Sam Houston
State University

2014-2015

Academic
and
Student Services

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Division
of
Academic Affairs

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Academic Success Center

Goal	**Provide Quality Writing Support And Instruction** 🔑 ⊟
	The Academic Success Center will assist students, staff, faculty, and community members with written and oral work.

Objective (P)	**Increase Academic Success Center (ASC) Writing Services Impact** 🔑
	The ASC will serve as a resource for writing services and writing tutoring for the university and the community beyond the university through the ASC's website, presentations and workshops, and interactions with local community organizations and school districts, including the Students in the Nursing Program, Students in the College of Business, Students enrolled in Online Classes, and Students at The Woodlands Center.

KPI Performance Indicator	**Student, Class, And College Tracking Database** 🔑
	Students who visit the ASC for writing services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the SHSU Legacy Database, including the class for which they are attending. From class information stored in database, college numbers can be extrapolated.

Result	**Approximately 8400 Writing Tutoring Sessions Conducted In 2014-2015** 🔑
	In Fall 2014 and Spring 2015, the Academic Success Center (ASC) conducted 8387 individual writing tutoring sessions.
	In Fall 2014, the Academic Success Center conducted 4719 individual writing tutoring sessions, serving 230 courses across the university. Breakdown of sessions by college results follow: Arts and Sciences: 49 courses, 460 sessions Business: 16 courses, 316 sessions Criminal Justice: 22 courses, 182 sessions Education: 54 sessions, 373 sessions Humanities and Social Sciences: 81 courses, 2737 sessions Other (UNIV, ESL, Thesis, Personal Work): 573 sessions
	For Spring 2015, the Academic Success Center conducted 3668 individual writing tutoring sessions, serving 204 courses across the university. Breakdown of sessions by college results follow: Arts and Sciences: 39 courses, 264 sessions Business: 22 courses, 198 sessions Criminal Justice: 24 courses, 253 sessions Education: 59 sessions, 378 sessions Humanities and Social Sciences: 54 courses, 2251 sessions Other (Honors, UNIV, ESL, Personal Work): 180 sessions

KPI Performance Indicator	**Support Students In Nursing Program** 🔑
	The ASC will serve students in the nursing program, with a goal of conducting 10% more writing sessions in 2014-2015 than the 169 sessions conducted in 2013-2014.
Result	**304 Writing Tutoring Sessions For Students In Nursing Program** 🔑
	In 2014-2015, the ASC conducted 304 writing tutoring sessions for students who identified as participating in the nursing program compared to the 169 sessions conducted in 2013-2014. We exceedeed the goal of a 10% increase, with an actual increase of 80% for the 2014-2015 academic year. Much of the increase in overall visits was due to the opening of new Nursing Program and the ASC at The Woodlands Center in 2014-2015. The large increase may be considerd an anamoly, but steady growth should continue to occur as the Nursing Program at The Woodlands Center grows to capacity.
KPI Performance Indicator	**Increase Use In College Of Business** 🔑
	The ASC will seek to increase the numbers of students and faculty from the College of Business using the ASC writing services. Our goal for 2014-2015 is to increase the number of writing tutoring sessions for Business students by 5%, which will increase services from 295 to 325.
Result	**Increased Writing Tutoring Sessions For College Of Business Administration** 🔑
	Comparing 2013-2014 College of Business Administration writing tutoring sessions with the 2014-2015 data, the number of sessions increased from 295 to 514, which is a 175% increase. The increase in the number of writing tutoring sessions indicates that targeted emails and face-to-face communication with faculty and students in the College of Business Administration have been effective.
KPI Performance Indicator	**Online Tutoring Services** 🔑
	The ASC will serve students enrolled in online classes, with a goal of conducting 10% more writing sessions in 2014-2015 than the 331 sessions conducted in 2013-2014.
Result	**Decrease In Online Writing Tutoring Sessions** 🔑
	The number of online tutoring sessions decreased from 331 in 2013-2014 to 225 in 2014-2015, representing a 32% decrease. One factor that may explain a portion of the decrease in online writing tutoring sessions is the creation of the ASC at The Woodlands Center.
KPI Performance Indicator	**Woodlands Center Writing Tutoring Services** 🔑

The ASC will provide writing services and writing tutoring at The Woodlands Center. For 2014-2015, writing tutoring sessions at The Woodlands Center and University Park by 100%, increasing sessions from 173 to 346.

Result

Increased Writing Tutoring Sessions At The Woodlands Center 🔑

For 2014-2015, over 625 writing tutoring sessions were conducted at The Woodlands Center(ASC @ TWC), which is a 361% increase over the 173 writing tutoring sessions conducted at TWC in 2013-2014. Although the increase appears large, the 2014-2015 number of 625 sessions should be considered a baseline for the ASC @ TWC in future academic year. In past years, only one tutor was at TWC for a limited number of hours each week.

Action

Focus On Maintaining, Enhancing, And Expanding Of ASC Writing Services 🔑

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

To expand services for 2015-2016, the ASC will be offering writing tutoring services at the Newton Grisham Library Sunday through Wednesday evenings from 7:00-10:00pm. We are offering walk-in services for quick questions that can be discussed effectively and efficiently in a short timeframe. This service will allow the ASC to serve many more students in less time. Student visits will not be recorded unless tutors have time and deem that an actual 30 minute or one-hour session is needed.

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

Goal

Writing Knowledge And Skills 🔑

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

Objective (L)

Increase Client Knowledge Of Writing Principles And Skills 🔑

The ASC will provide writing tutoring services that facilitate the growth and confidence of all levels of writers by promoting techniques of effective writing and teaching basic writing skills. The ASC will maintain and enhance the quality of SHSU's campus wide writing program. To determine student learning, tutor will make observations, which are: (a) student was able to identify and self-correct errors, (b) student was able to choose appropriate sources for improvement (i.e., style manuals, handouts, databases, and writing handbooks), and (c) student

was able to articulate a plan for the next step in the writing process.

| Indicator | **Client Survey Of Learned Skills** 🖉 🔑 |

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

| Criterion | **Client Learning** 🔑 |

Near the end of each semester, students are asked to complete an ASC writing services survey. Students complete the survey anonymously and submit before leaving the ASC. The information from the survey is to evaluate students' perceptions of their writing skills and confidence in their abilities as writers. Of the clients surveyed, 95% will indicate that ASC writing service consultations have improved their confidence as writers, and 90% will indicate that ASC writing service consultations have improved their skills as writers.

| Finding | **ASC Wtiting Tutorials Perceived To Be Beneficial** 🔑 |

At the end of the Spring 2015 semester, approximately 360 students were surveyed at the conclsuion of individual writing center sessions. Survey items pertaining to students' perceptions of learning were:
1. The ASC writing services has helped me gain confidence as a writer.
2. What effect has the ASC writing services had on your writing abilities?

The following results were recorded:
1. Approximately 96% of students surveyed indicated that the ASC writing services improved their confidence levels.
2. Approximately 94% of students felt that their writing was either "getting much better" or "getting better" as a result of ASC writing services.

| Indicator | **Student Attainment Of Key Learning Objectives** 🔑 |

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

| Criterion | **Student Learning** 🔑 |

ASC writing services tutors indicate on each session write up whether or not they observed students meeting one or more of three student learning objectives. For the 2014-2015 school year, the ASC Writing Services staff will determine if students are

meeting the learning objectives of:

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

Finding

Approximately 93% Of Students Met One Or More Learning Objectives 🔍

For Fall 14, 4719 total sessions were held. During these sessions, 4409 (93.43%) had at least one learning objective met.

3366 (71.33%)   Student self-identified errors and made corrections
3111 (65.92%)   Student selected and used appropriate resources
3724 (78.92%)   Student articulated an action plan for next step in process

For Spring 15, 3668 total sessions were held. During these sessions, 3376 (92.04%) had at least one learning objective met.

2754 (75.08%)   Student self-identified errors and made corrections
2155 (58.75%)   Student selected and used appropriate resources
2899 (79.03%)   Student articulated an action plan for next step in process

Combined, 8387 total sessions were held. During these sessions, 7785 (92.82%) had at least one learning objective met.

6120 (72.97%)   Student self-identified errors and made corrections
5266 (62.79%)   Student selected and used appropriate resources
6623 (78.97%)   Student articulated an action plan for next step in process

Based on tutor observation, approximately 73% of student writers were observed to meet the learning objective: "the writer identified and self-corrected errors."

Based upon tutor observation, approximately 63% of student writers were observed to meet the learning objective: "the writer selected and used appropriate resources."

Based upon tutor observation, approximately 79% of student writers were observed to meet the learning objective: "the writer was able to articulate a plan for the next step in the writing

process."

Collectively, approximately 93% of all students receiving one-on-one tutoring sessions were observed to meet one or more of the learning objectives.

These results demonstrate that students attending ASC writing tutoring sessions are observed to meet ASC learning objectives, with 2014-2015 showing overall increases and significant increases in "the writer was able to articulate a plan for the next step in the writing process." The stated goal was for 90% of students to meet one or more learning objectives; this goal was met, as was the goal of having 65% of students able to articulate the next step in the writing process. However, the goal of having 65% of students able to select appropriate resources was not met.

Action	**Focus On Learning Objective Of "Selecting And Using Appropriate Resources"** 🔑
	According to the results, the learning outcome of "the writer selected and used appropriate resources" was observed less frequently than the other learning objectives. Although the goal for 65 percent was not met, the goal for 2015-2016 will be for 70 percent of all writers to select and use appropriate resources. To attain the new goal, we will devote increased tutor training to strategies designed to familiarize writers with various resources. Additionally, ASC administrators and lead tutors will provide ongoing training and drop-in observations throughout the year to ensure that tutors are working toward this goal in the session.

Goal	**Provide Quality Mathematics And Statistics Support And Instruction** 🔑
	The Academic Success Center will assist students, faculty, and staff with mathematics and statistics work.

Objective (P)	**Increase ASC Mathematics And Statistics Impact** 🔑
	The ASC will serve as a resource for mathematics and statistics services and tutoring for the university and the community beyond the university through the ASC's website, interactions with local community organizations, and interactions with local school districts.
KPI Performance Indicator	**Student And Class Tracking Database** 🔑
	Students who visit the ASC for math/statistics services sign-in prior to their tutoring session, and they sign-out when departing the ASC. When students complete the in and out transactions a record of their visit is recorded in the SHSU Legacy Database, including the class for which they are

attending. From class information stored in database, college numbers can be extrapolated.

Result	**Over 9600 Students Attended Math/Statistics Tutoring Sessions** 🔑

In Fall 2014 and Spring 2015, the Academic Success Center (ASC) conducted 9660 math/statistics tutoring sessions.

In Fall 2014, the Academic Success Center conducted 3848 math/statistics tutoring sessions, serving 69 courses across the university. Breakdown of sessions by college results follow:

Sciences: 41 courses, 3758 sessions
Business: 18 courses, 65 sessions
Criminal Justice: 1 courses, 8 sessions
Education: 1 course, 1 session
Humanities and Social Sciences: 6 courses, 14 sessions
Fine Arts & Mass Com: 1 course, 1 session
Health Sciences: 1 course, 1 session

For Spring 2015, the Academic Success Center conducted 5812 individual writing tutoring sessions, serving 59 courses across the university. Breakdown of sessions by college results follow:

Sciences: 44 courses, 5633 sessions
Business: 4 courses, 76 sessions
Criminal Justice: 2 courses, 12 sessions
Education: 1 course, 1 session
Humanities and Social Sciences: 7 courses, 89 sessions
Health Sciences: 1 course, 1 session

KPI Performance Indicator	**Woodlands Center Statistics Tutoring Services** 🔑

The ASC will provide statistics tutoring services at The Woodlands Center. Goal for 2014-2015 is to create a baseline for the number of students using the statistics tutoring services offered by The Woodlands Center.

Result	**Statistics Tutoring Baseline At The Woodlands Center** 🔑

For 2014-2015, approximately 262 statistics tutoring sessions were conducted at The Woodlands Center (ASC @ TWC). This number should be considered a baseline for the ASC @ TWC in future academic year.

Action	**Focus On Enhancing Mathematics And Staistics Tutoring Services** 🔑

The Academic Success Cente2 will continue to track the number of mathmatics and statistics consultations and requests for mathematics and statistics tutoring sessions at the Huntsville campus and The Woodlands Center.

For 2015-2016, one major focus is to hire a Coordinator of

the Math Center who can supervise and mentor mathematics and statistics tutors, develop a quality mathematics and statistics tutor training program, and build relationship with mathematics and statistics department administrators and faculty. To this end, enhancing mathematics and statistics tutoring services will be a priority.

Although the ASC would like to offer increased mathematics and statistics tutoring sessions, increasing student visits for 2015-2016 will be difficult because of limited physical resources to offer mathematics and statistics tutoring services.

Goal

Provide Quality Academic Support Through Supplemental Instruction 🔑

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

Objective (P)

Increase ASC Supplemental Instruction (SI) Impact 🔑

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

KPI Performance Indicator

SI Student And ClassTracking Database 🔑

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

Result

Approximately 1978 Students Attended SI Sessions 🔑

In Fall 2014 and Spring 2015, the Academic Success Center (ASC) conducted SI sessions for approximately 1978 students.

In Fall 2014, the ASC conducted SI sessions for approximately 745 students. Breakdown of classes follow:
ECON 2302: 117 students
GEOG 1401: 500 students
MATH 1410: 26 students
PHYS 1305: 102 students

In Spring 2015, the ASC conducted SI sessions for approximately 1233 students. Breakdown of classes follow:
BIOL 1411: 212 students
BIOL 1413: 257 students
GEOG 1401: 490 students
MATH 1410: 157 students

PHYS 1305: 117 students

Action	**Focus On Increasing SI Constituents And Services** 🔑

Supplemental Instruction is the newest program within the Academic Success Center. Coordinators attended an extensive SI training workshop in the Spring semester of 2014.   In   the   Summer   of   2014,   the coordinators collaborated with faculty to select courses that typically had high D, F, W rates, hired SI leaders, and developed   the   program.   The   new   SI   program was implemented   at   the   beginning   of   the   Fall   2014 semester.

In the Summer of 2015, two SI leaders attended the SI training to become SI mentors, four additional courses, with several sections each,were added to the SI program, more SI lesders were   hired,   and   improvements were   made to enhance the effectiveness of the program.

With the newness of the SI program and the continual improvements, changes and the addition of SI leaders and courses, predictiing outcomes will be tenuous, at best. We predict the   number   of   students   availaing   themselves to SI service will increase, but the size of the increase is difficult to predict.

Objective (L)	**Increase Student Learning And GPA** 🔑

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

Indicator	**Trackin Student Course Performance** 🔑

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

Criterion	**Semester Grade** 🔑

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

Finding	**Higher Semester Grades For SI Attendees** 🔑

For the Fall 2014 and Spring 2015 semesters, students who attended 3 or more SI sessions attained a higher GPA than those students who did not attend SI sessions. Mean GPA results are shown in the information below.

Fall 2014
Class:	SI GPA	Non SI GPA
ECON 2302:	2.03	1.76
GEOG 1401:	2.50	2.31
MATH 1410:	1.33	.43
PHYS 1305:	3.50	2.95

Spring 2015

BIOL 1411:	2.50	1.86
BIOL 1413:	2.18	2.09
GEOG 1401:	2.65	2.38
MATH 1410:	1.49	1.59
PHYS 1305:	2.83	2.76

Action

Enhancing SI Program Effectiveness 🔑

For 2015-2016, the ASC will use the same criteria to measure the mean success rate between students who attend three or more SI sessions and those students who choose not to participate in the SI program.

Goal

Provide Quality Teacher Certification Test Preparation Services 🔑

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

Objective (P)

Teacher Certification Preparation Services 🔑

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

KPI Performance Indicator

ASC Teacher Certification Review Intake Forms 🔑

Students who attend certification preparation sessions will complete their portion of the ASC Teacher Certification Review Intake Sheet. The 2014-2015 year will be the year to create the baseline for teacher certification review sessions.

Result

Approximately 473 Visits For Teacher Certification Preparation 🔑

In 2014-2015, approximately 473 visits were made to the ASC @ TWC for the following teacher certification exams.

EC-6 Generalist Exam:	202 visits
ESL Supplement Exam:	112 visits
PPR Exam:	136 visits
SPED Exam:	15 visits
4-8 ELAR/SS Exam:	6 visits
4-8 ELAR Exam:	2 visits

Action

Provide Teacher Certification Test Review Sessions 🔑

For 2015-2016, the ASC will offer the same services to help preservice teachers pass their certification tests. We will continue to work diligently with the Educator Preparation Services staff and faculty in the College of Education to promote ASC teacher certification test review services.

Realistically, this should not be a steady growth area.

Objective (L)	**Increase Client Knowledge Of Test-Taking Strategies For Teacher Certification Exams** 🔑

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

Indicator	**Teacher Certification Review Sessions Evaluation** 🔑

For 2014-2015, Teacher Certification Review Session effectiveness will be measured by the pass rate of students on the TExES Teacher Certification Exam.

Criterion	**Teacher Preparation Client Learning** 🔑

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

Finding	**TExES Teacher Certification Exam** 🔑

For 2014-2015, the overall pass rate was 98%. Pass rates for individual TExES Teacher Certification Exam were:

EC-6 Generalist Exam: 90% pass rate

101 students attended secssions
 83 students took the exam
 75 students passed exam

ESL Supplement Exam: 100% pass rate

56 students attended review sessions
35 students took the exam
35 students passed the exam

PPR Exam: 100% Pass Rate

68 students attended review sessions
42 students took the exam
42 students passed the exam

SPED Exam: 100% Pass Rate

8 students attenced review sessions
5 students took the exam
5 students passed the exam

4-8 ELAR Exam: 100% Pass Rate

1 student attended review sessions
1 student took the test
1 student passed the test

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

3 students attended review sessions
3 students took the test
3 students passed the test

Action	**Teacher Certification Test Preparation Services** **Performance Criteria** 🔑
	For 2015-2016, we will use the same outcome measure to report the effectiveness of ASC teacher certification test preparation services.

Previous Cycle's "Plan for Continuous Improvement"

The newly-formed Academic Success Center will combine the Writing Center, the Reading Center, the Math/Statistics tutoring program, and other programs such as Supplemental Instruction and the coordination of developmental education classes. The consolidation of these programs will help us funnel resources to the programs that hold the most potential for helping students. Our plan for improvement for 2014-2015 will be to assess the effectiveness and number of students served by the various programs, reallocate funds/resources as necessary, and refine our programs based on the data available from the Student Success Collaborative.

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

For the 2014-2015 school year, the Academic Success Center was formed by consolidating the Writing Center, the Reading Center, the Math/Statistics tutoring program. Also, the Supplemental Instruction Program and the coordination of developmental education classes were included in the creation of the Academic Success Center. Additionally, the Academic Success Center became a viable entity at SHSU-The Woodlands Center.

The realignment of physical, human, and financial resources was a massive undertaking in the short transition time we were allowed, but we accomplished the task, at least on the surface level, before Fall 2014 began. Throughout 2014-2015, we have been working diligently to refine, enhance, and increase services to the entire SHSU community--students, faculty, and staff.

As we revised, reconfigured, rearranged existing services and developed and implemented new services, the vision for the ASC began to become more clear in incremental steps throughout the year.

We still have much work ahead of us, but we have an excellent team of administrators and tutors who are dedicated to helping students become more proficient in several academic and professional areas.

As a group, we chose to gather data on writing tutoring services, mathematics and statistics tutoring services, SI services, and teacher certification test preparation services. For our new department, we set meaningful goals in the areas that would allow us to deliver quality services to the most students. Our data collection methods revealed that some portion of over 20,035 visits was conducted in each of the four areas on which we decided to focus.

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

For the 2015-2016 cycle, we will maintain the same goals for writing tutoring and mathematics and statistics tutoring sessions because we are limited by physical space to increase numbers of sessions. Our mini-sessions in the Newton Grisham Library may allow for a few more writing sessions, but without a significant space increase the number of writing tutoring and mathematics and statistics tutoring sessions will increase minimally. Additional visits may occur because more students from the main campus may avail themselves to writing and statistics tutoring services at the ASC@TWC.

In regard to SI sessions, participant numbers should increase at a rate proportionate to the number of courses and SI leaders added to the SI program. We will use the 2015-2016 school year, and possibly the 2016-2017 school year, for data collection to make reliable predictions once the number of courses and the number of SI mentors and leaders are more consistent from year-to-year.

As we work to improve the teacher certification test preparation services, a small increase should occur for the 2015-2016 school year. As we work closely with Educator Preparation Services to promote the ASC teacher certification test prepatration services, more students will be aware of services that can help them be successful on the exams, which in turn, should increase student visits.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Accounting, Department Of

Goal	Mission-Driven Faculty 🔑	⊟

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

Objective (P)	Expectations For Teaching, Research, And Service 🔑

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

KPI Performance Indicator	Effective Service Provider 🔑

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.

Result	FES 4 Results 🔑

During 2014, 93 percent (14 of 15) of all Participating faculty in the Department of Accounting exeeded the minimum score of 3.0 for FES 4. This exceeds the minimum criterion.

KPI Performance Indicator	Effective Teacher 🔑

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.

Result	Acceptable IDEA Score 🔑

During 2014, 91 percent (15 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.

| Result | **Acceptable FES 1 And 2 Scores** 🔑 |

During 2014, 82 percent (13.5 of 16.5) of all faculty in the Department of Accounting exceeded the 2.5 minimum average score of FES 1 and FES 2. While this exceeds the stated criterion for this measure of classroom performance, there is still room for improvement in the faculty's classroom performance.

**KPI
Performance
Indicator**

Effective Researcher 🔑

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.

| Result | **FES 3 Results** 🔑 |

During 2014, 86 percent (12 of 14) 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 slightly below the 90 percent target, but is much improved from 2013's 73 percent.

| Action | **Maintain Expectations** 🔑 |

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. 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.

| Objective (P) | **Faculty Composition** 🔑 |

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.

KPI Performance Indicator	**Faculty Sustained Engagement Activitities** 🔎
	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.
Result	**Percentage Of SA, PA, IP, And SP Faculty Based On Time Devoted To Mission** 🔎
	During 2014, 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.
Result	**Percentage Of SA Faculty Based On Time Devoted To Mission** 🔎
	During 2014, 79 percent (13 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.
Action	**Faculty Qualifications** 🔎
	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. The previous year we were significantly below the required number. Two of the department's lecturers (who didn't fit into one of the above mention four categories) were let go at the end of the Spring 2014 semester and two new SA faculty and a faculty member that should is SP were added for the Fall 2014 semester. This significantly helped with closing the gap on this requirement. We are currently looking for two additional SA faculty members which should further help.

Previous Cycle's "Plan for Continuous Improvement"

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 not 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 well below the requirement for the combination of SA, SP, IP, and PA faculty. Two lecturers that did not fit into one of the four categories were let go at the end of the spring 2014 semester. Two new tenure track faculty and a new lecturer have been hired to start the fall 2014 semester. These personnel changes should allow the department to better meet the desired percentages.

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

In the Fall 2014 semester, two new tenure-track faculty members were hired. In addition, one new Lecturer was hired. The new tenure-track faculty members are Scholarly Academic (SA) qualified and the lecturer is Scholarly Practioner (SP) qualified.

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

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. Two lecturers that did not fit into one of the four categories were let go at the end of the spring 2014 semester. Two new tenure track faculty and a new lecturer were hired to start the fall 2014 semester. These personnel changes allowed the department to better meet the desired percentages. We are currently seeking to added two new SA faculty members. Their addition should further improve the percentages.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Economics And International Business, Department Of

Goal	**Promote The Development And Maintenance Of Quality Academic Programs** 🔑
	The Department of Economics and International Business supports the College's and the University's goal of high quality academic programs.

Objective (P)	**Continue Refining The Assurance Of Learning Process** 🔑
	As part of the department's commitment to continuous improvement, it will continue to refine and adapt its Assurance of Learning (AoL) process for courses and degree programs housed within the department.

KPI Performance Indicator	**Refine Assurance Of Learning Process** 🔑
	The department will document changes it has undergone to adapt and refine its Assurance of Learning Process.

