors referred students to the First Alert program, which is only one more than the numb professors who referred during the spring semester of the previous year.

Semester	Number of Referrals	Number of Referrers
Fall 2015	656	132
Spring 2016	584	134
Fall 2016	753	142
Spring 2017	750	135

First Alert - Increase Referrals and Referrers Action

Action Description

Both the number of referrals and the number of referrers increased. The hope is that trend will continue so the First Alert program is used by far more than 10% of camp instructors.

The Texas Legislature passed House Bill 2223 recently. In response, the university activating a progress report function in EAB's SSC software (MSP). This function i tied to the Alert system. This means that the First Alert program will be receiving anywhere from 0 (assuming every students is doing phenomenally) to over 2000 nev referrals in the fall semester alone. The goal in the office is to train a new hire to he facilitate these referrals.

First Alert - Increase Response Rate

KPI Description

To establish a benchmark, the method (i.e., phone, in person, email, all responses, and no response) and the rate at which students respond will be tracked for each semester (fall and spring) as well as for the entire academic year.

Results Description

A benchmark has been established for the response rate of students referred during the upcon assessment cycle. Although the number of First Alerts issued has been steadily growing each semester since 2013-2014, the number of referred students reached has been in decline. The average number of referrals received during a fall semester is 587, a number exceeded during 2016, in which 753 referrals were issued. However, the average percentage of students reach for fall semesters is 61.96%. During fall 2016, only 48.34% of the referred students were rea During the spring 2017 semester, the number of referrals rose from 329 during the previous y to 385 referrals. However, the percentage of referred students reached fell from 56% during t year prior to 51%. Furthermore, phone is the method of outreach by which the majority of Fi Alert referred students are reached, with the average number of respondents reached by phon being 58.76%.

Semester	Number of Referrals	Number of Referred Students Reached	Percentage of Referred Students Reached

Fall 2015	656	364	55.49%
Fall 2016	753	364	48.34%
Spring 2016	584	329	56.34%
Spring 2017	750	385	51.33%

Semester	Number of Students Reached	Number Reached via E-mail	Percentage Reached via E-mail	Number Reached by Phone	Percentage Reached by Phone	Number Interviewed	Percentage Interviewed
Fall 2015	364	95	26.10%	194	53.30%	75	20.60%
Fall 2016	364	41	11.26%	277	76.10%	46	12.64%
Spring 2016	329	83	25.23%	176	53.50%	70	21.28%
Spring 2017	385	49	12.73%	250	64.94%	86	22.34%

First Alert - Increase Response Rate Action

Action Description

To increase the response rate, the First Alert program will incorporate a texting optic housed in the EAB SSC's software (MSP). This will be the second step in the outrea after the initial email and before the phone call. Given the connection between stude and their cell phones, we hope this will increase the likelihood of response.

Additionally, the Texas Legislature passed House Bill 2223 recently. In response, th university is activating a progress report function in MSP. This function is tied to the Alert system. This means that the First Alert program will be receiving anywhere fr (assuming every students is doing phenomenally) to over 2000 new referrals in the f semester alone.

Given the potential influx of Alerts into the First Alert program, next year's goal wil to maintain the response rate at its current 55-60% level.

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-semester persistence rates (defined as persistence from long semester to long semester) durin semester of 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
KPI met: From the fall 2015 semester to spring 2016, First Alert respondents persisted at a 6 higher rate than did non-respondents.

- Persistence Rate for Control Group (referred students who were not reached) 56%

- Persistence Rate for Treatment Group (referred students who responded to outreach) 62%

First Alert – Participants' 1-semester Persistence Rates Action

Action Description
Persistence among First Alert respondents was 6% higher than non-respondents. Th goal for the fall semester is to boost respondents' persistence rate to 10% higher tha non-respondents.

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 fewer negative cou 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
KPI met: For the fall 2015 semester, 41% of respondents received a "D" or "F" grade in the course for which they were referred, compared to 48.7% of non-respondents who received a grade of "D" or "F". For the spring 2016 semester, 48.7% of respondents received a "D" or " grade in the course for which they were referred, compared to 55.6% of non-respondents wh finished the course for which they were referred with a "D" or "F".

Semester	Participation Status	Percentage of D/F Recipients
Fall 2015	Non-Respondents	48.7%
Fall 2015	Respondents	41.0%
Spring 2016	Non-Respondents	55.6%
Spring 2016	Respondents	48.7%

First Alert – Positive Effect on Participants' Course Grades Action

Action Description
First Alert non-respondents received approximately 7% more "D" and "F" grades in courses associated with their referrals in both fall and spring semesters than did thos students who responded to First Alert outreach. The goal for the next assessment cy for respondents to earn 10% fewer "D" and "F" grades than non-respondents.

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 va methods of outreach (e.g., e-mail, phone, letter), will possess a greater mean grade-point averag (GPA) during the semester of participation than nonparticipants, defined as those who were refe but did not respond.

Note: Due to the time frame in which this data is available, the results for this KPI will always b delayed by at least one academic year.

Results Description
KPI met: The mean SHSU GPA for First Alert respondents at the close of the fall 2015 semester 2.01, whereas non-respondents' mean SHSU GPA at the close of the term was 1.89. In the sprin 2016 semester, First Alert respondents' mean SHSU GPA was 2.00, whereas the mean SHSU G for First Alert non-respondents was 1.79.

Semester	Participation Status	Mean SHSU Pre GPA	Mean SHSU Post GPA
Fall 2015	Non-Respondents	2.25	1.89
Fall 2015	Respondents	2.31	2.01
Spring 2016	Non-Respondents	2.02	1.79
Spring 2016	Respondents	2.12	2.00

First Alert – Positive Effect on Participants' Semester Grade-point Average (GPA)

Action

Action Description
First Alert respondents' outperformed non-respondents in mean SHSU GPA in the f
and spring semesters. Interestingly, respondents' mean SHSU GPA at the end of eac
semester was approximately a 2.00. The goal for the upcoming assessment cycle is t
First Alert respondents continue producing a higher mean SHSU GPA since they are
taking advantage of the academic support they are being offered.

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 f
referrers. It is important for the stakeholders to respond to these surveys so that the First Ale
mentors have a clearer idea of what stakeholders perceive as positive and negative about the
program. Given 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 academic year.

Results Description
Fall 2016:

- The overall response rate for faculty was 18%

Fall 2016 Faculty Survey:

Survey Item	Percentage of respondents who "strongly agree" or "agree"
Contacts/Attempts Prompt	100%
Initial Feedback Timely	73%
Updated As Needed	42%
Plan To Use Again	73%
Would Recommend	77%

- The overall response rate for students was 11%

Fall 2016 Student Survey:

Survey Item	Percentage of respondents who "strongly agree," "slightly agree," or "agree"
First Alert referral demonstrated professor's care	67%
First Alert referral had a positive impact on academic performance or behavior	52%
First Alert referral provoked negative reaction	61%
Responding to First Alert increased motivation to seek a mentor's help	38%
Responding to First Alert increased motivation to seek professor's help	38%
After responding, was motivated to seek help from a tutor	26%

Spring 2017:

- The overall response rate for faculty was 21%

Spring 2017 Faculty Survey:

Survey Item	Percentage of respondents who "strongly agree" or "agree"
Contacts/Attempts Prompt	96%
Initial Feedback Timely	93%
Updated As Needed	79%
Plan To Use Again	93%
Would Recommend	93%

The overall response rate for students was 11%

Spring 2017 Student Survey:

Survey Item	Percentage of respondents who "strongly agree," "slightly agree," or "agree"
First Alert referral demonstrated professor's care	70%
First Alert referral had a positive impact on academic performance or behavior	64%
First Alert referral provoked negative reaction	67%
Responding to First Alert increased motivation to seek a mentor's help	31%
Responding to First Alert increased motivation to seek professor's help	40%
After responding, was motivated to seek help from a tutor	21%

First Alert – Survey Response Rate Action

Action Description

For the upcoming assessment cycle, the goal is to increase the response rate to the faculty survey by 5% each semester by sending out two reminders following the init invitation to provide feedback on the First Alert program. As for the student survey, respondents and non-respondents will be surveyed separately: Using the Qualtrics Survey Platform, respondents will receive an invitation via e-mail to provide feedba on First Alert upon case closure, whereas non-respondents will continue being surve at the close of the term through Lime Survey. Respondents who do not complete the

survey after receiving the e-mail invitation will be texted a reminder to do so on a monthly basis until they complete the survey or the semester ends. Ultimately, the g to raise the response rate to the First Alert student surveys from 11%, the rate for bo fall and spring semesters, to 15%.

Presentations & Workshops (P&W)

Goal Description
The SAM Center will provide outreach services for students, faculty, and staff in the form of presentations a 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 posit

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 pr 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) field write the class/organization, date, presenter, number in attendance, topic, and duration; (b) 3, 5-p Likert questions (i.e., strongly agree, agree, undecided, disagree, strongly disagree; (c) 1 fill-in-t 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 f assessment regarding attendance and numbers of presentations and workshops

PRESENTATION SURVEY

Results Description

Fall 2016

Survey Items	Participants' Average Perceptions
Q1: Info Was Helpful	4.7

Q2: Presenter Was Knowledgeable	4.8
Q3: Presentation Was Well Done & Informative	4.8

Spring 2017

Survey Items	Participants' Average Perceptions
Q1: Info Was Helpful	4.6
Q2: Presenter Was Knowledgeable	4.8
Q3: Presentation Was Well Done & Informative	4.7

P&W - Participants' Perceptions of Presentations/Workshops Action

Action Description
These numbers will serve as a benchmark for the next academic year. At that time v
assess if any differences occurred.

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 suppor programs, campus resources, advising, degree plans) to a variety of audiences (e.g., classroor student organizations, special populations).

However, no or little tracking or assessment of these presentations has been. To remedy this, internally-derived instrument, the Post-Presentation Survey, was created which includes (a) f write the class/organization, date, presenter, number in attendance, topic, and duration; (b) 3, 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 b tracked.

As no surveys or data tracking previously was used, this data will serve as a benchmark for tl assessment regarding attendance and numbers of presentations and workshops

PRESENTATION SURVEY

Results Description

Fall 2016

Survey Items	Participants' Response Rate
Q1: Info Was Helpful	98%
Q2: Presenter Was Knowledgeable	98%
Q3: Presentation Was Well Done & Informative	96%

Presentations Conducted	Number of Attendees	Number of Surveys
Mentoring	199	196
Advising	27	24

Spring 2017

Survey Items	Participants' Response Rate
Q1: Info Was Helpful	98%
Q2: Presenter Was Knowledgeable	98%
Q3: Presentation Was Well Done & Informative	98%

Presentations Conducted	Number of Attendees	Number of Surveys
Mentoring	56	56
Resources on Campus	102	84
Study Skills	65	41

P&W - Increase Attendance & Number of Presentations & Workshops Action

Action Description

We would like to meet the benchmark for the coming academic year. Additionally, i
to exceed the benchmark we will work to increase the number of presentations given
order to accomplish this goal an email will be sent out to all UNIV 1301 professors
regarding possible classroom presentations. In addition, a requester's survey to ensu
we are meeting the needs of requestors.

Presentation Requester survey

UNIV 1301 Email

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
Fall 2015: KPI met for all but highlighted cells.

LASSI SELF-REGULATION COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH
Concentration	50.34%	49.81%	53.13%
Self-testing	86.21%	84.42%	96.88%
Study Aids	88.24%	87.55%	93.75%
Time Management	81.31%	80.93%	84.38%

Spring 2016: KPI met.

LASSI SELF-REGULATION COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH
Concentration	77.29%	75.42%	89.19%
Self-testing	70.70%	67.78%	89.19%
Study Aids	74.36%	72.88%	83.78%
Time Management	80.22%	80.51%	78.38%

Study Skills - Learning And Study Strategies Inventory (LASSI) Self-regulation Component Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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
Fall 2015: KPI not met.

LASSI SKILL COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH
Information Processing	38.75%	38.91%	37.50%
Selecting Main Ideas	40.83%	40.08%	46.88%
Test Strategies	26.99%	26.07%	34.38%

Spring 2016: KPI not met.

LASSI SKILL COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 20% GROWTH
Information Processing	36.63%	36.02%	40.54%
Selecting Main Ideas	44.69%	44.92%	43.24%
Test Strategies	35.53%	37.29%	27.03%

Study Skills - Learning And Study Strategies Inventory (LASSI) Skill Component Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015: KPI met for the anxiety scale but not for the attitude and motivation scales.

LASSI WILL COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH
Anxiety	72.32%	71.98%	75.00%
Attitude	22.84%	23.74%	15.63%
Motivation	26.64%	25.68%	34.38%

Spring 2016: KPI met for all but highlighted cells.

LASSI WILL COMPONENT SCALES	PERCENTAGE OF TOTAL PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF FACE-TO-FACE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH	PERCENTAGE OF ONLINE PARTICIPANTS DEMONSTRATING AT LEAST 5% GROWTH
Anxiety	72.89%	71.61%	81.08%
Attitude	46.52%	50.00%	45.95%
Motivation	67.77%	67.80%	67.57%

Study Skills - Learning And Study Strategies Inventory (LASSI) Will Component Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Spring 2015 to Fall 2015: KPI not met.

STUDY SKILLS SPRING 2015 COHORT	PERCENTAGE OF PARTICIPANTS PERSISTING TO FALL 2015	PERCENTAGE OF NONPARTICIPANTS PERSISTING TO FALL 2015 (based on control group)
All	77%	86%
Face-to-face	77%	n/a
Online	77%	n/a

Fall 2015 to Spring 2016 and Spring 2016 to Fall 2016 persistence data will be reported during the 2017-2018 assessment cycle.

Study Skills - Participants' 1-semester Persistence Rates Action

Action Description

Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015: KPI not met.

PARTICIPANTS	PARTICIPANTS' AVERAGE COURSE COMPLETION RATE	NONPARTICIPANTS' AVERAGE COURSE COMPLETION RATE (based upon control group)
Total	83.46%	86.86%
Face-to-face	82.97%	n/a
Online	86.03%	n/a

Spring 2016: KPI not met.

PARTICIPANTS	PARTICIPANTS' AVERAGE COURSE COMPLETION RATE	NONPARTICIPANTS' AVERAGE COURSE COMPLETION RATE (based upon control group)
Total	82.37%	90.20%
Face-to-face	81.11%	n/a
Online	87.47%	n/a

Study Skills - Participants' Course Completion Rates Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015: KPI not met.

PARTICIPANTS	PARTICIPANTS' AVERAGE GPA GAINS	NONPARTICIPANTS' AVERAGE GPA GAINS (based upon control group)
Total	+1.17	+1.27
Face-to-face	+1.24	n/a
Online	+0.81	n/a

Spring 2016: KPI not met.

PARTICIPANTS	PARTICIPANTS' AVERAGE GPA GAINS	NONPARTICIPANTS' AVERAGE GPA GAINS (based upon control group)
Total	+0.44	+0.21
Face-to-face	+0.31	n/a
Online	+0.48	n/a

Study Skills - Participants' Grade-point Average (GPA) Improvement Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015:

The overall response rate to the online survey was 58%.

KPI met for quiz item but not for course design item.

Survey Item	Percentage of respondents who "strongly agree" or "agree"
The course design helped me determine the tasks to accomplish each week.	80%
The quizzes helped me gauge my understanding of the material.	91%

Spring 2016:

The overall response rate to the online survey was 63%.

KPI met.

Survey Item	Percentage of respondents who "strongly agree" or "agree"
The course design helped me determine the tasks to accomplish each week.	92%
The quizzes helped me gauge my understanding of the material.	90%

Study Skills - Online Participants' Perception of Course Design Action

Action Description
Course design has been slated for change anyway; we will assess data for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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
Fall 2015:

The overall response rate to the online survey was 58%.
KPI met. A total of 82% of respondents strongly agreed or agreed that “the leader answered my questions in a timely manner.”

Spring 2016:
The overall response rate to the online survey was 63%.
KPI met. A total of 76% of respondents strongly agreed or agreed that “the leader answered my questions in a timely manner.”

Study Skills - Online Participants' Perception of Leader Responsiveness Action

Action Description
Because the decrease from fall 2015 to spring 2016 in percentage of participants who strongly agreed or agreed with the item occurred most likely due a temporary change in leadership, the benchmark will be raised to 80% based on fall 2015 results.

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

Fall 2015:

The overall response rate to the survey was 80%.
The overall response rate for online students was 58%.

The overall response rate for face-to-face students was 86%.

KPI met for all but highlighted cells.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The program objectives were clearly stated and met	94%	95%	91%
The leader had a good understanding of the content.	95%	95%	93%
The leader engaged students in lively discussion.	88%	91%	67%
The leader used good examples to explain points and responded clearly to questions.	93%	94%	87%
The material was clearly presented.	95%	95%	96%

KPI met for open-ended item: A total of 98% of respondents referenced at least one positive leader quality (e.g., knowledgeable, caring, confident), and results were similar for face-to-face respondents (98%) and online respondents (97%).

Spring 2016:

The overall response rate to the survey was 77%.
The overall response rate for online students was 63%.
The overall response rate for face-to-face students was 81%.

KPI met for all but highlighted cells.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The program objectives were clearly	95%	96%	94%

stated and met			
The leader had a good understanding of the content.	96%	97%	94%
The leader engaged students in lively discussion.	92%	93%	88%
The leader used good examples to explain points and responded clearly to questions.	96%	97%	92%
The material was clearly presented.	96%	96%	98%

KPI met for open-ended item: A total of 98% of respondents referenced at least one positive leader quality (e.g., knowledgeable, caring, confident), and results were similar for face-to-face respondents (99%) and online respondents (97%).

Study Skills - Participants' Perception of Program Leaders Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015:

The overall response rate to the survey was 80%.
The overall response rate for online students was 58%.
The overall response rate for face-to-face students was 86%.

KPI met.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The program was relevant and useful to me.	87%	88%	80%
The program enhanced my study skills.	81%	82%	76%
I would recommend this group to other students.	85%	86%	80%
Participation in study skills was a valuable use of my time.	81%	82%	80%

KPI met for open-ended item: A total of 99% of respondents referenced a particular study skill taught, and results were similar for face-to-face respondents (99%) and online respondents (98%).

Spring 2016:

The overall response rate to the survey was 77%.
The overall response rate for online students was 63%.
The overall response rate for face-to-face students was 81%.

KPI met.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The program was relevant and useful to me.	86%	86%	88%
The program enhanced my study skills.	77%	79%	78%
I would recommend this group to other students.	90%	88%	96%
Participation in study skills was a valuable use of my time.	82%	81%	85%

KPI met for open-ended item: A total of 99% of respondents referenced a particular study skill taught, and results were similar for face-to-face respondents (99%) and online respondents (98%).

Study Skills - Participants' Perception of Study Skills Improvement Action

Action Description
Because study skills will be offered only online during academic year 2017-2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

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

Fall 2015:

The overall response rate to the survey was 80%.

The overall response rate for online students was 58%.

The overall response rate for face-to-face students was 86%.

KPI met.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The material was well organized.	94%	95%	87%

The handouts were clear and easy to understand.	95%	97%	84%

KPI met for respondents selecting more “most helpful” sessions than “least helpful” sessions.

Type of Study Skills Session Selected	TOTAL Number of Instances of Selection	Number of Instances of Selection for FACE-TO-FACE respondents	Number of Instances of Selection for ONLINE respondents
most helpful	805	695	110
least helpful	321	257	64

KPI met for respondents selecting more additions to the program than subtractions.

Type of Suggestions	TOTAL Number of Unique Suggestions	Number of Unique Suggestions for FACE-TO-FACE respondents	Number of Unique Suggestions for ONLINE respondents
Additions	65	47	18
Subtractions	24	18	6

Spring 2016:

The overall response rate to the survey was 77%.

The overall response rate for online students was 63%.

The overall response rate for face-to-face students was 81%.

KPI met.

Survey Item	Percentage of TOTAL respondents who "strongly agree" or "agree"	Percentage of FACE-TO-FACE respondents who "strongly agree" or "agree"	Percentage of ONLINE respondents who "strongly agree" or "agree"
The material was well organized.	98%	97%	100%
The handouts were clear and easy to understand.	96%	97%	92%

KPI met for respondents selecting more "most helpful" sessions than "least helpful" sessions.

Type of Study Skills Session Selected	TOTAL Number of Instances of Selection	Number of Instances of Selection for FACE-TO-FACE respondents	Number of Instances of Selection for ONLINE respondents
most helpful	757	608	149
least helpful	302	246	56

KPI met for respondents selecting more additions to the program than subtractions.

Type of Suggestions	TOTAL Number of Unique Suggestions	Number of Unique Suggestions for FACE-TO-FACE respondents	Number of Unique Suggestions for ONLINE respondents
Additions	58	37	21
Subtractions	24	17	7

Study Skills - Participants' Perception of Subject Matter Action

Action Description
Because study skills will be offered only online during academic year 2017-

2018, only results for online participants will be assessed for academic year 2016-2017 (in the 2017-2018 assessment cycle) to determine trends.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
Concerning Advising:

Although the survey was created, there was a miscommunication regarding how to properly implement the surveys, thereby resulting in a very poor survey response rate which severely skewed the results. As such, communication will be increased to prevent this glitch from happening next assessment cycle.

Concerning Academic Improvement Mentoring (AIM), First Alert, and Study Skills:

Data were gathered and baselines were created. The next assessment cycle will use these baselines for future growth and assessment.