Result	**BANA 2372 Final Exams** 🔑
	The professors teaching BANA 2372 have agreed to have seven to ten questions on the Final Exam that are common to sections of the class. This makes it much easier to gather assessment data.

Action	**Need For Some Common Final Exam Questions For All Multi-Section Courses** 🔑
	Courses which have multiple sections should have some final exam questions in common. Getting agreement among the faculty about which questions are to be in common, is the challenge.

Objective (P)	**Perform Preliminary Reviews Of Degree Programs Housed In The Department** 🔑
	In anticipation of more formal reviews of the degree programs found in the College of Business Administration, the department will undergo preliminary reviews of the BBA in Economics degree and the BBA in International Business degree.

KPI Performance Indicator	**Complete Preliminary Reviews Of Degree Programs** 🔑
	The department will complete initial reviews of the BBA in Economics and BBA in International Business degree programs.

Result	**What We Have Learned So Far.** 🔑
	1) The economics enrollment as a percentage of total business enrollment has been stable over last 10 years with the share ranging between 0.83% in Fall 2005 and 2.29% in Spring 2010
	2) The average SAT score for Econ majors has been consistently above the average for all business majors. The average score for Econ during 2004-2014 was 1,097 as compared to 1,001 for all business majors
	3) The average GPA for Econ major has been higher (3.16) than for all business majors (2.88) during

2004-2014

4) In comparison with Econ majors in other schools (including our peers and aspirant schools) our Econ majors may be disadvantaged in not being required to have a quantitative courses.

5) Econ majors who want to attend graduate schools do not receive enough quantitative training in our program.

6) The existing program structure is somewhat restrictive in terms of the choice of electives as the students have to choose from certain groups of courses.

Action	**Recommendations** 🔑
	1) Inclusion of a quantitative requirement.
	2) In addition to ECON 4365, the committee proposes another quantitative course in basic econometrics (ECON 4362: Econometrics for Business)
	3) The students will have more flexibility in choosing electives
	4) In consultation with the Department of Mathematics, the committee proposes to create a mathematics minor that includes courses that are consistent with American Economic Association's recommended courses. Students who would like to go to graduate school will have the option to take mathematics minor

Goal	**Support The Recruitment And Retention Of A Productive, High-Quality Faculty** 🔑
	In support of the University's and College's missions, the Department will develop and maintain quality academic programs.
Objective (P)	**Maintaining AQ And PQ Percentages** 🔑
	Policies will be implemented to help ensure that AACSB guidelines for the percentage of classes taught by Academically Qualified (AQ) and by both Academically Qualified and Professionally Qualified (PQ) faculty continue to be met.
KPI Performance Indicator	**Maintenance Of AQ/PQ Percentages** 🔑
	The department will ensure that the number of course sections taught by AQ (academically qualified) and PQ (professionally qualified) meets or exceeds AACSB guidelines.
Result	**Faculty Overloads Help Maintain AQ/PQ Percentages** 🔑
	Even though the Department was short faculty during the 2014/2015 academic year, we were able to

maintain the number sections taught by AQ/PQ faculty. This was done by having several faculty teach overloads.

Action   **Identify And Hire Additional Adjunct Faculty** 🔑

Due to increasing enrollments, faculty development leaves, and having 3 open positions in the department, we need to identify and hire adjunct faculty.

Objective (P)   **Provide Funding For Development And Professional Travel** 🔑

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

KPI Performance Indicator   **Provide Funding For Travel And Professional Development** 🔑

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

Result   **32 Research And Development Trips Were Funded In 2014-2015** 🔑

During the 2014-2015 academic year, 47 trips were scheduled through the university. Six of the 47 were for job candidates coming to campus for interviews. Five of the 47 were later cancelled. Four of the 47 were to Boston for recruiting at the AEA conference. The 32 remaining trips were for presenting academic research or in support of developing research.

Action   **Future Travel Plans** 🔑

During the 2015-2016 academic year we hope to save travel money by conducting more Skype interviews before inviting candidates to campus or making arrangements to meet them at the national conferences.

Objective (P)   **Recruit New Faculty** 🔑

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

KPI Performance Indicator   **Attend The January 2015 American Economic Association In Boston To Recruit New Faculty.** 🔑

The American Economics Association (AEA) will hold its national conference in Boston, Massachusetts in January, 2015. We will arrange to interview candidates there and the select the best to come to Huntsville for a campus interview.

Result   **Faculty Hire Resulting From Participation In The January 2015 AEA Meeting.** 🔑

The January 2015 AEA meeting was attended by four representatives of the department: Mark Frank,

Christian Raschke, Mark Tuttle, Doug Berg. Ten candidates were interviewed. Two were invited to campus. In addition we invited two candidates that were from local institutions (TAMU and UH). We were not successful in hiring any of the candidates that we interviewed in Boston. We did hire one new professor (Dr. Zijun Luo) in the AEA Job Scramble which opened in May 2015.

Action	**Hire Additional Faculty In 2015-2016** 🔑
	As a result of two faculty members not getting tenure and one tenured faculty member leaving for another job, we will be recruiting for 3 open positions in 2015-2016.

Goal	**Provide An Environment Supporting Students' Professional And Academic Success** 🔑
	As a department that houses professional degree programs, the Department of Economics and International Business is cognizant of its responsibility to promote its students' growth both inside and outside of the classroom. Toward that end, the college desires to create an environment that supports students' professional and academic success.

Objective (P)	**Expand Online Course Offerings** 🔑
	To meet student needs and demands for a variety of course options, expand the number of online offerings of courses offered by departmental faculty.

KPI Performance Indicator	**Expand Online Course Offerings** 🔑
	The department will expand the number and frequency of courses offered through distance (online) education.

Result	**Online Sections Increased** 🔑
	We offered 11 online sections during the Fall 2014 semester and 10 online sections in the Spring 2015 semester. During both semesters, each section was a different subject.

Action	**Have Multiple Online Sections Of The More Popular Classes** 🔑
	We need to increase the number of online sections available for BANA 2372, BANA 3363, ECON 2301, and ECON 2302. These are courses that all business majors must take and are consistently in high demand.

Goal	**Enhance External Recognition Of Quality** 🔑
	External recognition of quality enhances the department's ability to attract quality students, faculty, and prospective employers for its graduates.

Objective (P)	**Identify And Promote Points Of Excellence** 🔑

Identify and promote points of excellence from within the department.

KPI Performance Indicator	**Identify And Promote Points Of Excellence** 🔎
	The department will identify and promote points of excellence within the department.

Result	**Economics Professors Achieve Recognition** 🔎

During this academic year, Dr. Mark Frank was interviewed on National Public Radio several times about his research on income inequality.

Dr. Hiranya Nath received a grant from International Growth Centre based in the London School of Economics and Political Science for a research project entitled 'Why is Assam left behind in India`s economic boom? A behavioural perspective on the effect of conflict'. His collaborators in this project are:
1) Dr. Dipanwita Sarkar (Queensland University of Technology, Australia)

2) Dr. Asadul Islam (Monash University, Australia)

3) Dr. Ratul Mahanta (Gauhati University, India)

4) Dr. Raju Mandal (Assam University, India)

Action	**Find New Ways To Enhance The Reputation Of Our Department** 🔎

The faculty will discuss this topic during the next academic year. Hopefully we can identify specific actions that we can take to enhance the reputation of our department and our degree program.

Previous Cycle's "Plan for Continuous Improvement"

At the end of May 2014, Dr. Ed Blackburne stepped down from the Chair position and resigned from the university. Doug Berg was named the Interim Chair in June of 2014. We will be recruiting during AY-2014 for Ed Blackburne's replacement.

Travel funds for AY-2014 are expected to be about the same as they were for AY-2013.

The Economics Program Review, started in AY-2013, will be completed in AY-2014.

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

We spent $37,813.69 for travel in AY 2014-2015. This included money spent on bringing candidates to campus for interviews, and attending the AEA conference in Boston to recruit.

The Economics Program Review is still not complete. Recruiting has taken a lot of time away from the faculty. We received 389 applications for the one advertised openning. Consequently, the faculty spent most of their non-teaching time reading through the applications.

At the end of this academic year we have three faculty opennings.

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

The biggest challenge faciing the department in the 2015-2016 academic year is to hire three new tenure track faculty. To meet this challenge, Don Freeman will chair the search committee. Interviews will be conducted at the Southern Economic Association conference in November and at the American Economic Association meeting in January. Campus visits will be conductted during the Spring 2016 semester.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

General Business And Finance, Department Of

Goal	**Promote The Development And Maintenance Of Quality Academic Programs** 🔑
	In support of the University's and College's missions, the Department will develop and maintain quality academic programs.

Objective (P)	**Expand Online Course Offerings** 🔑
	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.

KPI Performance Indicator	**Expand Online Course Offerings** 🔑
	The department will continue to expand the number and frequency of courses offered through distance (online) education.

Result	**Expand Online Course Offerings** 🔑
	49 unique sections of online courses were offered during the year, 39 undergraduate, 10 graduate. The 39 undergraduate sections were comprised of 13 different undergraduate courses, one of which, FINC 4345, was offered for the first time in an online format. The 10 graduate sections were comprised of 5 different graduate courses.

Action	**Expanded Online Course Offerings** 🔑
	The department will continue to support the online BBA and MBA degrees by offering more sections of existing online courses as well as developing additonal courses.

Objective (P)	**Support The Growth Of The BBA Degree In General Business Administration Day Program At The Woodlands Center** 🔑
	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.

KPI Performance Indicator	**Expand Course Offerings In Support Of BBA Degree In General Business Administration Daytimes At The Woodlands** 🔑
	Expand number of upper-level (i.e., COBA) courses to support the BBA in General Business Administration degree offered daytimes at the Woodlands Center

Result	**Course Offerings Daytimes At The Woodlands Center** 🔑
	Five courses (BUAD 3335, BUAD 3355, BUAD 3360, FINC 3310, and FINC 3320) were offered daytimes at TWC, the same number as the previous year.

Action	**Expanded TWC Daytime Course Offerings** 🔑
	Discussions among the College Leadership Team led to an agreement to increase the frequency with which courses required for the BBA in General Business would be offered as well as the offering of new elective courses, whenever feasible.
Objective (P)	**Conclude Formal Reviews Of Degree Programs Housed In The Department** 🔑
	The department will conclude program reviews of the BBA in Banking and Financial Institutions degree and BBA in Finance degrees.
KPI Performance Indicator	**Complete Initial Examination Of Degree Programs** 🔑
	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.
Result	**Hiring Of New Faculty** 🔑
	The department successfully filed the new position in Business Communication by hiring Dr. Ashly Smith. The department also successfully filled the new position in Finance by hiring Dr. Karen Sherrill.
Action	**Formal Review Of Degree Programs** 📎 🔑
	The formal review of the BBA in Banking and Financial Institutions and BBA in Finance degree were concluded which included several recommendations for changes to undergo immediately as well as those to be implemented in the future.

Goal	**Support The Recruitment And Retention Of A Productive, High-Quality Faculty** 🔑
	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.
Objective (P)	**Recruit New Highly-Qualified Faculty** 🔑
	The department will conduct national searches for new faculty members in business communications and finance.
KPI Performance Indicator	**Complete Faculty Searches** 🔑
	Following national searches, the department will hire a new tenure-track faculty member in Business Communication and in FInance.
Action	**Hiring Qualified Faculty** 🔑

The department will continue to search for qualified faculty to fill any new lines as well as when replacing existing faculty. One member is expected to retire in 2015 and another in 2016.

Objective (P)	**Expectations For Teaching, Research, And Service** 🔑

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

KPI Performance Indicator	**Effective Teachers** 🔑

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.

Result	**Effective Teachers** 🔑

91.3% (21 of 23) of the tenured/tenure-track faculty had average IDEA scores of 45.0 or greater. In addition, all 13 of the adjunct faculty members had average scores exceeding 45.0.

91.3% (21 of 23) of the tenured/tenure-track faculty had average FES 1 and 2 scores of 2.5 or greater.

KPI Performance Indicator	**Effective Researchers** 🔑

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.

Result	**Effective Researchers** 🔑

91.3% of all Academically Qualified faculty members received FES 3 scorses of 2.5 or higher.

KPI Performance Indicator

Effective Service Providers 🔑

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.

Result	**Effective Service Providers** 🔑

82.6% of eligible faculty received FES scores of 3.0 or higher.

Action	**Continued Excellence In Teaching, Research, And Service** 🔑

Through the use of the Faculty Evaluation System, the department will maintain and enhance the overall teaching, research, and service effectiveness of its faculty.

Objective (P)	**Maintaining SA, SP, PA, And IP Percentages** 🔑

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).

KPI Performance Indicator

Maintenance Of SA/SP/PA/IP Percentages 🔑

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.

Result	**Maintainence Of AACSB Academic Qualifications** 🔑

Of 36 faculty members, 24 (66.7%) are designated as SA, 27 (75.0%) are SA + PA + SP, and 33 (91.7%) are SA + PA + SP + IP).

Action   **Maintaining AACSB Qualifications** 🔑

The percentage of courses taught by SA. SP, PA, and IP faculty exceed minimum guidelines. The department will continue to monitor course coverage to ensure that virtually all courses are taught by fully academically-qualified faculty.

Previous Cycle's "Plan for Continuous Improvement"

Continued streamlining of the department's multiple goals and objectives will be used to strenghten the overall presentation of the department's activities. This should resuilt in a stronger report of the strategic vision of the department as well as greater specificity in documenting the department's successes and failures.

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

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 user-friendly 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.

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

Searches for four new faculty members should help the department in meeting the demands placed upon it from continued growth in student enrollment. Greater coordination with the assessment efforts undertaken by those charged with assessing the various majors within the department is also expected to improve the overall effectiveness of the department.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Criminal Justice And Criminology, Department Of

Goal	**Sustained Effective Teaching** 🔑 ➖

In alignment with the Department of Criminal Justice and Criminology strategic plan, the department will aim to provide high quality, undergraduate and graduate level education to develop the next generation of scholars in criminal justice and criminology. The Department will also promote and support the development and delivery of a rigorous, contemporary curriculum at both the graduate and undergraduate level. In doing so, students will perceive faculty as effective teachers and courses as high quality. These positive perceptions will contribute to a strong program reputation and program growth.

Objective (P)

CJC Students Will Perceive Faculty Members To Be Effective Teachers And Courses To Be High Quality 📎🔑

Faculty members in the Department of Criminal Justice and Criminology will engage in effective teaching practices that will contribute to successful delivery of curriculum. In turn, students will view faculty and courses positively resulting in a strong reputation for our program.

KPI Performance Indicator

IDEA Evaluations 🔑

The Department Of Criminal Justice And Criminology will teach effectively at the undergraduate and graduate Levels. The average score on the IDEA evaluations will be at, or above, the university mean for undergraduate and graduate courses.

Result

Teaching Effectiveness Found To Be Above Average 📎🔑

During the 2014-2015 academic year, IDEA evaluations were administered to all sections of CJC courses. Across all CJC sections taught by full time faculty, the average IDEA evaluation score was 4.45, which was above the average institutional IDEA score. The highest average IDEA score for any faculty member was 5.0, whereas the lowest IDEA score for a faculty member was 3.85. The lowest score was primarily due to one small class taught by the faculty member that had an unusually low IDEA score. Without this outlier, the professor would have have an average IDEA score of 4.3 across the balance of their courses.

Action

Sustained High Level Of Attention To Pedagogy 🔑

Faculty are emailed all announcements for teaching workshops and seminars available on campus that aim to convey effective teaching practices. New faculty are directly encouraged by the Chair to register for a minimum of three teaching workshops (August workshop and two Blackboard sessions) per year to further refine their skill sets. Adjunct instructors were forwarded teaching tips on a biweekly to monthly basis with suggestions of new techniques to incorporate in their classes. The value of effective teaching is emphasized to faculty by the Chair through electronic

dissemination of individual teaching scores of all faculty (instructor names removed). Faculty who demonstrated much lower than average teaching scores met individually with the Chair in the month following return of IDEA scores to discuss their classes and possible avenues for remediation. The Chair also met with several faculty during the academic year to discuss classroom management issues that were detracting from teaching effectiveness; in some cases dedicating several hours to a limited number of situations.

Goal	**Increase Research Productivity And Impact** 🔑

A priority in our Department's Strategic Plan (see attached) is to sustain a high level of criminal justice and criminology research and scholarly activity. This goal directly supports the College strategic plan and will further bolster the reputation of our program. A strong program reputation will serve to encourage student enrollment as well as attract and retain highly competitive faculty members.

Objective (P)	**Faculty Will Target High Impact, Peer Reviewed Outlets For Disseminating Their Research** 🔑

The department will maintain a level of research productivity and impact within the field of criminal justice and criminology that is competitive with other Ph.D. granting Criminal Justice and Criminology programs.

KPI Performance Indicator	**Produce An Average Level Or Higher Number Of High Impact Journal Publications As Compared To Other CCJ Ph.D. Programs** 📎 🔑

The faculty within the Department of Criminal Justice and Criminology will sustain a high level of publications that is comparable to the average number of publications with other Ph.D. granting Criminal Justice and Criminology programs in the United States.

Result	**Faculty Published Peer-Reviewed Journal Articles Comparable To The National Average For CJC Doctoral Granting Institutions** 🔑

In the 2014-2015 academic year the Department of CJC had 30 faculty members with tenure or tenure track status. For this criteria, we included only those faculty members who had a research expectation as part of their duties and were not assigned 100 percent to administrative duties. Of the 30 faculty members, 8 faculty members had a partial administrative assignments including the CJC Chair, Interim Chair of Security Studies, CJC Graduate Director, College Level Associate Deans (2), and College Institute Research Directors (3), which accounted for differing levels of effort that in some cases was substantial proportions of the faculty member's time.

These 30 faculty members produced a total of 54 peer

reviewed journal articles. For this criteria, we only considered publication of research in peer reviewed, academic journal outlets to align this measure with the benchmark criteria used by the Association of Doctoral Programs in Criminology and Criminal Justice.

The faculty considered herein produced an average of 1.8 publications per faculty member. Many of these publications were in high impact journal publications. According to the Association of Doctoral Criminology and Criminal Justice Program's 2014 report (accessible at http://www.adpccj.com/documents/2014survey.pdf, also attached), our current ratio is slightly below the the average number of peer reviewed articles produced per faculty members within the field of Criminal Justice and Criminology among Ph.D. granting institutions. The 2014 ADPCCJ report indicates a mean of 2.0, median of 1.96 publications per faculty member, although some of the progams included in the report have a lower teaching load requirement.

Action	**Develop Consistent Benchmark For Measuring Department Research Productivity** 🔑

The publication of peer reviewed research by faculty members is communicated to faculty members throughout the academic year. This serves to recognize faculty member achievements as well as provide continued encouragement to others. Given that the number of faculty members can fluctuate from year to year, it was recognized that our method of comparison should emanate from the annual ADCCJP report rather than examine the raw number of publications between years.

Goal	**Sustained Faculty And Administrative Development** 🔑

Important to any successful organization unit is sustained attention to faculty and administrative development. As the Department of Criminal Justice and Criminology is entering its second year, it is critical that priority is given to increased organizational capacity as indicated through this stated goal.

Objective (P)	**Competitive Faculty Will Increase** 🔑

The department will continue to develop and grow by hiring competitive faculty members.

KPI Performance Indicator	**Addition Of Competitive, High Quality Assistant Professors To The CJC Faculty** 🔑

As part of the FY 2014-2015, the Department of Criminal Justice and Criminology obtained funding to hire two faculty members to support the increasing needs of the Department. In October 2014, the Department of CJC posted an HR-approved advertisement for an Assistant Professor and received a number of highly qualified

applications. The Department engaged in interviewing a number of candidates for the new faculty member position.

The addition of faculty members is expected to broaden the discipline specific expertise available to students, faculty and community/agency partners in teaching, research, and service realms.

Result	**Successful Addition Of Two CJC Assistant Professors** 🖉 🔑

The Department successfully recruited two high quality individuals to the CJC faculty. Dr. Brandy Blasko and Dr. Ryan Randa both join the faculty in August 2015 as Assistant Professors. See CV attached.

Dr. Brandy Blasko joined the faculty as Assistant Professor of Criminal Justice and Criminology after completing an interdisciplinary Postdoctoral Fellowship in the Departments of Criminology, Law & Society and Psychology at George Mason University. She received her doctorate in Criminal Justice from Temple University. Prior to becoming an academic in 2013, Dr. Blasko worked for a number of years in prison, jail, and outpatient settings conducting treatment, assessments, and research with offending populations. Lying at the intersection of criminal justice and psychology, Dr. Blasko's research focuses broadly on how custodial environments shape interactions and outcomes. She is currently principal investigator of The Prison Project, a longitudinal mixed-method study of the prison experience from the viewpoints of prisoners, prison staff, and administrators. Dr. Blasko is also currently involved in research on: (1) the exercise of discretion in decisionmaking by prison staff and wardens; (2) prisoner suicide; (3) procedural and relational justice within prisons; and (4) the therapeutic alliance in the context of sexual offender treatment. As a licensed clinician, her clinical interests and expertise are in the assessment and treatment of individuals convicted of sexual and violent crimes. Dr. Blasko actively mentors students at all levels and is eager to involve SHSU students in her research.

Dr. Ryan Randa completed his Ph.D. at the University of Cincinnati. Dr. Randa also has significant research experience and publication record. He is the current editor of the Journal of School Violence.

Hiring two strong researchers with existing teaching experience will contribute to the Department's strategic plan, specifically goals 1, 2, 3, and 5 (see attached).

Action	**Engage In Active Mentorship Of Assistant Professors** 🔑

The Department Chair and senior faculty members will actively engage in ongoing mentorship of the new faculty

members as they begin working toward tenure and promotion. Both faculty members will meet with the Department Chair regularly to set annual goals and receive feedback on progress. The CJC faculty as a whole will annually review each faculty members as they move toward tenure review. In addition to FES review, each faculty member will be required to annually prepare and submit materials that would be considered as part of the formal tenure review process. Tenured faculty members will review these materials and provide feedback to the faculty member. Deficits will be addressed as needed through the development of an action plan in consultation with the Department Chair.

Previous Cycle's "Plan for Continuous Improvement"

The Department of CJC will continue to seek a high level of productivity in peer-reviewed journals with an emphasis on high impact peer reviewed journals. An associated underlying goal for producing high quality research is to increase the recognition of our program and university. Accordingly, efforts to disseminate faculty productivity both internally and with external constituents must be addressed. We recognize that it is insufficient to produce such high quality work. Thus, our focus in the upcoming year will be to maintain an above average rate of faculty productivity in comparison to peer CCJ programs but also to increase the "Impact" of these research efforts.

Our continued success in hiring productive, sought after faculty members indirectly demonstrates that our national reputation is growing. These top scholars hired in our Department also received other opportunities and offers for faculty positions, yet they chose to join our faculty. The needs of our program due to increasing enrollments and program expansion, as well as turnover of faculty members, will likely include hiring of an additional faculty member or members in the upcoming hiring cycle. Successful searches in prior years enhance our Department's national reputation and serve to bolster the likelihood of continued successful faculty and administrator searches in the future.

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

In response to the stated Plan for Continuous Improvement, faculty members were encouraged to publish in top tier, peer reviewed journals whenever possible. Internal evaluation (FES) of faculty research productivity also reflected this priority. This past year, the administrative leadership sought to enhance the internal dissemination of research and scholarly efforts as well as provide feedback and rewards to faculty who were achieving success. On a regular basis (approximately monthly), faculty were solicited for their scholarly accomplishments and encouraged to share "good news" with the Department Chair. The Chair also monitored traditional publication outlets and used various tools (e.g., google scholar alerts, table of contents alerts) to find new faculty publications. In turn, the Chair provided regular email congratulatory notes to the faculty for the achievements. Also, when possible the Chair obtained and distributed abstracts of published articles to the faculty members at faculty meetings. This approach served to provide ongoing feedback to the faculty as a whole that the goal of research productivity was of significant importance to the Department. More importantly, faculty were provided an opportunity to discover common research interests and forge new research partnerships with their colleagues based on this added knowledge.

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

On average, teaching performance was found to be slightly above institutional average. The potential for less effective teaching tends to lie with instructors who are not fully engaged with proximal peers (i.e., adjunct instructors), or those instructors who are relatively junior (i.e., new faculty members). Specific attention was given to those two groups of instructors to dissemination additional knowledge and learning opportunities. A number of positive mentoring relationships have formed between senior and junior faculty to allow for teaching related discussions. Junior faculty and some adjunct instructors also convened with the Chair on numerous occasions during the course of the academic year to discuss students and classroom management, indicating multiple sources of support exist internally. A number of faculty also regularly engage in teaching workshops on campus indicating utilization of sustained support for effective teaching external to the Department. We will continue to closely monitor teaching evaluations and disseminate knowledge while encouraging discussion of effective teaching practices.

In addition to monitoring and reporting the overall IDEA scores for faculty member in our Department, we will seek to assess specific items reported in the IDEA instrument such as the "effective teacher" item. This will allow the Department to consider both the student perceptions of the course in general, but also more specifically the instructor.

The Department of CJC will continue to seek a high level of productivity in peer-reviewed journals with an emphasis on high impact peer reviewed journals as stated in our prior plan for continuous improvement. Efforts to disseminate faculty productivity both internally and with external constituents will continue to be addressed. We will consider our most efficient and effective approaches to sharing our successes in the year ahead. Our focus in the upcoming year will be to strive for an incrase in the average publications per faculty rate in comparison to peer CCJ programs.

It is also important to consider how we will be increase the individual capacity of our faculty members to engage in both effective teaching and a high level of scholarly productivity. As noted above, a large number of our faculty members are engaged in some form of administrative assignments and further organizational capacity is required. Open discussions about workload of faculty will continue to be a priority for the Department to ensure balanced efforts across all faculty members.

Our national reputation among Criminal Justice and Criminology programs continues to be an important indicator of our success in increasing enrollments, attracting top students, as well as attracting and retaining well qualified, sought after faculty members. As noted previously both the top scholars we hire as well as those whom we employ in our Department after other presented with other opportunities and offers for faculty positions, yet they chose to join, or remain on, our faculty. The needs of our program due to increasing enrollments and program expansion, as well as turnover of faculty members, will likely include hiring of an additional faculty member or members in the upcoming hiring cycle. Successful searches in prior years enhance our Department's national reputation and serve to bolster the likelihood of continued successful faculty searches in the future. We will aim to state our case for an increased number of faculty to meet the needs of our more than 3,100 undergraduate students and 400 graduate students in the Department of Criminal Justice and Criminology.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Criminal Justice, Department Of Forensic Science

Goal **Forensic-Related Careers Or Advanced Graduate Studies** 🔑 ⊟

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.

Objective (P) **Postgraduate Success** 🔑

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

KPI Performance Indicator **Job Or Advanced Program Placement** 🔑 ⊟

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

Result **Postgraduate Success** 🔑

The employment status of forensic science graduates is surveyed within twelve months of graduation. In 2015, 94% of graduates were successfully employed or pursuing advanced degrees. Of theses, 73% pursued work in public or private sector laboratories, 20% pursued research and 7% pursued careers in teaching.

Action **Postgraduate Success** 🔑

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

In the future we hope to retain graduates pursuing advanced degrees elsewhere to apply for the new PhD in Forensic Science (effective AY 2015-2016).

Goal **Increase Enrollment** 🔑 ⊟

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

Objective (P) **Increase Enrollment** 🔑

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

KPI Performance Indicator **Graduate Research Assistantships** 🔑

Financial resources available to support graduate assistantships and scholarships.

Result   **Assistantship Support** 🔑

During this academic year, the department received assistantship support to fully-fund ten of the twenty-eight graduate students in forensic science at a rate of $12,000/student (inclusive of scholarship).

KPI Performance Indicator   **Enrollment And Retention** 🔑

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

Result   **Enrollment And Retention** 🔑

During this academic year, the number of students enrolled in the Master of Science in Forensic Science remained steady at twenty-eight. A total of twelve students graduated during the spring semester and sixteen new students were accepted into the program.

Action   **Enrollment And Retention** 🔑

Due to the growing number of FEPAC-accredited programs throughout the United States, the department must continue to offer student assistantships and scholarships in order to remain competitive. It must also increase marketing efforts. It has become evident that in order to maintain enrollment at current levels, participation in student receptions at national meetings, such as the American Academy of Forensic Sciences, are now imperative.

Goal   **Excellence In Teaching, Research And Service** 🔑

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

Objective (P)   **FES** 🔑

All faculty will engage in research, teaching, and service.

KPI Performance Indicator   **Faculty Evaluation System** 📎 🔑

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.

Result   **Faculty Performance** 🔑

The standardized Faculty Evaluation System (FES) matrix utilized by the College of Criminal Justice showed that all faculty performed at or above the minimum expectations in terms of research, teaching and service.

During this academic year, two additional faculty members within the Department of Forensic Science received external funding from the National Institute of Justice, bringing the total number of faculty to four (six total).

Action   **Faculty Evaluation** 🔑

The department must continue its efforts to distribute graduate student researchers more evenly among faculty and more importantly, encourage participation in underrepresented disciplines. We will continue to encourage interaction between students and new faculty and in particular, faculty members located outside of the main campus location who interact with the student cohort on a limited basis. The addition of a new faculty member next year should help alleviate the burden associated with the large number of students supervised by some faculty members.

Objective (P)   **Physical Facility And Scientific Resources** 🔑

Maintain sufficient resources in terms of physical facility, laboratory space and scientific equipment, to support teaching and research.

KPI
Performance   **Physical Facility And Scientific Resources** 🔑
Indicator

Resources in terms of physical facility and scientific (capital) equipment should be sufficient to meet current department needs and sustain future growth.

Result   **Physical Facility And Scientific Resources** 🔑

The department continues to struggle with inadequate physical space, particularly with respect to teaching and research laboratories. None of the tenure track faculty have research laboratories and this places significant pressure on faculty directing MS and doctoral-level research. The department received $350,000 in capital equipment in support of the new doctoral program this year. However, there were delays receiving start-up funds for new faculty ($20,000) and funds were not available for a second new faculty member due to budget shortfalls within the college. Additionally, the department continues to struggle with costs associated with the

repair/replacement of scientific equipment (which totalled $79,000 in FY 15).

Action	**Physical Facility And Scientific Resources** 🔑

At present there are no plans to allocate the department additional space. It should be noted that the Chemistry Department, with whom we currently share a building, are also in need of additional space. The Department of Forensic Science is in need of a new building to support its current and future needs. The department relies heavily on Higher Education Assistance Funds (HEAF) to support its mission with respect to scientific (capital) equipment needs. More recently the department has been establishing partnerships with industry in an effort to offset some of those costs.

Goal	**Enhance And Develop Academic Program Quality** 🔑

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

Objective (P)	**Doctoral Program Implementation** 🔑

Implement the interdisciplinary doctoral program in forensic science.

KPI Performance Indicator	**Doctoral Program Implementation** 📎 🔑

Effective implementation the doctoral degree in forensic science.

Result	**PhD In Forensic Science** 🔑

The PhD in Forensic Science was approved in July 2014 by the Texas Higher Education Coordinating Board (THECB) and five students advanced to doctoral candidacy during the Spring of 2015. Implementation of the program in such a short time frame was challenging, however, and was hampered by delays acquiring the necessary staff (administrative) support.

Action	**PhD In Forensic Science** 🔑

Although the PhD in Forensic Science was implemented, the additional administrative staff member (anticipated Sept 1, 2014) was delayed until mid-January 2015 due to budgetary constraints. The THECB report already acknowledged the heavy administrative burden of existing personnel within the department, so although implementation was achieved, it was extremely challenging to do so.

Objective (P)	**Physical Facility And Scientific Resources** 🔑

Maintain sufficient resources in terms of physical facility, laboratory space and scientific equipment, to support teaching and research.

KPI Performance Indicator	**Physical Facility And Scientific Resources** 🔍
	Resources in terms of physical facility and scientific (capital) equipment should be sufficient to meet current department needs and sustain future growth.

Result	**Physical Facility And Scientific Resources** 🔍
	The department continues to struggle with inadequate physical space, particularly with respect to teaching and research laboratories. None of the tenure track faculty have research laboratories and this places significant pressure on faculty directing MS and doctoral-level research. The department received $350,000 in capital equipment in support of the new doctoral program this year. However, there were delays receiving start-up funds for new faculty ($20,000) and funds were not available for a second new faculty member due to budget shortfalls within the college. Additionally, the department continues to struggle with costs associated with the repair/replacement of scientific equipment (which totalled $79,000 in FY 15).

Action	**Physical Facility And Scientific Resources** 🔍
	At present there are no plans to allocate the department additional space. It should be noted that the Chemistry Department, with whom we currently share a building, are also in need of additional space. The Department of Forensic Science is in need of a new building to support its current and future needs. The department relies heavily on Higher Education Assistance Funds (HEAF) to support its mission with respect to scientific (capital) equipment needs. More recently the department has been establishing partnerships with industry in an effort to offset some of those costs.

Previous Cycle's "Plan for Continuous Improvement"

Administrative support for the Department of Forensic Science must be a priority during the upcoming cycle. These personnel shortfalls are felt not only within the department but were also documented in the Texas Higher Education Coordinating Board's on-site visit for the doctoral program in May 2014. The department maintains a tight operating budget but institution! l commi4ments to support the new doctor¡l degree are pending at this time. Outstanding action items following the Annual Quality Review will be addressed during the 2014 review, which is anticipated during September/October. Meanwhile the department will allocate resources to continue to support high quality laboratory instruction to maintain health with respect to postgraduate success, and financial support for graduate student assistantships to secure enrollment.

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

It was not possible to address the administrative support needs of the department in a timely fashion due to budgetary constraints. Although the THECB report highlighted the existing

administrative burden within the department, we were not able to appoint the new staff member to support the doctoral program until the Spring semester of 2015, at which point doctoral students were already advancing to candidacy.

Outstanding action items from the Annual Quality Review were addressed during the 2014 review. Although the Quality Review typically takes place in August, it was delayed until December 2014 due to administrative shortfalls and backlogs in data entry.

The department was able to allocate resources to support the existing MS program and support graduate assistantships. Although assistantship support was made available to support doctoral candidates, no funds were available to support their operational needs for scientific research. Income from the Institute for Forensic Research, Training and Innovation (IFRTI) was used to support doctoral students in light of this shortfall.

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

Shortfalls in physical (laboratory) space for teaching and reseach must be addressed. Failure to do so will stifle enrollment, produce attrition among faculty and impede our ability to recruit tenure track faculty. During the upcoming year, we must place additional emphasis on budgeting and allocation of appropriate resources for capital equipment (repair, replacement, new purchases) to support the graduate programs at the MS and PhD level.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Education, College Of

Goal	Academic Programs 🔑	⊟
	Demonstrate quality and effectiveness of the academic programs	

Objective (P)　　　**Candidate Quality And Effectiveness In The Field** 🔑

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.

KPI
Performance
Indicator　　　**Benchmark: Candidate Performance In 2012-2013 On Texas Examination Of Educator Standards** 🔗 🔑

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%.

Result　　　　　**Overall Passing** 🔑

The overall average of all SHSU certification programs' TExES pass rates is currently above the state-mandated 80% threshold as of January 2015.

KPI
Performance
Indicator　　　**Retention Of SHSU Teachers In The Classroom** 🔑

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.

Result	**CREATE PACE Data** 🔑

As of Jan. 2015, 85% of SHSU teacher candidates are retained in the teaching field 3 to 5 years after graduation. This is in comparison to the statewide average of 76%.

KPI Performance Indicator

Benchmark: Candidate Performance On Teacher Work Sample 📎 🔑

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%.

Result

TWS Data 🔑

According to the 3 year trend report, candidate performance has consistently been above 60% on target in each of the 7 content domains of the TWS. The unit's assessment committee has reviewed these data and is recomending actions from one section of the TWS which is relatively lower compared to other domains.

Action

Continue Teacher Preparation Services 🔑

As teacher education candidates are currently performing above all desired levels, efforts will be continued. However, this process has identified several areas of needed improvement in the Teacher Work Sample. In 2016, the unit will refine the Teacher Work Sample.

Goal

Operational Excellence 🔑

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.

Objective (P)	**Candidate Satisfaction With College Operations, Services And Learning Experiences** 🔑
	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.
KPI Performance Indicator	**Quality Of Learning Experiences Related To The Conceptual Framework** 🔑
	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.
Result	**Conceptual Framework Data** 🔑
	For 2014-2015, all elements of the Conceptual Framework were measured above the 80% level. Gradautes' ratings of assessment of their abilities (98.5% acceptable), diverse interactions (98.4%), certification services (92.1%), and overall satisfaction (99.1%). The response sizes for this survey ranged from 2256 to 4441. Overall graduates are highly satisfied with the unit's performance. However,

customer service related to advising (89.4%) and certification services (92.1%) were identified as areas of lowest performance, but still above acceptable performance. Please see http://www.shsu.edu/dotAsset/ e9d74b48-a940-427c-809e-79f91d19a6db.pdf for full results.

KPI Performance Indicator	**Candidate Rating Of Quality Of Assessment Of Performance** 🔑

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.

KPI Performance Indicator	**Candidate Rating Of Quality Of Interactions With Diverse Peers, Faculty And P-12 Students** DRAFT 📎 🔑

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.

Action	**Continue Service Efforts** 🔑

The College has performed well on the Services and Unit Performance survey, with all aspects above 90% when 80% is expected as acceptable. The College may refine the criteria for successful performance to a higher leverl. However, the COllege is also undergoing 4 major accountability efforts. Areas for service improvement will be identified in these events.

Objective (P)	**Productivity Of The College** 🔑

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

KPI Performance Indicator	**SCH Production** DRAFT 📎 🔑

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

Action	**Data Needed** 🔑

As of 10.14.15, data for this area are not yet available and have been requested to Institutional Effectiveness. Once data are available, we will refine this submission with results and our intended actions.

Previous Cycle's "Plan for Continuous Improvement"

Serious attention to EC-12 English Language Learners, the LOTE-Spanish, and Students with diabilities efforts. The College will be hosting a professional development series with speakers and workshops addressing each of these areas and ethnic diversity as well. This should also support improvements in the students' satisfcation with experiences with diverse learners.

Assessment improvements are also expected. New rubrics for the TWS and the DDP are expected. Faculty may also reconsider criteria levels for several key performance indicators if longitudinal data remain static despite our improvement efforts.

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

As of Feb. 6, 2015, two series on diversity of students have been conducted.

The college has also initiated a significant curriculum realignment process led by the Associate Dean of Teacher PReparation to support improvements in the aforemented programs.

The College has tasked a committee of faculty to refine the TWS and DDP process as of Feb. 2. 2015. Progress is being made on these efforts.

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

The College has developed a plan of improvement that will continue to focus on the goal and indicators listed in this report. Two significant improvements for next year will be the transition of the Teacher Work sample to a portfolio and offering customer service and team building exercises for staff.

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

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Curriculum And Instruction, Department Of

Goal	**Program Quality And Effectiveness** 🔑
	Program Quality and Effectiveness

Objective (L)	**Candidates Will Be Able To Plan, Implement, Assess And Modify Effective Instruction.** 🔑
	Candidates will demonstrate skills to plan, implement, assess, and modify effective instruction for all students.

Indicator	**Pass Rates On Teacher Work Sample** ✐ 🔑
	The Teacher Work Sample (TWS), adapted from The Renaissance Partnership for Improving Teacher Quality Project (http://fp.uni.edu/itq), is a performance assessment designed to demonstrate evidence of Sam Houston State University candidates' ability to facilitate learning for all students. This sample illustrates the candidate's ability to plan, implement, modify and assess instruction during their student teaching semester. Prior to the student teaching semester, candidates choose one (12 to 14 week placement) or two (6 to 7 week placements). During the first 6 to 7 weeks of their placement, candidates are required to create and teach a unit as a Teacher Work Sample. After consulting with their mentor teacher about the unit focus, candidates teach a minimum of five lessons from the unit in their mentor's classroom. Additionally, the candidates are evaluated on their unit planning and teaching of unit lessons. They are also required to reflect on their decision-making and teaching practice including their impact on student learning. The Teacher Work Sample (TWS) focuses on seven teaching processes that are crucial for effective/reflective teaching and must be considered when planning for the learning of all students. Each process is defined by a performance standard, specific task, a student prompt and a rubric that identify the desired performance of the candidate related to that process. Candidates score a 1 - they have to redo the assignment; a 2 or 3 demonstrates that the candidate proficiently completed the document.

Criterion	**Teacher Work Sample (TWS) Scores** 🔑
	Since the goal of 90% was not met (87%) in 13-14, the goal will remain the same. At least 90% of candidates during the 2014-2015 academic year will achieve a score of 2 or 3 on the Teacher Work Sample. Information on Scoring Procedures: As recommended by the Renaissance Group, each candidate's Teacher Work Sample is blindly scored by a minimum of two trained scorers. Each scorer evaluates and assigns a score of three(target), two (acceptable), or one (unacceptable) to each indicator, Additionally an overall score of three, two or one is given to each of the seven processes as well as and an overall three, two or one to the entire Teacher Work Sample. If the first two scorers agree on the overall Teacher Work Sample score, the scoring process is complete. However, if the two scorers do not agree the Teacher Work Sample is scored for a third, possibly fourth time, until agreement is reached. For this reason, the data presented in the following charts represents the number of scorings not the number of Teacher Work

Samples scored. Once agreement is reached on the Teacher Work Sample score, the overall scores are sent to the student teachers.

Finding	**Teacher Work Sample (TWS) Results** 🔍

The criterion for this indicator was met. For 2014-15, 96% of candidates scored a two or three. The goal was 90%. A summary of the results is below:

52% made a 3

46% made a 2

1%   made a 1

Prior to the Spring 2015 semester, scores of "low 2" were given. If a candidate received a 2 and a 3, a third reading occurred and score was given, and if that score was a 2, it was assigned a low 2 rating. College-wide, this rating was not assigned in the spring and if a candidate scored a 2 and 3, they were assigned a "2.5." For the purposes of this report, the 2.5 scores were included in the 2 category.

Action	**Restructuring Of Teacher Work Sample (TWS)** 🔍

Beginning in the fall 2015 semester, the Teacher Work Sample will no longer be assessed in student teaching. Each program will determine how it chooses to include and assess the seven TWS processes.

Objective (L)	**The Candidate Will Demonstrate Mastery Of State Mandated Standards.** 🔍

Candidates will demonstrate mastery of the state-mandated pedagogy standards.

Indicator	**Pass Rates On Certification Examinations** 🔍

Candidates seeking initial certification, advanced teacher certification, or certifications for other school personnel must take one or more of the Texas Examinations of Educator Standards (TExES). These examinations directly correspond to the state content competencies that have been identified for the certification desired. These content competencies are aligned with and based on the appropriate state standards the Texas Essential Knowledge and Skills (TEKS) statements, which describe the state mandated curriculum for students.

Each TExES examination is criterion-referenced and is designed to measure a candidate's level of content knowledge and skills appropriate for educators in the State of Texas. Each test was collaboratively developed by the State Board of Educator Certification (SBEC), National Evaluation Systems, Inc. (NES), an independent corporation specializing in educational measurements, with additional participation by committees of Texas educators. Individual test items developed to measure the state competencies

were reviewed and rated by the various committees of Texas educators to ensure appropriateness of content and difficulty, clarity, and accuracy. These committees also ensured that the test items matched the appropriate competencies and were free from potential ethnicity, gender, and regional biases. The committees also helped prepare scoring rubrics for written response items and training materials for those who would score the tests.

Separate standard-setting panels were convened to review statistical data about candidate scores from initial pilot studies of the tests during their development. Recommendations were forwarded to the SBEC, which made the final decisions about establishing passing scores. TExES examinations are centrally administered by SBEC and NES at pre-determined sites and on pre-established dates across Texas similar to many of the national achievement tests. This regime provides for a professional, equitable, and secure testing environment for candidates. Alternative testing arrangements are also permitted for those requiring special consideration. Sites are selected after a careful review of security and accessibility potential, and the quality of overall testing conditions. Tests are scored centrally.

Criterion   **Pass Rates For All Pedagogy And Professional Responsibilities Examination (PPR)** 🔑

First time pass rates on all levels of the Pedagogy and Professional Examinations will exceed 92%. While the accountability system for the state examines scores for each completer cohort and provides for students to repeat the examination if they are not successful on the first attempt, the faculty decided to focus on the first time pass rate instead of the overall pass rate for the 2014-2015 academic year.

Finding   **Pedagogy And Professional Responsibilities Exam Results** 🔑

The criterion for this goal was met. The pass rate for first time test takers on the EC-12 PPR for the fall 2014, spring 2015, and summer 2015 was 92%. Out of 453 attempts by unique people, 415 passed on their first attempt.

Action   **Course Realignment** 🔑

The faculty are currently working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.

Goal   **Visibility And Impact** 🔑

Visibility and Impact

Objective (P)   **Increase Recruitment Efforts** 🔑

The Department will involve all faculty in recruitment efforts to increase enrollment in all programs.

KPI Performance Indicator	**Log Of Recruitment Activities And Attendance Records** 🔎

All recruitment efforts for the 2014-2015 academic year will be documented by Dr. Bob Maninger, our recruitment coordinator, along with the names of the faculty members who attended the event. We also document which recruitment strategies yield the most enrolled students.

As reported last year, our newly named recruitment director will organize, gather materials, set up booths, and keep the recruitment log for the 2014-2015 academic year.

Result	**Log Of Recruitment Activities And Attendance Records** 🔎

All department faculty participated in recruitment activities during the fall 2014, and spring 2015 semesters. It is estimated that recruitment efforts at the fall and spring *Saturdays at Sam* events yielded the most enrolled students.

KPI Performance Indicator	**Increase Department And Program Enrollment.** 🔎

Each program will increase enrollment from fall 2014 to fall 2015. This information will be gathered for each program as well as for the department overall.

Result	**Increase Department And Program Enrollment** 🔎

The indicator for this objective was not met. Overall, the department enrollment was down 3.94% from the 2013-14 academic year. A summary for the program majors is below:

BA/BS Interdisciplinary Studies (2013-14) 1550   (2014-15) 1529

MED Curriculum and Instruction   297   258

MED Instructional Technology   47   46

Graduate Teacher Certification Only   35   20

One reason for the decline in enrollment for programs leading to initial teacher certification (the BA/BS in Interdisciplinary Studies and Graduate Teacher Certification Only) is that beginning in the fall 2014 semester, a 2.75 GPA was required for admittance to the SHSU teacher preparation program, where in the past, admission required only a 2.5 GPA. As a result of this more stringent admission criterion, the number of students meeting the admission requirement was lower than it had been in the past.

Action   **Increase Department And Program Enrollment** 🔑

In order to see department and program enrollment grow in undergraduate program (BA/BS Interdisciplinary Studies) it will be necessary to continue recruitment efforts and work with the College of Education's recruitment coordinator and the SHSU marketing department towards that end. It will be understood that more stringent admittance requirements might delay enrollment growth. Growing the graduate programs' enrollment will require working with the SHSU marketing department to publicize the programs and to continue recruitment efforts.

Goal   **Faculty Excellence** 🔑

Faculty Excellence

Objective (P)   **Faculty Excellence** 🔑

Increase Curriculum and Instruction faculty productivity through contributions to the field in publications and presentations.

KPI Performance Indicator   **Increase In Ratio Of Presentation To Professor** 🔑

Annual professor to presentation ratio for Curriculum and Instruction compared to 2013-2014. Each professor will report on their FES document all presentations. The total number of presentations for all professors will be divided by the total number of professors. This will be converted to a percentage. This percentage will be compared to the percentage from the 2013-2014 FES reports. We are looking for an increase from year to year, not necessarily a statistically significant increase.

Result   **Faculty Presentations Increased Slightly** 🔑

Faculty presentations increased slightly from the 2013-14 academic year.

2010-11	4.3	average presentations
2011-12	5.6	average presentations
2012-13	4.9	average presentations
2013-14	5.1	average presentations
2014-15	5.3	average presentations

Increase In Ratio Of Publication To Professor 🔑

KPI
Performance
Indicator

Annual professor to publication ratio for Curriculum and Instruction compared to 2013-2014. Each professor will report on their FES document all publications. The total number of publications for all professors will be divided by the total number of professors. This will be converted to a percentage. This percentage will be compared to the percentage from the 2013-2014 FES reports. We are looking for an increase from year to year, not necessarily a statistically significant increase.