Concerning Presentations & Workshops (P&W):

Both the number of presentations and the variety of presentations were increased, thereby creating a baseline against which future assessments can be compared.

Concerning Professional Growth & Training (PG&T):

Much of the Professional Growth & Training assessment was canceled for this assessment cycle as changes in the department shifted focus for professional development.

Plan for Continuous Improvement for the SAM Center

Closing Summary
The central goal for the SAM Center in the upcoming assessment cycle is to simply, to clarify, and to streamline the assessment plan for the office. We will refocus our assessment attempts on institutional metrics (e.g., retention, GPA, course completion rates). This will also necessitate the reformatting and rethinking of what, how, and if programs should be assessed in this system.

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
The SH ELITE participants had a higher 1-semester persistence rate (93.75%) than the control group (80.85%), as well as all other minority male, first-time, freshmen on campus (88.17%). However, SH ELITE participants were just under all male, first-time, freshmen's, regardless of race, 1-semester persistence rate (94.35%).

SH ELITE - Participants' 1-semester Persistence Rates Action

Action Description
As the SH ELITE data were just below the all male, first-time, freshmen's, regardless of race, 1-semester persistence rate (94.35%), the goal for next year will be to increase the SH ELITE's persistence rate to that of a level

higher than the whole male, first-time freshman population by increasing the number of outreach attempts as well as enforcing the number of grade check forms that are to be turned in to a mentor (which wasn't done this year).

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
The SH ELITE participants had statistically significantly higher course completion rates (95%) than the control group (83%). SH ELITE participants also had higher course completion rates than all minority, male, first-time freshmen (83%) and all male, first-time freshmen (86%), however, due to the large discrepancy in sample size, statistical significance cannot be determined.

SH ELITE - Participants' Course Completion Rates Action

Action Description
As the SH ELITE population possessed statistically significantly higher course completion rates than those of its comparison populations, this KPI will be placed on hold for the upcoming assessment cycle.

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
The SH ELITE participants had statistically significantly higher GPAs (3.13) than the control group (2.66). SH ELITE participants also had higher GPAs than all minority, male, first-time freshmen (2.58) and all male, first-time freshmen (2.64), however, due to the large discrepancy in sample size, statistical significance cannot be determined.

SH ELITE - Participants' Grade-point Average (GPA) Improvement Action

Action Description
As the SH ELITE population statistically significantly outperformed its comparison populations regarding GPA improvement, this KPI will be placed on hold for the next assessment cycle.

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 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
4-year Graduation Rates:

The SH ELITE participants had higher four-year graduation rates (36.67%) than the control group (14.29%). SH ELITE participants also had higher four-year graduation rates than all minority, male, first-time freshmen (13.58%) and all male, first-time freshmen (20.68%); however, due to the large discrepancy in sample size, statistical significance could not be determined.

5-year Graduation Rates:

The SH ELITE participants had higher five-year graduation rates (63.33%) than the control group (28.57%). SH ELITE participants also had higher five-year graduation rates than all minority, male, first-time freshmen (30.13%) and all male, first-time freshmen (38.17%); however, due to the large discrepancy in sample size, statistical significance could not be determined.

6-year Graduation Rates:

The SH ELITE participants had higher six-year graduation rates (66.67%) than the control group (42.86%). SH ELITE participants also had higher six-year graduation rates than all minority, male, first-time freshmen (36.75%) and all male, first-time freshmen (40.37%); however, due to the large discrepancy in sample size, statistical significance could not be determined.

SH ELITE - Participants' Graduation Rates Action

Action Description
As the SH ELITE performance data indicated that participants outperformed all other comparison groups. However, due to the discrepancy of the data populations, the effect and significance of the date is questionable. As

such, future attempts regarding data comparison will be better though through.

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, as well as $10,000 in addition for a total of $110,000 annual funding.
No new grants were found that were applicable to the SH ELITE program and its mission statement.

SH ELITE - Increase Funding Action

Action Description
As the funding needs for the program were met, this KPI will be placed on hold for the future.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
New Plan for Continuous Improvement was not created in 2015-2016 cycle because this unit is new for 2016-2017.

Update of Progress to the Previous Cycle's PCI
Due to a computer/software glitch, the previous cycle's PCI was not imported but is included here:

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 philanthropy.

The update to the progress is as follows:

The three points were addressed as related below:

1. Data was collected and analyzed indicating that, for the most part, SH ELITE participants outperformed its comparison groups. However, the data analysis (i.e., statistical comparisons) held some errors. As such, these metrics will be re-evaluated next assessment cycle.

2. The program successfully grew to 170 students, destroying the meager expected growth by expanding 140% in one year. However, as the mandate for the program is to help as many African American and Hispanic men as possible, the program is expected to increase its enrollment during the next academic year.

3. The budget was taken care of by the allocation of permanent funds for the program's use. As such, this performance/need metric will be placed on hold.

Continuous Improvement of SH ELITE

Closing Summary
The SH ELITE program will look to improve the following areas over the next assessment cycle:

1. Although successful in several metrics (e.g., course completion, 1-year retention), we identified some holes with the data analysis process. As such, these metrics will be reassessed in the next cycle using a better assessment/analysis process/timeline.

2. The SH ELITE program should strive to reach as many male, African American and Hispanic students as possible. As such, it will continue to increase recruitment and retention within the program for the upcoming year. The goal is to reach 200 students for the next academic year.

3. Due to its nature, the EH SLITE program should reach out to and received support from the campus, both faculty and staff. To address this, the SH ELITE Advisory Board, which fell into neglect over the last two years will be revived and reorganized to provide greater support to the SH ELITE program.

Assessment Plan Summary
Department: Agricultural Sciences and Engineering Technology, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Science and Engineering Technology, 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/evaluated by membership in professional organizations, attendance at professional meetings, seminars and workshops, and participation in peer-reviewed 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 two professional meetings and publication of a minimum of two peer-reviewed manuscripts/abstracts/presentations is expected.

Results Description
Of all Agricultural Sciences faculty members, 79% met or exceeded the goal to attend at least two professional meetings. Two faculty fell short of the goal and attended only one professional meeting, while two did not attend any meetings (these two faculty members had only been on staff for four months during the assessment period).

Regarding scholarly productivity, 84% of the faculty met or exceeded the goal to document at least two peer-reviewed presentations or manuscripts. Two faculty (employed only 4 months) failed to achieve the goal by only having achieved one peer-reviewed document, while two other faculty members recorded zero scholarly achievements.

Faculty

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. Qualified adjunct faculty are being sought to lighten the workload due to the SAFE enrollment increases. Likewise, administrative workload will continue to be used to justify an additional support staff positions for labs and facilities.

Scholarly Achievements

Action Description
The chair will continue to request data for quarterly reports. The chair will use this report to monitor scholarly activity of faculty and as a vehicle in mentoring efforts. 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 professional 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 FTEs

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, One equine science and four ETEC positions. A lab coordinator position for ETEC was awarded and the position was filled with a December 15, 2016 start date. Other, positions were requested for AY 2017-18: Animal Science, Administrative Assistant and two lab coordinators for the Agricultural Sciences program.

Provide Effective Communication With Internal And External Constituencies

Goal Description
The department will ensure that appropriate communication channels are maintained with the College

of Science and Engineering Technology, upper administration, current students, prospective studentsand 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: $15 Million

Plant Science Field Lab: $32 Million,

Meat Science Lab: $2 Million;

Endowed Professorships: $3 Million

Endowments/Scholarships: $100,000

Student and Faculty Enrichment to Department: $200,000

Pirkle Center Classroom Naming Rights and Endowments: $150,000

Results Description
As of the date of this entry, the following have been achieved.

Endowments/Scholarships Achieved: $36,000

Student and Faculty Enrichment to Department Achieved: $200,765

Pirkle Center Classroom Naming Rights and Endowments: $210,000

Facility Construction: $1 million with several proposals being considered

Professorship: Quanta Professorship achieved, $3 million. Relationship with Georgia Pacific being fostered for a Professorship in Ag Engineering Technology.

Most goals were achieved or exceeded expectations. Donations for construction of new facilities is slow, but many relationships are being fostered with pending proposals.

Outreach

Action Description
Outreach activities with alumni and friends met or exceeded goals, even

though financial contributions to the Capital Campaign have been slow. Activities will continue to focus on capital improvements, donations, facility upgrades and the capital campaign.

Students Recruited

KPI Description
The Department, with assistance from Ag Ambassadors, faculty and the visitor center, will be active in recruiting students, with the goal to achieve an enrollment increase of 2%.

Results Description
The department grew in undergraduate enrollment: Agriculture +11.1%, Engineering Technology +27.0%.

Agricultural Sciences graduate program: +13.8%.

ASET Ambassadors, and department faculty and staff actively participated inSaturday@Sam. Likewise, many faculty were active at youth events for recruiting purposes.

The department chair recruited for the graduate program at the VATAT Professional Conference, TCAAA Conference and TOFCA.

Recruitment booths were available at State and National FFA Conventions, STEM Job Fair.

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 has been accomplished with the SHSU Advancement Department to promote the capital campaign for the arena complex, meat science lab and plant science field lab. The capital campaign committee has been appointed. Potential donors have been identified and several formal proposals and presentations have been made to potential donors and other entities. To date, over $2 million has been contributed in monetary and in-kind donations.

Outreach

Action Description
Outreach activities with alumni and friends met or exceeded goals, even though financial contributions to the Capital Campaign have been slow. Activities will continue to focus on capital improvements, donations, facility upgrades and the capital campaign.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The capital campaign will bes the primary focus for the department chair.

Faculty mentoring of tenure-track faculty is a critical priority, however, with the split of the department Agriculture faculty are more apt to reach goals for scholarly achievement.

ASET Ambassadors recruiting budget has been denied for AY 2017-18, department will find alternative resources to assist, however, student recruitment will decrease due to the lack of funding. Enrollment for Fall 2018 will be expected to be level with possible slight increase.

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 Improvements

Closing Summary
The department will split into two independent departments: ETEC and AGRI. The ETEC department chair will establish independent outcomes and goals for the next cycle. Therefore, the information heretofore is directed to the Agricultural Sciences program.

Continued efforts will be applied to the capital campaign to achieve the financial goal of $25 m.

The AGRI chair will continue mentoring junior faculty and goals will be set with each faculty member. 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 a driving force for undergraduate enrollment, however, Ag Ambassador funding continues to be cut, which limits travel and visibility. The department will continue to encourage faculty and student participation at all possible venues that allowed for recruitment of students.
FTE growth will be a primary focus along with continuing to seek qualified adjunct faculty to assist with SAFE degree. Additional staff positions will be requested for the main office, horticulture center, and Harrell AET Center.

Other enrichment goals include: scholarship endowments, endowed professorships and endowments for academic enrichment.

Assessment Plan Summary
Department: Chemistry, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Science and Engineering Technology, 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
Seven students completed their M.S. degrees this year. Five of these are going on to Ph.D. programs (at Oregon State University, the University of Iowa (two of them), the University of Maryland - Baltimore County and Wayne State University) and the other two are working in industry.

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, 11 students graduated with chemistry majors and 23 students graduated with forensic chemistry majors. Of the 11, 5 are continuing their education, 3 are employed in chemically related jobs, 1 is employed in a non-chemically related job and 2 are actively looking for a job. Of the 23, 6 are continuing their education, 8 are employed in chemically related jobs, 1 is employed in a non-chemically related job, 5 are actively looking for a job and we don't have any information on 1 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 9 (9 presentations involving 11 graduate students).

Pubs2016-17

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 2017-2018.

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 9 peer-reviewed publications with five graduate student co-authors. As always, it is appropriate to remind the reader that publication often lags 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 (9 presentations involving 11 graduate students).

Pubs2016-17

Research Communication

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 2017-2018.

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 2016 semester, there were 13 graduate assistants (Janaka Abeysinghe, Md Nure Alam, Brianna Bittner, Matthew Danker, Nilakshi Devi, Xinmei Dong, Dulamini Ekanayake, Ramesha Dilhani Gaspe Ralalage, Chathuranga Hewa Rahinduwage, Thao Nguyen, Nicholas Pandorf, Jacob Perry, Chathurika Rathnayaka Mudiyanselage, Indika Warnakula). There were 12 graduate assistants (Janaka Abeysinghe, Md Nure Alam, Brianna Bittner, Matthew Danker, Nilakshi Devi, Dulamini Ekanayake, Ramesha Dilhani Gaspe Ralalage, Chathuranga Hewa Rahinduwage, Thao Nguyen, Jacob Perry, Chathurika Rathnayaka Mudiyanselage, Waruni Senanayake, Indika Warnakula) during the Spring 2016 semester. Xinmei Dong graduated at the end of the fall term, Nicholas Pandorf left the program, and a new student entered. Compared to last fall, we were down by 6 graduate students and compared to last spring, we were down by 7 graduate students. To achieve our goal, these numbers need to increase.

Make Better Offers to New Students

Action Description
Seven of our graduate students completed their degrees this past year (1 in the fall semester, 3 in the spring semester and 3 during the summer) and one left the program. We have made a few offers of admission, but our applications are down drastically compared to previous years. Previously we speculated 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. It is our opinion that this situation was exacerbated by the Presidential election and the travel bans attempted this past spring. We have heard that international graduate applications are down across the country. If possible, we need to admit all appropriately qualified students. With fewer students applying to U.S. graduate programs, it is even more important for us to increase the monetary value of our graduate assistantships. It appears that **every** offer that we made for the coming fall term was rejected. Some of the students are not coming to the U.S. at all, and those that are, have decided to attend programs that offer them more money.

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 budgetary 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.

Results Description
We were able to replace Paul Loeffler and Ozcan Gulacar with Kit Zall and Adrian Villalta-Cerdas, respectively (both of whom have completed their first year). However, Rick White took early retirement effective 7/1/2016 and Tom Chasteen took a leave of absence for the fall 2016 term and is retiring at the end of this summer (2017). This left us even shorter handed for this past year. We were able to hire a laboratory coordinator (Hemantha Siyambalagoda) for our non-science major labs (CHEM 1406 & CHEM 1407), and we were able to hire two replacements, but no new positions were allocated.

Continued Faculty Flux

Action Description
We were able to replace Paul Loeffler and Ozcan Gulacar with Kit Zall and Adrian Villalta-Cerdas, respectively (who both have completed their first year). As mentioned in Results, Rick White took early retirement effective 7/1/2016 and Tom Chasteen is retiring at the end of this summer (2017). Mary Lynn DeShazo has also retired (she was on early retirement, but is no longer able to teach). We hired a laboratory coordinator (Hemantha Siyambalagoda) for our non-science major labs (CHEM 1406 & CHEM 1407), and we were able to hire Rick White's and Tom Chasteen's replacements who will start this fall. We have been told that we will have another laboratory coordinator position (most likely to cover general chemistry I and II (CHEM 1411 & 1412)) for the coming year. Ilona Petrikovics was awarded a Faculty Development Leave, and we were able to hire a one-year sabbatical leave replacement for the coming year. This will enable us to provide some earned course load reductions for the fall term.

However, our faculty lines are not keeping pace with enrollment increases and this is causing difficulties. We will, once again, seek new positions in the coming budget cycle. We might have to reserve spots in some of our classes for our majors since we might not be able to accommodate the full demand (something I have been trying to avoid).

Update to Previous Cycle's Plan for Continuous Improvement

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

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).

Update of Progress to the Previous Cycle's PCI

We hired Tarek Trad to replace Tom Chasteen and Christopher Hobbs to replace Rick White. We polled students enrolled in CHEM 2123 and students who were enrolled in CHEM 2323 and who were not enrolled in CHEM 2123 during the Fall 2016 semester to determine if it would be better to add a morning lab section or an evening lab section. There was no clear preference. We put both into the Fall 2017 schedule, and as term began, both were completely filled.

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. The situation is dire--while we made several offers, no (zero) new graduate students will be joining the program in the fall 2017 term.

We have replaced the faculty that have retired. We will continue to make the case that additional faculty lines are needed. For the Fall 2017 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.

We added two additional sections of CHEM 2123 to the Fall 2017 semester (and prior to the payment deadline, these sections were completely filled), and we expect to offer an additional laboratory section for CHEM 2125 for the Spring 2018 semester.

Assessment Plan Summary
Department: Geography and Geology, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Science and Engineering Technology, College of

Geography and Geology, Department of

Goal 1: Curriculum Development

Goal Description
Promote and support the development and delivery of a rigorous, contemporary curriculum.

Related Items/Elements
Goal 1 Objective 1: Curriculum Review

Performance Objective Description
Review the curriculum to improve sequencing of course offerings and identify need for new courses.

KPI Goal 1 Objective 1: Curriculum review

KPI Description
The faculty in each program will review the curriculum in their respective programs. The review will consist of checking the sequencing of courses and looking at prerequisites for courses, as well as looking for insufficiently covered topics that may suggest the need for a new course. This includes looking at the expertise of new faculty to see if new courses may be possible. The review may also indicate the need for new faculty with the skills needed to cover a previously uncovered topic. The results associated with this KPI will simply be the report of the review's outcomes. Ultimately, a record of these annual reviews will establish a record of the program's curricular development.

Results Description
The Geology Program is in a transition period as we work to hire a permanent sedimentologist. Therefore, the Geology Program review resulted in the status quo.

The Geography Program recently hired a physical geographer (he is finishing his first year at SHSU). Because of his expertise and a perceived need for this course in the Environmental Geography track, the Geography Program review recommended that Hydrology and Water Resources (GEOG 4430) be added to the Geography curriculum.

Action Goal 1 Objective 1: Curriculum Development

Action Description

The faculty members of the Department will continue to meet and review the Department's curriculum to see what new courses may be needed and what courses may need to be deleted.

Goal 1 Objective 2: New courses

Performance Objective Description
Development of new courses to satisfy needs identified during curriculum review.

KPI Goal 1 Objective 2: New Courses

KPI Description
This will be represented by a report of new courses requested and a progress report of their passage through the curriculum cycle.

Results Description
GEOG 4430 (Hydrology and Water Resources) is in progress within the current curriculum cycle.

GEOG 2320 Sustainability and Environment (dual-listed as BIOL 2320), GEOG 2341 (Physical Geography), GEOG 3310 (Sustainable Development), and GEOG 5312 (GIS ModelBuilder) were approved in the previous curriculum cycle. These courses have either been offered during the 2016-2017 academic year, or will be offered in the 2017-2018 academic year. In addition to the new courses, Environmental Geography had a number change going from GEOG 2301 to GEOG 3301.

Action Goal 1 Objective 2: New Courses

Action Description
Monitor need for new courses and continue to watch their passage through the curriculum cycle.

Goal 2: Quality Faculty

Goal Description
Promote the development of highly qualified and successful faculty members.

Related Items/Elements

Goal 2 Objective 1: Quality Research

Performance Objective Description
The department faculty will engage in quality, peer-reviewed research.

KPI Goal 2 Objective 1: Quality Research

KPI Description
The faculty in the department will publish peer-reviewed books and articles. 80% of the faculty in the department will publish at least one peer-reviewed publication per year.

Results Description
The faculty published a total of 14 peer-reviewed articles. However, only 7 out of 12 faculty actually published (about 58% rather than 80% which would have been about 9 or 10 faculty members).

Action Goal 2 Objective 1: Quality Research

Action Description
Departmental faculty members are encouraged to publish quality, peer-reviewed research. The department will support this by providing time and resources to the faculty members. For example, funding travel for geographical or geological research. Travel for some geographers is equivalent to capital equipment for science faculty.

Goal 2 Objective 2: Quality Teaching

Performance Objective Description
The faculty will provide quality teaching.

KPI Goal 2 Objective 2: Quality Teaching

KPI Description
The department uses the IDEA system as the teaching evaluation instrument. The IDEA system is a nationally normed, validated and reliable measure of classroom performance. All faculty distribute the IDEA evaluations at the end of their classes each semester. The faculty member's scores are then compared to other faculty across the nation (IDEA database). 90% of the faculty in the department will be in or above the Similar converted score category on the adjusted Summary Evaluation.

Results Description
Eleven out of twelve (about 92%) of the faculty IDEA results were in or above the Similar converted score category on the adjusted Summary Evaluation.

Action Goal 2 Objective 2: Quality Teaching

Action Description
Once again the only scores in the Lower category of the converted scores on the IDEA form were associated with online courses. The return rate for online courses continues to be low despite faculty encouragement to respond to the evaluation. A way to improve the response rate must be developed, but so far our efforts have not worked. We are now seeing this issue associated with all courses since all courses are evaluated online. We will implement any best practices that are recommended to improve return rate.

Goal 2 Objective 3: Faculty support

Performance Objective Description
Provide funding and facilities to support faculty teaching and research.

KPI Goal 2 Objective 3: Faculty Support

KPI Description
The indicator of faculty support will be a report on the funding provided to faculty each year, plus an update on any new facilities provided for faculty use.

Results Description
Faculty received all the travel support that was requested. Our new physical geographer received departmental support in addition the HEAF start-up funds. We were able to purchase a boat and motor, plus the instrumentation necessary to obtain stream cross-sections and velocity profiles.

Action Goal 2 Objective 3: Faculty Support

Action Description
The department will support faculty research by providing time and resources to the faculty members. For example, funding travel for geographical or geological research. Travel for some geographers is equivalent to capital equipment for science faculty. We will also fund maintenance contracts to support equipment that is already being used in the department.