Result

Faculty Publications Decreased Slightly 🔑

Faculty publications decreased slightly from the 2013-14 academic year.

2010-11	2.00	average publications
2011-12	2.73	average publications
2012-13	1.98	average publications
2013-14	1.98	average publications
2014-15	1.73	average publications

Action

Faculty Publications And Presentations 🔑

As tenure and tenure-track faculty, it is very important that we engage in scholarly activities. Faculty are supported with departmental travel funds and encouraged to work together to publish. Encouragement will continue and be expanded to emphasize turning presentations into publications. In addition, faculty will be encouraged to apply to the College of Education's Enrichment Fund program for monetary assistance in presenting, and the college's Office of Research and Graduate Studies for monetary assistance in presenting their research.

Previous Cycle's "Plan for Continuous Improvement"

During the 2014-2015 academic year, the faculty will realign the undergraduate courses to better reflect the state standards, the ELPS standards, and the ISTE standards. This realignment will ensure that all candidates receive the highest level of teacher preparation possible allowing more candidates to pass the exam on the first attempt.

As for the TWS, the prompts and rubrics will be edited and revised for the 2014-2015 academic year. Once the rubrics have been edited and revised, the scorers will have to be trained on the changes. New and revised expectations will need to be clarified for all who score. Several training sessions will be held to accommodate as many schedules as possible.

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

The faculty are currently working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.

Beginning in the fall 2015 semester, the Teacher Work Sample will no longer be assessed in student teaching. Each program will determine how it chooses to include and assess the seven TWS processes.

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

The Teacher Work Sample (TWS) has been an integral assessment to aid in the evaluation of the college's educator preparation program for a number of years. The decision was made at the college level to no longer use the TWS as an assessment in student teaching, and instead, allow each program to determine how to include the seven processes of the TWS. Accordingly, during the 2015-16 academic year it will be important that each program in the department considers the most appropriate way it can incorporate the processes in order to meet the needs of the candidates and allow them to demonstrate impact on student learning.

During the 2015-16 academic year, the faculty will continue working to realign undergraduate courses to better reflect the new state standards, the EPLS standards, and the ISTE standards. The realignment will ensure that all candidates receive the highest level of teacher preparation possible, allowing candidates to pass the exam on the first attempt.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Language, Literacy And Special Populations, Department Of

Goal   **Faculty Excellence** 🔑

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

Objective (P)   **Research And Writing** 🔑

Faculty will engage in collaborative research and writing.

KPI Performance Indicator   **Research And Writing Groups** 🔑

Faculty groups for research collaboration and research and writing accountability will be established within the department. Our goal is to have at least four collaborative articles submitted for publication.

       Result   **Research And Writing Groups** 🔑

The goal of submission of 4 collaborative articles was met, and 87% of the faculty engaged in collaborative research.

       Action   **Research And Writing Groups** 🔑

Faculty will be encouraged to apply for research funding through the College of Education's Associate Dean for Research Graduate Studies. Requirements for this funding necessitate that at least one non-tenured faculty member participate in the project. Faculty are also encouraged to present their work at the College of Education's monthly research events. Faculty will be notified and encouraged to attend trainings about grant writing and IRB submission that are routinely offered on campus.

Objective (P)   **Collaboration In Teaching** 🔑

Faculty will engage in collaborative teaching

KPI Performance Indicator   **Co-Teaching** 🔑

Faculty members will share expertise across classes of colleagues, which will be documented on the Chair's Evaluation of Teaching. Last year 60% of faculty shared expertise. Our goal this year is raised from 60% to 65% for 2014-2015.

       Result   **Co-teaching** 🔑

The goal of collaboration among faculty in teaching was met with 92% of the faculty providing evidence of such collaboration on the 2014 Chair's Evaluation of Teaching.

       Action   **Co-Teaching** 🔑

Program Coordinators will meet monthly with faculty in their area to discuss instructional concerns and to share ideas for effective teaching. In program areas that include several

graduate programs, degree program coordinators will meet at least twice during the year with their faculty to coordinate curricular alignment and to plan initiatives for instructional improvement. New and pool faculty will be assigned mentors to assist them in their teaching. The Associate Dean for Research and Graduate Studies will facilitate meetings among faculty with similar research interests.

Objective (P)   **Scholarly Productivity** 🔎

Faculty will engage in collaborative research and writing

KPI Performance Indicator   **Manuscript Submissions** 🔎

Faculty will submit 2+ manuscripts for peer review and publication. Last year the two manuscript submissions was at 92%. The remaining 8% submitted one manuscript. We are intervening with a number of encouragements. We hope to see the percentage of faculty who have submittted at least 2 manuscripts increase to 95% in 2014-2015.

Result   **Manuscript Submissions** 🔎

This academic year 48% of the faculty published at least 2 peer-reviewed manuscripts, although 90% submitted at least two manuscripts for publication.

Action   **Manuscript Submissions** 🔎

Faculty will be encouraged to apply for research funding through the College of Education's Associate Dean for Research Graduate Studies. Requirements for this funding necessitate that at least one non-tenured faculty member participate in the project. Faculty are also encouraged to present their work at the College of Education's monthly research events and to submit manuscripts to our newly established reading journal. Additionally faculty will be encouraged to attend trainings about grant writing and IRB submission that are routinely offered on campus.The deparment Assistant Chair will meet with non-tenured faculty twice yearly to outline expectations for scholarly productivity.

Objective (P)   **Professional Development** 🔎

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

KPI Performance Indicator   **Faculty Concerns Committee** 🔎

The Faculty Concerns Committee will survey faculty regarding areas of interest and need, and subsequently schedule faculty workshops. Based on this survey we plan to provide sessions for our faculty's professional development.

Result   **Faculty Concerns Committee** 🔎

The LLSP Faculty Concerns committee did not survey the faculty with regard to their professional development needs, as this survey had already been

conducted by the Associate Dean of the College of Education. One of the main concerns dealt with diversity. This was addressed through a speaker series and the opportunity for faculty to engage in small group work with experts in the field.

Action   **Professional Development** 🔑

Faculty will participate in the survey conducted by the Associate Dean of Teacher Preparation to identify areas of need with respect to professional development. They will also be asked for input regarding the plan for the college. Additionally faculty will participate in developing the College of Education educational assessment program and analyzing the data that has already been gathered with respect to our teacher education program. Based on this data, faculty will identify further areas of need for professional development in our department.

Objective (P)   **Faculty Community** 🔑

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

KPI Performance Indicator   **Departmental Days** 🔑

Fridays will be designated as Departmental Days, with the expectation of faculty being present and visible on those days in order to build professional community. All departmental faculty meetings will be scheduled on Fridays. Our goal is to have 90% of faculty present at each meeting.

Last year, attendance was at 92%. Because we met our overall goal for departmental meetings, we would like to now offer other types of activities and committee meetings on Fridays. Our goal would be to have at least 50% of attendance at these special events and committee meetings for 2014-2015.

Result   **Departmental Days** 🔑

Fridays were designated as departmental days and all faculty attended monthly LLSP meetings unless they were out of the office on university business. The goal of 50% attendance for other types of meetings was met.

Action   **Departmental Days** 🔑

Faculty will be asked to provide input regarding maintaining a presence on campus. The notion of office hours will be redefined, because of the number of courses currently offered online and at other campuses. Faculty will be encouraged to designate at least one day a week for meetings and for events in the department in order to foster professional collegiality and community.

Goal   **Institutional Effectiveness** 🔑

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

Objective (P)   **Program Options** 🔑

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

KPI Performance Indicator   **Course Formats** 🔑

More courses will be offered using an online or hybrid format. Last year we had eight courses go online which was an increase over the previous year. We will raise our criterion from eight to ten courses this year. We are also hoping to offer more Reading Doctoral course online or in a hybrid format.

Result   **Course Formats** 🔑

During the 2014-2015 academic year, our goal of increasing our online course offerings was met as 18 courses were offered online, and at least two of those had multiple online sections. Most faculty offer at least one or two of their class meetings in any given course online.

Action   **Course Formats** 🔑

Since nearly 100% of faculty are now offering coursework online, we plan to pursue options for developing Academic Community Engagement through both our face-to-face and our online courses.

Goal   **Program Quality And Effectiveness** 🔑

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

Objective (P)   **Collaboration With Curriculum & Instruction For EC-6 Program** 🔑

The faculty of Language, Literacy & Special Populations and Curriculum & Instruction will discuss programmatic issues related to the joint EC-6 Program and 4-8 Programs.

KPI Performance Indicator   **Elementary Education Advisory Committee** 🔑

The Department of Language, Literacy & Special Populations and Curriculum and Instruction will meet to discuss issues related to the EC-6 Program via the Elementary Education Advisory Committee. The goal for 2013-2014 which was to meet and for each problem issue,to dentify at least one appropriate solution, was not met. The goal for 2014-2015 is to work with the new Associate Dean of Teacher Preparation to establish the committee and to meet at least twice.

Result   **Elementary Education Advisory Committee** 🔑

Our goal was met, since the Associate Dean established a curriculum re-alignment committee with members from both LLSP and C&I. This committee and/or its subcommittees met at least once a month to redesign the curriculum for teacher preparation in EC-6, EC-6 Bilingual, EC-12 Special Education, 4-8 English Language Arts/Social Studies, 4-8 Math/ Math Science. This new curriculum should be in place by Fall of 2017.

Action	**Collaboration With Curriculum And Instruction For EC-6 Program** 🔑
	Since a committee made up of representatives from all program areas was formed and since we have developed a prototype for the new teacher preparation curriculum, we will now continue to meet to review plans for implementation in the fall of 2017.

Previous Cycle's "Plan for Continuous Improvement"

The faculty have reviewed the goals for the department of Language, Literacy and Special Populations. We will continue to promote departmental collaboration through writing groups, departmental days, collaborative research, research symposia, and regular meetings with the faculty in Curriculum and Instruction through the Educational Preparation Leadership Team. We will encourage faculty members who are not publishing an average of 2+ publications per year to find a mentor or join a support research or writing group. We are raising our criterion for the co-teaching from 60% to 65% for 2013-2014. For continued professional development within the department, we will again increase offerings based upon faculty needs.

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

Department faculty are strong collaborators as evidenced by the high percentage who engage with others in research, teaching and in writing. Program coordinators met with faculty to ensure improvement of degree programs and courses throughout the year and there was evidence in the Chair's evaluation of teaching documentation that there was an exchange of ideas. Faculty invited colleagues to present in courses based upon their areas of expertise. Some faculty presented their research at the monthly College of Education research symposia. On the other hand, only 48% actually succeeded in publishing a collaborative article. Nonetheless, many projects are under review or still in progress. In terms of course formats, there are a high number of courses now taught online, and faculty are eager to design online classes. Although some workshops on grant writing and IRB submission were conducted at the department level, our main focus was on professional development at the college level. Many faculty attended a series on diversity and met in small groups with experts to discuss options for their teaching. The establishment of Fridays as departmental days was successful but because of our changing course formats and the addition of 2 new campuses, the need for designated days on the main campus will be revisited. A stronger bond was established with the C&I Department as a result of work on the realignment of the curriculum in teacher preparation.

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

The faculty have reviewed the goals for the department of Language, Literacy and Special Populations. We will continue to promote faculty collaboration through writing groups, collaborative research, and regular meetings with the faculty in the Curriculum and Instruction

department to realign the curriculum of our teacher preparation programs. We will encourage faculty members who are not publishing an average of 2+ publications per year to find a mentor or join a support research or writing group. Since only 48% of our tenured/tenure-track faculty published at least two articles this past year, we will increase our criterion to 60%. Since 92% of faculty engaged in collaborative teaching, we will now focus on collaborating on course redesign to address changes resulting from the EC-6 and 4-8 curriculum realignment. For continued professional development within the department, since diversity was found to be a high area of concern on the College of Education faculty survey, we will schedule a series of discussions and activities in departmental meetings to address this topic.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Library Science, Department Of

Goal **Candidate Recruitment** 🔑

Increase candidate enrollment in Department of Library Science Programs.

Objective (P) **Candidate Recruitment** 🔑

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.

KPI Performance Indicator **Candidate Recruitment** 🔑

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.

Result **Recruitment Results** 🔑

The number of graduate candidates enrolled in the Library Science program increased 21% for 2014-2015 when compared to 2013-2014.

Action **Action On Recruitment Of Candidates** 🔑

Even though there was an increase of 21%, the Department will continue to support recruiting efforts during 2015-2016. Past recruiting venues have been successful. The Department will continue recruiting at these venues and look for additional opportunities.

Goal **Cooperative Teaching And Learning Within College Of Education** 🔑

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

Objective (P) **Cooperative Teaching And Learning** 🔑

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 Performance Indicator

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.

Result   **Cooperative Teaching And Learning Result** 🔑

The Instructional Technology doctorate was approved during 2014-2015. The Department has been in communication with the Instructional Technology Program Coordinator concerning possible opportunities for collaboration and cooperative teaching for 2016-2017.

Action   **Cooperative Teaching And Learning Action** 🔑

The Department continues to receive inquiries regarding opportunities for a doctoral program with library science courses. Many of the potential applicants for such a doctoral collaboration have expressed interest in Instructional Technology because of the demands of their current work environment. These inquiries support the interest the Department has in collaborating with Instructional Technology. Thus, the Department will pursue this with the hopes of implementation in 2016-2017.

Goal   **Faculty Excellence** 🔑

Increase faculty excellence and scholarly productivity within the Department.

Objective (P)   **Scholarly Productivity** 🔑

Faculty will engage in collaborative research, writing, and presentations.

KPI Performance Indicator   **Presentation Submission** 🔑

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.

Result   **Scholarly Productivity Results For Presentation** 🔑

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

KPI Performance Indicator   **Manuscript Submission** 🔑

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.

Result	**Scholarly Productivity Results For Manuscript Submission** 🔍
	The goal of 2 or more manuscripts for peer review and publication was not met by all faculty members. Two faculty members did not meet the goal. One faculty member met the goal. Two faculty members exceeded the goal.
Action	**Scholarly Productivity Action** 🔍
	Faculty members will continue to engage in collaborative research, writing, and presentations of their research. The current performance indicator for presentation submissions will remain the same. With the addition of two new tenure-track faculty members for 2015-2016, the performance indicator for manuscript submissions will be lowered to one or more manuscripts submitted for peer review and publication to follow the Department's policy regarding requirements for tenure-track faculty members.

Previous Cycle's "Plan for Continuous Improvement"

Even though there was an increase of 22%, the department will continue to recruit in 2014-2015. The department's goal is to reach and maintain, at least, an enrollment of 175 candidates. Past recruiting venues have been successful. The department will continue recruiting at these venues and look for additional opportunities.

The department continues to receive inquiries into another Educational Leadership doctoral cohort, but the demand has not been high enough to justify the formation of a library science doctoral cohort at this time.

Currently, there is one doctoral student in the Literacy doctoral program that has requested to take the Library Science doctoral courses for her area of specialization.

With the approval of the changes to the Instructional Technology doctoral program proposal, the department foresees potential interested school librarians enrolling in the Instructional Technology program and requesting a specialization in Library Science.

With the interest in these three different College of Education doctoral programs, there is a stronger possibility of the Library Science department working cooperatively with these programs and offering Library Science doctoral courses for those interested in this specialization.

Faculty members will continue to engage in collaborative research, writing, and presentations. The current performance indicator for presentation submissions will remain the same. The performance indicator for manuscript submission will be lowered to 1+ manuscript for peer review and publication to follow the department's policy regarding requirements for tenure-track faculty members.

Since the department has experienced positive results in the attendance at the weekly departmental faculty meetings, the plan is to continue with this routine.

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

The Department continued recruiting efforts for 2014-2015. Venues included local, regional, and state locations. One notable invitation for participation was at the first annual North Texas Teen Book Festival held in Garland, TX during the spring where the Department had representation through faculty members' participation that included the opportunity to share information about the library science program. Attendees at this conference included junior high and high school students as well as their parents and teachers. The Department has had a rise in the number of applicants from Garland, TX for 2014-2015.

The Instructional Technology doctoral program was approved by the State of Texas Board of Regents. Discussions with the Instructional Technology Program Coordinator are ongoing with the hopes that a collaboration will be available to interested applicants beginning 2016-2017.

Faculty members did continue to engage in research, writing, and presenting. The performance indicator was not lowered for manuscript submissions for 2014-2015. With the addition of two new tenure-track faculty members for 2015-2016, the performance indicator for manuscript submissions will be lowered to one or more manuscripts submitted for peer review and publication to follow the Department's policy regarding requirements for tenure-track faculty members.

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

The Department will continue to support recruiting efforts during 2015-2016. Past recruiting venues have been successful. The Department will continue recruiting at these venues and look for additional opportunities.

The Department continues to receive inquiries regarding opportunities for a doctoral program with library science courses. Many of the potential applicants for such a doctoral collaboration have expressed interest in Instructional Technology because of the demands of their current work environment. These inquiries support the interest the Department has in collaborating with Instructional Technology. Thus, the Department will pursue this with the hopes of implementation in 2016-2017.

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

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Fine Arts & Mass Communication, College Of

Goal

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

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 the School of Music.

Objective (P)

A. Graduate Demonstrate Knowledge And Skills To Advance Professionally 🔑

Graduates of the College of Fine Arts and Mass Communication will demonstrate knowledge and skills to enter the workforce in their chosen area and/or be accepted into a related graduate program.

KPI Performance Indicator

1. Survey Of Graduates (Undergraduate Program Graduates) 🔑

A survey distributed to graduates at the undergraduate level six months after graduation will provide a baseline of graduates are employed in their chosen or related field. Survey results will be collected to establish baseline.

Result

Results: Survey Of Graduates (Undergraduate) 🔑

The survey for graduates (undergraduate) developed and piloted in 2012-13 had an extremely low response rate, presumably due to graduates not monitoring their SHSU email accounts, which was the email data source provided by the Alumni office.

KPI Performance Indicator

2. Survey Of Graduates (Graduates Of Masters Programs) 🔑

A survey distributed to graduates at the graduate level six months after graduation will provide a baseline of masters program graduates who are employed in their chosen or related field. Survey results will be collected to establish baseline.

Result

Results: Survey Of Graduates (Graduate) 🔑

The survey of graduate (graduate level) was not developed in AY15 due to other graduate program items taking precedence.

Action

Action: Response To Address Efforts To Assess Candidate Preparedness 🔑

It was decided to again postpone future surveys until more reliable email communication (e.g. obtaining and using alumni's preferred email address) could be established with graduates. There was discussion to consider expanding to a second survey for distribution to graduates of the college Master's degree programs. When surveys are resumed, shared data will inform departmental program decisions. Survey of Graduates (Undergraduate) will be shared with chairs again in AY16 for their review. Survey of Graduates

(Graduate level) will again be considered for development by chairs and graduate coordinators.

Objective (P)

B. Implement Master Of Arts In Band Conducting (New 2014-15) 🔑

To support new 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.

KPI Performance Indicator

1. Curricular Implementation Of AY15 Master Of Arts In Band Conducting 🔑

Transition of American Band College of SHSU students currently in SHSU Master of Music program to newly approved Master of Arts in Band Conducting degree.

Result

Results: Curricular Implementation Of AY15 Master Of Arts In Band Conducting 🔑

The migration of current and incoming students in the ABC of SHSU program from the MM program to the MA in Band Conducting program was successful. Curricular changes (syllabi, course description and delivery) were implemented over AY15, with anticipated continuation in AY16..

KPI Performance Indicator

2. Train ABC Of SHSU Staff In, And Grant Access To IT Systems 🔑

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

Result

Results: Training Of ABC Of SHSU Staff In IT Systems 🔑

ABC of SHSU staff in Oregon were trained and are becoming proficient in navigating Cognos and DegreeWorks.

KPI Performance Indicator

3. Gradual Facilitation Of ABC Of SHSU Through College To School Of Music 🔑

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

Result

Results: Transitioning Facilitation Of ABC Of SHSU Through College To School Of Music 🔑

Multiple goals were determined through ABC requests of SHSU and SHSU requests of ABC, and a majority of the goals/requests were agreed upon and implemented:

ABC:
accelerated assessment of 2nd year student projects for earlier grade entry
changed "ABC Catalog" to "ABC Manual," and coordinate with SOM
worked with SOM faculty to revise information to address accreditation needs
staff was trained in Cognos

staff was trained in DegreeWorks and serve as advisors to assist SOM graduate advisor

SHSU:
established summer term specific to ABC of SHSU to address registration/payment issues
provided access and training for ABC of SHSU staff in Cognos and Degreeworks
established invoice and payment expectations and timelines
facilitated communication between ABC staff and staff at SHSU and SOM

Action

Action: MA In Band Conducting 🔑

Review and improve syllabi to address upcoming accreditations. Implemented MA for AY15, and AY16 will be last cohort with significant degree plan exceptions due to migration from MM to MA. SHSU staff at ABC will improve data capturing and reporting skill with Cognos, and will use DegreeWorks to view and advise student progress. Transition of facilitation of ABC implemented in AY15 will move towards completion in AY16.

Goal

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

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

Objective (P)

A. Qualities Of Recruited And Current Faculty 🔑

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.

KPI Performance Indicator

1. Faculty With Terminal Degrees 🔑

At least 90% of tenured/tenure-track faculty members in the College will have a terminal degree in the area in which they teach as documented by official transcripts. We met this criterion last year; still, vigilance must be ongoing.

Result

Results: Faculty With Terminal Degrees 🔑

Data was not compiled at the college level for AY15.

KPI Performance Indicator

2. Faculty Rated Above Institutional IDEA Average 🔑

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.

Result	**Result: IDEA Data And Analysis (Fall And Spring)** 🖉 🔍

*ANALYSIS GUIDELINES -Contextualized IDEA Analysis Guidelines (p. 3 of IDEA "Group Summary Report"). To the degree that the percentages of COFAMC classes in the two highest categories (Much Higher & Higher) exceed 30% (Part 1), "teaching effectiveness appears to be superior to that in the comparison group" (SHSU). Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Fall 2014 Summary– IDEA Averages, Comparisons, Analysis -The IDEA "Group Summary Report" report provided data and guidance for analysis related to the quality of teaching effectiveness in the COFAMC. According to the Section III - Part 1 - Adjusted Summary Evaluation, 6% (1% F12, 5% F11, 8% F13) is the degree that teaching effectiveness appears to be superior to SHSU courses. Based on figures reported in Part 2 - Adjusted Summary Evaluation, with a converted score of 54 (SHSU-52) and a rating of 4.2 on a 5-point scale (equal to SHSU rating of 4.1), similar to F13, F12, & F11, it did not appear that the overall teaching effectiveness of COFAMC was "highly favorable."*

Spring 2015 Summary– IDEA Averages, Comparisons, Analysis - The IDEA "Group Summary Report" report provided data and guidance for analysis related to the quality of teaching effectiveness in the COFAMC. According to the Section III - Part 1 - Adjusted Summary Evaluation, 6% (4% S13, 3% S12. 5% S14) is the degree that teaching effectiveness appears to be superior to SHSU courses. Based on figures reported in Part 2 - Adjusted Summary Evaluation, with a converted score of 53 (SHSU-52) and a rating of 4.2 on a 5-point scale (equal to SHSU rating of 4.1), similar to S14, S13, & S12, it did not appear that the overall teaching effectiveness of COFAMC was "highly favorable."*

KPI Performance Indicator	**3. Percentage Of Faculty Completing Scholarly/Creative Work** 🔍

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.

Reports from previous two years and 2013-14 will be considered before determining whether 80% goal will be retained or if new goal will be set, as the number has been well below the goal of 80%. Significantly, this year, for the

first time, departments will be providing information disaggregated in two ways, 1) by tenured and tenure-track faculty and 2) by teaching-track and research-track faculty, which will provide more meaningful data and facilitate tracking, assessing, and supporting departmental scholarly agendas.

Result

Results: Percentage Of Faculty Completing Scholarly/Creative Work 🖉 🔎

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

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

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

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

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

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

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

Collectively, when this department reported information is compared to AY14, it should be noted that 3 Tenured faculty moved from Research to Teaching Track, which may have contributed to the increased works (2 or more) reported by Tenured faculty and (72% to 76%). TT faculty increased works (2 or more) from 70.4% to 79.2%. While still below the goal of 80%, progress is noted, particularly for Tenure-Track faculty. It should also be noted that the one tenure-track faculty member with no reported scholarly works did report works last year and currently has work in the pipeline, which should result in improved documented scholarly work in that category in AY16 (at least for that faculty member).

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

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

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

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

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

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

Action	**Action: Schedule Luncheon For Scholars** 🔑
	Pospone percentage of faculty with terminal degree assessment to AY16.
	Schedule luncheon for scholars with a representative/guest speaker from the Texas A&M.
Objective (P)	**B. Review And Improve Search, Recruiting, And Hiring Procedures (New 2014-15)** 🔑
	The following procedures and timelines for searching, securing, and hiring faculty will be reviewed to identify areas for improvement: timeline; determination of departmental curriculum needs; position announcement; search/interview process; recruitment; hiring Human Resources procedures; submission of application for graduate faculty status; reporting information on new faculty. (New Objective 2014-15)
KPI Performance Indicator	**Search, Recruiting, And Hiring Procedures For New Faculty** 🔑
	Adherence to search, recruiting, and hiring procedures and timelines assessed in AY15 to establish benchmarks and future targets for improvement.
Result	**Results: Benchmarks And Targets For Improvement Established** 🔑
	Areas of search, securing, and hiring faculty and related timelines were determined, which included determination of departmental curriculum needs, position announcements, search/interview processes, recruitment practices, Human Resources procedures; submission of application for graduate faculty status, and reporting information on new faculty.

Adherence overall was inconsistent but improved -areas for improvement include:
Adherence to timelines (was inconsistent but improved);
obtaining Dean's approval for on-campus interviews (was inconsistent);
position announcement description and posting timeline (was inconsistent;
paper completion expectations (was inconsistent);
interaction from departments to Dean's office (was inconsistent).

Action	**Action: Strategies For Improvement** 🔑
	Strategies and related communication for improving target areas identified in AY15 in searching, recruiting, and hiring new faculty will be determined in AY16.
Objective (P)	**C. Increase Support Of Faculty Scholarly/Creative Work (New 2014-15)** 🔑
	Investigate and develop systems and mechanisms which eliminate barriers and prioritize and nurture external funding initiatives to support faculty scholarly/creative work.
KPI Performance Indicator	**Number Of Funding Requests Routed Through Research And Sponsored Programs** 🔑
	Encourage and track requests that are routed through Research and Sponsored Programs.
Result	**Results: No Funding Requests Routed Through Research And Sponsored Programs** 🔑
	Dean read and responded to faculty proposals in AY15, but college was not aware of any funding requests routed through Research and Sponsored Programs.
Action	**Action: Schedule Luncheon For Scholars** 🔑
	Scheduled a luncheon for scholars with a representative/guest speaker from Texas A&M Press (Research).
Action	**Action: College To Facilitate Research/Creative Activity** 🔑
	College planning to fund lease of Old Town Theatre to make it available for creative projects and explore external funding possibilities.

Goal	**III. Promote Student Recruitment, Success, And Retention** 🔑
	The College of Fine Arts and Mass Communication will support the departments of Art, Dance, Mass Communication, Theatre and Musical Theatre, and the School of Music in their efforts to improve student recruitment, success, and retention.

Objective (P)	

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

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.

KPI Performance Indicator	**1. Attributes Of Quality Of Current And Recruited Undergraduate Students** 🔎

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.

Result

Results: Some Data Was Captured For Future Review And Reporting 🔎

Some data was captured in AY15 to provide the described information.

KPI Performance Indicator

2. Attributes Of Quality Of Current And Recruited Graduate Students 🔎

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

Result

Results: Some GR Data Was Captured For Future Review And Reporting 🔎

Some data was captured in AY15 to provide the described information.

Action

Action: Capture Of Attributes Of Quality In Progress 🔎

QUALITY OF STUDENTS. Strategies to recruit and retain quality students are informed by enrollment data.

The college captured by semester, the GPA of all students in the college, and the data will be available for future disaggregation by major and/or program.

Graduate student Application and enrollment data capture strategies have been determined and initiated for AY16.

Objective (P)

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

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.

KPI Performance Indicator

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

Enrollment data will be reviewed to determine if the goal of a 2% increase in undergraduate students is appropriate, or if a different benchmark should be considered. The 2% growth goal was not met from Spr 2010 to Spr 2012

(0.71%), but was met from Spr 2010 to Spr 2013 (5.04%); however, concerns are present regarding outgrowing resources, facilities, and faculty with increased enrollment. Balancing growth and resources is a major objective for the college.

Result	**Results: Overall Growth Noted-most Departments Grown Since 2010** 🖉 🔍

Overall growth within college is noted-most departments grown since 2010, with some at or approaching limit in terms of facilities and resources.

KPI Performance Indicator	**2. Increase In Graduate Student Enrollment, Determine % Growth Target** 🔍

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

Result	**Results: Growth Noted In Graduate Program Enrollment** 🖉 🔍

Growth was noted in graduate program enrollment in the Dance MFA, MCOM MA in Digital Media, and in the MA in Band Conducting programs.

Action	**Action: Application And Enrollment Data Informs Growth Strategies** 🔍

UNDERGRADUATE ENROLLMENT. Strategies to recruit and retain quality students are informed by enrollment data. Reviewing enrollment fluctuations inform consideration of improvement initiatives. The general enrollment increases in most undergraduate areas, coupled with discussions related to faculty, resources, and facilities, suggest strategies should include assessing and increasing of quality of our students.

The college has captured, by semester, the average GPA of majors, disaggregated by major and program.

GRADUATE ENROLLMENT. Records indicate a gradual but persistent increase in graduate student enrollment in the Dance MFA, growth in the new MA in Digital Media since its implementation in Fall 2015, and an increase this year in enrollment in the MA in Band Conducting program.

A college graduate committee will meet monthly to address marketing, application, enrollment, and program delivery issues.

Application and enrollment data has been captured to inform discussion.

The new MA for Band Conducting was implemented to better service the summer-only graduate program. Additionally, the College and School of Music was again on-site to

review procedures in multiple areas to assess where additional improvements in procedures could occur in AY16.

Frozen GPA data by semester for the college was captured to facilitate the process of assessing improvement in student quality over multiple semesters and years.

Objective (P)	**C. Strengthen Graduate Programs That Support Needs Of The State (New 2014-15)** 🔑

Determine needs in the state that can be addressed by graduate programs in the departments in the college.

KPI Performance Indicator	**1. Determine Statewide Needs For Graduates Of FAMC Department Graduate Programs** 🔑

Coordinate with Provost and Office of Graduate Studies to determine statewide needs and coordinate promotion of programs that meet identified needs.

Result	**Results: Not Pursued** 🔑

Initiative to align strengthening of Graduate Programs with statewide needs was not pursued in AY 15.

KPI Performance Indicator	**2. Coordinate Growth Of Graduate Programs** 🔑

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.

Result	**Results: Increased Coordination Of Graduate Programs** 🔑

There was a significant increase in the coordination of the graduate programs within the college. Regular monthly meetings (rather than bi-annual) were established. Communications with graduate applicants was shared to facilitate standardization, regular reporting of graduate applicant status was planned, then implemented at the end of AY15.

KPI Performance Indicator	**3. Increase In Investment Of College Graduate Committee** 🔑

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

Result	**Results: Increased Graduate Committee Involvement And Input** 🔑

The committee collaborated on details for new FAMC Creative Community assistantships, and committee requested graduate scholarship/assistantship information be posted on the college website.

Action	**Action: Revisit State Needs, Refine Graduate Committee Focus** 🔑

Revisit plan to align graduate programs with state needs in AY15, refine graduate committee focus of recruitment and reporting, establish calendar of graduate funding approval and distribution. Refine disaggregation and analysis of data by program.

Goal

IV. Promote Service To The University, Community, State, Nation, And Global Entities 🔑

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

Objective (P)

A. Provide Service 🔑

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

KPI Performance Indicator

1. Increase Academic Community Engaged Courses 🔑

The number of Academic Community Engagement Courses (ACE) will increase by 1% over the previous year as reported by the ACE Center. The target growth of 1% was surpassed last year. We are leaving the target at 1%.

Result

Results: Increase Academic Engaged Courses 📎 🔑

Data supplied by the Center for Community Engagement related to the Academic Community Engagement courses was used to inform the College and Departments.

COURSE COUNT
The college initially experienced an exceptional increase in the number of ACE courses between 2010 and 2012, and growth has since expectedly leveled off.

FY10, there were 8 ACE designated courses taught in COFAMC
FY11, there were 11 ACE designated courses taught in COFAMC
FY12, there were 18 ACE designated courses taught in COFAMC
FY13, there were 23 ACE designated courses taught in COFAMC
FY14, there were 26 ACE designated courses taught in COFAMC
FY15, there were 27 ACE designated courses taught in COFAMC

KPI Performance Indicator

2. Database Of Course-Related Service 🔑

The College has generated a database of services provided to the various entities. This ongoing effort will facilitate

assessment of strengths and weaknesses in global service.

Result　　　**Results: Database Of Course-Related Service**　🔑

The Center for Community Engagement reporting has eliminated the need for the college to maintain its own database.

Action　　　**Action: Encourage And Track Service Provided** 🔑

The ACE program and service emphasized at previous annual college faculty meetings was again scheduled to be highlighted in the upcoming AY16 meeting. In AY15, a new representative was strategically selected and appointed to serve on the university ACE committee. Based on the increase in ACE-designated courses it would appear that efforts to increase service have been successful and should be continued.

One associate dean has familiarized himself with the ACE application process, and can encourage and assist faculty in the ACE course-designation process. Another associate dean has significant experience in the local community and can assist faculty in connecting with various sectors and entities in the community

Objective (P)　　　**B. Support Centers (New 2014-15)** 🔑

College will review contributions of new and ongoing centers, and consider support of proposals for future centers that support efforts of the faculty, departmental programs, the university, and the greater community.

KPI Performance Indicator　　　**1. Effectiveness Of Centers** 🔑

The college will support departments in strategic planning, reporting (e.g. significance and impact, grant support, newsletters), and growth assessment of centers.

Result　　　**Results: Support Of Centers** 🔑

Center for Early Music Research and Performance was created in AY15. Global Center was included in OATDB in AY15. Journal sponsored by Center for Music Education had inaugural issue in AY15.

Action　　　**Action: Current Center Continuation And Improvement, And Consideration Of New Centers** 🔑

Support of current centers will receive ongoing consideration, as well as consideration of new centers proposed by departments.

Goal　　　**V. Create Infrastructure For New College** 🔑

The College of Fine Arts and Mass Communication will determine strategic initiatives which support the departments of Art, Mass Communication, Music, and Theatre and Dance, and concurrently foster the creation and growth of the new College.

Objective (P) **A. Review And Adjust Budget Structures (New 2014-15)** 🔑

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

KPI Performance Indicator **1. Adjustments In Budget Details** 🔑

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

Result **Results: Budget Clarification And Budgets Shifts** 🔑

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

KPI Performance Indicator **2. Progress On Capital Projects** 🔑

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

Result **Results: Projects Completed, Planned, Funded** 🔑

Space repurposed in GPAC into offices for 3 college staff in summer 2015. Partnered with Residence Life and provided financial support for new FAMC Creative Community initiative scheduled for use by FAMC majors in Fall 2015.Funding justified and plans for new Art Building and Museum move forward. No results on School of Music facility review.

Action **Action: Expand Presence Of FAMC Beyond SHSU Huntsville Campus** 🔑

Expanded presence of FAMC beyond SHSU Huntsville campus was realized in film workshops (2) held at The Woodlands Campus in AY15. Plans for increased number of venues in AY16.

Proceed with planning for expansion of MCOM facilities and renovation of Dan Rather Bldg.

Analyze needs for School of Music and options for expanded facilities.

Objective (P) **B. Secure Support For Strategic Initiatives** 🔑

Present new strategic initiatives from the departments of Art, Dance, Mass Communication, Music, and Theatre/Musical Theatre and the College to university administration as a crucial component of continuing to build a new college within the university.

KPI Performance Indicator	**1. Initiatives Received From Department And College** 🔑
	Strategic initiatives from each college will be prioritized and forwarded for possible funding through Academic Affairs budget allocation.
Result	**Results: Initiatives Prioritized And Forwarded** 🔑

Strategic initiatives were prioritized and forwarded to Academic Affairs for funding consideration and were funded.

INITIATIVES SUBMITTED FOR 2015-16
Tenure Track Vocal Position Salary & Benefits (MUS)
Tenure Track Animation Position Salary & Benefits (ART)
Gaddis Geeslin Gallery Funding - Replace SSF (ART)
Scholarship Funds for Graduate and Teaching Assistantships (FAMC)
Convert 5 Pool Faculty to Lecturer Salary & Benefits (FAMC)
Audio Services Engineer Salary & Benefits (FAMC)
Tenure Track Broadcast Journalism Position Salary & Benefits (MCM)

INITIATIVES SUBMITTED FOR 2014-15
New Art Buildings (ART)
Technical Support Staff (ART)
Art Building B ADA Repairs (ART)
Art Complex Repairs (ART)
Tenure Track Position-Musicology (MUS)
Funding for Rather Endowed Chair (MCM)
Funding for Warner Endowed Chair (MCM)
Tenure Track Position (Music Education (MUS)
Convert 2 Pool Positions to Tenure Track (MUS)
Renovations of 4th Floor of The Woodlands Center (MCM)
CJ Repairs (ART)

INITIATIVES SUBMITTED FOR 2013-14
Mass Comm-Global Center for Journalism & Democracy (Implemented)
Music-Applied Vocal Position (Implemented-no candidate selected)
Art-Ink Fee Initiative (Implemented)
Art-NASAD Accreditation (Implemented)
Dance-Faculty TT Position – Choreography (Implemented)
College PT Associate Dean (Implemented)
Theatre-Supplement Theatre O & M (Implemented)

INITIATIVES SUBMITTED FOR 2012-13
Art-Enhance Animation Program
Dance-Establish a Department of Dance (Implemented)
Mass Communication-Establish a Spanish Radio Station (Implemented)
Mass Communication-Establish an International Media Center (Implemented)
Music-Create a Center for String Pedagogy (Not implemented)

Theatre-Create a Center for Musical Theatre (Not implemented)

KPI Performance Indicator	**2. Track Funding Support Of Strategic Initiatives** 🔑

Track support record of strategic initiatives presented by the College to assess and implement appropriate modifications.

Result	**Results: Tracked Funding Support Of Strategic Initiatives** 🔑

INITIATIVES FUNDED FOR 2015-16
Tenure Track Vocal Position Salary & Benefits (MUS)
Tenure Track Animation Position Salary & Benefits (ART)
Gaddis Geeslin Gallery Funding - Replace SSF (ART)
Scholarship Funds for Graduate and Teaching Assistantships (FAMC)

INITIATIVES NOT FUNDED FOR 2015-16
Convert 5 Pool Faculty to Lecturer Salary & Benefits (FAMC)
Audio Services Engineer Salary & Benefits (FAMC)
Tenure Track Broadcast Journalism Position Salary & Benefits (MCM)

INITIATIVES FUNDED FOR 2014-15
Technical Support Staff (ART) Funded-40K
Funding for Rather Endowed Chair (MCM) Funded-40K
Funding for Warner Endowed Chair (MCM) Funded-75K

INITIATVIES NOT FUNDED FOR 2014-15
New Art Buildings (ART) No
Art Building B ADA Repairs (ART)
Art Complex Repairs (ART)
Tenure Track Position-Musicology (MUS)
Tenure Track Position (Music Education (MUS)
Convert 2 Pool Positions to Tenure Track (MUS)
Renovations of 4th Floor of The Woodlands Center (MCM)
CJ Repairs (ART)

INITIATIVES SUBMITTED FOR 2013-14
Mass Communication-Global Center for Journalism and Democracy - $150K
Music-Applied Vocal Position - $70K
Dance-Faculty TT Position – Choreography - $73K
College PT Associate Dean - $55K

Art-Ink Fee Initiative (Funding not awarded)
Art-NASAD Accreditation (Funding not awarded)
Theatre-Supplement Theatre O & M (Funding not awarded)

KPI Performance Indicator	**3. Funding Through Other Sources** 🔑

For unfunded initiatives, seek and identify funding both within the College and through external funding sources.

Result	**Results: Remove KPI** 🔑
	KPI was considered to not be relevent to new initiatives and will be removed.
Action	**Action: Initiate Call For Initiatives** 🔑
	Initiate call in AY16 for strategic initiatives to formalize and internalize process.
Objective (P)	**C. Develop Advisory Board And Faculty Forum** 🔑
	The College will investigate developing an Advisory Board for the Dean to advise regarding alumni and donor relations, and will investigate developing a Faculty Forum to facilitate an environment for faculty interaction and informal open discussion.
KPI Performance Indicator	**1. Creation Of Advisory Board, Donor List,** 🔑
	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.
Result	**Results: Investigation Into Advisory Board** 🔑
	Investigation into the Advisory Board is ongoing.
KPI Performance Indicator	**2. Creation Of Faculty Forum** 🔑
	Organization, purpose, and scheduling of gatherings for faculty in the college.
Result	**Results: Established Regular Meetings With Faculty Representatives** 🔑
	The Dean had regular meetings with the FAMC faculty elected to the Faculty Senate, who provided the agenda for those meetings.
Action	**Action: Gathering Data, Implementing New Ticketing System, And Faculty Forum** 🔑
	Implementation of new ticketing system will help provide information for creation of Advisory Board. Meetings with FAMC faculty will be ongoing.
Objective (P)	**D. Review And Adjust Gaertner Performing Arts Center (GPAC) Policies And Staffing (New 2014-15)** 🔑
	Adjust operational policies and staffing of the Gaertner Performing Arts Center (GPAC) to improve efficiency and service.
KPI Performance Indicator	**1. Resulting Adjustments In GPAC Operations And Staffing** 🔑

Adjustments implemented following review and assessment of operational policies (e.g. two ticketing systems into a single comprehensive ticketing system) and staffing in the GPAC.

Result	**Results: New Hires In Key GPAC Positions And Coordination Of Theatre And GPAC Front Of House** 🔑
	New hires in GPAC positions of Box Office Manager, GPAC Facility Manager, and Technical Director for Dance. Coordination and combination of Theatre and GPAC staff for front of house.
Action	**Action: Staffing And Policies Addressed; Suspend KPI** 🔑
	With new hires, establishment of policies, and offices constructed, KPI will be suspended for possible reinstatement in future.

Previous Cycle's "Plan for Continuous Improvement"

The initial goals for the college remain appropriate, though some could be added, and details at the Key Performance Indicator and Objective levels will be reviewed and assessed for possible revision or replacement.

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

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

GOAL: III. Promote Student Recruitment, Success, And Retention

GOAL: IV. Promote Service To The University, Community, State, Nation, And Global Entities

GOAL: V. Create Infrastructure For New College

SURVEY OF GRADUATES. Email addresses will be assessed for effectiveness in reaching recent graduates. A similar survey will be created to send to graduates of our graduate programs.

ASSESSING QUALITY OF STUDENTS. The college will utilize data to capture and report GPA, ACT/SAT scores, internship/praxis-based activity, and other potential measures of student quality will be investigated for feasibility of capture and analysis.

TEAM BUILDING. With the departure of the GPAC Facility Supervisor and the GPAC Box Office Manager, the college will review job descriptions and expectations, provide training and regular team meetings to assist college staff in optimizing communication, cooperation, and performance in and between departmental and college offices and personnel.

COLLEGE POLICIES AND PROCEDURES COMMITTEE. The college appreciates the work of the Policies and Procedures Committee regarding Tenure and Promotion in 2013-14, and will be approached to consider other prioritized issues that would benefit from consideration by a committee representing a cross-section of the college faculty, generally resulting in a report/proposal to the Dean of the College. Issues could include those identified by the committee or departmental and college administration.

EXTERNAL RELATIONS AND COMMUNICATION. The college will make connections to various outside communities and community members, as they are the foundation of locating donors

and sources of external funding that are important to the growth of the college, its departments, and their programs.   Advisory boards, ticket sales, merger of box offices, and optimizing function and presence on the web will be considered, and the Dean, Marketing Coordinator, Associate Deans will be key to initiatives in this area.

FACULTY SCHOLARLY/CREATIVE WORK. Investigate development of systems and mechanisms which eliminate barriers and prioritize and nurture external funding initiatives to support faculty scholarly/creative work.

IMPLEMENT MA IN BAND CONDUCTING. As the collaborative graduate program matures, improve/establish communication and operating procedures within SHSU and between SHSU and the American Band College of SHSU.

COORDINATE GROWTH OF GRADUATE PROGRAMS. 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.

PLAN AND DEVELOP STRUCTURE FOR CENTERS. Consider initiating reporting for centers currently in place and discuss possible need for centers to support academic work in other areas. Monitor and establish tracking and reporting structures to report growth, impact, grants received, etc.

BUDGET REVIEW. Review budget in light of shifts in university-level funding.

BALANCE ENROLLMENT GROWTH AND RESOURCES/FACILITIES. Disaggregate enrollment numbers by department and consider feasibility of growth versus current resources and physical facilities.

CAPITAL PROJECTS. Plan capital projects (e.g. buildings) for Department of Art and renovation /expansion of space for School of Music and Department of Mass Communication.

FAMC & GPAC OPERATIONAL POLICIES. Coordinate review of operational policies and staffing for college and performing arts center.

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

The initial goals for the college remain appropriate, though some new objectives were added, and details at the Key Performance Indicator and Objective levels were reviewed and assessed for possible revision or replacement.

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

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

GOAL: III. Promote Student Recruitment, Success, And Retention

GOAL: IV. Promote Service To The University, Community, State, Nation, And Global Entities

GOAL: V. Create Infrastructure For New College

SURVEY OF GRADUATES. Graduate Program initiatives took precedence over development of survey development. Survey scheduled to be reviewed, so email addresses for graduates were not obtained for distribution.

ASSESSING QUALITY OF STUDENTS. The college captured GPA data for future reporting. Plan to investigate feasibility of capture and analysis ACT/SAT scores, internship/praxis-based activity, and other potential measures of student quality will be postponed.

TEAM BUILDING in GPAC. A new GPAC Facility Supervisor and a new GPAC Box Office Manager were hired in AY15. Training and meetings were held to assist college staff in optimizing communication, cooperation, and performance in and between departmental and college offices and personnel.   Space in GPAC was converted to 3 office for GPAC facility staff.

COLLEGE POLICIES AND PROCEDURES COMMITTEE. Meetings of the ad-hoc Policies and Procedures Committee were suspended in AY15 due to anticipated university-level review of Tenure and Promotion polices, which had been the focus of the committee's work. It should be noted that the Dean met regularly with the college faculty elected to the Faculty Senate.

EXTERNAL RELATIONS AND COMMUNICATION. The college made progress on connecting to various outside communities and community members through the acquisition of a new ticketing system that will assist in tracking patrons who are potential supporters and donors.

FACULTY SCHOLARLY/CREATIVE WORK. A more detailed capture of faculty reporting of scholarly/creative work was refined in AY15. Faculty attended the Houston Arts Partners conference and the Texas Commission on the Arts state Arts Conference. Clarity of production of scholarly/creative work is needed before investigation into the development of supportive systems and mechanisms can effectively proceed.

IMPLEMENT MA IN BAND CONDUCTING. Initial implementation of MA was successful, with over 60 graduates in the new program. Operating procedures for SHSU staff on both ABC at SHSU and the SHSU main campus were established and communication within SHSU and between SHSU and the American Band College of SHSU improved.

COORDINATE GROWTH OF GRADUATE PROGRAMS. Communication and collaboration increased significantly between the college graduate programs, with Graduate Studies, and with the Graduate Council. Additionally, the college graduate committee increased meeting frequency from once a semester to monthly. System of regular reporting of recruits and applicants was established, as was tracking assistantship details. Two new assistantships were created to support programming in the new FAMC Creative Community.

PLAN AND DEVELOP STRUCTURE FOR CENTERS. Reporting in OATDB was initiated for the Global Center for Journalism and Democracy. Role of Center for Music Education and the journal sponsored by the center was discussed, along with need for centers to support academic work in other areas. The Center for Early Music Research and Performance was established in AY15. Lack of resources prevented monitoring and establishment of tracking and reporting structures to report growth, impact, grants received, etc.