Goal 3: Students

Goal Description
Provide appropriate resources to promote student recruitment, success, and retention.

Related Items/Elements

Goal 3 Objective 1: Research Experience

Performance Objective Description
Promote student participation in faculty research.

KPI Goal 3 Objective 1: Research Experience

KPI Description
This year's report of student involvement in faculty research will serve as a baseline for setting subsequent improvement targets.

Results Description
This turned out to be a less than ideal year to be making a report on student involvement in faculty research because one of our faculty members was serving his terminal year which cast a shadow over the whole department. There was some student participation in faculty research, but we are not in a position to use this as baseline data.

Action Goal 3 Objective 1: Research Experience

Action Description
Continue to promote student participation in faculty research.

Goal 3 Objective 2: Field Experience

Performance Objective Description
Provide field experiences for students majoring and minoring in Geography and Geology.

KPI Goal 3 Objective 2: Field Experience

KPI Description
This year's report of student field experiences will serve as a baseline for setting subsequent improvement targets.

Results Description
A similar situation to what we had with student involvement in faculty research.

Action Goal 3 Objective 2: Field Experience

Action Description
We will continue to find new ways in which to provide field experiences for students majoring and minoring in Geography and Geology.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Again, the only faculty that "appear" to be "struggling" are those teaching a number of online courses. We will continue to try to find means of improving the return rates, especially since all courses will be evaluated online in the future. We will also continue to encourage faculty to go to the PACE Center for workshops and/or one-on-one development meetings.

We will monitor our progress with respect to external funding that is being generated. We are going to continue to develop a graduate student orientation and expand our graduate student manual for our department to provide a means for graduate students and departmental faculty to get to know each other. As the number of graduate students pursuing a thesis increases, we are hoping to obtain graduate assistantships. We have applied for four assistantships again this year. Development of a GIS work room facility is in progress at The Woodlands Center. Involvement of undergraduate students in faculty research will also continue to grow.

Update of Progress to the Previous Cycle's PCI
A new faculty member, a Physical Geographer, provides the skill set necessary to add and/or modify a number of courses in the Geography Program.

Some faculty members in the department have either sought help from outside sources or have revamped their online courses in an attempt to improve their online IDEA scores. Dr. Jim Tiller continues to work with SAM Online to update a number of his courses. Dr. Velvet Nelson has been

working with campus sources as well as a publisher to improve her course. The scores still tend to be generally lower than face-to-face IDEA scores. It is also difficult to find consistency. What seems to work one semester, does not work the following semester. The same for IDEA return rates. We still have not found a way to get consistently high percentages of student completion of the IDEA evaluations in the online courses or face-to-face courses. We plan to continue to try the implementation of those recommendations made by the Office of Assessment with regard to the best practices for getting optimal return rates.

We have seen some increase in the number of external grants. We have had two major external donations to the research effort. One of these is the donation of over 10,000 pounds of drill core by a Houston petroleum company. The other donation is a $300,000 SEM from the Texas Department of Transportation. The number of GIS graduate students pursuing a thesis has improved slightly and has resulted in a number of abstracts co-authored by graduate students and faculty members. It does appear that we will get four assistantships this year. We are not sure at the time of this writing whether or not we will be able to fill all of the assistantships. We are no longer pursuing the GIS facility at the University Park campus since SHSU seems to be withdrawing from that campus. We now have some space for GIS equipment at The Woodlands Center. We did experience some growth in the participation of undergraduates in faculty research. We will continue to seek opportunities for student involvement in faculty research and field experiences for students.

New Plan for Continuous Improvement

Closing Summary

The faculty members of the Department will continue to meet and review the Department's curriculum to see what new courses may be needed and what courses may need to be deleted. We will monitor the need for new courses and continue to watch their passage through the curriculum cycle. For example, a new faculty member hired last year, a Physical Geographer, has the skill set necessary for the department to be able to add and/or modify a number of courses in the Geography Program.

Departmental faculty members are encouraged to publish quality, peer-reviewed research. The department will support this by providing time and resources to the faculty members. For example, funding travel for geographical or geological research. Travel for some geographers is equivalent to capital equipment for science faculty. This year may not be as productive as previous years because we have lost close to half of our funding for such support. We will also fund maintenance contracts to support equipment that is already being used in the department.

Once again the only scores in the Lower category of the converted scores on the IDEA form were associated with online courses. Some faculty members in the department have either sought help from outside sources or have revamped their online courses in an attempt to improve their online IDEA scores. Dr. Jim Tiller continues to work with SAM Online to update a number of his courses. Dr. Velvet Nelson has been working with campus sources as well as a publisher to improve her course. The scores still tend to be generally lower than face-to-face IDEA scores. It is also difficult to find consistency. What seems to work one semester, does not work the following semester. The return rate for online courses continues to be low despite faculty encouragement to respond to the evaluation. A way to improve the response rate must be developed, but so far our efforts have not worked. We are now seeing this issue associated with all courses since all courses are evaluated online. We will implement any best practices that are recommended to improve return rate.

We will continue to promote student participation in faculty research. We will also continue to find new ways in which to provide field experiences for students majoring and minoring in Geography and Geology.

Assessment Plan Summary
Department: Mathematics and Statistics, Department of

Sam Houston State University

President, Office of

Academic Affairs, Division of

Science and Engineering Technology, 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.

Results Description
MATH 3381 is offered every semester: 5 sections in Spring 2017, and 6 sections in Fall 2017. There was a threat of the College of Education removing this course from the curriculum because of conflict with LoneStar's curriculum, but present indications (late Spring 2017) seem to point toward that issue being resolved. So we are comfortable that MATH 3381 will continue to be offered, resulting in continued excellence of teacher preparation.

MATH 3381

Action Description
Even though LoneStar requires MATH 1314 (plus their versions of MATH 1384 and 1385) for future school teachers, we will continue to not require MATH 1314 (college algebra) as a required course for our future teachers.... we strongly feel that not only is this not a course best suited for students hoping teach young children, but more importantly a 3000-level course better allows us to present the mathematics content at the depth that is needed for thorough comprehension by a future teacher.

We will continue to work with the College of Education to make our case that MATH 3381 is the better option over MATH 1314.

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
Because of the lack of computer labs to be used as classrooms, we requested funds to purchase laptop carts with enough machines for 40 students to use in a classroom.

Request for mobile computing station

Action Description
We included a request for two laptop carts in the 2017-18 budget, but as of 8/1/17, this request was denied.

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
Because of priorities within the college, no new mathematics personnel was requested in the most recent budget request for new initiatives. However, one math faculty member will be finishing his third of three years of half-time retirement status. This faculty member taught no upper-level math courses. Consequently, in Fall 2018 we will be able to hire a new tenure-track assistant professor able to teach upper-level undergraduate and graduate courses, effectively increasing the number of worthy math faculty by one.

In addition, a senior statistician suddenly announced his full retirement in Spring 2017. After a year with two visiting faculty, we will be able to hire two assistant professors of statistics beginning Fall 2018, increasing the number of statistics faculty in the department from 6 to 7.

Summary: Assuming no further resignations or retirements, Fall 2018 will see the department with 31 active tenure track faculty positions, up from 29 currently.

New faculty hires for 2017-18

Action Description
We posted two ads for visiting assistant professors of statistics. We were able to fill only one of them, but in Fall 2017 we will be hiring two assisant professors of statistics. Because our new chair is a statistician, this additional position will alleviate some of the burden (such as mentoring M.S. students) placed on the faculty of our statistics program.

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
We received a 5% increase in O&M beginning Fall 2016. This increases the amount of travel avalible to faculty by roughly $5500. In addition, we will receive an additional $5000 in distance learning funds beginning Fall 2018. Most all be used for faculty travel.

The dean's office continues to find student travel.

These additional funds are welcome, but our faculty is still growing. With retirements producing younger faculty who travel much more than faculty near the end of their career, travel funds will continue to be sought.

Additional travel funds

Action Description
For the Fall 2017-Spring 2018 year, we should have roughly $8000 more to spend on faculty and student travel. Even though we have two additional faculty members (with visiting positions and filling vacant positions) this should provide a few more trips for faculty to take.

In addition, there are several grant opportunities (Frontier Set, STEM Center) which will allow form some faculty to travel to professional development workshops, alleviating some of the pressure on limited travel funds.

Update to Previous Cycle's Plan for Continuous Improv

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

Update of Progress to the Previous Cycle's PCI
Hiring a new Lecturer will hopefully enable us to redesign our precalculus course (MATH 1410). Hopefully our new 5-year BS/MS program in mathematics will be approved so that we can pursue a similar one for statistics.

Adapting to student and faculty growth

Closing Summary

Challenges for 2017-18 (and beyond) include:

1. increase in demand for first-year courses. We will continue to hire adjunct faculty, and consider requesting new Lecturer lines.
2. limits on office space for faculty. With the construction of the new biology lab building, space in LDB will begin to be available in Fall 2018.
3. TX legislature mandating corequisite models to be used for dev math. By Fall 2018, 25% of dev math students (increasing to 50% and 75% in consecutive years) must be enrolled in core classes (as opposed to dev math courses). This will increase demand for 1000-level math courses and require additional funding for tutors and support classrooms.
4. handling the Provosts' initiative requiring all incoming students register for a math course until all math requirements are met. This puts pressure on instructors of first-year courses. Communication with registrar and coordination with student success offices are a must.

Assessment Plan Summary
Department: Student Success Initiatives

Sam Houston State University

President, Office of

Academic Affairs, Division of

Student Success Initiatives

Provide An Effective Academic Learning Community (LC) Program 2015-2016

Goal Description
Residential and non-residential learning communities will demonstrate similar or higher academic success.

Related Items/Elements
Learning Community Retention Achievement

Performance Objective Description
Students who participate in either a residential or non-residential academic freshman learning community program will be retained from fall to fall at higher levels that their FTF freshman cohort peers.

Retention Achievement

KPI Description
LC students will be compared to FTF peers with respect to % retunring for fall of a second year of study. Students who participate in either a residential or non-residential academic freshman learning community program maintain higher retention percentages than their FTF freshman cohort peers.

Results Description
FTF LC student one-year retention fall 2015 to fall 2016 = 86% N = 196/229
FTF Non-LC student one-year retention fall 2015 to fall 2016 = 76% N = 1831/2408

FTF Total cohort one-year retention fall 2015 to fall 2016 = 77% N = 2027/2637

Residential or non-residential academic freshman learning community students were retained from fall to fall at higher levels that their FTF freshman cohort peers and thus the performance objective was met.

Next Actions: Create more LC's so more students have access to these successful programs.

Improved Retention Achievement

Action Description
Next Actions: Create more LC's so more students have access to these successful programs.

Next steps in Improving Retention

Action Description
Next Actions: Participate in the Re-imagining of the UNIV 1301 course so more students can take the course as part of degree plan. This will enable more students to achieve the higher retention rates realized when participating in the UNIV 1301 course.

Provide An Effective Freshman College Success Course

Goal Description
SHSU will provide freshman with a course designed to help freshmen develop skills necessary for college success.

Related Items/Elements
GPA Comparability

Performance Objective Description
Students who complete a UNIV 1301: An Introduction to Collegiate Studies course will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

Similar GPAs Between UNIV 1301 And Remaining FTF Cohort Peers

KPI Description
UNIV 1301 students will be compared to FTF peers with respect to mean GPA's. Students who complete a UNIV 1301 course will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

Results Description
Entering fall 2015 student GPA as of fall 2016 (one-year GPA results):

GPA UNIV 1301 students	(*M* = 2.96, *SD* 0.63)
GPA Non-UNIV 1301 Students	(*M* = 2.99, *SD* 0.62)
GPA Composite Scores	(*M* = 2.99, *SD* 0.62)

Mean GPA's for UNIV 1301 students were lower than peers who did not take the course, and lower than the 2015-2016 cohort composite score. The 2015-2016 objective was not met.

Next Action: New Textbook curriculum to be introduce for the 2016-2017 academic year. Emphasis on academic planning, academic resources, & academic research.

Next steps in GPA similarity comparisons

Action Description
Next Action: New Textbook curriculum to be introduce for the 2016-2017 academic year. Emphasis on academic and career planning, academic resource use, & academic research with the emphasis on application to all coursework for improved GPA.

Retention Similarity

Performance Objective Description
Students who complete a UNIV 1301: An Introduction to Collegiate Studies course will be retained at higher levels than their FTF freshman cohort peers.

Similarity In Retention

KPI Description
UNIV 1301 students will be compared to FTF peer cohort with respect retention fall to fall. Students who complete a UNIV 1301 course will be retained at higher levels than their FTF freshman cohort peers.

Results Description
FTF UNIV1301 student one-year retention fall 2015 to fall 2016 = 81% N = 480/596
FTF Non-UNIV 1301 student one-year retention fall 2015 to fall 2016 = 76% N = 1547/2041
FTF Total cohort one-year retention fall 2015 to fall 2016 = 77% N = 2027/2637

Students who complete a UNIV 1301 course were retained at higher levels than their FTF freshman cohort peers and thus the performance objective was met.

Next Actions: Participate in the Re-imagining of the UNIV 1301 course so more students can take the course as part of degree plan.

Next steps in Improving Retention

Action Description
Next Actions: Participate in the Re-imagining of the UNIV 1301 course so more students can take the course as part of degree plan. This will enable more students to achieve the higher retention rates realized when participating in the UNIV 1301 course.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Continuous Improvement created in 2015-2016 cycle.

course structures that support integrated assignments and by expanding block scheduling model

Begin targeted outreach to commuter students so that a 10% more first-year commuter students are participating in a learning community
Develop a learning community application developed through national and campus-specific best practices
Expand social connections component of the learning community programming model
Budgetary Implications – additional funds for University Camp, learning community "field trips,"
Make yearly student success collaborative events more accessible through web availability

- Target learning community alumni though the FLC website and newsletter to encourage mentorship and volunteerism within our programs.
- Continue to hire student ambassadors who are FLC & UNIV 1301 alumni.

Update of Progress to the Previous Cycle's PCI
Increased overall UNIV 1301 course enrollment Fall 2016 16% increase to 721 students.

Expanded LC's by 2.

2017-2018 Student Success Initiatives Plan for continuous improvement

Closing Summary
Enhancements recommended in the existing SHSU introductory college success course (UNIV 1301: An Introduction to Collegiate Studies) warrant a new course proposal to align course curriculum with the rigor and relevance better to serve first-year students. This new college success course aligns with Social and Behavioral Sciences core curriculum and meets the criteria set forth in the THECB Texas Academic Course Guide Manual (ACGM) for the existing Learning Frameworks course.

This new course will be designed to provide faculty with flexibility regarding what to teach and when. Several of its components, however, are crucial to ensuring the course still meets the ACGM criteria.

As recommended by the Charles A. Dana Center at The University of Texas at Austin, Learning Framework "lessons will be sequenced to have students experience a model of change based on Kurt Lewin's theory of change. First, students must "unfreeze" by unpacking baggage about previous experiences and behavior and by connecting with the instructor" (Learning Frameworks Version 2.0, with updates, 2014). Next, students build research-based competencies and acquire success strategies, including questioning, reading for deeper learning, and an awareness of the role emotional intelligence and metacognition play in college and career success (Learning Frameworks Version 2.0, with updates, 2014). Explicitly recommended for addition to the course are:
(a) The application of theoretical models in the psychology of learning, cognition, and motivation.
(b) An introductory understanding of and appreciation for peer-reviewed research on college success and an on array of topics across disciplines
(c) Integration of skills and knowledge from cognitive, affective, and behavioral psychology helps students develop strategies for persisting in their coursework and adapt those strategies as appropriate for different contexts.

Additional UNIV 1301 courses will be linked to other core course to form student learning communities as we continue to investigate an institutional block scheduling model for first-year students.

Assessment Plan Summary
Department: Testing Center

Sam Houston State University

President, Office of

Academic Affairs, Division of

Testing Center

Provide Quality Testing Services

Goal Description
Provide quality testing services at Sam Houston State University.

Related Items/Elements
Provide A Quality Facility

Performance Objective Description
Provide a facility conducive to a quality testing environment which will be clean, comfortable, quiet, aesthetically-pleasing, and user-friendly.

Provide A Quality Facility

KPI Description
Survey students and visitors about their satisfaction with the Testing Center facilities by using the Testing Center Evaluation Form.

Results Description
Upon completion of their exam, examinees at the Testing Center are asked to fill out an anonymous survey. As of July 31, 2017, the number of evaluations received since September 2016 = 2269.

The results:

93% of examinees agreed or strongly agreed that the testing room was comfortable (space, lighting, temperature, cleanliness, etc.); whereas, 2% disagreed/strongly disagreed with 5% remaining neutral.

Provide a Quality Facility

Action Description
During the 2016-2017 year, the Testing Center went through an Administrative Program Review (APR). The purpose of **Administrative Program Review** is to support executives, managers, and employees of Sam Houston State University administrative departments in the examination of current operations, identification of opportunities for enhancement, implementation of adjustments,

and establishment of plans for continuous improvement. Upon completion of the review, it has been established that the Testing Center is in need of a larger facility. Within the next 2 years, a computer lab with a minimum of 75 seats with additional 5 private testing rooms for ADA purposes will be requested.

Provide A Variety Of Tests

Performance Objective Description
Provide a variety of tests for our customers, contact testing companies and/or other colleges or universities to inquire about what tests are available, and determine which tests would best suit the needs of our audience.

Provide A Variety Of Tests

KPI Description
Take an inventory of currently offered exams by the Testing Center and compare to those tests being inquired about or needed by the student population and the general public.

Results Description
The goal of the Testing Center is to optimize the use of current inventory of exams. In doing so, to better serve the graduate student population, the Pearson VUE exam schedule was doubled to include a schedule of 4 times a month (versus 2).

Provide a Variety of Tests

Action Description
The Testing Center is maintaining the current exam inventory; therefore, no new exam opportunities have been executed at this time.

Provide Quality Staff And Service

Performance Objective Description
Provide qualified staff that will provide outstanding customer service by being friendly, courteous, responsible, informative, accurate, and supportive.

Provide Quality Staff And Service

KPI Description
Survey students and visitors about their satisfaction with the staff and services by utilizing the Testing Center Evaluation Form and by using the Human Resources annual merit review process.

Results Description
Upon completion of their exam, examinees at the Testing Center are asked to fill out an anonymous survey. In addition, visitors to the Testing Center can also submit a survey from a remote location by accessing the Testing Center website at any time. The following results where compiled:

Staff

98% agreed/strongly agreed the Testing Center staff is courteous; whereas, 1% disagreed/strongly disagreed with 1% remaining neutral. In addition, 97% agreed/strongly agrer questions were answered clearly, professionally, and accurately. The remaining 2% and 1% of responses accounted for neutral/did not answer.

Service

97% agreed/strongly agreed the service was quick. 2% remained neutral with 1% disagreeing/strongly disagreeing. Overall, 96% agreed/strongly agreed to a pleasing experience in the Testing Center. 3.50% remained neutral with .50% disagreeing/strongly disagreeing.

Provide Quality Staff and Service

Action Description
Testing Center staff members are recertified on an annual basis for respective exams. In addition, personnel meets all professional development requirements

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Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Provide a Quality Facility: Install a new camera system for security; Continue to use ABIV-Lab 203 for TSI testing during busy summer months.

Variety of Tests: Methods to maintain and maximize the current test inventory will remain.

Quality of Staff and Service: Implement training checklist for new employees; Implement electronic AP and CLEP score reports; Continue professional development for all employees.

Update of Progress to the Previous Cycle's PCI
Update – Provide a Quality Facility: a new camera system was installed in July 2016. New Student Orientation placement testing was held in Academic Building IV, Room 203 where over 800 students were serviced.

Update – Provide a Variety of Tests: as stated, current inventory will be maximized and no additional testing opportunities were implemented.

Update – Provide Quality Staff and Service: training checklist for new employees was implemented in May 2016. AP and CLEP electronic reports implemented between June-August 2016. Professional staff recertified as required.

Plan for Continuous Improvement

Closing Summary

Provide a Quality Facility - request a computer lab with a minimum of 75 seats with additional 3-5 private testing rooms for ADA purposes.

Provide a Varity of Tests - partner and/or acquire additional testing opportunities to include CERTIPORT and Assessment Systems, Inc.

Provide Quality Staff and Service - continue annual certifications requirements; implement course placement information on individual score reports for the TSI Assessment; reorganize departmental website; reorganize departmental survey.

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
1. SHSU Career Services began utilizing the My Success Planner (MSP) Fall 2016 semester to schedule and track student walk-ins for career counseling/advising sessions with staff career counselors. Use of the MSP also allows the career counselor to view the student's information immediately before they see him/her in their office to discern if they are a referral from the SAM Center, faculty or from another department on campus. Knowledge of the students' academic information and schedule not only helps the counselor have a better understanding of the students' progress and of where they are in their academic programs, but also makes it easier for career counselors to make subsequent referrals to other departments as well.

2. SHSU Career Services Career Counselors continued collaborate with the First Year Experience program, a component of the Office of Student Success Initiatives, and instructors teaching the UNIV 1301 classes both Fall 2016 and Spring 2017 semesters. Career Services provides the administration and class group interpretations of the Myers-Briggs Type Indicator (MBTI) and the Strong Interest Inventory (SII- College Profile) to all sections of Univ. 1301 in addition to increasing awareness of the Career Center among the freshmen students.