BUDGET REVIEW. Budget issues were reviewed in light of shifts in university-level funding that were in progress in AY15 and further shifts that were anticipated in AY16.

BALANCE ENROLLMENT GROWTH AND RESOURCES/FACILITIES. While separate undergraduate and graduate student enrollment numbers by department were captured, analyzed, and reported in context of 10 semesters, disaggregating enrollment numbers by program to inform consideration of feasibility of growth vs. limitations was postponed due to lack of resources.

CAPITAL PROJECTS. Approval for new Art Building and Museum was secured. Related planning for this and other capital projects was put in motion. There was discussion on the renovation /expansion of space for the Department of Mass Communication. Discussion of School of Music facilities was postponed due to other priorities.

FAMC & GPAC OPERATIONAL POLICIES. With new hires in the GPAC, the coordinated review of operational policies and staffing for college and performing arts center needed to be postponed until AY16.

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

SURVEY OF GRADUATES. Continue postponement of future surveys until more reliable email communication (e.g. obtaining and using alumni's preferred email address) could be established with graduates and resources in office can be allocated to manage initiative. Survey of Graduates (Undergraduate) will be shared with chairs again in AY16 for their review. Survey of Graduates (Graduate level) will again be considered for development by chairs and graduate coordinators. When surveys are resumed, shared data will inform departmental program decisions.

CONTINUE IMPLEMENTION OF MASTER OF ARTS IN BAND CONDUCTING (NEW AY15). Continue merging of ABC with SHSU and institutionalization of program as a whole. Continue review and improvement of syllabi to address upcoming accreditations. AY16 will be last cohort with significant degree plan exceptions due to migration from MM to MA. SHSU staff at ABC will improve data capturing and reporting skill with Cognos, use DegreeWorks to view and advise student progress, and seek to facilitate/take over appropriate tasks previously completed by SOM faculty/staff. Transition of facilitation of ABC implemented in AY15 will move towards completion in AY16.

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

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

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

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

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

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

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

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

how GPAC space may address identified needs.

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

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

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Art, Department Of

Goal	**Procure Appropriate Resources To Facilitate The Academic Mission Of The Department** 🔍
	The department will monitor the classroom, laboratory, research, and out-reach (service) needs of the unit. Budget requests will reflect these needs.

Objective (P)	**Maintain Current Facilities And Develop Plans For New Facilities** 🔍
	The department will maintain it's current facilities and develop plans for new facilities scheduled to be built in five years.

KPI Performance Indicator	**Assess Current Facilities And Determine Needs** 🔍
	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.

Result	**Photography Facilities Inadequate And Other Areas Need More Space** 🔍

• Renovations have been made to improve air quality. Ventilation systems have been upgraded in Ceramics and Printmaking and a dust collection system has been installed in the woodshop.

• Art Building B (housing the Photography Darkroom and Senior Studios) was evaluated for ADA compliance, air quality and safety. Many deficiencies were found and it has been decided to abandon this building.

• Art Building G (housing the Photography Studio a lecture room and an office) has been slated for demolition to make room for a new student dining facility.

• The computer lab for Graphic Design (housed in Art Building E) is inadequate and does not meet the needs of the program. Fixed tables do not allow for flexible use of the space, desktop computers need to be upgraded or removed to allow students space to use laptops.

• Office Space will not meet the needs of newly hired faculty arriving in Fall 2015.

• Additional space is needed to teach upper level Art Studio classes.

• Additional storage space is needed.

• Students have limited access to studios and labs in evenings and weekends.

Action	**Renovate New Space For Photography Program** 🔍

The Department has acquired the use of space in Academic Building III for the Photography Program. The Department will vacate Art Buildings B and G.

AB III will be renovated to provide space for the Darkroom, Photography Studio, Photography Classroom, Digital Photography Lab, Digital Printmaking Studio, four Faculty Offices, Photography equipment storage, and Five Senior Studios.

Space vacated by the Digital Photography Lab in Art Building D will be converted for use for as studio space for Drawing 1 classes (currently taught in Art Building F) and upper level studio courses. The Lecture classroom currently Art Building G will move to Art Building F.

The Department will provide keypad access to studios and develop a plan for student lab assistants to be on duty to monitor facilites during specified evening and weekend

hours.

The Department will incorporate plans for program growth with current facilities needs to develop a plan for new facilities by the end of the Fall 2015 semester.

Objective (P)	**Center For Art Research And Education** 🔑

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.

KPI Performance Indicator	**Community Projects** 🔑

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.

Result	**Draft Proposal Complete / Projects Underway** 📎 🔑

A draft proposal for the Center for Art Research and Education (CARE) was submitted to the Dean of the College. The dean has expressed support and encouraged the proposal to be finalized.
Projects to be supported by the center have been initiated and are ongoing and include -

• Faculty supervising student volunteers at Hospitality House's "Art Against the Odds" - an art program for children of incarcerated parents
• Faculty supervising student members of the Drawing Club to have drawing class and sessions with men incarcerated in area prisons.
• Faculty supervising student interns working on design projects for local non-profits and campus organizations.
• The SHSU Satellite gallery provides a community venue for student art exhibits and auction. Public schools have made visits and SHSU Students discuss their work

Contact has been made with schools in rural areas in the surrounding counties and plans are being developed to provide opportunities for art students to volunteer to do art projects with students.

Action	**Submit Proposal And Institute Center** 🔑

The Department will finalize and submit the proposal for the Center for Art Research and Education and will work with

the Office of Research and Sponsored Programs to acquire non-profit status for the center.

The Department will continue to fund and support the community art projects and seek to expand support to include research projects of faculty and visiting artists that provide art educational benefit to the community.

Goal	**Student Recruitment** 🔎
	The Department will recruit qualified and exceptional students.

Objective (P)	**Recruit Qualified And Exceptional Students** 🔎
	The Department will market the art program to area high schools, develop a recruitment plan, and redesign and update the departmental website.
KPI Performance Indicator	**Recruitment Standards** 🔎
	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 send recruit students from Arts Magnet Schools in major metropolitan areas in the state.
Result	**Letters And Visits** 🔎
	The Department sent a letter to every high school in Texas inviting them to visit the Art Department for a tour of our facilities and galleries. A poster and brochure describing our programs was included.
	The Department was visited by Art Students from Huntsville High School, Latexo ISD and Franklin High School.
	In the Fall Semester, the Department Chair and 2 Senior Graphic Design Students visited Conroe High School to talk with their student about the Graphic Design Program. Brochures and Promotional materials were distributed to the students.
	In the Spring Semester, the Department Chair juried an art show of work by students from 4 High Schools south of Dallas. Art students from the High Schools were given information and promotional materials related to the Department of Art.
	Promotional materials and information was distributed to over 200 potential students in the Fall and Spring Semester "Saturday at Sam" events. Faculty from

each program were available to talk with High School students and parents visiting campus.

Action	**Continue To Promote Department And Emphasize Photography Program** 🔑

The Department will continue to distribute promotional materials describing our programs, invite High School Art students to campus and visit High Schools.

The Department will develop a strategy to increase contact with potential High School Art students.

The Department will emphasize the Photography program and develop a marketing campaign to specifically promote Photography with the goal of increasing enrollment in that area.

Goal	**Assess And Develop Curriculum** 🔑

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.

Objective (P)	**Develop A Degree Program In Art History** 🔑

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.

KPI Performance Indicator	**Assess, Develop And Revise Existing Curriculum** 🔑

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.

Result   **New Classes Approved**

Two new classes proposed last year have been approved to be added to the curriculum.
ARTS 4384 Modern Art Before 1945 and ARTS 4385 Art Since 1945 will replace
ARTS 4388 19th and 20th Century Art History and ARTS 4386 History of American Art

ARTS 1303 Art History Survey 1 and ARTS 3385 Art History Survey 2 were developed as online classes and one section of each was added in addition to the face to face classes.

Action   **Seek New Faculty**

The Department will continue to request additional faculty lines in Art History.
The Department will seek faculty who have expertise in non-western or global Art History and can contribute to the development and diversity of the curriculum.

Objective (P)   **Develop A Degree Program For Art Education**

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.

**KPI
Performance
Indicator**   **Create New Degree Track**

The Department will develop a BFA degree that

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

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

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

• Includes a minor in Secondary Education.

Result   **Adjunct In Art Education**

The Department of Art has hired Edie Wells as an adjunct faculty to supervise student teachers pursuing art certification and develop art modules for the methods class offered in the College of Education and required for Secondary Ed Minors pursuing certification to teach art.

Ms. Wells developed Art Modules for the Methods class required by all minors of Secondary Education. The Art Modules will be required for students in preparation for Art Teaching Certification.

Ms. Wells has an MFA and experience teaching at the K-12 level.

Action   **Propose Curriculum** 🔑

The Department will work with Ms. Wells and the College of Education to propose a new class to be taught in the Department of Art for Secondary Education Minors.

The Department curriculum committee will incorporate this course and the SED minor into a new BFA degree track for students seeking certification teaching Art.

Goal   **Engage The Community With Art** 🔑

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.

Objective (P)   **Center For Art Research And Education** 🔑

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.

**KPI
Performance
Indicator**   **Community Projects** 🔑

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.

Result   **Draft Proposal Complete / Projects Underway** 📎
🔑

A draft proposal for the Center for Art Research and Education (CARE) was submitted to the Dean of the College. The dean has expressed support and encouraged the proposal to be finalized.
Projects to be supported by the center have been initiated and are ongoing and include -

• Faculty supervising student volunteers at Hospitality House's "Art Against the Odds" - an art program for children of incarcerated parents
• Faculty supervising student members of the Drawing Club to have drawing class and sessions with men incarcerated in area prisons.
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Contact has been made with schools in rural areas in the surrounding counties and plans are being developed to provide opportunities for art students to volunteer to do art projects with students.

Action	**Submit Proposal And Institute Center** 🔑

The Department will finalize and submit the proposal for the Center for Art Research and Education and will work with the Office of Research and Sponsored Programs to acquire non-profit status for the center.
The Department will continue to fund and support the community art projects and seek to expand support to include research projects of faculty and visiting artists that provide art educational benefit to the community.

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• 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.

Result   **Adjunct In Art Education** 📎 🔍

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Action   **Propose Curriculum** 🔍

The Department will work with Ms. Wells and the College of Education to propose a new class to be taught in the Department of Art for Secondary Education Minors.

The Department curriculum committee will incorporate this course and the SED minor into a new BFA degree track for students seeking certification teaching Art.

Previous Cycle's "Plan for Continuous Improvement"

The Department of Art will hold faculty retreats in the Fall of 2014 and Spring 2015 to develop a strategic plan and focus on long term goals, needs and design of new facilities and program assessment and development.

The Department will search for and hire new faculty in Art History with expertise in an area that complements existing faculty to help broaden our program.

The Department will search for and hire new faculty in Computer Animation to meet the needs of increasing enrollment.

The Department will expand its community outreach programs by developing relationships with schools in Walker and the surrounding counties.

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

The Department held retreats in the Fall of 2014 and Spring of 2015 to focus on goals and planning.

A new tenure track faculty in Computer Animation was hired and will begin in Fall 2015.

A Visiting Professor of Art History was hired to teach Art History beginning in Fall 2014. The Department was not given permission to search for a tenure-track faculty.

The Department has made contact with teachers at schools in Richards and Groveton, two

small rural schools in neighboring counties with little support for art programs and is developing a plan to engage art students as volunteer to do art projects in the these schools.

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

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

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

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

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

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Dance, Department Of

Goal	**Increase Recruitment Of Exceptionally Well-Qualified Students** 🔍 ⊟

Through targeted recruitment of students from fine arts high schools and studios identified as providing high quality training, we will increase enrollment of very well prepared and talented students. Without increasing total enrollment in the BFA program, we will continue to raise the bar on admission standards.

Objective (P)   **Faculty Will Actively Recruit Students** 🔍

Faculty will pursue opportunities to teach master classes and create choreography at identified high schools and studios. They will also follow up by contacting, through email and phone calls, students we wish to recruit.

KPI Performance Indicator   **Increased Enrollment By Students From Fine Arts High Schools And/or Identified Studios** 🔍

Audition forms indicate students' high school and dance training. In the fall 2014 semester, we will review the records of those students enrolled and determine how many are from the targeted schools. Over the last decade, we have successfully recruited only 1-2 students from these "elite" schools each year. In 2012, only 6 of 85 undergraduate students came from the targeted programs. An increase of 50% for fall 2014 would indicate effectiveness of our focused recruitment.

Result   **Increased Enrollment Of Highly Qualified Students** 🔍

Our strategy was not successful. Few students from the targeted schools auditioned, and only one of them enrolled in our department, even though we offered several scholarships.

Action   **Diversify Recruitment Efforts** 🔍

Although we did not recruit from HSPVA and BTW as successfully as anticipated, the department did connect with other schools we had not specifically targeted. Considering our limited scholarship resources, we are reconsidering factors that define a realistic target population while still reaching students at an "elite" level. Faculty, current students and recent graduates are recruiting through teaching at summer intensives, guest artist residencies, and master classes; they are presenting their choreography and perfoming in professional companies, where the artist biographies in the program indicate they are students/graduates, faculty from SHSU Dance. We will continue to diversify our recruitment, tied in to maintaining a public profile in the dance community.

Objective (P)   **Develop Camp For High School Students** 🔍

Offer a two-week summer intensive camp for students aged 13-18. Students will study with SHSU dance faculty while experiencing the college atmosphere. Undergraduate and graduate SHSU dance majors will be chaperones and rehearsal

directors. The workshop will culminate with a fully produced concert in our dance theater. The camp will create the kind of personal connections we have found most important in successful recruitment.

KPI Performance Indicator

Students Subsequently Audition For The BFA In Dance At SHSU 🔍

High school students attending our summer camp will have increased interest in our BFA program. We will track the number of camp attendees who audition.

Result

Track Admission Interest Through Audition Registrations 🔍

Students auditioning for the BFA program complete an on-line form with general information needed by the department. We already have an item that asks the student how they learned about our department. We will add an option to select "SHSU summer dance camp intensive". Since our next audition will be in November, we have no data at this time.

Action

Promote The Summer Dance Intensive DRAFT 🔍

We will advertise the summer dance camp in Dance Magazine's summer study issue as well as send information to dance studios in Texas. We have already encouraged the 16 students who attended this summer to spread the word.

Goal

Promote Regional, National And International Creative Activities For Faculty And Students In The Department 🔍

The Department will continue to encourage and support the creative projects of faculty and students in reputable venues, whether those be in the local community, in the region, on the national level, and internationally.

Objective (P)

Support Logistics Of Travel For Faculty And Students 🔍

Dance faculty frequently create choreography using students of the department for part or all of the cast. Travel expenses are thus incurred not only for the faculty but for the students as well. We have supported faculty and students to present their work in New York, Dallas, Houston, and Washington, D.C., among other cities. The department is committed to securing funds to support such endeavors.

KPI Performance Indicator

Fund Faculty Research 🔍

Faculty submit their research plans for the academic year. The department establishes budgets for on-campus production expenses, and estimates expenses to be incurred for travel. All faculty and graduate students are eligible for funding, depending on the projects proposed and the financial resources available.

Result

Faculty Received Financial Support 🔍

In 2014-15, all members of the dance faculty who created work for our students on campus were supported through a budget for costumes and associated theatrical expenses. The department also supported faculty and student travel for two projects in New York, and for participation in our region's dance conference held this year in Lubbock, Texas. Additionally, arrangements were made to excuse students from classes and guest teachers were paid to cover for faculty travel.

Action	**Continue To Prioritize Funding Of Faculty Research** 🔑

Choreography requires a cast of dancers, from as few as one to a potential cast of more than 30. With budgetary considerations, faculty may need to restrict the scope of work they submit for presentation to works limited to four or five dancers. The department has certainly selected choreography to support based on the number of people who would have to be funded. Choices have been made as well based on the status of a performer and/or choreographer, since graduate studies will support the research of graduate students. We will review the budget and fund raising options in order to increase available funds for faculty research.

Previous Cycle's "Plan for Continuous Improvement"

Our efforts at recruitment are focusing more on personal interaction than on the impact of website or literature. Targeted recruitment trips will continue. Faculty are supported to accept residencies in high schools, community colleges, professional companies, and other venues where prospective undergraduate and graduate students may be found. In addition, performance opportunities for current students in places such as The Woodlands increase our visibility. We will pursue off-campus performances in The Woodlands, Houston, and other areas.

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

Based on current enrollment numbers for fall 2015, our recruitment efforts this year were substantially more productive. In fall 2014, the department had enrolled 12 new students; as of July 1 2015, we have enrolled 35 new students, and expect up to 10 more.

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

Direct, personal and ongoing contact with members of the dance faculty appears to be the most significant factor in recruitment for our program. Whether this comes from taking a master class from one of our faculty, or watching a performance featuring our students, these personal contacts are key to recruiting qualified and enthusiastic students to our programs. We will continue to support faculty travel for research and teaching and attempt to increase funding available for those projects. We believe the summer camp model will grow from its modest first year, and that this will be an excellent tool for recruitment--as well as for financing **faculty and student endeavors throughout the year.**

SAM HOUSTON STATE UNIVERSITY

> ***Online Assessment Tracking Database***

Sam Houston State University (SHSU)
2014 - 2015

Global Center For Journalism And Democracy (GCJD)

Goal	**Building Recognition And Credibility** 🔑
	The GCJD strives to bring more recognition and credibility to SHSU's dept of Mass Communication.

Objective (L) **Educating Journalists** 🔑

Educating journalists about specific topics

Indicator **Workshop Evaluations** 🔑

For each training, attendees will complete a locally developed evaluation containing qualitative and quantitative questions to measure both experential and learning gains. This evaluation is given at the end of the training experience.

Criterion **Knowlege Gains** 🔑

At least 70% of respondents indicate a deeper understanding of the subject matter.

Finding **Knowledge Gains Documentation** 🔑

Based on a comprehensive survey of a selection of past training participants, 92% of respondants indicated their knowledge level was improved either moderatly or a lot.

Criterion **Instructor Evaluation** 🔑

At least 70% of attendees will score trainers with an overall average of "4" or higher.

Finding **Instructor Evaluation Findings** 🔑

Based on post-training evaluations, we met our goal of at least 70% of attendees rating trainers with an overall average of "4" or higher.

Action **Improving Trainings** 📎 🔑

Based on training attendee feedback, GCJD will ensure that trainers do not present superficial information during sessions. We will also ensure that trainers include visual aids. Additionally, we will push trainers to use more interactive tools within their sessions.

Objective (P) **Journalist Trainings** 🔑

GCJD will develop and implement 3 topic-based journalist trainings each year.

KPI Performance Indicator **Workshop Tracking** 🔑

GCJD will track the number of journalism training workshops it conducts annually. GCJD will also track the number and types of participants that attend each workshop.

Result **Workshop Tracking Results** 🔑

In 2014-2015, GCJD conducted the following journalist trainings:

1) Philippines- Natural Disasters
2) Beirut- National Security Coverage
3) Texas High School Journalism Teacher Workshop- Visual Storytelling
4) SHSU Journalism Student Workshop- Visual Storytelling
5) SHSU Journalism Student/Faculty Workshop- Women in the Media
6) Beirut- Data and Privacy
7) Germany- Non-Profit Journalism

In 2014-2015, 633 people attended our trainings.

Action	**Workshop Tracking Actions** 🔑
	GCJD will streamline our attendee contact information process so that we can better track our attendees.
Objective (P)	**On-Campus Events** 🔑
	GCJD will host at least 2 social awareness events annually on one of the SHSU campuses.
KPI Performance Indicator	**On-Campus Event Tracking** 🔑
	GCJD will track the number of on-campus events it conducts annually, and when possible will track the number of participants.
Result	**On-Campus Event Tracking Results** 🔑

1) Modern Day Slavery Awareness Campaign

2) Bearkats Vote

3) Modern Day Slavery Guest Speaker

4) Read-to-succeed Author's Forum presentation

5) Race relations awareness campaign (multiple events on-campus)

6) Visual Storytelling Guest Speaker

7) Visual Storytelling student workshop

8) Photo essay contest and display in LSC

9) Presentation at Global Education Issues Conference

10) Women in the Media guest speaker

11) Mental Health Awareness Campaign

12) Terrorism Awareness Campaign

13) Terrorism Guest Speaker

14) World Press Freedom Day

More than 950 people attended out guest speaker

events. While we did not track the number of people who participated in our awareness campaigns, our social media following doubled.

Action	**On-Campus Event Actions** 🔑
	GCJD will strive to better track the number of people we engage with our on-campus awareness campaigns.

Goal	**Engaging The Student Body** 🔑
	GCJD also hopes to engage the student body in new ways to challenge students to become more valuable citizens.

Objective (P)	**On-Campus Events** 🔑
	GCJD will host at least 2 social awareness events annually on one of the SHSU campuses.

KPI Performance Indicator	**On-Campus Event Tracking** 🔑
	GCJD will track the number of on-campus events it conducts annually, and when possible will track the number of participants.

Result	**On-Campus Event Tracking Results** 🔑

1)   Modern Day Slavery Awareness Campaign

2)   Bearkats Vote

3)   Modern Day Slavery Guest Speaker

4)   Read-to-succeed Author's Forum presentation

5)   Race relations awareness campaign (multiple events on-campus)

6)   Visual Storytelling Guest Speaker

7)   Visual Storytelling student workshop

8)   Photo essay contest and display in LSC

9)   Presentation at Global Education Issues Conference

10)   Women in the Media guest speaker

11)   Mental Health Awareness Campaign

12)   Terrorism Awareness Campaign

13)   Terrorism Guest Speaker

14)   World Press Freedom Day

More than 950 people attended out guest speaker events. While we did not track the number of people

who participated in our awareness campaigns, our social media following doubled.

Action **On-Campus Event Actions** 🔑

GCJD will strive to better track the number of people we engage with our on-campus awareness campaigns.

Objective (P) **Student Travel** 🔑

GCJD will sponsor SHSU students to participate in our international trainings when possible.

KPI Performance Indicator **Student Travel Tracking** 🔑

GCJD will track the number of students that accompany it on overseas trips and have each student participate in the trainings, write a reflection, and if applicable, produce a finished product for their resume or portfolio.

Result **Student Travel Tracking** 🔑

During 2014-2015, GCJD had 6 students particpate in international trainings. Their reflections can be found here: http://www.shsu.edu/global-journalism/our-work/raising-awareness.html

Action **Student Travel Action** 🔑

GCJD will get students involved earlier in the planning, marketing, and implementation of the international trainings they are selected to attend.

Goal **Forming Community Bonds** 🔑

GCJD is also intent on forming new bonds between SHSU and the community it serves.

Objective (L) **Educating Journalists** 🔑

Educating journalists about specific topics

Indicator **Workshop Evaluations** 🔑

For each training, attendees will complete a locally developed evaluation containing qualitative and quantitative questions to measure both experential and learning gains. This evaluation is given at the end of the training experience.

Criterion **Knowlege Gains** 🔑

At least 70% of respondents indicate a deeper understanding of the subject matter.

Finding **Knowledge Gains Documentation** 🔑

Based on a comprehensive survey of a selection of past training participants, 92% of respondants indicated their knowledge level was improved either moderatly or a lot.

Criterion	**Instructor Evaluation** 🔑
	At least 70% of attendees will score trainers with an overall average of "4" or higher.
Finding	**Instructor Evaluation Findings** 🔑
	Based on post-training evaluations, we met our goal of at least 70% of attendees rating trainers with an overall average of "4" or higher.
Action	**Improving Trainings** 📎 🔑
	Based on training attendee feedback, GCJD will ensure that trainers do not present superficial information during sessions. We will also ensure that trainers include visual aids. Additionally, we will push trainers to use more interactive tools within their sessions.

Objective (P)   **Journalist Trainings** 🔑

GCJD will develop and implement 3 topic-based journalist trainings each year.

KPI Performance Indicator   **Workshop Tracking** 🔑

GCJD will track the number of journalism training workshops it conducts annually. GCJD will also track the number and types of participants that attend each workshop.