3. SHSU Career Services also continued to increase student referrals through the networking with the faculty members comprising the Career Services Faculty Advisory Board.

4. The Career Counselor Liaison program, which provides a Career Counselor Liaison to the College of Business Administration, another to the College of Education and a third to the College of Criminal Justice also provides a means for collaborative referrals within the academic departments housed in each of these three Colleges.

Continuation and Addition of University Collaborations to Increase Student Referrals.

Action Description
We plan to continue collaborating with our primary partners across campus such as the SAM Center, The Office of Student Success Center (particularly with the University 1301 Program) and the Career Services Faculty Advisory Board to increase Student Referrals.

In the 2017-2018 academic year we will additionally partner with the Parent Relations & Special Programs (part of the Dean of Students' Office) to develop a Parent Career Mentor Program, the Office of Student Legal Services to host a Workplace Conflict Management Certification program and the Center for Community Engagement to create a video about the value of community service and service learning as part of a student's career-readiness development.

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 2017 New Student Orientation Sessions.

KPI Description
An invitation to take the MBTI and Strong Interest Survey assessments along with instructions were sent prior to each Orientation session. Students were also invited to attend one of two breakout sessions on the first morning of each New Student Orientation held Summer 2017.

Results Description

Over 70 Students returned a Satisfaction Survey at the end of the MBIT and SII Results Review breakout session they attended the first day of New Student Orientation. One hundred percent (100%) reported that they thought all incoming freshmen would benefit from taking these assessments prior to attending their first semester of college.

Administration of the MBTI and SII Career Assessments at New Student Orientation Sessions

Action Description
Although we had approximately 70 students attend our New Student Orientation breakout sessions to receive their career assessment results and review their results with a career counselor, this represents a very small percentage of the new students who attended Orientation. Furthermore, this number also represents a fraction of the students who took the assessments but were unable to attend the sessions offered early the first day of New Student Orientation.

The students who did take the career assessments and did attend the breakout sessions to receive their reports and an interpretation of the results overwhelmingly rated the experience as one they would recommend to other new incoming students. In response to the survey question "Do you think all incoming freshman would benefit from taking these career assessments prior to attending their first semester?" 100% students said that this would be helpful.

We plan to continue offering the career assessments to New Student Orientation participants but in the 2017-2018 academic year, will meet with the Bearkat Orientation Director to discuss only offering one breakout session at a later time of the day and possibly only offering the SII (Strong Interest Inventory) as this assessment is the best tool of the two we offer for a student to use in aligning his/her interests to college majors.

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.

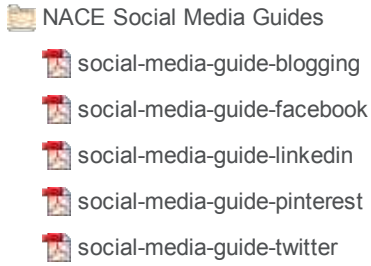
Results Description
While all professional staff can suggest articles and content for inclusion in our social media sites, the task of managing our Career Services social media presence has been assigned to our Marketing and Special Events Coordinator, Veronica Gonzalez. Her ownership of this task, connections to key sources of career-related content, and use of HootSuite, a social media dashboard to manage all of our social media in one place has made our marketing and promotion of our office, services, events and programs a more organized and concise form of outreach.

Continued Management of Career Services' Social Media Presence and Purpose

Action Description
Our Career Services Marketing and Special Events Coordinator Veronica Gonzalez will continue managing and developing our social media platforms. We plan to expand this to include "Vlogging" in the 2017-2018 academic year where Career Services student assistants and occasionally staff will create live videos of events they are attending along with tips for other students in order for them to polish and promote their networking skills. We also plan to add a LinkedIn tutorial/seminar to assist students in developing their LinkedIn profile and using it to market themselves in the job market in the most professional and successful manner

Develop Or Procure A Social Media Usage Guide

KPI Description
Develop a social media guide/manual for Career Services staff



Results Description
In the academic year 2016-2017, SHSU Career Services adopted the National Association of Colleges and Employers (NACE) social media guides and also the LinkedIn recent guides for their updated platform for staff information and training as well as for information to share with our students and alumni in presentations, social media posts and through handouts created fro this purpose.

Development of a Social Media Guide Complete

Action Description
With the benchmarks of successful social media practices made available through the National Association of Colleges and Employers (NACE) organization's publications, webinars and website, we have developed an internal social media guide to use in our management of Career Services' social media platforms. Additional resources provided through the National Career Development Association (NCDA) organization's conferences and online resources have enabled us to solidify best practices that work for our office and to create informational guides for the students and alumni we serve.

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
Career Services professionals "follows" other SHSU departments on campus including the official SHSU social media sites which not only is informative with regard to campus activities and events, but also provides examples of effective social media engagement. Career Services staff also attend break-out sessions focusing on social media "best practices" at professional development conferences such as those hosted by the Southern Association of Colleges and Employers (SoACE), National Career Development Association (NCDA), and the Houston Association of Career Centers (HACCC).

Development of a Social Media Guide Complete

Action Description
With the benchmarks of successful social media practices made available through the National Association of Colleges and Employers (NACE) organization's publications, webinars and website, we have developed an internal social media guide to use in our management of Career Services' social media platforms. Additional resources provided through the National Career Development Association (NCDA) organization's conferences and online resources have enabled us to solidify best practices that work for our office and to create informational guides for the students and alumni we serve.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
Career Services staff continued to enhance our programs and services to support our SHSU students in their

preparation to enter the workforce through collaborations on campus. We also continued 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 increased our use of My Success Planner by using it to effectively manage student "walk-in" career counseling/advising sessions both on the main campus and at our Woodlands Center campus. We chose the vendor GradLeaders to provide and support for a first destination survey, The Outcomes Survey®. The Outcomes Survey was first offered to the May 2017 Graduating Class and a subsequent offering was sent to the August 2017 Graduating Class. At the 3 month mark of the year-long assessment period, the return rate was 23%. Additional invitations will be sent at the 6 month and 12 month mark time periods and the August 2017 graduation class was sent the 1st letter was in July, 2017.

The 2017-2018 Plan for Continuous Improvement

Closing Summary

In the 2017-2018 Academic Year we will focus on two primary areas - utilizing assessment tools to improve our data/reports regarding both graduate first destination outcomes and satisfaction surveys administered to students and employers utilizing our services. Specifically we will focus on:

- **The Outcomes Survey**, a graduate first destination report developed by GradLeaders. This survey was first sent to the May 2017 graduation class. A three, six, and one year report will be made available to every SHSU College and customized, more granular reports are available as well. In the 2017-2018 year we will also explore ways to engage academic departments in the reporting process to continuously improve survey return rates. Additionally, we will explore best practices among other universities with regard to granting limited administrative access to The Outcomes Survey Dashboard and custom reporting features.

- **Event Satisfaction Surveys**, such as those given to employers and students following a career fair, to employers participating in on-campus interviews hosted by Career Services, and to students following a career-related event will be revised in 2017-2018 for the purpose of providing more raw data suitable for research projects and analysis.

    - Ipads will be used at events to collect survey responses
    - Satisfaction surveys will be developed for all career seminars/workshops
    - The student satisfaction survey used at The Woodlands Center Career Center following career counselor appointments will be used at the main campus as well.

Assessment Plan Summary
Department: Financial Aid and Scholarships

Sam Houston State University

President, Office of

Enrollment Management, 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, 67% 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).

Previously, our office did very little to inform these students of what they need to do to stay in compliance. SAP 2 students received no explanation beyond our expectation that they have read and understand the policy. Our research found that the majority of these students did 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.

While we have created the SAP 2 email process, we are continuing to work 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.).

16% of students went from a SAP 2 to a SAP 5 in the spring of 2016. This went down to 15% in the spring of 2017.

We will continue to compare numbers from prior spring semester to the current spring semester with the goal of decreasing appeals submitted.

Results Description
The first emails to SAP 2 students went out spring of 2017. The goal was for this email to begin being sent to SAP 2 students in the fall of 2016. Appeals in spring 2017 were down 27% from the previous spring semester.

There are currently no mid-semester checks done with SAP 2 or SAP 3 students, so no data to provide.

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.

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. There was a 3% increase in the 1617 application and a 16% increase in the 1718 application.

We have continued 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 5000 submitted applications for the 1819 year. This would be about a 17% increase from the 1718 application year.

The new scholarship timeline has been published encouraging earlier applications which has proven to increase the quality of applicants and recipients.

Results Description
The timeline was published and supported by the President's Cabinet which encouraged departments to award timely and encourage their students to complete the application. Due to the collaboration efforts, there was a 16% increase in applications.

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 now has four conditional applications that students can complete for Agricultural Sciences and Engineering Technology, College of Business, College of Criminal Justice or the College of Education. 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. This timeline will continue for the next year.

FY 19 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.

Improve Efficiency of Submitting Paperwork

KPI Description
Currently, our forms are made available through the students' MySam portals where they can view incomplete requirements and then fax, mail or hand deliver the documents to our office. We are in the infant stages of implementing Adobe Sign to assist with students completing forms and submitting them electronically to a shared inbox.

There are concerns with being able to provide both student and parent signatures for our dependent students. This issue is being researched for a potential alternative.

If able to effectively implement this change, it would drastically cut down on paper used in the office as well as be able to more efficiently process incoming documents. There would not be a 24 delay in being able to retrieve a document from the imaging system as it would be copied over to BDMS upon receipt from the student.

Results Description
This is a new initiative and at this time, there are no results.

Improve Document Submission Accuracy/Efficiency

Action Description
A committee within the office is working with IT to identify a program to use for students to be able to electronically submit their paperwork. This assists in the efforts to go paperless but it also will improve submission time resulting in more timely verification and awarding.

This is a new initiative that is being researched and is in ground breaking stages for our office.

Proactive Outreach

KPI Description

After surveying the student type most seen in our office during peak times, it has been determined that the vast majority are returning students (not new students).

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.

Currently, our efforts have resulted in a 16% decrease in traffic at our front counter and a 37% decrease in phone calls. The calls may be skewed as we made necessary adjustments due to shortness of staff during the hiring freeze. Typically, our call queue can handle up to 26 calls, we reduced this to 13 calls. Also, due to the hurricane, we were closed the last week of August. Numbers for this week were gathered from the first week of September.

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
To assist continuing students, we have been present in the mall area outside of the LSC with an informational table where students can ask questions about completing the FAFSA and our staff can express the importance of meeting priority deadlines. We saw a 27% increase in ISIR's this year.

We continue to participate in the SMMC Financial Literacy Week to educate students about the FAFSA and financial aid opportunities.

Peak time numbers (Phones/traffic).... coming soon!

Decrease Traffic and Calls During Peak Times

Action Description
During the month of August, our office sees significant increases in both student traffic and phone calls.

For the 2017-18 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. More collaborations will happen with the Student Money Management Center to provide workshops to students on campus.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The new initiative of the SAP 2 email went into place in the spring 2017 semester. This resulted in a 1% decrease in the number of students who go from a warning SAP to a bad/ineligible SAP.

Our efforts for decreasing peak traffic and phone calls is skewed due to being short staffed and the hurricane. With a third of the office down, we opted to reduce the call queue from 26 to 13 calls, so it could have potentially appeared that less calls were received. Due to being closed the week of the hurricane, we collected the numbers from the first week in September to make up for what would have been the first full week of classes. We will continue to measure this to determine how our efforts are assisting.

With the verification area being down, assistance was received from various areas, but unfortunately it was not enough to stay caught up. We have learned from the personnel changes that were made.

We will continue to make all viable efforts to reach out to faculty/staff/students on campus to encourage completion of Scholarships4Kats prior to 11/1/18.

During the year, the verification and loans area implemented several processes to improve efficiency and accuracy.

- Verification implemented an internal auditor to check all files prior to sending out corrections. This has reduced the findings in the internal audits performed by the supervisor.
- Loan processes have been moved to UC4 to relieve the loan area of manual processes.

Thinking Ahead

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.

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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).

Potential software will be utilized to assist in more timely document submission and aid in more quickly completing files and awarding students.

With the university broadening the opportunities for non-traditional students, financial aid is making changes to award students enrolling in parts of term throughout the fall and spring semester. This has resulted in building Period Based Budgeting. Our Senior Tech Analyst has worked with IT constantly to build and test this process with a go live of spring 2018. We will test it throughout spring and summer of 2018 with full implementation in fall 2018.

Division of Student Affairs

Assessment Plan Summary
Department: Bearkat OneCard

Sam Houston State University

President, Office of

Student Affairs, Vice President

Bearkat OneCard

Development Of Bearkat OneCard Student Employees

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 Employees

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 will continue to use the updated training list developed 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. (*Trainings include but are not limited to: Verbal Judo, Cream Cheese Customer Service, MBTI Career Assessment, Veteran's Alliance Network, Intro to Excel, Basic Customer Service, Team Building, QPR Training, Job Integrity, Active Shooter, Conflict Resolution, Etiquette Dinner)*

Criterion Description
All Bearkat OneCard student employees will complete the assigned training when provided and will complete additional trainings by the time they leave employment with our office.

Findings Description
All student employees completed the provided trainings as requested. As a result, professional staff members have recognized student workers are able to work more closely as a team, respect the opinion of their teammates, problem solve independently, take the initiative to communicate pertinent information, provide excellent customer service skills to all office guests, as well as take ownership of their assigned projects. Examples of these observations are documented in our Employee of the Month nominations gathered throughout the assessment period. These nominations include

instances of student workers demonstrating some of the acquired skills:

Received September 2016: I want to nominate Mariana for employee of the month. She has struggled in the past with online Id requests but has taken the initiative to do as many requests as she can to help herself to learn the process better.
Received September 2016: I would like to nominate Clarissa for employee of the month. She has always been a hard worker, but recently she has really stepped up and taken on a larger role as a leader. She's doing a great job training our new employees, coming up with ways to improve our projects, and offering to stay extra hours to make sure everything gets done. She's been a HUGE asset to our office through all of these major changes!
Received November 2016: I would like to nominate Courtlyne for the employee of the month. She has done a wonderful job coordinating with the ELI Coordinator about what we need in order to process their extended temporary cards. She has had to email the coordinator several times and remains courteous and informative.
Received January 2017: Donyelle did an amazing job during transfer orientation. She has helped every student with a genuine smile and made him or her feel welcome. I always enjoy working with her because her personality and warmth are contagious.

In addition, three recently student workers who graduated in summer 2017 provided feedback, in an exit interview, on their job experience while working in the Bearkat OneCard office. See Attached employee exit reviews for specifics provided on training opportunities provided throughout their employment with the OneCard office.

Std worker exit surveys 2016-2017

Development of Std Workers

Action Description
We will continue to provide training opportunities for our student workers in an effort to further the development of their soft skills as well as expand their personal growth. This will include the following scheduled trainings: Strengths Going Deeper, FERPA, Giving & Receiving Criticism, Wellness as well as other opportunities available 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 80% prior to August 31, 2017.

Faculty/Staff Recard Data

KPI Description

The fall 2016 and spring 2017 Faculty/Staff Recard Data spreadsheets, obtained from Cbord, will be used to identify anyone that does not have an active Bearkat OneCard.

Results Description

A total of 2376 faculty and staff members were identified as active employees as of 1/1/17.

As of 1/15/17 our data indicated:

January 2017

No photo on file	44	1.85%
No active OneCard	242	10.19%
Active OneCard	2048	86.20%
Separated from SHSU	42	1.77%
Total	2376	

As a result of our continued efforts in contacting faculty and staff members, utilizing the BlackBoard Connect program as well as personal contact, we were able to increase the number of photos on file (indicates those that have requested a OneCard) as well as decrease the number of faculty and staff members with no active OneCard.

As of 8/15/17 our data indicates:

August 2017

No photo on file	35	1.47%
No active OneCard	189	7.95%
Active OneCard	1994	83.92%
Separated from SHSU	158	6.65%
Total	2376	

Faculty/Staff Activation

Action Description

W*hile progress was made in faculty and staff member OneCard activations and obtainment, the data does not reflect the outcome we had expected as our activation rate dropped; however, card obtainment increased therefore, we will*

continue to encourage our faculty and staff population to request and activate a Bearkat OneCard.

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 19, 2017 with active Bearkat OneCards. Our goal is to have 80% of incoming freshman arrive on move-in weekend with an active OneCard.

Orientation Participants Data - Freshman Students

KPI Description
Throughout the summer, weekly reports run in Cbord (sample report attached) will be used to track orientation student OneCard requests and card activation. An internal spreadsheet (2017 Orientation Participants Data) will be used to collect data tracked throughout the summer 2017 orientation sessions to determine the number of students with active OneCards.

Results Description
Draft- *Results indicate 88% of incoming freshman students had an active OneCard prior to move-in date, August 19, 2017.*

Freshman Orientation Std Activations

Action Description
Due to the success of students arriving on campus with active Bearkat OneCard we will continue to track all freshman orientation students and utilize the Blackboard Connect system to encourage obtainment and activation of the OneCard.

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 90% of respondents will report our student employees as being courteous during their interactions in our office. The survey includes two close ended questions and four open ended questions.

Results Description
As of 8/31/17 results indicate that 96.33% of survey participants reported our staff was courteous.

BKO Satisfaction Survey 2016-2017

2017-2018 Satisfaction Survey

Action Description
Continuous training of Bearkat OneCard student workers will take place. Training including, but not limited to, how to provide excellent customer service, Strengths Going Deeper, FERPA refresher, Giving & Receiving Criticism, and Wellness will be provided.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
Our staff focused heavily on card activation with both freshman students attending orientation as well as our faculty and staff population on campus. Utilization of student, faculty, and staff privileges relies on

having an active OneCard and is the reason we work to encourage these populations to obtain and activate their cards. The one population of students we would like to begin targeting is transfer students.

As our staff of student workers is consistently cycling through our office, continued training and refresher trainings will be necessary. Training and personal development is an important component of what we provide and expect from our student workers. We have confirmation, through student worker exit interviews, that the training opportunities provided are beneficial both personally and professionally for these individuals.

Plan for continuous improvement

Closing Summary

Student card obtainment and activation will continue to be the focus of future OneCard office goals. We believe that without an active OneCard the majority of students are unable to have a successful campus experience. Card obtainment and activation for our transfer and graduate student population will continue into the 2017-2018 assessment period as demographic groups that we will strategically market to.

Training our student employees to serve our campus community is important to the success of the OneCard program. Through feedback from satisfaction surveys and exit interviews of our former student employees, gaps were identified in our current employee professional development materials that could impact our service levels to the University community. Therefore a staff manual was developed to assist in training new workers and for the continued use of our existing student employees. The manual serves as a source for all policies and procedures for all student workers to ensure accuracy and consistency in the service we provide. Additional training will also be implemented to ensure consistency among service levels from our staff members. As a result of this, student employee training will remain as a key goal for the 2017-18 year as we hope that these new training materials will address existing gaps in staff development.

Assessment Plan Summary
Department: Counseling Services

Sam Houston State University

President, Office of

Student Affairs, Vice President

Counseling Services

Belonging

Goal Description
Fostering a sense of community that is engaging, respectful, and inclusive.

Related Items/Elements
Diversity Training

Performance Objective Description
As a result of the impact that the current socio-political climate is having on the mental health of students from traditionally marginalized communities, the Counseling Center has added a soicial justice element to its mission. As a first step in realizing this mission, our HAVEN team is working to expand the scope of its trainings, in addition to investigating ways to measure the impact of said trainings.

HAVEN Training

KPI Description
An assessment of Haven Training effectiveness was developed to identify the attainment of key outcomes from training participation. These outcomes cover the following areas: Vocabulary, Identity, Risk Factors, Power/Privilege, Legislation, and Alliship. After going through the training, 80% of participants will have successfully attained these outcomes.

Results Description
Review of the assessment data from the FY17 Haven trainings showed that approximately 92% of participants attained the identified learning outcomes.

HAVEN Action

Action Description
Based on the results of the assessments tied to the HAVEN program, it is clear that this type of training experience can have a positive impact on program participants, and by extension the campus community. The HAVEN committee will work with HR to make this offering available via Talent Management in an effort to impact a broader segment of the campus population.

Development

Goal Description
Create programs and services that encourage the personal growth and well-being of students.

Related Items/Elements

Practicum Training Effectiveness

Learning Objective Description
Due to some changes in state requirements around the provision of clinical supervision, it has become necessary to begin assessing the impact of our practicum training program beyond simple measures of trainee satisfaction. We will pilot an evaluation focused on clinical learning outcomes to begin this process.

Practicum Training Evaluations

Indicator Description
The effectiveness of our practicum training program will be measured via an assessment of basic clinical skills that will be administered at the beginning, middle, and end of the training expereince. This assessment consists of five scales that measure the following areas: Professionalism, Ethical Behavior, Therapy Skills, Effective Use of Supervision, and Cultural Fluency.

Criterion Description
Over the course of their training experience, practicum students will advance an average of two points on a five point scale across each of the identified areas of focus.

Findings Description
Review of assessment data from the practicum student evaluations showed no movement to minimal movement in any of the measured areas from the baseline measurement to the measurement that was conducted at the mid-point of the semester, but did show movement based on the final evaluation. Scores on Cultural Fluency increased an average of 3 points, Therapy Skills and Effective Use of Supervision increased an average of 2 points, and Professionalism and Ethical Behavior advanced an average of one point on the five point scale.

Practicum Training Action

Action Description
Based on the overall assessment process, it appears that the mid-term evaluation may be unnecessary, as measurable changes in learning were not apparent after approximately 7-8 weeks. Future semesters will only feature assessments at the beginning and end of the semester, with a guided discussion about progress at the mid-term. Overall, both supervisors and practicum clinicians appeared to believe that the new assessment was useful. Supervisors noted that for the scales related to Ethics and Professionalism, trainees were already somewhat advanced in these areas, leaving little room for overall growth. Based on the results and feedback, the current evaluation will continue to be used.

Counseling Center Productivity

Performance Objective Description
During FY15 & FY16, the Counseling Center implemented new expectations for direct service

standards in an effort to keep up with clinical demand. Based on the positive impact of these changes, the decision was made to begin gradually increasing the direct service requirement to its limit of 60% thru FY20 in order to keep up with the growth of SHSU and related growth in clinical demand. However, an unprecedented spike in requests for service during the first month of FY17 has led to the decision to increase the expectations around direct service to its limit now. The impact of this decision will be monitored during the FY17 to determine what other steps might need to be taken to keep up with clinical demand.

Direct Service Outcomes

KPI Description
Based on the adjustments made to service expectations, the amount of time spent in Direct Service should be approximately 60%, the amount of time spent in Indirect Service should be no more than 25%, and the amount of time spent in Administrative tasks should be no more than 15%.

Results Description
A review of service utilization data from FY17 showed the Direct Service rate as 58%, the Indirect Service rate as 20% and the Administrative Service rate as 22%.

Direct Services Action

Action Description
Despite the increased expectations regarding clinical service delivery and being fully staffed, the Counseling Center still had a difficult time keeping up with clinical demand, with approximately 180 students on a waitlist during our busies time of the year. Because this represents an untenable situation, the Counseling Center's leadership team will investigate alternative service delivery models to implement during FY18.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI

Despite taking the steps outlined in the previous cycle's plan for continuous improvement, the Counseling Center continued to struggle to keep up with the overall demand for clinical services. Based on continued assessment of center utilization rates, clinician productivity levels, and benchmarking data from other institutions, it became clear that the introduction of new and novel approaches to treatment would be necessary to keep up with demand. The decision was made to purchase and implement TAO Connect in FY18, along with an overall restructuring of the Counseling Center's service delivery model.

Plan For Continuous Improvement

Closing Summary

After careful review of various options and effectiveness research, the Counseling Center's leadership team made the decision to switch to a hybrid Stepped-Care/Triage model of service delivery. The new model will be developed during the summer of FY17 and implemented at the start of FY18. It is anticipated that all assessment activities for the FY18 assessment cycle will be focused on various aspects of the new service delivery model.

The success of the revised HAVEN training has led to other opportunities for the Counseling Center to support social justice issues on campus, including providing support for students who were impacted by the recent changes to DACA.

Assessment Plan Summary
Department: Health Services

Sam Houston State University

President, Office of

Student Affairs, Vice President

Health Services

Development/Supporting

Goal Description
The Student Health Center will actively assess and promote access to services that foster retention, academic success and the well being of the SHSU student population.

Related Items/Elements
Tele Psychiatry Services

Performance Objective Description
The need for Psychiatry services in collaboration with both the Student Health and Counseling services has been identified. This service will allow for students to be prescribed with appropriate medications to enhance their current counseling/treatment plan. Appropriate services will be implemented with consideration for space, access, funding and demand.

Tele Psychiatry Services

KPI Description
After evaluating the need and budget for what services could be provided a contracted service was implemented in 2017 for Tele Psychiatry services as a joint venture with the Health Center and Counseling Center. The service was successfully started on March 1, 2017 with the provider being contracted for 8 hours of scheduled appointments per week. The referral process is set up to allow both Counseling Center staff and medical staff in the Health Center to refer for Psychiatry services. New policies were put in place to address delivery of service, confidentiality, use of tele medicine equipment and prescribing of controlled substances.

Results Description
During the Spring 2017 semester the service was started with limited appointments for a 6 week titration period for the new provider- during that time 21 of 22 available appointments were utilized for a utilization rate of 95%

After a 6 week timeframe weekly available appointments were increased and 46 of 60 available appointments were utilized for a utilization rate of 76%

In the Summer of 2017 volume declined significantly due to decreased student population on campus.

Tele Psychiatry Services

Action Description
For this service we will continue to monitor volume and scheduling percentages. We are currently using our available schedule at a rate of 75% or greater for the long semester.

Once we find this utilization is increasing to 90% or greater we would consider expanding the service.

We will also start to monitor no-show and cancellation rates to further evaluation possible improvements to the service.

In addition, in the Fall we will implement a patient satisfaction survey for this service as well. It is a unique service in the aspect of it being delivered via remote location (by the provider) and we need to assess any possible improvements to the patient experience due to this.

Quality Health Services

Goal Description
The Health Center will provide quality health care services by ensuring continuous collaborative compassionate care.

Related Items/Elements
Patient satisfaction survey

Performance Objective Description
Patient (students) satisfaction surveys will help the student health center identify ways to improve our practice, resulting in better care and happier patients. In addition, a patient satisfaction survey will cultivate an environment that embraces quality improvement that is generalizable and can be reported back to the patients and the university at large. Three areas of measurement will be considered in the survey process: quality issues (i.e., is the patient satisfied with his or her medical care?), access issues (i.e., is it easy to make an appointment or get a referral?), and interpersonal issues (i.e., are the physicians and staff caring and compassionate?).

The Student Health Center's clinical staff will be implementing a 5 question scaled (1-10) survey at the end of each clinical visit and all data will be entered into an Excel spreadsheet, along with basic demographic data to include, age, year in school, major, race, and sex, place of residence (on or off campus) and zip code.

Measurement: 75%of all patients seen by the clinical staff at the student health center will complete the patient satisfaction survey in the 2015-2016 school year.

Patient Satisfaction Survey

KPI Description
The Student Health Center's clinical staff will be implementing a 5 question scaled (1-

10) survey at the end of each clinical visit and all data will be entered into an Excel spreadsheet, along with basic demographic data to include, age, year in school, major, race, and sex, place of residence (on or off campus) and zip code.

Measurement: 75%of all patients seen by the clinical staff at the student health center will complete the patient satisfaction survey in the 2015-2016 school year.

Results Description
This process for patient satisfaction surveys was not continued in 2016-2017. There has been a gap in patient satisfaction survey assessment during this academic year.

Patient Satisfaction Survey

Action Description
Our goal is to implement our new patient satisfaction survey in the Fall of 2017 and measure results for our 2017-2018 assessment cycle.
The platform for our survey will be a notification by text message through our EHR for a patient after their visit is complete which will provide them with a link to complete our survey.
We will have 2 surveys that we will use. We will always ask the question of

1. Would they recommend the SHC?

2. Were they greeted in a friendly manner and helped by the front desk?
Additional rotating questions in regards to each clinical area will be asked based on the survey currently in use.

Our goals will be based on response rate and satisfaction by area.
Response rate goal will be 50%
Satisfaction rate goal will be 75%

These are initial goals based on the implementation of a new process.

Supporting/Health Promotion

Goal Description
Assess the prevalence of risky health behaviors among SHSU students and provide education and resources to promote safer behaviors for retention and academic success

Related Items/Elements
Risky Health Behaviors

Performance Objective Description
1. Reduce the prevalence of SHSU students that engage in high-risk alcohol use

2. Reduce the prevalence of SHSU students that engage in unsafe sexual activity

3. Reduce the number of negative alcohol-related experiences reported by SHSU students

4. Increase the prevalence of students that report that after the KIN 2115 “Safer Sex” video they are more likely to use a condom or other barrier method during sexual activity

Health Risk Assessment- Safer Sex Survey

KPI Description

In KIN 2115, students will view the Safer Sex video and complete a survey to assess risk behaviors amongst the student body. Based on those survey results the Office of Health Promotion will develop programming and educational efforts to address the specific risks identified amongst SHSU students.

Safe Sex 101 Evaluation Form

Results Description

Participation in Safer Sex Survey

- Fall 2016 – 498
- Spring 2017 - 370

Percentage of students who are more likely to use a condom or other barrier method when engaging in sex after watching the presentation

- Fall 2016 – 87.8%
- Spring 2017 – 82.7%

Of those who have ever had sex, what percentage **do not practice** safe sex by using a condom or other protective barrier (Meaning they do not use condoms 100% of the time)

- Fall 2016 – 69.6% do not always practice safer sex (this was not broken down by the various forms of sex)
- Spring 2017 – Survey was phrased differently so that “Most of the time or Always” was the top option, followed by “Rarely or Sometimes”, followed by “Never”, then “Not Applicable” à Therefore, “Does not practice safe sex” in this survey will be categorized by those who responded as “Rarely or Sometimes” or “Never” using protection
- Oral Sex – 77.7% do not practice safer sex
- Vaginal – 29.7%
- Anal – 19.6%

Assessing high risk alcohol behavior

- Fall 2016- 31.5% of respondents report at least 1 time in the last 2 weeks
- Spring 2017 - 26.3% reported at least 1 time in the last 2 weeks

UPD crime logs were reviewed to measure the number of alcohol related incidents and DWI's or MIP's

- Fall 2016- 13 reports
- Spring 2017 - 10 reports

Health Promotion/Risky Behaviors

Action Description
Based on survey results we are certainly on the right track with our sexual health education and reduction in risky behavior with alcohol related incidents

Continued goals are to:

*Increase the percentage of students who are more likely to use a condom- we are currently at 85% positive survey response to this question, our goal would be to increase this to 95% in our next cycle.

*Increase knowledge of alternative methods of protection beyond condom use. Specific opportunity is with Oral Sex where currently 77% are not practicing a safer sex method. Our goal would be to reduce this number to 50%

*Re-vamping the safer sex video to make it more engaging for the student population.

*Continue with ADAI program and collaboration with UPD and other departments to positively impact and continue to reduce the likelihood of high risk alcohol behaviors for retention and academic success.

Update to Previous Cycle's Plan for Continuous Improvement

Previous Cycle's Plan For Continuous Improvement (Do Not Modify)
Due to the untimely departure of the Health Center's director in the middle of the year, none of this year's assessment projects were able to be completed. The nature of her departure was immediate and did not allow for any transition or the delegation of duties. Once hired, the new Health Center director will be tasked with determining which, if any, of this year's assessment projects should be revisited during the new assessment cycle. The new director will also be tasked with developing some redundancy into the Health Center's assessment process to ensure that a similar event can not put an entire year's assessment plan at risk.

Update of Progress to the Previous Cycle's PCI
For 2016-2017 assessment time frame, the new Health Center Director reviewed the previous years goals and revised as indicated base on new focus areas. Most of the plan will be ongoing and carried into the 2017-2018 cycle as continued projects.

Health Center and Health Promotion Plan

Closing Summary
The Student Health Center and Office of Health Promotion have a continued improvement plan based on the common goal of improving student health and wellness, academic success and retention. Our hope is that we reach students to improve not only in their college experience but promote lifelong healthy lifestyle choices.

Health Promotion/Risky Behaviors

*Increase the percentage of students who are more likely to use a condom- we are currently at 85% positive survey response to this question, our goal would be to increase this to 95% in our next cycle.

*Increase knowledge of alternative methods of protection beyond condom use. Specific opportunity is with Oral Sex where currently 77% are not practicing a safer sex method. Our goal would be to reduce this number to 50%

*Continue the trend of reduced alcohol related incidents and risky alcohol related behaviors.

Patient Satisfaction

Our goal is to implement our new patient satisfaction survey in the Fall of 2017 and measure results for our 2017-2018 assessment cycle.

Response rate goal will be 50%

Satisfaction rate goal will be 75%

In addition, in the Fall we will implement a patient satisfaction survey for this service as well. It is a unique service in the aspect of it being delivered via remote location (by the provider) and we need to assess any possible improvements to the patient experience due to this.

Tele Psychiatry

For this service we will continue to monitor volume and scheduling percentages. We are currently using our available schedule at a rate of 75% or greater for the long semester.

Once we find this utilization is increasing to 90% or greater we would consider expanding the service.

We will also start to monitor no-show and cancellation rates to further evaluation possible improvements to the service.

Our plan is to build upon current relationships with our Office of Health Promotions and increase our joint programming efforts to reach more students with the same message to impact their behaviors and choices.

We are implementing a new patient satisfaction survey program that will be distributed through our EMR immediately after completion of an appointment in order to gain relevant and real time feedback.

We will implement this in both our medical and tele psychiatry clinics and be able to view reports and implement improvement plans based on data.

Our Psychiatry clinic is a growing program and we want to continue our focus on appropriate referrals, timely intervention and access to services.

We will continue to track and trend utilization rates, no show / cancellations and wait times for initial evaluations and follow up appointment scheduling.

In our 2017-2018 cycle we also plan to increase data collection and evaluation in the medical clinic to include - utilization rates, visit volume, types of visits and wait times of our patients.

Assessment Plan Summary
Department: Leadership Initiatives

Sam Houston State University

President, Office of

Student Affairs, Vice President

Leadership Initiatives

Engagement through Technology

Goal Description
Utilize various technology outlets to engage with students.

Related Items/Elements
Engagement through Technology Performance Indicator

Performance Objective Description
Increase student interaction, engagement and development through the use of technology.

Engagement through Technology KPI & Results - FB

KPI Description
Employ a strategic marketing plan for Facebook to increase numbers of individuals "reached," number of "post engagements," and overall page "likes."

Calendar 2016-2017
Fall 16 Social Media Plan

Results Description
After instituting a strategic marketing plan for the Leadership Initiatives department Facebook page over the 2016-2017 academic year results included:

Page Likes: 53% increase in page followers
Reach: Averages of 211 people reached in Fall 2016, and 273 in Spring 2017. With spikes over 5,500 people reached when a “Student Leader Feature” was posted
Post Engagements: Average Reach/Average Engagement by post type
hoto: 403 average reach/18 average post clicks/10 average reactions, comments & shares (67% increase in reach over a link and 81% increase over a status/55% more engagement in post clicks/80% increase in reactions, comments, & shares
ink: 133 average reach/8 average post clicks/2 average reactions, comments & shares (44% increase in reach over a status)
tatus: 75 average reach/0 average post clicks/0 average reactions, comments & shares

The increases, reaches, and engagements allowed students to be more aware of programs and services provided by the department. It also allowed students to stay connected without having to physically visit the departmental office.

FY17 Facebook Data

Engagement Through Technology Action

Action Description
As a result of the data collected and discussions, we have decided to:

- Continue implementing the social media marketing plan
- Explore highlighting community agencies and volunteer opportunities in lieu of a volunteer fair, due to weather cancellations
- Continue regular posts using photos or images

Leadership Development

Goal Description
Support student learning by transforming theory and 60x30TX goals into practice.

Related Items/Elements

Emerging Leaders LOs

Learning Objective Description
By participating in the *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 are also adding a career readiness component to help students develop and learn to communicate their marketable skills, which aligns with goal #4 from THECB 60x30TX plan. We will be assessing the Fall 2016 cohort, as this is the only semester this program is offered.

Emerging Leaders Rubric Review

Indicator Description
A rubric indicating various levels of growth in the Emerging Leaders program will be used during the cohort's final presentation to assess participant's ability to transform the Social Change Model theory of leadership into practice and to articulate marketable skills they have develoed. 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 rubric has been modified this year to meet the changed curriculum of this program.

Emerging Leaders Final Project Rubric - Fall 16

Criterion Description

65% of Emerging Leaders Participants Apply Learned Information

After participating in the Emerging Leaders program, 65% of participants will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership in relation to the Social Change Model and the ability to articulate marketable skills they have gained.

Findings Description
100% of Participants Show Evidence of Applied Learning

Based on observation of the final project assignment of the Emerging Leaders program, an average of 100% 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 Leaders Action

Action Description
As a result of the data collected and discussions, we have decided:

- Continue with Emerging Leaders being a fall only program
- Explore an online component or experience/path/certificate that could be offered in the spring
- Continue targeted marketing through Hobsons with Admissions
- Explore scaling the curriculum towards more career readiness components, based on student feedback, while still incorporating the Social Change Model of Leadership Development
- Eliminate the mentorship component based on focus group/planning committee feedback
- Tweak the assessment tool to better match new curriculum

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.

PresentationRubric

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
  - #1 Definition of Leadership
  - #3 Highlight one educational experience that stood out to you
- Clearly reference how they have grown./changed as a student employee
  - Top 5 Strengths and how you have used them and how you plan to use them in the future
- How they will apply learning from the SELI experience to future leadership and employment opportunities
  - How you will apply what you've learned from SELI in the future

Findings Description

SELI participants showed evidence of Applied Learning with the following results:

- Knowledge acquisition/construction/integration/application - 71% of
- Intrapersonal Development - 71%
- Practical Competence - 86%

Based on observation of the final project assignment, an average of 76% 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 second year to assess student learning with a rubric, and after reviewing last year's challenges, we were able to modify the presentation requirements and rubric to better meet the needs of the program learning outcomes. Student presentations were focused on the following:

- Specific examples of prior learning from SELI and how it has significantly changed their perspectives on leadership and employment
  - #1 Definition of Leadership
  - #3 Highlight one educational experience that stood out to you
- Clearly reference how they have grown/changed as a student employee
  - Top 5 Strengths and how you have used them and how you plan to use them in the future
- How they will apply learning from the SELI experience to future leadership and employment opportunities
  - How you will apply what you've learned from SELI in the future

While we met/exceeded our goal this year, the facilitators of this program would like to re-evaluate the learning outcomes and curriculum for this program. We are at a 5-year point with the program and also conducted a feedback survey (see attached) that has given us feedback to determine which parts of the program are the most impactful. Reviewing this additional data, will help inform our re-evaluation of the learning outcomes for next year.

2017-SELI-Assessment-Results

Student Organization Leadership Retreat - SOLR

Goal Description
Develop and facilitate a Student Leadership Retreat for student organization leaders to increase their knowledge of university resources, expectations and to provide them with leadership development.

Related Items/Elements
Student Organization Leadership Retreat -SOLR - LOs

Learning Objective Description

- After participation in the Student Organization Leadership Retreat, students will be able to list three best practices for successful organization management as discussed during the organization management presentation portion of the retreat.

- After participation in the Student Organization Leadership Retreat, students will be able to name three potential funding sources available for student organizations.

Student Leadership Retreat Assessment

Indicator Description
A short paper survey will be administered at the conclusion of the Student Organization Leadership Retreat. This assessment will directly measure the two learning outcomes as well as a key performance indicator related to gained knowledge.

See attached survey.

Assessment Survey - Updated

Criterion Description
100% of Student Organization Leadership Retreat participants will show evidence of achieving the learning outcomes:

- After participation in the Student Organization Leadership Retreat, students will be able to list three best practices for successful organization management as discussed during the organization management presentation portion of the retreat.

- After participation in the Student Organization Leadership Retreat, students will be

able to name three potential funding sources available for student organizations.

Findings Description
LO #1: After participation in the Student Organization Leadership Retreat, students will be able to list three best practices for successful organization management as discussed during the organization management presentation portion of the retreat.

LO #1 Results:

- 77.13% fully achieved this learning outcome by listing 3 best practices for successful organization management
- 13.90% listed 2 of 3
- 4.04% listed 1 of 3
- 4.93% listed 0 of 3

While 100% was not achieved, the majority of participants achieved the learning outcome.

LO #2: After participation in the Student Organization Leadership Retreat, students will be able to name three potential funding sources available for student organizations.

LO #2 Results:

- 86.55% fully achieved this learning outcome by listing 3 potential funding sources for student organizations
- 8.07% listed 2 of 3
- 2.69% listed 1 of 3
- 2.69% listed 0 of 3

While 100% was not achieved, the majority of participants achieved the learning outcome, and more achieved this particular outcome.

Student Organization Leadership Retreat - SOLR Action

Action Description
As a result of the data collected and debrief discussions, we have decided to:

- Repeat the SOLR event in the coming year. The data was strong enough to support the continuation of this program as a replacement and enhancement to the former RSOMs (Required Student Organization Meetings).
- Explore presentation topics and determine which are most important for student organizations to know about
- Have the Assessment Office at SHSU look over our assessment tools,

especially Likert scale descriptions to ensure survey success
- Revisit attendance KPI after fall registration is completed to get a more accurate percentage of attendees
- Revisit our goals. 100% of achievement may not have been realistic

Student Organization Leadership Retreat - SOLR - Performance Objective

Performance Objective Description

- 80% of student organizations at SHSU will have at least one member in attendance at the Student Organization Leadership Retreat.

- After attending the Student Organization Leadership Retreat, students will utilize a Likert scale to indicate that they gained knowledge from the experience. Our goal is that 100% of students will report that they:

    - Feel more knowledgeable of university resources
    - Understand what SHSU expects of their student organization
    - Feel confident about sharing the information learned during SOLR with their student organization
    - Feel more prepared to lead their student organization

Student Organization Leadership Retreat - SOLR KPI & Results

KPI Description

- 80% of student organizations at SHSU will have at least one member in attendance at the Student Organization Leadership Retreat.
- After attending the Student Organization Leadership Retreat, students will utilize a Likert scale to indicate that they gained knowledge from the experience. Our goal is that 100% of students will report that they:

    - Feel more knowledgeable of university resources
    - Understand what SHSU expects of their student organization
    - Feel confident about sharing the information learned during SOLR with their student organization
    - Feel more prepared to lead their student organization

Results Description

KPI #1: 80% of student organizations at SHSU will have at least one member in attendance at the Student Organization Leadership Retreat.