Result   **Workshop Tracking Results** 🔑

In 2014-2015, GCJD conducted the following journalist trainings:
1) Philippines- Natural Disasters
2) Beirut- National Security Coverage
3) Texas High School Journalism Teacher Workshop- Visual Storytelling
4) SHSU Journalism Student Workshop- Visual Storytelling
5) SHSU Journalism Student/Faculty Workshop- Women in the Media
6) Beirut- Data and Privacy
7) Germany- Non-Profit Journalism

In 2014-2015, 633 people attended our trainings.

Action   **Workshop Tracking Actions** 🔑

GCJD will streamline our attendee contact information process so that we can better track our attendees.

Objective (P)   **On-Campus Events** 🔑

GCJD will host at least 2 social awareness events annually on one of the SHSU campuses.

KPI Performance Indicator   **On-Campus Event Tracking** 🔑

GCJD will track the number of on-campus events it conducts annually, and when possible will track the number of participants.

Result   **On-Campus Event Tracking Results** 🔍

  1)   Modern Day Slavery Awareness Campaign

2)   Bearkats Vote

3)   Modern Day Slavery Guest Speaker

4)   Read-to-succeed Author's Forum presentation

5)   Race relations awareness campaign (multiple events on-campus)

6)   Visual Storytelling Guest Speaker

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11)   Mental Health Awareness Campaign

12)   Terrorism Awareness Campaign

13)   Terrorism Guest Speaker

14)   World Press Freedom Day

More than 950 people attended out guest speaker events. While we did not track the number of people who participated in our awareness campaigns, our social media following doubled.

Action   **On-Campus Event Actions** 🔍

GCJD will strive to better track the number of people we engage with our on-campus awareness campaigns.

Objective (P)   **Community Partner Trainings** 🔍

GCJD will develop and implement at least 2 trainings for entities such as law enforcement, civil society groups, or political parties each year.

KPI Performance Indicator   **Community Partner Training Tracking** 🔍

GCJD will track the number of Community Partner trainings it conducts and the number of participants.

Result   **Community Partner Tracking Results** 🔍

During the 2014-2015 year, GCJD conducted the following community partner trainings:

1) Region VI High School Journalism Teacher Training
2) Law Enforcement Trainings- 14 TOTAL over the year
3) Corrections Management Trainings- 4 times over the year

For each of the Law Enforcement trainings there were 75-150 attendees.

For each of the Corrections Management trainings, there were at least 25 attendees.

13 high school teachers attended our workshop.

Action   **Community Partner Trainings Actions** 🔑

GCJD will work to form new community partnerships to increase and diversify our work.

Previous Cycle's "Plan for Continuous Improvement"

No data from previous period.

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

The GCJD is a new Center at SHSU and the 2014-2015 assessment cycle will be its first.

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

Following our first full year collecting and analyzing evaluations from our international trainings and domestic events, GCJD has ambitious Plan for Continuous Improvement.

The successful development and implementation of our training evaluations has provided valuable data about the quality of our training program assessment, and is allowing us to identify areas for improvement in the development of our training programs. Specifically, we received feedback that training attendees wanted some trainers to go more in-depth into their topics, and to develop better visual aids in conjunction with their verbal presentations. Therefore, during the 2015-2016 cycle, GCJD will work much closer with workshop trainers to assist them in developing strong, in-depth curriculums, and will require all presenters to include visual aids with their presentations.

During the summer of 2015, GCJD conducted a mid- to long-term impact evaluation of our international trainings. One of the primary challenges in sending out the survey was that we no longer had accurate contact information for many of our past attendees. To combat this issue, GCJD will begin electronically collecting contact information during each training (to avoid issues with reading handwriting) and will send periodic updates on our work and requests for information updates to former attendees.

GCJD experienced huge growth in on-campus events in 2015, and we by far exceeded our goal of 2 on-campus social awareness events (14 events were held on campus during the 2014-2015 cycle). While we did track the attendance at our formal guest speaker events (more than 950 attendees), and we passed out evaluations at those events, we did not accurately track participation in our less formal events. In the 2015-2016 cycle we will strive to better track attendance and participation at our other on-campus events, and will test various electronic surveys to gauge impact and engagement during these events.

A continuing primary goal of GCJD will be to engage the student body in meaningful ways. We will continue to do that through our on-campus events and inviting selected students to travel with us when we conduct international trainings. Students currently write a reflection after returning home, and also work on projects when applicable. While these tools allow us to measure success, we will also have students answer questions from the GPI in conduction with SHSU's assessment office to help gauge growth in areas of cultural and social awareness.

Also, for the students that we invite on our international trainings, we will work to get them involved earlier in the planning and development process in order to engage them on a deeper level, and give them more practical experience.

Forming stronger community bonds through our domestic initiatives (community partner trainings) will also be a strong focus for GCJD in the 2015-2016 cycle. After our hugely successful initial foray into working with high school journalism educators, we will continue to try to offer at least one teacher training workshop or local journalism training per year. We are also planning to host a high school journalism summer camp in 2016.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Graduate Studies, Office Of

Goal
Quality Graduate Programs 🔑

Contribute to an environment that promotes the development and maintenance of quality master's and doctoral programs.

Objective (P)
Promote Faculty Research 🔑

Faculty who are active researchers are better prepared to be mentors and bring an expertise to the classroom that promotes knowledge of the literature, appreciation of research and emphasize the scientific practitioner model. Creating and disseminating knowledge is a key component of graduate programs. The Office of Graduate Studies shall contribute to an environment that promotes faculty research.

KPI Performance Indicator
Funds For Faculty Travel 🔑

Funding for faculty travel will promote faculty research and development. The amount of funding the Office of Graduate Studies can provide the academic colleges is an indicator of success with respect to promoting faculty research. Funding for faculty research will increase 3%.

Result
Faculty Travel 🔑

We were not able to fund faculty travel increases. Last year we funded 128,000 in faculty travel. This year we funded 120,000. This is a decrease of 6% due to the decrease in graduate student enrollment and budget restrictions.

Action
Faculty Travel 🔑

We did ask the deans to provide concentrated support for untenured faculty who needed to start research agendas. We will continue to fund faculty travel but will concentrate on setting aside 20% of the funds for untenured faculty.

Objective (P)
Promote Student Research 🔑

Creating and disseminating knowledge is a key component of graduate programs. The Office of Graduate Studies will encourage and facilitate student research.

KPI Performance Indicator
Funds For Student Travel 🔑

Funding for students to travel to present their work at professional conferences serves to promote and reward research. The amount of funding the Office of Graduate Studies can provide the academic colleges is an indicator of success with respect to promoting knowledge of the literature and research among the students. We will increase funding by 5%.

Result
Student Travel 🔑

We funded $130,000 in student travel last year. This year we funded $170,000 in student travel. We offered workshops on presentation skills in order to improve the research products of our graduate students. We also offered workshops in colloboration with Student

Money Management on available funding and budgeting options to support student research development. Attendance at the workshops last year was approximately 72 students. This year attendance at the workshops was approximately 61 students. Workshop surveys completed by attendees indicated a need for help with writing in the sciences and catered information for international students. We also provided the Graduate Research Exchange in conjunction with the College of Education that provided an opportunity for graduate students to present their scholarly research in a professional capacity. Last year we had 56 participants. This year we had 74 participants with increased participation of 24%.

| Action | **Student Travel** 🔑 |

We will continue to fund student travel and other student research costs, such as surveys, instruments, etc. We will continue to provide at least 2 workshops a year on conference presentations. We will also continue to promote our own Graduate Research Conference to allow students the opportunity to practice thier presentation skills.

| Objective (P) | **Promote Program Assessment** 🔑 |

Graduate programs should develop and maintain processes and procedures to assess their effectiveness. The Office of Graduate Studies will promote the development of a university-wide process for program reviews.

| KPI Performance Indicator | **Complete Reviews Of 6 Graduate Programs.** 🔑 |

A systematic process for program review promotes quality. A process that encourages a self-study to include an external component contributes to a continuous improvement process. Complete reviews of 6 graduate programs and make changes to the programs based on outside reviewers' suggestions.

| Result | **Program Review** 🔑 |

We completed program reviews of 7 programs, including Biology MS, Geographic Information Systems MS, Homeland Security Studies MS, Literacy EdD, Reading/Language Arts MEd, Special Education MEd. All responses have been sent to THECB except for Biology MS which is set to be finalized 8/25/2015. We checked to be sure that we addressed changes from last year's reviews.

| Action | **Program Review** 🔑 |

We will meet with each of the programs that were reviewed last year a second time to ensure that all changes were addressed. We will follow up next year with each program to ensure that all issues from this year's reviews are addressed. It will be determined what funds, if any, will need to be set aside to help programs address issues arising from the reviews. We will review 7 more programs next year.

Goal	**Effective And Efficient Administrative Practices** 🔑
	The Office of Graduate Studies will contribute to the creation and maintenance of effective and efficient administrative practices.

Objective (P)	**Create A Curriculum Plan For Academic Affairs** 🔑
	Develop a Curriculum Plan that incorporates strategic planning, budget, and new TSUS requirements.
KPI Performance Indicator	**Curriculum Plan** 🔑
	Develop and complete the Curriculum Plan and develop budget spreadsheets and white paper forms to use with the plan.
Result	**Curriculum Plan** 🔑
	A curriculum plan process, curriculum plan timelines, a white paper form, and a budget worksheet were developed, approved, and communicated to the university community. Curriculum flowcharts and outlines for various curriculum actions were developed, approved, and posted to the Graduate Studies website for university usage.
Action	**Curriculum Plan** 🔑
	In anticipation of the move to Courseleaf CIM, new curriculum forms were developed for UCC 2015-2016 approval to be implemented as of Spring 2016. We will develop a roll out and communication plan to support the transition as well as provide any necessary training to deans, chairs and relevant staff. We will further work with deans to develop the curriculum plan and insure integration of new programs into our Strategic Plan and budgeting system.

Objective (P)	**Catalog Improvements** 🔑
	Make improvements to the catalog both undergraduate and graduate in order to make them more effective for students.
KPI Performance Indicator	**Improve Catalogs By Standardization.** 🔑
	Improvements to the catalogs are necessary since they are now completely online. The improvements need to make the catalog more user friendly and more accurate.
Result	**Catalog Improvements** 🔑
	In order to enhance the online mode of delivery of the catalogs, allowing for an improved user experience, and improve the accuracy of catalog content, integrating curriculum, Banner, and catalog data, both the Undergraduate and Graduate catalogs are currently being moved into a new offsite operating system (Courseleaf) in anticipation of a Spring 2016launch

Action   **Catalog Improvements** 🔑

We will continue the process of standardization, focusing on the need for making the catalog work closely with DegreeWorks in conjunction with the Registrar's office. We will work to implement Courseleaf.

Objective (P)   **Curriculum Process Improvement** 🔑

Improve the curriculum process to provide better information to the university community.

KPI Performance Indicator   **Curriculum Improvement** 🔑

Improvements to the curriculum process should include building a process that includes the Registrar's Office and provides communications across necessary areas on campus to keep everyone informed of the process.

Result   **Curriculum Improvements** 🔑

A communication/notification plan was developed, approved, and applied to transmit notification of curriculum actions to both the colleges as well as the needed support entities (Registrar's Office, DELTA, Admissions, Advisement, etc.). In anticipation of the implementation of Courseleaf workflows were created for approval by the UCC. The workflows include certificate proprosals, minor processes, new degree program proposals, and degree program changes. Having universal policies and processes should reduce misinformation, improving communication of any changes, and address issues of inaccurate degree plans.

Action   **Curriculum Improvements** 🔑

We will continue to monitor the created workflows, promote the use of the workflows, and evaluate the curriculum process for improvements. The UCC will be surveyed for recommendations on improvements to the procedures and processes.

Goal   **Retention** 🔑

Provide inclusion and retention of quality students

Objective (P)   **Develop And Implement Programming For Academic, Professional And Career Development** 🔑

Create and provide workshops promoting academic presentations, dissertation and thesis completion, resumes and cv preparation, IDEA training, etc.

KPI Performance Indicator   **Programming** 🔑

Provide programming for graduate students including resume and vita building, conference presentation, dissertation and thesis tips, template workshops, and teaching evaluations. Evaluate workshops.

Result   **Programming** 🔑

We provided the following workshops:
Template Workshop
Vita Building
Thesis tips and tricks
Research 101
Stress Management I and II
How to Be a Presentation Star
Criticism: Giving and Taking
IDEA training
Science Writing Workshop
Professional Ettiquete
Funding Graduate School
Professional Development Photoshoot
Leadership Academy
Dissertation Bootcamp
Dissertation/Thesis Writing Days
Ask a Research Librarian/Info Session
302 students attended these sessions

A part time videographer was hired to film and develop an online version of each of engagement session. She was able to film 2 sessions before the end of Spring semester to be posted during the launch of the new website.

Students rated the sessions as either Good or Excellent and provided suggestions for future sessions

Action   **Programming** 🔑

We were able to develop and implement graduate student organization leadership training with an added scholarship initiative for students who completed the training program. We will work to grow and develop the training further including collaboration with the Center for Leadership and Excellence. We have also launched the Graduate Student Bridge program to provide mentoring and aid for minority graduate students at the recommendation of graduate advisors. This program will host several engagement programs geared toward student success and professional development. We will promote the development of graduate student organizations in all colleges on campus. We will continue to evaluate the workshops, continuing to offer those with high ratings and assessing the need for some of the recommended the programs. The part time videographer will continue to record engagement sessions with the goal of providing online videos of all sessions this year to meet the needs of our online students.

Objective (P)   **Athlete Advising** 🔑

Provide advising for athletes who are entering graduate school to ensure that they are successfully enrolled.

KPI Performance Indicator   **Athlete Advising** 🔑

Advise athletes who want to enter graduate school and move them to enrollment in their senior year.

Result	**Athlete Advising** 🔑
	Advised 7 of the 9 students--6 seniors and 3 juniors. Of the seniors 4 have been accepted into a program and 1 is working on acceptance for spring, 1 is expecting acceptance for summer. The juniors had 2 who did not show up for advisement and 1 who is looking for early admission in the Fall of 2016.
Action	**Athlete Advising** 🔑
	We will present information to the graduate advisors at our fall luncheon concerning the important timelines for athletes trying to get into graduate school and maintain NCAA eligibility. We will give a list of the workshops for graduate students to athletes academic mentors and continue to work with the athletic advisory council to identify athletes who need graduate advising.
Objective (P)	**Acknowledge Graduate Student Excellence** 🔑
	Provide graduate students a venue to celebrate accomplishments in their programs.
KPI Performance Indicator	**Awards** 🔑
	Develop and implement Dissertation Thesis and Capstone project Awards and continue to support TA awards.
Result	**Awards** 🔑
	TA awards and Graduate Research awards were given to students at the 2nd Graduate Studies Awards Banquet. Students who participated in the Research Exchange as well as those who won for Best Research, Most Impactful Research, Most Creative Research, and Best in Presentation. 5 students were recognized as Outstanding Teaching Assistants. An award was also given for 1 outstanding Dissertation, 1 outstanding Thesis, and 1 outstanding Captstone project. It was the first year for the Graduate Advisor award as well.
Action	**Awards** 🔑
	We will continue to implement awards, promote student online participation in the graduate research exchange as well as support extending graduate research to the Woodlands Center campus. We will begin to publicize other student accomplishments on our website on a newly created Student Spotlight to be implemented September 1st 2015.

Goal	**Quality Communications** 🔑
	Provide quality communciations with entities inside and outside SHSU.
Objective (P)	**Publicize Graduate Student Research And Accomplishments** 🔑

Create and maintain a venue to publicize graduate student research and accomplishments.

KPI Performance Indicator

Create A Graduate Studies Magazine 🔑

Create the annual graduate studies magazine to publicize graduate student research and accomplishments.

Result

Graduate Studies Magazine 🔑

The magazine has been completed and has been approved for printing in September. All faculty, students, and alumni will be sent a link to the electronic version. Hard copies will continue to be sent to legislators, alumni boards, and other select groups. Additionally, Weston Rose attended his second University Research Magazine Association (URSA) conference to hone his skills in the creation and continued progress in the develoment of the publication. Mr. Rose, or the communications coordinator, will continue to submit the magazine to the USRA for review. The review process provides a list of suggestions and recommendations. A part time photographer and videographer was hired to help with the digital content of the magazine and improve on the debth of the layout.

Action

Graduate Studies Magazine 🔑

We will continue to submit the magazine to the University Research Magazine Association yearly and use the feedback to improve the magazine. We will work with the Office of Research and Sponsored Programs to develop a collaborative effort to promote Graduate Research alongside undergraduate and faculty research.

Objective (P)

Improve Graduate Advisor Communication 🔑

Develop a systematic way to provide communications to the graduate advisors about changes in Graduate Studies.

KPI Performance Indicator

Graduate Advisors Communication 🔑

Provide a luncheon each full semester for graduate advisors in order to communicate important changes in Graduate Studies.

Result

Graduate Advisor Communication 🔑

Provided two luncheons during the year where we provided information regarding changes in Graduate Studies. Approximately 36 of 54 advisors attended in the Fall and with better promotion and ample lead time approximately 49 of 54 advisors attended in the Spring. This has continued to alleviate confusion with the programs. Enrollment management was also able to attend and provide up-to-date information to advisors. We did invite key administrative assistants

and deans in an attempt to clearly inform departments of vital process changes.

Action	**Communication** 🔍
	Next year we will continue to attempt to implement a meeting with administrative assistants in the departments and chairs as we continue to see that the communication has not been flowing back from either the deans or the graduate advisors.

Previous Cycle's "Plan for Continuous Improvement"

In order to provide more support for students, we will be providing writing workshops for students working on theses or dissertations. This workshops will be included in the Dissertation Support Group and the Boot Camp. In addition, we will be providing some online sessions. We will continue follow up meetings for those programs that completed Program Reviews. Additionally, we will meet with each program to identify any obstacles to making changes. We will develop and implement a process to integrate Degree Plan changes, Catalog changes, and prerequisite changes to ensure better accuracy and thus better advisement for students. We will work with the SAM Center (advising) to ensure that DegreeWorks is more useful for advisors. We will be working over the next two years to implement the catalog and curriculum software. We will develop Flowcharts for the administrative activities coming out of our office, including curriculum processes, catalog processes, and committee book processes. We will work to further develop the Curriculum Plan, providing more budgetary information. Our programming will include leadership training. We will implement new Thesis/Dissertation Awards and rebuild our website to be easier to navigate and to include more information about student accomplishments, including the magazine with changes suggested by the University Research Magazine Association. Lastly, we will have meetings with chairs, staff, and associate deans to provide important information about changes in processes and policies as well as to provide information for new members.

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

We provided workshops for our students as detailed above including writing workshops and Writing Day editing support for students working on theses and dissertations. We continue to provide the Dissertation Support Group and have extended the Bootcamp to include more students and an extra day of needed events and writing sessions. We provided 2 online Dissertation Support sessions. We provided follow up meetings for all programs that had completed Program Reviews and created plans for meeting recommended changes. We implemented workflows, and set policies and procedures for Degree Plan changes. Forms were created and approved by the UCC to work with the purchase of the COURSELEAF to better integrate Degree Plan changes, catalog changes, and prerequisite changes. COURSELEAF is still in the implementation stage and once done we will be able to work with the SAM Center (advising) to ensure that DegreeWorks is more useful to them. The implementation of the new software will still need at least another year to fully implement. Flowcharts in the approval process now and will be approved and implemented as the implementation occurs. The Curriculum Plan and the Catalog responsiblity will be transfered to the office of Assessment and they will continue the improvement process. We have implemented a Student Organization Leadership training in Collaboration with the Center for Leadership and Excellence, which occurs every semester. We successfully awarded Thesis/Dissertation/Capstone project awards this year in collaboration with the PACE center. The new website was launched August 19, 2015 and includes navigation and clarification tools recommended by the university Web Optimization Committee. The new website includes a graduate student spotlight and access to the current and previous editions of the Graduate Magazine. We also continue to hold a Fall and Spring Luncheon for Chairs, graduate advisors, and interested Deans that provides information about process and policy changes.

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

In order to provide continued support for students, we will continue to provide writing workshops for students working on thesis or dissertations, to include template workshops as we move into the electronic format with the university purchase of Vizio software. We will begin the assessment and pilot program for a formal Teaching Assistant training initiative in conjunction with the P.A.C.E center. Additionally we will meet with each academic graduate program that offers a thesis option to complete a needs assessment for a Thesis boot camp to mirror the Dissertation Boot camp. We will continue to survey the students who attend engagement events and orientation to provide a continuous students needs assessment. We will move to provide more online engagement sessions to meet the demand of the universities growing online student demographic. We will continue follow up meetings for those programs that completed Program Reviews. Additionally, we will meet with each program to identify any obstacles to making changes. We will continue to develop and grow our student leadership programs. To promote minority student retention in conjunction with the President's Strategic Plan we will implement our minority student achievement initiative, The Graduate Bridge Program. We will continue to support and promote student achievement through the Graduate Magazine, Graduate Student Appreciation week, and the Graduate Awards banquet. Lastly, we will have meetings with graduate advisors, staff, and associate deans to provide important information about changes in processes and policies as well as to provide information for new faculty members through participation with faculty investment. The Office of Graduate Studies is currently transitioning out the Academic Affairs units of Gradaute and Undergraduate catalog, Curriculum process, and committee book to the Office of Academic Planning and Assessment. We will work to complete a smooth transition of staff and resources on September 1, 2015.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Health Sciences, College Of

Goal	**Preventative Health And Wellness** 🔑

Advance the domestic and global health and wellness of individuals and populations.

Objective (P)	**Health And Wellness Events** 🔑

By 2016, COHS will annually conduct at least two health and wellness events within our primary service region, which includes Huntsville and Montgomery County.

KPI Performance Indicator

Event Tracking 🔑

The College of Health Sciences will track the number of wellness events hosted with the expectation that at least 2 events will be held by 2016.

Result

Event Tracking 🔑

The COHS has tracked Wellness events in the greater Huntsville, Conroe, and Woodlands service area throughout the year. The tracking was conducted through each department and reported to the Dean's office.

KPI Performance Indicator

Health And Wellness Events 🔑

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.

Result

Health And Wellness Events 🔑

The COHS exceeded its goal of conducting at least Health and Wellness events during the 2014-2015 year. The College sponsored The Woodlands Summit on Healthcare; organized the "Be the Match" donor drive; serves as a sponsor of the Montgomery County United Way Health Initiative and the Walker County Health Initiative; and conducted numerous health fairs for agencies and schools in the tri-county area.

Action

Health And Wellness Events 🔑

Results from the assessment indicate that the College of Health Sciences was proactive in the delivery of quality health and wellness activities in the Walker, Montgomery, Harris, and Trinity County areas. The presentations were conducted by faculty and students as part of course requirements, needs determined by the departmental faculty, and requests made by various entities in the area. The College of Health Sciences will continue to spread its reach and conduct viable health and wellness events for the public, private, and school sectors of the area.

Objective (P) **Distribution Of Important Health-Related Information** 🔑

COHS will provide current information to students and community members about a range of important health related topics, such as: Global and International Health and Wellness Trends; Professionalism; and Ethics.

KPI Performance Indicator **Website Creation** 🔑

COHS will establish and actively maintain webpages within the College's website that focus on a range of important health related topics, such as: Global and International Health and Wellness Trends; Professionalism; and Ethics.

Result **Website Creation** 🔑

The COHS continues to work on this important goal. During the 2014-2015 academic year, the college staff maintained the website with each department having the responsibility for the maintenance of their specific website with degree programs. There is health related information on each of the websites that focus on prevention, wellness, global trends, and the health issues in the US. The COHS has received approval to hire a communication specialist who will maintain the website as well as work with departmental web-masters.

Action **Wewbsite Creation** 🔑

Results from the assessment indicate that the College of Health Sciences has made improvements in the College website in regard to Global and International Health, Wellness Trends, Professionalism, and Ethics. The College has hired a communication coordinator who has the responsibility of updating and maintaining the web-site. This process is expected to escalate as the communication coordinator began on September 1, 2015. This specialist has developed and shared a communication plan with the Chairs in the College of Health Sciences.

Objective (P) **Health And Wellness Curriculum Review** 🔑

The COHS will review and ensure each degree program in the College requires at least six academic units that emphasize preventative health and wellness.