KPI #1 Results:

- 81.1% of student organizations attended when comparing 211 org attendees to 260 registered organizations from Spring 2016
- This percentage could change depending upon the total amount of orgs re-registering for Fall 2017, but that date comes mid-September

KPI #2: After attending the Student Organization Leadership Retreat, students will utilize a Likert scale to indicate that they gained knowledge from the experience. Our goal is that 100% of students will report that they:

- Feel more knowledgeable of university resources
- Understand what SHSU expects of their student organization
- Feel confident about sharing the information learned during SOLR with their student organization
- Feel more prepared to lead their student organization

KPI #2 Results:

- Feel more knowledgeable of university resources
    - 88.79% Agreed or Strongly Agreed
    - 8.07% Neutral
    - 3.14% Disagreed or Strongly Disagreed
- Understand what SHSU expects of their student organization
    - 90.54% Agreed or Strongly Agreed
    - 8.11% Neutral
    - 1.35% Disagreed or Strongly Disagreed
- Feel confident about sharing the information learned during SOLR with their student organization
    - 88.28% Agreed or Strongly Agreed
    - 11.26% Neutral
    - 0.45% Disagreed or Strongly Disagreed
- Feel more prepared to lead their student organization
    - 85.14% Agreed or Strongly Agreed
    - 12.61% Neutral
    - 2.25% Disagreed or Strongly Disagreed

Action Description
As a result of the data collected and debrief discussions, we have decided to:

- Repeat the SOLR event in the coming year. The data was strong enough to support the continuation of this program as a replacement and enhancement to the former RSOMs (Required Student Organization Meetings).
- Explore presentation topics and determine which are most important for student organizations to know about
- Have the Assessment Office at SHSU look over our assessment tools, especially Likert scale descriptions to ensure survey success
- Revisit attendance KPI after fall registration is completed to get a more accurate percentage of attendees
- Revisit our goals. 100% of achievement may not have been realistic

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Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
In response to the FY17 results, all action items were completed with varying areas of success and degrees of finding. The following was concluded:

Engagement through Technology

This was a new goal in FY17 and the results indicated much success. With our department finally receiving its own office space, the social media plan has really helped raise awareness of who we are, what we do, and where we are located. We do have room to explore further development through some online platforms with various programs utilizing blackboard with the Division of Student Affairs and through CampusLabs Paths.

Leadership Development: Emerging Leaders

Data collected this year was extremely valuable for the facilitator. The changes and adjustments made in the curriculum were well received by the student participants, and translated into success through the students' ability to articulate their learning. The content added that aligns with 60x30TX was also meaningful. During spring 2017, the facilitator worked with a team of students from the programs history to discuss further improvements that will be implemented in fall 2017 such as more curriculum items related to career readiness and the removal of the mentorship component.

Leadership Development: SELI – Student Employee Leadership Institute

Major changes were made this year on how we prepared the students to present their learning in reference to the designed rubric. We also developed another assessment survey to gain feedback from the participants. Receiving positive data after making these changes was very valuable.

Student Organization Leadership Retreat

This was a new goal and a new program for FY17 and overall it went very well. We do have plans to reassess the content and to determine if our assessment questions and goals could align better. We will explore both in the coming year.

Plan for Continuous Improvement

Closing Summary

The Department of Leadership Initiatives will incorporate assessments in the following areas during the 2017-2018 academic year:

Engagement through Technology

We will continue implementing the social media marketing campaign, explore highlighting community agencies and volunteer opportunities in lieu of a volunteer fair in the fall semester, and continue regular posts using photos or images. We will also explore further development through some online platforms with various programs utilizing blackboard with the Division of Student Affairs and through CampusLabs Paths.

Leadership Development

Emerging Leaders

We will explore an online component or experience/path/certificate that could be offered in the spring, and scale the curriculum towards more career readiness focus in balance while still using the Social Change Model. We will also tweak the assessment tool to better match new curriculum, and re-assess the modifications made this next year.

SELI – Student Employee Leadership Institute

We will re-evaluate the learning outcomes and curriculum for this program. We will also review the data collected from the 2017 feedback survey. Once the learning outcomes are re-evaluated, new assessment measures will be developed and administered.

Student Organization Leadership Retreat – SOLR

After reviewing data and gaining feedback, we will repeat the SOLR event in the coming year, but explore presentation topics to best meet student needs. We will also partner with the Assessment Office at SHSU look over our assessment tools, especially Likert scale descriptions to ensure survey success. Additionally, we will revisit attendance KPI after fall registration is completed to get a more accurate percentage of attendees, and revisit our goals. 100% of achievement may not have been realistic.

Assessment Plan Summary
Department: Money Management Center

Sam Houston State University

President, Office of

Student Affairs, 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, potential students', and their families' 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. These learning objectives also support the Texas Higher Education Board's TX60x30 initiative relative to ensuring that student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.

Senate Bill 1590H
THECB TX60x30 Initiative

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

Criterion Description
Student Knowledge Increased Through Classroom, Workshop and FLW Workshop 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. The knowledge gained in classroom and workshops also support the Texas Higher Education Board's TX 60X30 initiative relative to ensuring that student loan debt will not exceed 60 percent of first-year wages for graduates of Texas Public institutions.

Survey Cards

SHSU Exit Slip Speaker Survey

SHSU Exit Slip Speaker Survey

Findings Description
There were a total of 47 classroom presentations. Of the 1,114 students in attendance and surveyed, 94.70% indicated they had learned one or more specific piece of personal finance knowledge by attending the program. The count of personal finance topics learned by students in classroom outreach: Budgeting: 860; Credit: 75; Loans: 120.

There were a total of 52 workshops. Of the 1,107 students in attendance and surveyed, 86.72% indicated they had learned one or more specific pieces of personal finance knowledge by attending the program. The count of personal finance topics learned by students in workshop outreach: Budgeting: 719; Credit: 68; Loans: 172; and Investing: 1.

Per Event Tracking, 553 students were in attendance at the 12 Financial Literacy Week events. Of these events, surveys were only provided at 10 events for completion. Three hundred fifty-nine students attended these events of which 358 completed the survey. Of the 358 students surveyed 100% indicated they had learned a specific piece of personal finance knowledge by attending the program. The count of personal finance topics learned by students that attended Financial Literacy Week Events: Budgeting: 247, Loans: 12; Investing: 32, Retirement Planning: 19; Insurance: 28; Credit: 17; and Healthcare: 4. Students also recorded secondary information learned: Credit: 11; Investing: 3; Loans: 3 and Insurance: 11.

Increase Number of Personal Financial Coaching Sessions

Action Description
The personal coaching session results indicate a high level of quality service; however, the number of personal coaching sessions should be increased to have a higher impact on the total student body. This year, the coaching sessions increased by 63 percent from 446 students in the previous fiscal year (2015-2016) to 729 students in the 2016-2017 fiscal year.

This action will continue. The goal is that by Fiscal Year 2019-2020, the SMMC will provide 3500 coaching sessions to SHSU students.

In addition, a new survey will be developed. The SMMC will institute a pre and

post survey that not only measures learning; but, will include questions regarding students' level of stress and ability to deal with financial decisions.

2017-2018 Pre and Post Surveys
Coaching Exit Survey - 2017
Intake Form - 2017

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' and potential students and their families' 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. The personal coaching sessions also support the Texas Higher Education Board's TX60x30 initiative relative to ensuring that student loan debt will not exceed 60 percent of first-year wages for graduates of Texas Public institutions.

Financial Coaching Session Survey

Indicator Description
The financial coaching session assessment results will serve as evidence of the successful completion of this objective.

Survey Card
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. The SMMC is also working to increase the number of students coached each year specifically in the topics of budgeting and student loans. In the 2015-2016 Fiscal Year, the SMMC coached 515 students. The SMMC will endeavor to increase student loan and budgeting coaching sessions to 200 for each topic in the 2016-2017 Fiscal Year.

Findings Description
The SMMC met this goal. There were a total of 729 students who attended financial coaching sessions. The topics for 729 students were Budgeting: 313; Credit: 11; Student

coaching sessions. The topics for 729 students were Budgeting: 313; Credit: 11; Student Loans: 202; Micro-sessions: 203. The SMMC met the goal of reaching over 200 coaching sessions for Budgeting and Student Loans.

Of 729 students, 326 completed surveys. Of these 326 students, 97 of these sessions were with Peer Coaches. The count of student learning personal finance topics during Peer Coaching sessions: 53 Budgeting, 41 Student Loans; 3 Credit.

Of the 326 students that completed surveys, 229 students worked with coaches that are full-time employees. 96% learned personal financial information from a counseling session with a coach that is a full-time employee. The count of student learning personal financial topics during Coaching Sessions with a full-time employee: 130 Budgeting, 93 Student Loans, 5 Credit, 1 Retirement.

The surveys recorded 100% level of learning.

Increase Number of Personal Financial Coaching Sessions

Action Description
The personal coaching session results indicate a high level of quality service; however, the number of personal coaching sessions should be increased to have a higher impact on the total student body. This year, the coaching sessions increased by 63 percent from 446 students in the previous fiscal year (2015-2016) to 729 students in the 2016-2017 fiscal year.

This action will continue. The goal is that by Fiscal Year 2019-2020, the SMMC will provide 3500 coaching sessions to SHSU students.

In addition, a new survey will be developed. The SMMC will institute a pre and post survey that not only measures learning; but, will include questions regarding students' level of stress and ability to deal with financial decisions.

- 2017-2018 Pre and Post Surveys
- Coaching Exit Survey - 2017
- Intake Form - 2017

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 Micro-sessions

Performance Objective Description
The Student Money Management Center will conduct 205 micro-sessions during the 2016/17 fiscal year.

Increase Awareness Outreach

KPI Description
In order to meet the overarching goal to increase the number of personal coaching sessions for individual students, the Student Money Management Center will implement strategies to increase awareness of the SMMC and the services offered to students. The SMMC will endeavor to increase outreach including debt letters, micro-sessions, tabling, participation in SHSU and community events during the 2016-2017 fiscal year.

Results Description
The SMMC mailed 884 debt letters notifying student teachers, TRIO and SH Elite participants of their total federal debt.

The SMMC increased Micro-sessions 47% from 137 in 2015-6016 Fiscal Year to 203 in the 2016-2017 Fiscal Year.

The SMMC increased SHSU Training & Tabling Outreach and Community Events. In 2015-2016 Fiscal Year Events:37 SHSU; 7 Community; 44 Total; # of Participants 3713 SHSU; 1,326 Community; 5039 Total versus Events:67 SHSU; 7 Community; 74 Total; # of Participants 4,284 SHSU; 882 Community; 5166 Total in 2016-2017 Fiscal Year .

Example of 2016-2017 Debt Letter

Increase Number of Personal Financial Coaching Sessions

Action Description
The personal coaching session results indicate a high level of quality service; however, the number of personal coaching sessions should be increased to have a higher impact on the total student body. This year, the coaching sessions increased by 63 percent from 446 students in the previous fiscal year (2015-2016) to 729 students in the 2016-2017 fiscal year.

This action will continue. The goal is that by Fiscal Year 2019-2020, the SMMC will provide 3500 coaching sessions to SHSU students.

In addition, a new survey will be developed. The SMMC will institute a pre and post survey that not only measures learning; but, will include questions regarding students' level of stress and ability to deal with financial decisions.

2017-2018 Pre and Post Surveys
Coaching Exit Survey - 2017
Intake Form - 2017

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
The SMMC collaborated with an honor business fraternity, Beta Alpha Psi and a mentoring program, SH Elite to train them in financial literacy topics for presentation to the local community. Twelve SH Elite students were trained on the topic: Spending Plans and 28 Beta Alpha Psi students were trained on the topics: College Costs, Investing in Undergraduate Education, and The FAFSA: Your Ticket to Financial Aid. The SMMC mentored the students who made a total of 32 presentations at the Huntsville Public Library in October 2016 (FAFSA) and April 2017 (Financial Literacy Month).

Subsequently, Beta Alpha Psi won the regional and national fraternity competition for Leadership Development.

The SMMC also worked with Greek Life and Study Abroad to develop budget sheets specific to the students' needs.

In addition, worksheets were developed for employment at workshops such as Unravel the Mystery of Your Fee Statement and Financial Aid as well as Apartment Hunting 101. The results for these workshops was previously included in the workshop assessment totals; however, these events had 100% levels of learning.

The experiential Game of Life was presented two times. The scorecard was a budget sheet. Students visited vendors: cell phone, car dealerships, apartment complexes, restaurants, salon and boutique, financial aid, insurance, utilities and Career Services. Career Services provided a monthly estimate for students associated with their specific degree plan and vendors provided estimated expenses. Students were encouraged to make adjustments to their scorecard until they won The Game of Life. Surveys were not provided at these events; but, positive comments were received from the students and vendors regarding the level of participation and enthusiasm for making the budget work.

Collaborate with Other Departments to Increase Financial Coaching Sessions

Closing Summary

The Student Money Management services are strong. Students indicate they are learning financial literacy tools and rate the programs and coaching sessions highly.

The overarching goals of the Student Money Management Center is to work with students in one-on-one coaching sessions. The highest level of learning is associated with the application of financial literacy tools to an individual student's personal financial data. Students are taught methods to increase their revenue streams and reduce their expenses. This personal coaching teaches students how to change their money habits.

To increase the number of student coaching sessions, the Student Money Management Center will proactively work to create collaboration with other departments. For example, the Student Money Management Center collaborated with the SAM Center to increase the number of coaching sessions. This was a huge success. The SAM Center set up a room for the SMMC to coach students that were on academic or suspension that were required to have academic advising. The SMMC worked with students to realize that their financial aid was at risk if they were not succeeding academically. The students were grateful and pleased that the SMMC helped them understand and navigate this process.

Due to this success, the SMMC will reach out specifically to the College of Criminal Justice. The Dean of the College received survey results indicating that the alumni were financially stressed. The SMMC is going to work with SMMC clubs and organizations to make budgeting and student loan Public Service Loan Forgiveness presentations to their students to provide knowledge that could potentially assist students and (future) alumni in being financially sound and reduce their level of stress.

The SMMC mailed 884 student debt letters in the 2016-2017 fiscal year. In the summer of 2017, the State of Texas mandated electronic communication to all students depicting their level of student debt and estimated future payments beginning the 18-19 Academic Year. SHSU SMMC has participated in the SHSU subcommittee related to the Texas Higher Education Coordinating Board's student loan initiative and as a result will begin contacting all students relative to their student debt in the 17-18 Fiscal Year.

Assessment Plan Summary
Department: Student Activities

Sam Houston State University

President, Office of

Student Affairs, Vice President

Student Activities

Global Citizenship and Diversity

Goal Description
Cultivate a campus community that is globally aware and mutually respective.

Related Items/Elements
Global Citizenship and Diversity Performance Objective

Performance Objective Description
The Department of Student Activities will assess the views of two student focus groups each semester for a total of four focus groups in the 2016-2017 academic year. Student focus groups will be compiled of student representatives from randomly selected registered multicultural student organizations on campus. At each session, the following five questions will be asked to each group and responses will be noted and later transcribed and analyzed for common themes and feedback:

1. Why did you decide to attend Sam Houston State University?
2. How do you define diversity?
3. As a result of attending SHSU, what is your perception of diversity?
4. Can you describe environments and/or experiences on or off campus that have contributed to your understanding of diversity?
5. One of the core values of the Division of Student Services is to embrace diversity. Can you describe instances where SHSU has or has not met this value?

Success achievement of this objective will be the attainment of this information during each session so that the Department of Student Activities can use the information gathered to further implement programming, policy, and other necessary adjustments.

Furthermore, at the conclusion of each luncheon, all student participants will be sent a survey specifically addressing the following areas: social responsibility, engagement, learning, quality of experience, diversity, cultural awareness, and university climate. The survey was compiled using multiple survey sample questions provided by Campus Labs. The survey will be facilitated via Campus Labs. Successful achievement will be based on a response rate of at least 50% of attendees. In addition, the feedback attained will aid the Department of Student Activities in determining how to address the needs of the students via programming, policy, and other adjustments as necessary.

All data will be collected and reported by the end of April 2017.

Global Citizenship and Diversity KPI and Results

KPI Description
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 and how to better serve various diverse groups on campus. Data will be collected during the luncheons via notes taken to assess common themes. Student email addresses will also be collected. Once luncheons are complete, all participants will be sent a survey pertaining to their feedback regarding the effectiveness of the luncheons and assess how the student feels about Sam Houston State University and the following: engaging with other diverse backgrounds, disabilities, GLBTAQI*, international students, free speech, and informing students of diversity and inclusion outside of their norms.

EOD-November-Assessment (1)

Results Description
Fall 2017 Luncheon Results

Common themes discussed during the fall 2016 Embracing Our Diversity Luncheon Series included the request for more resources for Multicultural Student Services, more space for cultural organizations to meet and facilitate events, and more university support. Additionally, a common theme between the two sessions was the revelation from the students who attended that they themselves could take a bigger responsibility in increasing campus diversity by engaging more with campus communities outside of their own comfort zones.

In addition, after the conclusion of the fall 2016 luncheons, the attached survey and results were attained.

1. The response rate was approximately 20%, which is below the benchmarked response rate of 50%. The low response rate is attributed to the timing that the survey was sent out. The survey was sent to both groups simultaneously since each group met a week apart (i.e., Group 1 met on November 14, 2016 and Group 2 met on November 21, 2016). The low response rate is attributed to the delayed disbursement of the survey. The survey was disbursed to both sessions simultaneously on November 22, 2016 at 9:00 AM, which was the day following the second session. There may have been reduced participation from Group 1 due to this delay. Additionally, the same week the survey was disbursed, students were released for Thanksgiving Break with end-of-semester finals in the following weeks.
2. With the feedback provided on the attached survey and the summation of the notes taken from each session, the Department of Student Activities was able to identify areas of improvement for Multicultural Student Services. The students identified some of the following areas that they would like to see improvement on:

    1. While students applauded Multicultural Student Services for the work currently

being implemented on campus, they discussed the need for a central space on campus where students could identify multicultural student services more precisely.
2. The students also expressed the need to have resources in accessible location on campus that they could utilize to benefit individual students and student organizations alike.
3. The students also discussed a need for more support staff to facilitate more trainings, programming, and visibility on campus.

3. The Embracing Our Diversity Luncheons for the spring 2017 semester were not implemented due to the Department working on identified areas of improvement for Multicultural Student Services. The luncheon series will resume during the fall 2017 semester.

Global Citizenship and Diversity Action

Action Description
Utilizing the feedback from the two Embracing Our Diversity Luncheon sessions during the fall 2016 semester, the Department of Student Activities was able to identify the need for a resource center. Therefore, the Department of Student Activities attained support and approval from the Vice President of Student Affairs to convert the Office of Multicultural Student Services to the Center for Diversity and Intercultural Affairs. The new Center will have increased resources and options for students on campus to utilize. Additionally, the new Center will be overseen by an Assistant Director of Student Activities, which is the first step to increasing the amount of support staff for students and campus stakeholders. The Department of Student Activities will continue to collect feedback from the Embracing Our Diversity Luncheon Series in the fall 2017 and spring 2018 semesters.

Innovation and 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
The Department of Student Activities will increase access to information knowledge through user-friendly interfaces to encourage engagement and student development to better communicate with constituents. This objective will be measured throughout the 2016-2017 academic year and results will be reported back at the end of the 2017 academic year. The Department of Student Activities will engage with constituents via Facebook, Twitter, and Instagram at least twice a week. In doing so, the Student Activities has set a goal of increased followers by 30% on Twitter, Facebook, and Instagram. The percentage of users will be measured through Facebook Analytic Technology, Twitter Analytic Technology, Instagram Analytic Technology provided through each of the prospective social media platforms.

Innovation and Technology KPI and Results

KPI Description

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. The following will be assessed:

Percentage of difference in traffic associated with Twitter, Facebook, and Instagram from the 2015-2016 academic year to the 2016-2017 academic year.

1. Percentage of difference in traffic associated with Twitter, Facebook, and Instagram from the 2015-2016 academic year to the 2016-2017 academic year.
2. Evaluation of average posts on Twitter, Facebook, and Instagram on a weekly basis and whether traffic increased or decreased on a particular platform.
3. Continue to increase platform traffic by 30% across all social media outlets (i.e. Twitter, Facebook, and Instagram)
4. 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.

Results Description

2015-2016 Social Media Tracking

	Facebook	Instagram	Twitter
% of Increase	47.5%	522%	65.5%

2016-2017 Social Media Tracking

	Facebook	Instagram	Twitter
September 2016	5,000	417	1,054
May 2017	6,644	2,199	1,795
% of Increase	32.8%	427%	70%

1. The Department of Student Activities continued to experience increases across all three social media platforms (i.e., Facebook, Twitter, and Instagram), but experienced a slight fall in terms of percentage from 211% average increase during the 2015-2016 academic year to a 176% average increase in 2016-2017 academic year.
2. For the 2016-2017 academic year, all three identified social media platforms increased their followers by at least 30% (i.e., Facebook followers increased by 32.8%, Instagram followers increased by 427%, and Twitter followers increased by 70%).
3. Per our previous results, the Department of Student Activities posted on their social media platforms at least twice a week during the 2016-2017 academic year in an attempt to retain followers.

Student Activities Innovation and Technology Action

Action Description
The Department of Student Activities plans to work to increase the awareness of their social media accounts on campus by working with the SHSU Program Council and the Diversity Council to promote the platforms to broader audiences that Student Activities may not normally reach. The two groups have been asked to promote Student Activities social media to all members and at events. In addition, Student Activities plans to increase visible signage on all promotional materials to increase social media awareness. The Department of Student Activities plans to increase followers on Instagram and Twitter by at least 30% and increase followers on Facebook by at least 10%.

Student Engagement and Spirit

Goal Description
Create and uphold traditions and unique programs that foster Bearkat spirit.

Related Items/Elements
Student Engagement and Spirit (Cheer) Performance Objective

Performance Objective Description
To measure the impact (if any) that the UCA National Cheerleading Competition has on the four spirit team squads: the All-Girl Cheerleading Team, Co-Ed Cheerleading Team, Mascots, and Orange Pride Dance Team. The UCA Nationals will take place in April 2017. Once the competition is complete, a survey will be distributed to all of the student participants who participated in the competition. The survey will gauge which of the following traits (if any) that have been identified by the Texas Higher Education Coordinating Board (THECB) as core skills students should obtain as a result of completing their core curriculum that were utilized and exercised by the participants during the preparation for competition and during the actual competition. The mixed methods survey will consist of 21 multiple-choice questions and two open-ended questions. The first 21 multiple-choice questions will gauge where the student is in the program and their expression for how well they have mastered the following five core skills: critical thinking, communication, teamwork, social responsibility, and personal responsibility. For the purposes of this assessment, the sixth core competency (i.e., empirical and quantitative skills) was not measured. The two open-ended questions discussed the implications of the students attending the competition and the impact (if any) that competing had on the students while at Sam Houston State University (SHSU) and their lives beyond SHSU. The criteria for successful achievement of this objective will be the data attained from the survey. This data will allow us to understand better, how we can further develop these students and prepare them for the workforce after they complete their academic degrees.

Attached is the survey that was distributed to all four spirit team squads. Questions were derived after reviewing the core competencies set by THECB and then utilizing resources such as the SHSU Director of Assessment to further detail how to properly formulate the survey questions. All teams held open tryouts and 24 were selected for the All-Girl Cheer Team, 25 were selected for the Co-Ed Cheer Team, 16 students were selected for the Orange Pride Dance Team, and five students were selected for the Mascot Team.

Student Engagement and Spirit (Cheer) KPI and Results

KPI Description

The SHSU Spirit Teams are an essential component to promoting spirit and engagement at Sam Houston State University. Each year the teams compete to qualify for a spot in the UCA National Cheerleading Competition. The department is interested in a mixed methods assessment of how attending the UCA National Cheerleading Competition influences the team and their retention on campus. In addition, because of practicing and participating in the National Cheerleading Competition, we want to assess the following core skills that students should obtain as a result of completing their core curriculum as listed by the THECB: Critical thinking skills, communication skills, teamwork, social responsibility, and personal responsibility.

Results Description

Multiple-Choice Question Results

As a result of my participation in the National Cheerleaders Association

(NCA) Collegiate Cheer and Dance Championship, I have developed my ability to…

Critical thinking skills...

100% of the survey participants agreed or strongly agreed that their critical thinking skills had been developed as a result of their participation.

Communication skills

At least 95% of survey participants agreed or strongly agreed that their communication skills had been developed as a result of their participation.

Teamwork

100% of the survey participants agreed or strongly agreed that their teamwork skills had been developed as a result of their participation.

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Social responsibility

At least 95% of survey participants agreed or strongly agreed that their social responsibility skills had developed as a result of their participation.

Personal responsibility

At least 97% of survey participants agreed or strongly agreed that their personal responsibility skills had developed as a result of their participation.

Open-Ended Question Results

How do you think your training for, and participation in, the NCA National Championship has changed your outlook as a student at SHSU?

A summation of the results indicates that the students found the experience to be impactful and gave them an overall better work ethic, time management, and a sense of school spirit.

How do you think your training for, and participation in, the NCA National Championship has changed your outlook on your life beyond SHSU?

A summation of the results indicates that the students felt that the experience further prepared them for life after college by improving their communication skills, ability to work with different people, teamwork, and perseverance.

Please see the attached survey results for a detailed review of the assessment conducted.

RESULTS-SpiritProgramsAssessment

Student Engagement and Spirit (Cheer) Action

Action Description
This academic year provided a baseline of information that the department can now reflect on. While the assessment performed provided positive feedback regarding the impact of the UCA National Cheerleading Competition on all four spirit teams, there were areas that generated positive results, but could be addressed better. The questions pertaining to written communication, community engagement, and personal and social responsibility had lower levels of positive feedback than the others assessed. In order to address these areas, the Department of Student Activities will continue to assess all four teams regarding the same core competencies for the 2017-2018 academic year and incorporate trainings and exercises that address these areas. The students will be engaged more in written communication with each other and their coaches. Additionally, a community project will be sought and completed as a team to

give the students a greater sense of community engagement as SHSU Spirit Programs. Additionally, trainings pertaining to personal and social responsibilities will be sought to help the students better develop those skills in preparation for their UCA National Cheerleading Competition.

Student Engagement and Spirit Performance Objective

Performance Objective Description
The Department of Student Activities will increase student engagement and retention during the spring 2017 semester by hosting Kat Comedy Showcase in January 2017 and Sammypalooza in March 2017. All students in attendance will be scanned in using their Bearkat OneCard at the main entrance of the Bernard G. Johnson Coliseum. The information attained from their Bearkat OneCard will be used to track whether the student was retained and registered for the summer and/or fall 2017 semesters. In addition, a survey regarding how much the student's felt the event(s) engaged them will be emailed to all students who attended each event. The survey will be facilitated via Campus Labs. Survey questions are to be compiled using available resources concerning engagement and retention surveys provided by Campus Labs. Successful achievement will be based on an 85% or higher response of "Agree" or "Strongly Agree." The feedback attained will help the Department of Student Activities in gauging what areas of can be improved on. All data will be collected and reported by the end of August 2017.

Student Engagement and Spirit KPI and Results

KPI Description
Kat Comedy Showcase and Sammypalooza are two of the largest events coordinated by the Department of Student Activities, and are considered to be traditional events at Sam Houston State University. Kuh (2009) found that both persistence and grades were positively impacted when students became more engaged on campus. To measure the impact of these events on student engagement at SHSU, data will be collected in two waves. The first wave of data will be collected from students via scanning Bearkat OneCard. All students will be asked to scan their cards prior to entering each of the events. The initial data from this action will yield names, student identification numbers, and email addresses. The student identification numbers gathered will be sent to Institutional Research to determine whether students were retained from spring 2017 to fall 2017 and other special identifiers such as whether the student was a first-time-in college student and/or a first-generation student. This information will help the department to better assess the impact that our engagement has on student retention. Simultaneously, the student email addresses attained from scanning Bearkat OneCard's will be used to send surveys to students via email. Specifically, students will be asked their level of their agreement regarding the following questions:

To Be Entered

Results Description
<u>Overview of Both Surveys</u>

1. The results of the two surveys provided the Department of Student Activities with an idea of the programming preferences that the students who attended the events and took the survey had for future programming considerations. Student information will be sent to Institutional Research to determine whether students were retained from

spring 2017 to fall 2017. This information will not be available until the next academic year.

Kat Comedy Showcase (only 67 of the 104 respondents answered the following)

1. 86.59% either strongly or moderately agreed that they felt a stronger sense of belonging as a result of participating in student activities at SHSU.
2. 79.27% either strongly or moderately agreed that they had developed an increased sense of connectedness to SHSU as a result of participating in student activities.
3. 78.61% either strongly or moderately agreed that they had an increased exposure to diverse populations and experiences as a result of participating in student activities at SHSU.
4. 64.63% either strongly or moderately agreed that involvement in student activities contributes to a student's success at SHSU.
5. 73.17% either strongly or moderately agreed that overall student activities programs are effectively promoted.

Sammypalooza (only 66 of the 91 respondents answered the following questions)

1. 77.27% either strongly or moderately agreed that they felt a stronger sense of belonging as a result of participating in student activities at SHSU.
2. 83.83% either strongly or moderately agreed that they had developed an increased sense of connectedness to SHSU as a result of participating in student activities.
3. 86.36% either strongly or moderately agreed that they had an increased exposure to diverse populations and experiences as a result of participating in student activities at SHSU.
4. 83.33% either strongly or moderately agreed that involvement in student activities contributes to a student's success at SHSU.
5. 78.79% either strongly or moderately agreed that overall student activities programs are effectively promoted.

Kat-Comedy-Showcase-1

Sammypalooza

Student Engagement and Spirit Action

Action Description

Given the information provided, the Department of Student Activities identified the following areas that could be improved upon: sense of belonging on campus, student involvement and its contribution to student success at SHSU, and the promotion of student activities on campus. To address these concerns and the concerns of other areas on campus, the Department of Student Activities will conduct a pilot program during Welcome Week 2017. The pilot program will consist of 24 Welcome Week Leaders who will engage with the incoming freshmen class to encourage the students to engage with other students and attend Welcome Week programming. In beginning this pilot program, incoming

students will be introduced to a new culture of involvement on campus that will address all three areas of concern listed on the feedback from these surveys. The concern regarding student involvement and belonging will be addressed since new students will be in contact with a Welcome Week Leader, who is charged with keeping the students engaged and heavily recruiting them to attend Welcome Week events/functions. With being in contact with a Welcome Week leader, the hope is that students will realize the impact of attending student activities on campus, will feel a sense of belonging on campus, and will be more knowledgeable about events on campus.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
In response to the FY17 results, all action items were completed with varying areas of success and degrees of finding. The following was concluded:

Engagement and Spirit Assessment Actions

The results from both Sammypalooza and Kat Comedy Showcase indicated that the Department of Student Activities must become more intentional with helping students develop a sense of belonging on campus, campus connections, and campus pride. The department began to work with Reimagining the First Year (RFY) Committee- student bucket in order to address better these needs. The RFY committee made recommendations for how Student Activities could begin becoming more intentional with their programming in order to foster a sense of belonging on campus, campus connections, and campus pride in incoming freshmen students. Thus, the department decided to suspend further assessment on Sammypalooza and Kat Comedy Showcase and focus our efforts on programs that intentionally address the underlying issues that the assessment results from FY17 yielded.

Cultural Competency Assessment

Data collected from the luncheons were extremely valuable to the Department of Student Activities as the data indicated to the department that there was a need to develop a Center for Diversity & intercultural Affairs. The Department of Student Activities utilized the data collected and with the help of the Vice President for Student Affairs, was able to create the center. The luncheons will recommence during the fall 2017 semester so that additional data regarding the center can be collected and utilized further to assess numerous ideas and recommendations for resources and their prospective benefits to the campus.

Social Media Assessment

The Department of Student Activities actively recruited students to follow the department on Twitter, Instagram, and Facebook. The department was successful in all three, but has not set higher benchmarks in an effort to continually engage students and to promote upcoming events, which will ultimately create more awareness of programming, services, and resources offered on campus. We will continue to increase awareness of our social media platforms by hosting at least two social media awareness events a semester

and utilizing the Program Council and Diversity Council to help generate more visibility and following.

Plan for Continuous Improvement

Closing Summary

The Department for Student Activities will incorporate assessments in the following areas during the 2017-2018 academic year: engagement and spirit, cultural competency, and social media.

Engagement and Spirit Assessment Actions

We will assess Welcome Week using the data collected from students who participate in the 2017 Welcome Week Leaders program. Specifically, we want to target the students who engage with Welcome Week Leaders and participate in the program. The assessment will include whether the students felt a sense of belonging, campus pride, connections with other students, etc. during their Welcome Week participation with Welcome Week Leaders.

Additionally, we will continue to assess updates from all four of the spirit programs (Orange Pride, Mascots, All-Girl Cheer, and Co-Ed Cheer) utilizing data collected from this year. In doing so, more emphasis will be placed on written communication, community engagement, and personal and social responsibility.

Cultural Competency Assessment

As a result of data collected from the Embracing Our Diversity Luncheons during the fall 2016 semester, the Center for Diversity & Intercultural Affairs was established. During the 2017-2018 academic year, the Department of Student Activities will commence forward with the Embracing Our Diversity luncheons, hosting two a semester, in an effort to further evaluate and identify the needs of the students on campus.

- 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 Twitter and Instagram and increase Facebook followers by 10%.

- Utilize space on all marketing materials for various events and promote Student Activities social media on them.
- Utilize Program Council and Diversity Council students and events to further promote Student Activities social media.
- Host at least two events a semester to further increase awareness and utilization of Student Activities social media.

Assessment Plan Summary
Department: Recreational Sports

Sam Houston State University

President, Office of

Student Affairs, Vice President

Student Affairs, 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 interperson 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.

2016 Bearkat Camp: 99% felt some degree of comfort establishing relationships and 93% agreed that they fostered interpersonal relationships.

How comfortable were you establishing relationships?

36% Extremely Comfortable

39% Very Comfortable

23% Moderately Comfortable

1% Not Very Comfortable

0% Not at all Comfortable

I fostered interpersonal relationships while at Bearkat Camp

67% Strongly Agree

26% Moderately Agree

5% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experienc and attain our goals in interpersonal relationships, connections to SHSU and knowledge c traditions. 2016 scores were more in line with previous years than last years lower ratings The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a maj factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purpos to combat those instances.

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participa in the fall semester.

2015 Bearkat Camp Results

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

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

Action Description
Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night soci has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to kno one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboratic with fitness and intramural programs with the addition of a fitness demo activity yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat ca and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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 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 progran 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.

90% Strongly Agree

9% Moderately Agree

1% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

I know more about SHSU as a result of this program.

83% Strongly Agree

15% Moderately Agree

5% Neither Agree or Disagree

1% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

I feel better prepared to be a student at SHSU.

81% Strongly Agree

17% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experienc and attain our goals in interpersonal relationships, connections to SHSU and knowledge c traditions. 2016 scores were more in line with previous years than last years lower ratings The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a maj factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purpos to combat those instances.

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participa in the fall semester.

2015 Bearkat Camp Results

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

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

Bearkat Camp

Action Description
Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night soci has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to kno one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboratic with fitness and intramural programs with the addition of a fitness demo activity yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat c and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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 a accurate account of which students matriculate or graduate.

Results Description
We continue to see increased graduation rates for participants in both Freshman Bearkat Camp and Transfer Bearkat Camp vs non participants. We have compiled Graduation Rat since 2009 for participants' vs non participants of Bearkat Camp and since the 2012 Bear Transfer Camp. The Transfer Camp participant Graduation Rates are similar after 2 years 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 graduat are most representative for the participants' vs non participants from 2009 through 2012.

Bearkat Camp Graduation Rates from 2013-2016

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%

2011 5 year Graduation Rate

Bearkat Camp Graduation Rate: 52%

Non-Bearkat Camp Graduation Rate: 46%

Difference of +6%

2012 4 year Graduation Rate

Bearkat Camp Graduation Rate: 39%

Non-Bearkat Camp Graduation Rate: 28%

Difference of +11%

Bearkat Transfer Camp Graduation Rate from 2016

2012 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 55%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +12%

2012 4 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 68%

Non Transfer Bearkat Camp Graduation Rate: 58%

Difference of +10%

2013 3 year Graduation Rate

Transfer Bearkat Camp Graduation Rate: 50%

Non Transfer Bearkat Camp Graduation Rate: 43%

Difference of +7%

In the future we would like to take a closer look at demographic differences in graduatior rates. In particular we would like to explore graduation rates of first generation students v attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a rep on Graduation and Retention comparisons in 2017-2018.

Bearkat Camp Report_Update Fall 2016

Bearkat Camp Retention and Graduation Rates

Action Description
In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first generation students who attend Bearkat Camp vs first generation students who don' We will ask IRB to run a report on Graduation and Retention comparisons in 20172

Higher Retention

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will be retained at a high 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 a accurate account of which students matriculate or graduate.

Results Description
We have compiled retention rates since 2009 for participants vs non participants of Beark Camp and Transfer Camp.
First year retention rates of Undergraduate Bearkat Camp participants was an average 7.7 higher than non participants since 2009. Transfer Camp was 8.8% higher for participants than non participants since 2012.

Second year retention rates of Undergraduate Bearkat Camp participants was an average 8.5% higher than non participants since 2009. Transfer Camp was 10.3% higher participants than non participants since 2012.

Third year retention rates of Undergraduate Bearkat Camp participants was an average 10.4% higher than non participants since 2009. Transfer Camp was 2% higher fo participants than non participants since 2012.

The attached document shows each year retention rates for all first time freshman, Bearka Camp or Transfer Camp participants and Non Bearkat Camp or Transfer Camp students.

Camp or Transfer Camp participants and Non Bearkat Camp or Transfer Camp students.

2009 1st year Retention Rate

Bearkat Camp Retention Rate: 82%

Non-Bearkat Camp Retention Rate: 70%

Difference of +12%

2009 2nd year Retention Rate

Bearkat Camp Retention Rate: 70%

Non-Bearkat Camp Retention Rate: 60%

Difference of +10%

2009 3rd year Retention Rate

Bearkat Camp Retention Rate: 66%

Non-Bearkat Camp Retention Rate: 55%

Difference of +11%

2010 1st year Retention Rate

Bearkat Camp Retention Rate: 82%

Non-Bearkat Camp Retention Rate: 71%

Difference of +11%

2010 2nd year Retention Rate

Bearkat Camp Retention Rate: 70%

Non-Bearkat Camp Retention Rate: 61%

Difference of +9%

2010 3rd year Retention Rate

Bearkat Camp Retention Rate: 64%

Non-Bearkat Camp Retention Rate: 55%

Difference of +9%

2011 1st year Retention Rate

Bearkat Camp Retention Rate: 79%

Non-Bearkat Camp Retention Rate: 74%

Difference of +5%

2011 2nd year Retention Rate

Bearkat Camp Retention Rate: 71%

Non-Bearkat Camp Retention Rate: 64%

Difference of +7%

2011 3rd year Retention Rate

Bearkat Camp Retention Rate: 64%

Non-Bearkat Camp Retention Rate: 57%

Difference of +7%

2012 1st year Retention Rate

Bearkat Camp Retention Rate: 80%

Non-Bearkat Camp Retention Rate: 77%

Difference of +3%

2012 2nd year Retention Rate

Bearkat Camp Retention Rate: 71%

Non-Bearkat Camp Retention Rate: 65%

Difference of +6%

2012 3rd year Retention Rate

Bearkat Camp Retention Rate: 68%

Non-Bearkat Camp Retention Rate: 57%

Difference of +11%

2013 1st year Retention Rate

Bearkat Camp Retention Rate: 85%

Non-Bearkat Camp Retention Rate: 77%

Difference of +8%

2013 2nd year Retention Rate

Bearkat Camp Retention Rate: 75%

Non-Bearkat Camp Retention Rate: 65%

Difference of +10%

2013 3rd year Retention Rate

Bearkat Camp Retention Rate: 69%

Non-Bearkat Camp Retention Rate: 55%

Difference of +14%

2014 1st year Retention Rate

Bearkat Camp Retention Rate: 86%

Non-Bearkat Camp Retention Rate: 79%

Difference of +7%

2014 2nd year Retention Rate

Bearkat Camp Retention Rate: 77%

Non-Bearkat Camp Retention Rate: 68%

Difference of +9%

2015 1st year Retention Rate

Bearkat Camp Retention Rate: 84%

Non-Bearkat Camp Retention Rate: 76%

Difference of +8%

In the future we would like to take a closer look at demographic differences in retention

rates. In particular we would like to explore retention rates of first generation students wh attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a rep on Graduation and Retention comparisons in 2017-2018.

Bearkat Camp Report_Update Fall 2016

Bearkat Camp Retention and Graduation Rates

Action Description
In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first generation students who attend Bearkat Camp vs first generation students who don' We will ask IRB to run a report on Graduation and Retention comparisons in 20172

Spirit And Traditions Knowledge

Performance Objective Description
Students who participate in spirit camps for freshman or transfer students will be able to recall spi 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 betwee camp "tribes". The skits were graded on content and play a factor in determining a winne the competitions. This helps us to see whether or not they were able to retain the informa received during the days events. The 3 lead staff and the Camp Director evaluated and graded each skit.

Saw a slight increase this year. This combined with the post camp survey results indicate that the scavenger hunt has been a good way to introduce participants to some of the traditions of the university.

4 different skits covering 4 traditions were evaluated on a scale of 0-10 with 10 being the highest that portrayed everything that was discussed during the day.

Rivalries - 9 out of 10

Day in the life of Sam 9 -10

Tripod - 8 -10

Benefits of attending Bearkat Camp 10-10

In 2015 the results were

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

Bearkat Camp

Action Description
Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night soci has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to kno one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboratic with fitness and intramural programs with the addition of a fitness demo activity yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat c and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

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 Cam 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.
83% Strongly Agree

15% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

0% Not Applicable

We believe weather played a factor in lowering our results in 2015 and a plan was put in place for when the participants have to shelter in place in order to have a better experience and attain our goals in interpersonal relationships, connections to SHSU and knowledge of traditions. 2016 scores were more in line with previous years than last years lower ratings. The shelter in place plan did help improve our numbers but the sessions that had more shelter in place occurrences saw lower ratings than those that didn't. Weather plays a major factor in the effectiveness of Bearkat Camp and our efforts need to continue to be purposeful to combat those instances.

Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night social has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

2015 Bearkat Camp Results

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

2014 Bearkat Camp Results

Bearkat Camp enhanced my appreciation of University traditions.

88% Strongly Agree

9% Moderately Agree

2% Neither Agree or Disagree

0% Moderately Disagree

0% Strongly Disagree

1% Not Applicable

BKC

Bearkat Camp

Action Description
Next year we will alter the schedule to Bearkat Camp to be more intentional of helping students network and build a better community base. The first night soci has changed from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to kno one another faster and better. We also changed our morning rotation competition schedule to include more non competitive activities and also includes collaboratic with fitness and intramural programs with the addition of a fitness demo activity yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat ca and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

Club Sports Travel Knowledge

Related Items/Elements
Club Sports Travel Knowledge Retention

Learning Objective Description
Club Sports officers will be able to demonstrate knowledge of travel policies learned during the October Club Sports Officer workshop 2 months after the conconculsion of the training.

Travel Policy Survey - Retention

Indicator Description
Club Sports Officers will be given a 16 question survey on university and Recreational Sports travel policies 2 months after completing the training.

The survey was developed to included the most important information that club officers should know about when operating their club sports. Each question will be multiple choice.

The survey will be identical to the one given directly after the training.

Criterion Description
All Club Sports officers will score at least 10 out of 16 (60%) on the quiz 2 months after training.

At least 50% of Club Sport Officers will score at least 12 out of 16 (75%)

Findings Description
We did not reach out first goal as we had 4 officers (15%) score lower than 10 out of 16. Of the questions that those officers missed, all 4 incorrectly answered question 5, 3 out of 4 (75%) incorrectly answered questions 4, 6, 8, and 9. The only question that they all answered correctly was question 11.

Only 9 out of 27 (33%) officers correctly answered question 4 and 10 out of 27 (37%) correctly answered question 5 the second time they took the assessment.

Questions 4 had 23 more officers (67% difference) incorrectly answer that question the second time around. Questions 5 and 6 had 14 more officers (38% and 34% difference respectively) incorrectly answer those questions the second time around. Question 9 had 13 more officers (31% difference) incorrectly answer that question, and questions 8 and 10 both had 10 more officers (19% and 21% difference respectively) incorrectly answer those questions.

We did reach our second goal as we had 63% of Club Sports Officers did score at least 12 out of 16.

One of the factors that likely influenced the results the second time Club Sport Officers took the assessment was that not all officers took it 2 months after the first time. The period for some was longer than that because they did not attend meetings or ignored the reminder emails and deadlines until we told them that their internal allocation for the following school year may be affected and CC'd the new club sport officers on those emails.

We will adjust our future training and emphasize the information that was most commonly missed.

Club Sports Travel Policies

Action Description
We will adjust our future training and emphasize the information that was most commonly missed.

Club Sports Travel Knowledge post training

Learning Objective Description

Club Sports officers will be able to demonstrate knowledge of travel policies after completing October Club Sports officer workshop on university and Recreational Sports Travel Policies.

Travel Policy Survey - After Training

Indicator Description
Club Sports Officers will be given a 16 question survey on university and Recreational Sports travel policies.

The survey was developed to included the most important information that club officers should know about when operating their club sports. Each question will be multiple choice.

Criterion Description
All Club Sports officers will score at least 14 out of 16 (87%) on the quiz immediately after training.

At least 60% of Club Sport Officers will score at least 15 out of 16 (93%)

Findings Description
We did not reach out first goal as we had 8 officers (25%) score lower than 14 out of 16 (87%). Of the questions that those officers missed, 5 out of the 8 (63%) answered incorrectly on questions 7, 10, and 12. 4 out of the 8 (50%) answered incorrectly on question 5.

The 5 officers who incorrectly answered questions 7 and 10 were the only ones to incorrectly answer those questions, meaning no officer who scored a 14 out of 16 missed those questions.

22 out of 32 officers (69%) correctly answered question 12, and 24 out of 32 (75%) correctly answered questions 5 and 13.

We did reach our second goal as we had 65% of Club Sports Officers scored at least 15 out of 16 (93%).

We need to emphasize the procedures for rental vehicles (specifically how long you can drive if you leave after 4 pm, and what the minimum age someone must be to drive a 15 passenger van), what expenses can be refunded, and the Division of Student services (specifically that can help with out-of-state travel funds, and how many business days in advance they need a request).

We will adjust our future training and emphasize the information that was most commonly missed.

Club Sports Travel Policies

Action Description
We will adjust our future training and emphasize the information that was most commonly missed.

Conflict Resolution Knowledge of IM Supervisors

Related Items/Elements

Conflict Resolution Retention

Learning Objective Description
IM supervisors will be able to demonstrate knowledge of conflict resolution skills learned during training in Verbal Judo 2 months after the conclusion of the training.

Verbal Judo can help to defuse confrontations and generate cooperation. Verbal Judo shows how to listen and speak more effectively, engage others through empathy, avoid the most common conversational disasters, and use proven strategies to successfully express your point of view.

Conflict Resolution Scenario Survey - Retention

Indicator Description
IM Supervisors will be given another scenario involving a conflict situation at least 2 months after training and must demonstrate through a written response how they would handle the situation.

A rubric was designed to score the response based on the principles of Verbal Judo.

The concepts include:

1. Do not use any of the Five Things Never to Say to Anyone in their answer.
2. Gave name and got their name.
3. Separated person away from everyone else and talked to them one on one.
4. Offered options rather than threats.
5. Used alternative sayings to resolve the situation rather than using the Five Things Never to Say to Anyone.
6. Explained why the person had to leave and "what is in it for them".
7. When explaining "what is in it for them", mentioned future consequences and continued participation could be at risk.
8. Responded instead of reacted.
9. Listened to the problem/issue and paraphrase their concern back to them.
10. Used the term "I understand" during paraphrasing.
11. When responding, mentioned being aware of the situation before it escalates and heading it off at the pass.

Each response is scored a point for doing these things (listed) or 0 points not doing them (not listed). In order to score above unacceptable they must not use any of the five things never to say to anyone in their answer.

- **None:** Uses less then 2 Verbal Judo Concepts - **0%**
- **Unacceptable:** Uses only 2 of 10 Verbal Judo concepts - **20%**
- **Needs Improvement:** Uses 4 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **40%**
- **Average:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **60%**
- **Slightly Above Standard:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **80%**

- **Exceeds Standard:** Uses 10 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **100%**

Criterion Description
Expect 40% or better at least 2 months after training on the rubric

Findings Description
We did not reach our second goal as we had 5 out of 10 supervisors (50%) score 40%. Al supervisors missed concepts 6, 8, and 11 the second time around.

The only drastic difference the second time around was that 3 more supervisors (30% difference) did not mention using the term "I understand" in the scenario.

Clearly it needs to be emphasized the importance of explaining why the person has to leave and "what is in it for them" and being aware of the situation before it escalates and heading it off at the pass. More emphasis should also be put into giving your name and asking for the participants, responding instead of reacting, and mentioning future consequences.

Intramural Supervisor Conflict Management

Action Description
Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

Conflict Resolution post training.

Learning Objective Description
IM supervisors will be able to demonstrate knowledge of conflict resolution skills after receiving training in Verbal Judo.

Verbal Judo can help to defuse confrontations and generate cooperation. Verbal Judo shows how to listen and speak more effectively, engage others through empathy, avoid the most common conversational disasters, and use proven strategies to successfully express your point of view.

Conflict Resolution Scenario Survey - Post Training

Indicator Description
IM Supervisors will be given a scenario involving a conflict situation and must demonstrate through a written response how they would handle the situation.

A rubric was designed to score the response based on the principles of Verbal Judo.

The concepts include:

1. Do not use any of the Five Things Never to Say to Anyone in their answer.
2. Gave name and got their name.
3. Separated person away from everyone else and talked to them one on one.

4. Offered options rather than threats.
5. Used alternative sayings to resolve the situation rather than using the Five Things Never to Say to Anyone.
6. Explained why the person had to leave and "what is in it for them".
7. When explaining "what is in it for them", mentioned future consequences and continued participation could be at risk.
8. Responded instead of reacted.
9. Listened to the problem/issue and paraphrase their concern back to them.
10. Used the term "I understand" during paraphrasing.
11. When responding, mentioned being aware of the situation before it escalates and heading it off at the pass.

Each response is scored a point for doing these things (listed) or 0 points not doing them (not listed). In order to score above unacceptable they must not use any of the five things never to say to anyone in their answer.

- **None:** Uses less then 2 Verbal Judo Concepts - **0%**
- **Unacceptable:** Uses only 2 of 10 Verbal Judo concepts - **20%**
- **Needs Improvement:** Uses 4 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **40%**
- **Average:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **60%**
- **Slightly Above Standard:** Uses 8 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **80%**
- **Exceeds Standard:** Uses 10 of 10 Verbal Judo concepts and Does not use any of the Five Things Never to Say to Anyone in their answer. - **100%**

Criterion Description
Expect 60% or better directly after training on the rubric.

Findings Description
We did not reach our first goal as only 2 out of 12 supervisors (17%) score 60%. All supervisors missed concepts 6 and 11.

9 out of 12 supervisors (75%) failed to mention that they would give their name and get the participants' in the scenario and to mention future consequences. 11 of 12 supervisors (92%) failed to mention that they would respond instead of react in the scenario.

The material was presented using PowerPoint and questions were asked throughout. While this is a standard teaching method it might be more beneficial to make it more interactive, similar to a CPR training where supervisors are put through a scenario so that they can walk through it step by step followed by a practical test situation. When there is no real life scenario and you're left to just imagine it, that's where many of the supervisors may have forgotten something that they would do in this situation or the written scenario did not elicit further action needed that otherwise would come out.

Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without

giving away the answers.

Intramural Supervisor Conflict Management

Action Description
Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

Personal Training Fitness Assessment

Goal Description
Recreational Sports Personal Training Program

Related Items/Elements

Improvement in Categories of Health and Fitness

Performance Objective Description
Participants in the personal training program will be given a fitness assessment prior to their training sessions and after they have completed 15 total sessions with a personal trainer.

Participants who complete 15 personal training sessions will show improvement in the 6 categories of health and fitness (Estimated Body Age, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Body Composition, and Flexibility).

Increases in the 6 categories of health and fitness of the fitness on the assessment test.

KPI Description
Participants who complete 15 personal training sessions will be given another fitness assessment to compare to their initial fitness assessment. Fitness Assessment results will be compared to see if increases occurred in the he 6 categories of health and fitness. The 6 categories are Estimated Body Age, Cardiovascular Fitness, Muscular Strength, Muscular Endurance, Body Composition, and Flexibility.

75% of participants who complete 15 training sessions show improvement in 5 of the 6 categories of health and fitness.
100% of participants who complete 15 training sessions show improvement in 3 of the 6 categories of health and fitness.

Results Description
50% participants who completed 15 training sessions showed improvement in 5 of the 6 categories of health and fitness.

We were unsuccessful in meeting our goal. Some of the reasons for this could be the following:

1. There was such a drastic difference in the amount of time 15 sessions were completed. Some clients finished 15 sessions in a month, while others only trained 1-2 times per week for 2-3 months. The assessments completed greater than 1 month apart saw

week for 2-3 months. The assessments completed greater than 1 month apart saw improvements in more categories.

2. Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving Not eating healthy or living an active lifestyle can result in a higher body age.

3. The human body also reacts differently as to exercise. Some people will see results after a few weeks, while others could take months and well over 15 sessions to see improvements in cardiovascular fitness or body composition. The age of a client also plays a role in that a younger client should see results quicker than a client that is older.

4. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.

100% of participants who completed 15 training sessions showed improvement in 3 of the 6 categories of health and fitness.

Not seeing improvements in at least 3 categories would fall back on the personal trainer. The easiest things to see improvement include muscular strength, muscular endurance, and flexibility. Nearly all participants saw improvements in these 3 categories. This is due to having a personal trainer there to spot a client and allow them to lift more weight, adopting a weight lifting program, and correctly performing exercises under the supervision of a personal trainer.

PT Assessment

Fitness Assessments

Action Description
Work on ways to address the following issue:

Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving. Not eating healthy or living an active lifestyle can result in a higher body age.

Some suggestions for improved understanding of results include:

1. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.

2. Work with Nutrition program to offer nutrition counseling for Personal Training Clients.

Women on Weights

Goal Description
Recreational Sports Fitness Program - Women on Weights

Related Items/Elements
Confidence to lift weights independently.

Performance Objective Description
By participating in Women on Weights, participants will gain skills that will make them more confident to recreate independently.

Build Confidence to Lift Weights Independently

KPI Description
Participants who complete the women on weights program will gain skills and confidenc to lift weights independently. A post event survey will include the following questions.

1. How likely are you to continue lifting independently or engage in this activity independently?

2. This class better better prepared me to participate in this activity independently.

3. Were any barriers removed by participating in this activity 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
77.8% will be likely to engage in this activity independently

Some of the comments in the survey said that they enjoy working out with other people or in a group. While participants may have said they didn't want to engage in this activity independently, they commented by saying they preferred working out with a group

100% feel better prepared to participate in this activity independently

Participants were taught how to lift weights and format a program to workout independently. Al participants were challenged to perform exercises alone, taught how to spot during lifts, and hov to successfully increase weights to reduce the risk of injury.

57% have removed at least 1 barrier to participate

Most comments against not removing a barrier were time related. Most participants listed that they still had an issue with time management and the ability to schedule exercise into their day. We plan on teaching how to do quick, efficient workouts in order to reach those that believe the need long, extended workouts in order to get results. Most people thinks you need a full hour of exercise to see results, when that is far from true.

Q4. How likely are you to engage in weight lifting independently?

Pre-Test			Post-Test		
Count	Percent		Count	Percent	
3	17.65%	Very likely	3	33.33%	Very likely
8	47.06%	Moderately likely	4	44.44%	Moderately likely
3	17.65%	Neither likely nor unlikely	1	11.11%	Neither likely nor unlikely
2	11.76%	Moderately unlikely	0	0.00%	Moderately unlikely
1	5.88%	Very unlikely	1	11.11%	Very unlikely
17 Respondents			9 Respondents		

WOW_Comparison_Excel

Women on Weights

Action Description

Next time we will compare pre and post tests of individuals instead of the group as whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

Knowledge of Exercises, Movements, and Muscle Groups

Performance Objective Description

By participating in Women on Weights participants will gain knowledge of different types of exercises, movements, and muscle groups; as well as be able to perform exercise at adequate or proficient level.

Participant has knowledge of movements.

KPI Description

By participating in women on weights participants are able to identify weight lifting movements they were not able to do on the pre-test.

Movements include:

Flexion

Extension

Isometric

Circumduction

Abduction

Adduction

Results Description
Most participants came in not knowing what the basic movements were, so teaching these and reinforcing them when teaching lifts were a big reason there was improvement in the post test.

Movements	Pre- Test Knowledge	Post Test Knowledge
Flexion	76.5%	100.0%
Extension	100.0%	100.0%
Isometric	29.4%	66.7%
Circumduction	64.7%	100.0%
Abduction	47.1%	100.0%
Adduction	58.8%	100.0%

WOW_Comparison_Excel

Women on Weights

Action Description
Next time we will compare pre and post tests of individuals instead of the group as whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

Participant has knowledge of muscles.

KPI Description
By participating in women on weights participants are able to identify muscle groups they were not able to identify on the pre-test.

Biceps

Triceps

Forearms

Quadriceps

Hamstrings

Gastrocnemius

Soleus

Shins

Pectoralis

Rectus Abdominis

Obliques

Gluteus Maximus

Amount of Gluteal Muscles

Results Description

Most people came in not knowing where muscles were located. We taught them where the muscles were and reinforced this by showing them what muscles were being worked while performing each lift.

Muscles	Pre Test - Incorrectly Answered	Post Test - Incorrectly Answered
Biceps	0	0
Triceps	3	1
Forearms	1	0
Quadriceps	4	1
Hamstrings	3	2
Gastrocnemius	16	3
Soleus	15	3
Shins	1	0
Pectoralis	3	0
Rectus Abdominis	3	2
Obliques	5	0
Gluteus Maximus	0	0
# of Gluteal Muscles	8	0

WOW_Comparison_Excel

Women on Weights

Action Description
Next time we will compare pre and post tests of individuals instead of the group as whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

Participant has the ability perform exercises

KPI Description
By participating in women on weights participants will go up at least one level from their pre-test (Poor to Adequate or Adequate to Proficient) in Squat, Lunge, Pushup, and Sit Up.

Results Description
After looking at the results of performing specific exercises, it looks like we did really well however we compared the entire group of information on pre test to post test. It would have been more reliable if we compared pre and post tests to each person, rather than as a whole. Since so many less people took the post test than the pre test it is possibl that those that were at poor or adequate did not take the post test giving us a much higher percentage that were in the proficient range. It was not possible to see if someone went from poor to adequate, or adequate to proficient doing the assessment the way that it was done. We reminded people to make sure and attend the last session so we could perform this assessment, but it is possible that some participants were not interested in going through a post workshop assessment. Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

Pre-Test Skill Level	Poor	Adequate	Proficient
Squat	1	7	9
Lunge	0	6	11
Push Up	1	7	9
Sit Up	4	6	7

Post Test Skill Level	Poor	Adequate	Proficient
Squat	0	0	9
Lunge	0	0	9
Push Up	0	1	8
Sit Up	0	0	9

Some participants did not attend the final session or didn't want to take part in the survey

WOW_Comparison_Excel

Women on Weights

Action Description
Next time we will compare pre and post tests of individuals instead of the group as whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.

Update to Previous Cycle's Plan for Continuous Improvement

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

Update of Progress to the Previous Cycle's PCI
1. We have updated our debriefing and are focusing on topics of communication and problem solving.

2. Trip Leader Training: This year we made a greater focus on enhancing the planning and soft skill implementation of trip leader training. Students were paired together and assigned two days of trip leader training where they had to create the itinerary, gear list, menu, shopping list, prepare teaching topics, and then implemented those plans on their day. Students were able to implement different leadership styles and experientially learn how to plan and implement a plan. Every day was ended with leader and group feedback. We saw a remarkable change between the 1st day of leading and the 2nd day of leading. They seemed more prepared for what was going to happen and what needed to happen. The Guadalupe paddling trip in April was the first trip lead by a trip leader that attended the training and it was the best implemented student lead trip we have witnessed so far.

3. Each program area now has an incentive program for their student staff.

4. We 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. We will be looking at future demographics to see if there are any significant factors within those sub groups such as 1st generation students.

5. When trying to compile user vs non user data we found that it was almost impossible to get accurate data information. Each program area has restrictions on how participation is tracked. The facility has multiple entrances and times that no data is being collected. This prevents us from getting a true representation of all of our users. Intramurals only tracks those that play in a game however we have multiple people who come to watch as is the case with club sports. Large events do not check in participants and only a head count is taken. Data collected from user vs non user comparison would just be inaccurate. We are still exploring ways to improve our data collections.

6. Shelter in place activities were created and implemented and our survey data was better than last year. However weather still plays a significant role in the satisfaction of participants. Shelter in place is still very limiting and even though we improved our results there are still significant differences in camp sessions that had good weather compared to when shelter in place happens during a camp.

Rec Sports PCI's

Closing Summary
1. Bearkat Camp -

A. In the future we would like to take a closer look at demographic differences in graduation rates. In particular we would like to explore graduation rates of first generation students who attend Bearkat Camp vs first generation students who don't. We will ask IRB to run a report on Graduation and Retention comparisons in 2017/2018

B. Next year we will alter the schedule to Bearkat Camp to be more intentional of

helping students network and build a better community base. The first night social will change from 80s night to more of a backyard picnic theme with games, initiatives, and activities with the intention of helping the small groups get to know one another faster and better. We will also change our morning rotation competition schedule to include more non competitive activities and also includes collaboration with fitness and intramural programs with the addition of a fitness demo activity like yoga and brain games trivia conducted by intramurals. This allows our other rec sports program to have marketing access to every single participants at Bearkat camp and introduce them more to other traditions of the university and get them feeling more connected to activities they will be able to participate in the fall semester.

2. Club Sport Travel Policies Training -
We will adjust our future training and emphasize the information that was most commonly missed.

3. Fitness Assessments - Work on ways to address the following issue:

Cardiovascular Fitness, Body Composition, and Body Age require more work outside of just working out with a trainer. For instance, a client can exercise with a trainer but not eat healthy. This will result in body composition and cardiovascular health not improving. Not eating healthy or living an active lifestyle can result in a higher body age.

Some suggestions for improved understanding of results include:

A. A more reliable assessment would be to include a timeframe or asking clients to rate their effort outside of working with a personal trainer. Someone that works with a trainer and puts forth effort to eat healthy and live a healthier lifestyle will see greater results than someone training equally as hard with a trainer but not putting forth effort outside of exercising.

B. Work with Nutrition program to offer nutrition counseling for Personal Training Clients.

4. IM Supervisor conflict management training -
Future training will need to emphasize those areas that were missed in this training and be more of a practical training and test in order to elicit a more comprehensive response to a scenario. Using a written scenario was lacking in what it could convey without giving away the answers.

5. Women on Weights program -

Next time we will compare pre and post tests of individuals instead of the group as a whole. We will keep their identity anonymous with numbers to represent a participant instead of a name.

We will also need to find ways to get more participants to the post test in order to have more accurate results.