KPI Performance Indicator **Curriculum Review Process** 🔑

The COHS Curriculum Committee will review the curricula for all degree programs and report on whether each program requires six units of preventative health and wellness content. The Committee will submit the results of this review in a written report to the Dean.

Result **Health And Wellness Curriculum Review** 🔑

The COHS Curriculum Committee has informally reviewed the degree programs in the college to determine if a minimum of six units of preventative

health and wellness content are included in each degree plan. The Committee is planning to formally review each undergraduate and graduate degree track by the end of the 2014-2015 academic year and make recommendations to the Dean.

KPI Performance Indicator	**Health And Wellness Curriculum Review** 🔑

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.

Result	**Health And Wellness Curriculum Review** 🔑

The COHS Curriculum Committee has informally reviewed the degree programs in the college to determine if a minimum of six units of preventative health and wellness content are included in each degree plan. The Committee is planning to formally review each undergraduate and graduate degree track by the end of the 2014-2015 academic year and make recommendations to the Dean.

The MA in Kinesiology in Sport Management and the BS/BA in Fashion Merchanidsing will be reviewed in detail to determine if the program is aligned with this goal.

Action	**Health And Wellness Curriculum Review** 🔑

Results from the assessment indicate that the College of Health Sciences has reviewed all of the degree programs offered through the College to evaluate the delivery of preventive health and wellness content. The BS/BA in Fashion Merchandising does include preventive health and wellness content in at least six units of content, course activities, and/or exams. Current emphasis of fashion design for individuals with disabilities, patience participating in rehabilitation, and sustainability of fabrics and design are thoroughly discussed in the program content. The MA in Kinesiology in Sport Management does discuss fan behavior, management of events in regard to safety and emergencies, facility planning to accommodate specific health needs, and ethical behaviors in sport figures and fans. The College will continue to maintain this goal to ensure that these elements are thoroughly integrated into the content areas of the degree programs.

Objective (P)	**Student Health Center Partnership** 🔑

COHS will partner with the Student Health Center to regularly promote healthy living behaviors among the student body.

KPI Performance Indicator	**Activity Tracking** 🔑

COHS will track the number of activities conducted in partnership with the Student Health Center. For the first year, COHS expects to conduct 2 such activities.

Result **Student Health Center Partnerships** 🔑

The COHS has tracked Health and Wellness activities that have been conducted through the SHSU Student Health Center during the 2014-2015 academic year. The tracking was conducted through each department and reported to the Dean's office. The COHS exceeded its goal of conducting at least Health and Wellness events during the 2014-2015 year. Several of the activities include the organization and implementation of the flu shots for faculty, staff, and students; the "Be the Match" donor registry; blood drives offered at the Huntsville and The Woodlands Center campus; participation on campus wide health fairs; faculty and student led health related presentations; participation in the Alcohol and Drug Summit; and the collaboration of student internship and observation experiences.

KPI Performance Indicator **Internship And Capstone Project Evaluation** 🔑

COHS will establish an internship and capstone project process at the Student Health Center for subsequent implementation.

Result **Student Health Center Partnerships** 🔑

The COHS has achieved this goal with the establishment of Health internships at the Student Health Center. During the 2014-2015, a total of six undergraduate and three graduate students completed their internships through opportunities at the Student Health Center.

Action **Student Health Center Partnership** 🔑

Results from the assessment indicate that the College of Health Sciences has developed a successful partnership with the SHSU Student Health Center. Numerous events, presentations, workshops, screenings, and tests were implemented during the academic year. In addition, a total of nine internships were conducted through the Health Center, as well as service hours, observations, and shadowing activities. The College will continue to maintain this goal to ensure that this positive partnership is maintained and will continue to develop and participate in health related activities that will improve the health aspects of our student's lives.

Objective (P) **New Degree Plan Implementation** 🔑

The COHS will implement a minimum of new degree programs addressing health and wellness education. Two graduate programs will be developed for all delivery modes. These will include a Master of Public Health, MS in Healthcare Quality and

Safety, and a new concentration in health informatics for the BS Healthcare Administration beginning in AY 2015-16.

KPI Performance Indicator	**New Degree Plan Implementation** 🔑
	The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.
Result	**New Degree Implementation** 🔑
	The COHS submitted the MPH in Correctional Health and the MS in Healthcare Quality and Safety program proposals as well as the MS in Sport Management to the UCC, AAC, The Texas State University System Board of Regents, and to the Texas Higher Education Coordinating Board. A total of 19 new courses were submitted with the program proposals.
KPI Performance Indicator	**New Degree Approval Process** 🔑
	All proposed degrees and concentrations will complete proper curriculum planning and submission processes and gain approval for implementation.
Result	**New Degree Plan Implementation** 🔑
	The COHS submitted the MPH in Correctional Health and the MS in Healthcare Quality and Safety program proposals as well as the MS in Sport Management to the UCC, AAC, The Texas State University System Board of Regents, and to the Texas Higher Education Coordinating Board. The programs were approved by the UCC, AAC, and The Texas State University System Board of Regents. He College is awaiting approval for the programs by the Texas Higher Education Coordinating Board. These programs are scheduled to start in fall 2015.The new concentration in Health Informatics within the BS in Healthcare Administration is scheduled for submission in the 2015-2016 curriculum cycle.
Action	**New Degree Development And Implementation** 🔑
	Results from the assessment indicate that the College of Health Sciences has met is goal in the approval of the MS in Healthcare Quality and Safety Program and related courses, and the MS in Sport Management Program by the THECB. Both of these programs gained approval to begin course delivery in the fall 2015 semester. The MPH in Correctional Health is pending final approval from the THECB, and the College is anticipating approval of the MPH during the fall 2015 semester. The concentration in health informatics for the BS in Healthcare Administration will be submitted to the University Curriculum Committee during the 2015-2016

academic year. The College will continue to maintain the goal of developing viable degree tracks that will assist in the development of qualified entry level professionals within the Texas and national workforce.

Objective (P)   **Student Participation In Study Abroad** 🔑

COHS will encourage its students to annually complete a short-term study abroad or internship experience in another country focused on preventative health and wellness.

KPI Performance Indicator   **Student Participation In Study Abroad/Internships** 🔑

COHS expects that a minimum of 8 students will complete at least one study abroad experience in the first year with the expectation that eventually 20 students will complete study abroad or internship experiences annually.

Result   **Study Abroad** 🔑

Pending until retrun of study abroad faculty sponsors.

KPI Performance Indicator   **Execution Of STudy Abroad Agreements** 🔑

Establish agreements with at least two universities from other countries to support student and faculty experiences.

Result   **Study Abroad Description** 🔑

The COHS achieved this goal with the signing of an MOU with the University of Thailand and the School of Nursing, and the Universidad de Iberoamerica through the programs offered in the College. Study abroad activities have been implemented in both of these countries with the School of Nursing. Health Services and Promotion and the School of Nursing are planning three experiences with their student during summer 2016.

Action   **Study Abroad** 🔑

Results from the assessment indicate that the College of Health Sciences has achieved this goal during the academic year. The College partnered with Universidad de Iberoamerica in fall 2015 and conducted an international Health Sciences conference in Costa Rica. A total of 22 SH faculty and 23 SH students attended the conference. Deliberations are in place to host the second international conference in summer 2016 and integrate it into the study abroad programs that are scheduled for summer 2015. The College is committed to developing new international partnerships with universities, businesses, and medical facilities that will enhance the professional development of our students as well as the citizens of the host countries.

Goal   **Professionalism** 🔑

Ensure that all students acquire the knowledge, habits, skills and attitudes of a minimally competent interdisciplinary health professional upon graduation.

Objective (P)   **Distribution Of Important Health-Related Information** 🔑

COHS will provide current information to students and community members about a range of important health related topics, such as: Global and International Health and Wellness Trends; Professionalism; and Ethics.

KPI Performance Indicator   **Website Creation** 🔑

COHS will establish and actively maintain webpages within the College's website that focus on a range of important health related topics, such as: Global and International Health and Wellness Trends; Professionalism; and Ethics.

Result   **Website Creation** 🔑

The COHS continues to work on this important goal. During the 2014-2015 academic year, the college staff maintained the website with each department having the responsibility for the maintenance of their specific website with degree programs. There is health related information on each of the websites that focus on prevention, wellness, global trends, and the health issues in the US. The COHS has received approval to hire a communication specialist who will maintain the website as well as work with departmental web-masters.

Action   **Wewbsite Creation** 🔑

Results from the assessment indicate that the College of Health Sciences has made improvements in the College website in regard to Global and International Health, Wellness Trends, Professionalism, and Ethics. The College has hired a communication coordinator who has the responsibility of updating and maintaining the web-site. This process is expected to escalate as the communication coordinator began on September 1, 2015. This specialist has developed and shared a communication plan with the Chairs in the College of Health Sciences.

Objective (P)   **Evidence-based Model Of Professionalism And Professional Conduct/Ethics** 🔑

COHS will establish an evidence-based model of professionalism and professional conduct/ethics for the health professions.

KPI Performance Indicator   **Professionalism White Paper** 🔑

COHS will complete a white paper on the topic of professionalism in health-related professions, with specific recommendations for ensuring that students gain a strong sense of professionalism.

Result   **White Paper On Professionalism** 🔑

Members of the College Professional Development sub-committee have conducted presentations to various professional organizations, student groups, and to the COHS faculty that focus on professional development. To date, a paper has not been published in a professional journal that reflects this goal. Members of this sub-committee are continuing to work on the successful publication of the White paper, and they hope to have one published during the next academic year.

Action   **Model Of Professionalism** 🔑

Results from the assessment indicate that the College of Health Sciences has not achieved this objective. Although multiple events, presentations, and activities have been conducted on the professional development of students, an evidence-based model has not been developed. The college will continue to work on this model through the assessment of course content, internship and student teaching evaluations, and student organization activities that relate to the professional conduct and ethical practices. The College plans to complete Phase I of this model by the 2016-2017 academic year.

Objective (P)   **Student Code Of Conduct Policy Development** 🔑

All COHS degree program coordinators will have developed a student code of conduct policy and handbook to promote professional behaviors and ethics

KPI Performance Indicator   **Student Code Of Conduct Policy Implementation** 🔑

In the first year, at least one half of the COHS degree programs will adopt a code of conduct, distribute the code to all students via an e-handbook, and implement the code of conduct. It is expected that all COHS degree program coordinators will have codes of conduct in place by 2016.

Result   **Student Code Of Conduct** 🔑

This goal is in progress. Several of the degree programs that are accredited require a code of conduct that has been sent to the students. These include the School of Nursing and the Physical Education Teacher Education programs. The establishment of specific codes of conduct for each degree program will be a priority for the 2016-2017 academic year.

Action   **Student Code Of Conduct Policy** 🔑

Results from the assessment indicate that the College of Health Sciences has not achieved 100% of this goal. The accredited programs in the Departments of Kinesiology, Family and Consumer Sciences, and the School of Nursing have codes of conduct in place for their students. These are maintained by the program coordinators. The remaining

programs are working on these policies and practices for their majors. The College will maintain this goal and plans to have a code of conduct in place by fall 2016.

Objective (P)   **Annual Professionalism Event** 🔑

COHS will conduct at least one event annually that promotes professionalism in the health-related professions.

KPI Performance Indicator   **Successful Professionalism Event** 🔑

COHS will conduct one campus or local event that promotes professionalism in the health sciences.

Result   **Professionalism Event** 🔑

The College of Health Sciences has exceeded this goal with several departments conducting the development of professionalism for their students, faculty, and staff. The College purchased the *Amy Post New Guide to Etiquette* book for all of the staff and faculty. The fall retreat included professionalism activities as well as an overview of the book. The administrative staff in the College has participated in four professional based activities during the year. The Department of Kinesiology sponsored a Health Sciences job fair which included a professional development attribute. The pre-internship, clinical, and capstone courses include content that focuses on professionalism. This is a goal that the COHS will continue to work on for the continuous improvement of our students, faculty, and staff.

Action   **Professionalism Event** 🔑

Results from the assessment indicate that the College of Health Sciences has exceeded this goal. The professional development of students, faculty, and staff will remain a primary goal of the COHS each year. The College feels these events are critical to the successful completion of internship, student-teaching, and civic engagement activities conducted by our students. In addition, the College feels that these activities need to include the faculty, staff, and student workers that represent the COHS and are committed to providing resources to achieve this goal.

Objective (P)   **COHS Branding** 🔑

COHS will be regionally branded as a university whose students have a strong sense of professionalism and who display professional behavior and ethics upon graduation.

KPI Performance Indicator   **Completion Of Branding Plan** 🔑

COHS will complete a written plan for branding the College for professionalism that is approved by the Dean for immediate implementation.

Result   **Completion Of Branding Plan** 🔎

This goal is in progress and will be completed by the end of the 2015-2016 academic year. The COHS will hire a communication associate in fall 2015. This individual will coordinate the COHS Branding Initiative through the assistance of faculty representatives from each department in the COHS. The Initiative was discussed with the COHS faculty during the spring retreat and several faculty nominated themselves to serve on the Initiative.

Action   **COHS Branding** 🔎

Results from the assessment indicate that the College of Health Sciences is making progress in the achievement of this goal. The College hired a communication coordinator who will coordinate this endeavor. This individual with develop a COHS Branding Initiative that will include students, faculty, and staff from the departments in the COHS. The College plans to complete Phase I of this initiative by fall 2016, and will consistently assess the success of these strategies through outside resources.

Objective (P)   **Faculty Publications On Professionalism** 🔎

COHS faculty will collectively publish on the topic of professionalism in peer-reviewed journals annually.

KPI Performance Indicator   **Publication Tracking** 🔎

A team of COHS faculty will submit annually a manuscript for acceptance in a peer-reviewed publication on the topic of health sciences professionalism.

Result   **Faculty Publications On Professionalism** 🔎

This goal was not met during the current OATDB cycle. Although several articles focusing on professionalism were submitted, none have been published in a peer-reviewed journal. The topic has been presented in various professional conferences and activities by the COHS faculty, and the topic of professionalism will continue to be a point of focus in future presentations.

Action   **Publication Tracking** 🔎

Results from the assessment indicate that the College of Health Sciences has not achieved this objective. Although multiple events, presentations, and activities have been conducted on the professional development of students, as well as submission of manuscripts, a peer-reviewed paper has not been published during this OATDB cycle. The College will continue to work on this goal during the next OATDB cycle and strive to have a minimum of one published

paper focusing on professionalism.

Objective (P)	**Integration Of Professionalism Into The Curriculum** 🔑

By 2016, COHS will ensure that learning outcomes related to professionalism will be incorporated into all COHS major courses.

KPI Performance Indicator	**Curriculum Review** 🔑

The COHS Academic Quality and Success Committee will review half of the COHS major courses to evaluate whether they include professionalism-related outcomes. Recommendations will be presented to incorporate outcomes wherever deficient.

Result	**Curriculum Review** 🔑

This goal is in progress. Approximately one-half of the COHS major courses have been reviewed for compliance with the goal. Departmental chairs and program coordinators have been contacted to ensure that each major course includes learning objectives that focus on professionalism. The remaining courses will be reviewed by the beginning of the 2016-2017 academic year.

Action	**Curriculum Review** 🔑

Results from the assessment indicate that the College of Health Sciences has achieved 85% of this goal. The department chairs have been contacted with the preliminary results of this evaluation. Modification of the course content to align with the goal will be implemented by the spring 2016 semester. The College is committed to the professional development of students and will maintain this goal during the next OATDB cycle.

Objective (P)	**Student Organization Promotion** 🔑

COHS will encourage the creation of student organizations for all of the College's academic programs that promote professionalism.

KPI Performance Indicator	**Tracking Professionalism-Focused Student Organizations** 🔑

In the first year, COHS will establish approved student organizations for at least half of all the College's degree programs with the expectation that by 2016 all programs will have their own student organizations focused on professionalism.

Result	**Student Organization Promotion** 🔑

All of the departments within the COHS have student organizations. Some are national organizations that

are aligned with professional focus areas in their mission which include the development of professionalism within their student members. All of the student organizations will maintain a professionalism component in regard to club activities, program content, and organization by-laws by the 2016-2017 academic year.

Action	**Student Organizatin Promotion** 🔑

Results from the assessment indicate that the College of Health Sciences has exceeded this goal. Each of the departments in the COHS have viable student organizations. Several o the organizations are honor societies and have a strong professional focus in the by-laws and membership requirements. All of the organizations have implemented activities that promote professionalism in their members. The College will continue to maintain this goal during the next OATDB cycle.

Goal	**Diversity** 🔑

Deliver a variety of learning opportunities and strategies to a diverse student population and ensure they can effectively serve diverse communities upon graduation.

Objective (P)	**Diversity** 🔑

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.

KPI Performance Indicator	**Diversity** 🔑

The College will deliver a minimum of six learning opportunities for their students that will enhance their ability to effectively serve and work with diverse communities.

Result	**Diversity** 🔑

The COHS achieved this goal during the OATDB cycle. A total of 12 events were implemented through the departments in the COHS that focused on working with diverse and underrepresented populations. The COHS received two THEC grants that primarily target these groups and utilize current SHSU students in the grant activities. In addition, two study abroad programs, and numerous civic engagement activities were conducted within the College.

Action	**Diversity** 🔑

Results from the assessment indicate that the College of Health Sciences has exceeded this goal. The College feels that additional activities were conducted, but not fully reported. The Associate Dean will strive to improve the reporting procedures of this important goal during the next OATDB cycle. The College will continue to maintain this important goal as it is essential for the development of their students in the diverse workforce.

Goal   **Community Engagement** 🔑

Collaborate with global and community partners to provide impactful applied learning opportunities and experiences for all students and faculty.

Objective (P)   **Health And Wellness Events** 🔑

By 2016, COHS will annually conduct at least two health and wellness events within our primary service region, which includes Huntsville and Montgomery County.

KPI Performance Indicator   **Event Tracking** 🔑

The College of Health Sciences will track the number of wellness events hosted with the expectation that at least 2 events will be held by 2016.

Result   **Event Tracking** 🔑

The COHS has tracked Wellness events in the greater Huntsville, Conroe, and Woodlands service area throughout the year. The tracking was conducted through each department and reported to the Dean's office.

KPI Performance Indicator   **Health And Wellness Events** 🔑

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.

Result   **Health And Wellness Events** 🔑

The COHS exceeded its goal of conducting at least Health and Wellness events during the 2014-2015 year. The College sponsored The Woodlands Summit on Healthcare; organized the "Be the Match" donor drive; serves as a sponsor of the Montgomery County United Way Health Initiative and the Walker County Health Initiative; and conducted numerous health fairs for agencies and schools in the tri-county area.

Action   **Health And Wellness Events** 🔑

Results from the assessment indicate that the College of Health Sciences was proactive in the delivery of quality health and wellness activities in the Walker, Montgomery, Harris, and Trinity County areas. The presentations were conducted by faculty and students as part of course requirements, needs determined by the departmental faculty, and requests made by various entities in the area. The College of Health Sciences will continue to spread its reach and conduct viable health and wellness events for the public, private, and school sectors of the area.

Goal	Innovation/Research 🔑

Advance evidence-based practices in preventative health and healthcare and pursue innovative ideas for instructional design and delivery in health professions education.

Objective (P)	Innovative Research 🔑

The COHS strives to have the tenured and tenure-track faculty in each department sponsor, coordinate, participate, and/or publish a minimum of one relevant research activity per academic year. This includes research based grants that require an evidence-based component.

KPI Performance Indicator	Innovative Research 🔑

The COHS achieved this goal during the OATDB cycle. Each of the tenured and tenure-track faculty in the COHS successfully sponsored, participated, and/or published a minimum of one relevant research activity in their discipline.

Result	Innovative Research And Evidence-Based Practices 🔑

This important goal will continue through each academic year in the COHS. The final data for the 2014-2015 academic year that relates to innovative evidence-based practices and student research in the area of preventive health will be submitted when the program faculty return for the fall 2015 semester.

Action	Innovative Research 🔑

Results from the assessment indicate that the College of Health Sciences has exceeded this goal. The average research activity conducted by the tenured and tenure-track faculty was 1.5 for the reporting cycle. The College will maintain this important goal during the next OATDB cycle and is committed to providing resources to help faculty continue their research activities.

Goal	Faculty Recruitment/Retention 🔑
	Implement evidence-based strategies to successfully recruit and retain qualified faculty.

Objective (P)	Faculty Recruitment/Retention 🔑
	The COHS strives to retain and recruit qualified faculty for the program areas in the college. The college plans to hire two department chairs and two program faculty for the COHS during the OATDB cycle.

KPI Performance Indicator	Faculty Recruitment/Retention 🔑
	The COHS achieved this goal. A total of two new department chairs were hired and four new tenure-track faculty were hired for the programs area in the COHS during the OATDB cycle.

Result	Faculty Recruitment And Retention 🔑
	Results from the assessment indicate that the College of Health Sciences has exceeded this goal. Two chairs were hired for the Departments of Kinesiology and Family and Consumer Sciences. In addition. two tenure-track faculty were hired for The Department of Health Services and Promotion and the School of Nursing. The college participated in several recruiting events conducted through professional organizations in an effort to recruit qualified faculty. The COHS is committed to recruiting and retaining qualified faculty for their programs and will continue to maintain this goal during the next OATDB cycle.

There are no actions for this objective.

Goal	Enrollment/Resource Management 🔑
	Acquire and manage sufficient instructional and operational capacity to ensure effective learning and success across our student population.

Objective (P)	Enrollment Management 🔑
	The COHS will strive to ensure that resources are provided to their academic programs and administrative services during the year. The College will secure HEAF funding for each of the departments in the COHS that can be used during the 2014-2015 academic year.

KPI Performance Indicator	Enrollment Management 🔑
	The COHS achieved this goal with each of the academic units receiving HEAF funds for resources in the form of equipment, technology, and renovations.

Result	Resource And Enrollment Management 🔑
	Results from the assessment indicate that the College of Health Sciences has exceeded this goal. All of the departments in the COHS received HEAF allocations. In addition, the School of Nursing opened the nursing facility in the fourth floor of The Woodland's Center and relocated the Huntsville program to the Citizen's Bank building in Huntsville. Distance Learning funds were generated for the Departments of Family and Consumer Sciences, Kinesiology, and Health Services and Promotion.

Action	Resource Management 🔑
	The COHS will continue to request HEAF allocations, teach distance education courses, secure grants, and request funds in an innovative manner to enhance the quality of the educational resources that are needed for the successful delivery of academic programs in the COHS. The COHS will maintain this critical goal during the next OATDB cycle.

Previous Cycle's "Plan for Continuous Improvement"

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB will be initiated in the fall 2014 semester. Results and analysis of the data will be documented in the 2014-2015 OATDB cycle.

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

The College of Health Sciences is a new college in the university. The data collection for the goals and objectives listed in the OATDB have been initiated in the fall 2014 semester; therefore, no previous cycle of data has been reported. An analysis of the COHS previous plan for improvement cannot be made during this reporting cycle.

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

The College of Health Sciences is pleased with the overall results of the 2015-2015 OATDB Cycle Findings. A total of seven goals were identified by the COHS for the OATDB cycle with relative objectives within each goal category.

Goal I focused on *Preventive Health and Wellness* with five objectives exceeding the expected results. One objective, that of the creation, development, and maintenance of the COHS

website, is categorized as making progress. The COHS is committed to the delivery of a current website that will attract future students, faculty, and the attention of our alumni, as well as include current health and wellness statistics and information. Goal 2 focused on *Professionalism* with two objectives being met and six objectives being categorized as making progress. Significant steps have been made in the achievement of the objectives relating to the website development, the evidence-based model of professionalism, the professionalism white paper, the student code of conduct, branding of the COHS, and faculty publications on professionalism. This goal with remain as a high priority for the COHS and further emphasis on the achievement of the goal will be made to the faculty and chairs in the COHS. Further, a systematic reporting process for the work that has been made to achieve this goal is now in place to capture the relevant data associated with the objectives. Goal 3 focused on Diversity, and the COHS exceed the expected results of the related objective. This goal will also remain as a high priority for the college during the next OATDB cycle. Goal 4 focused on *Community Engagement,* and the COHS exceeded the expected results of the related objective. The indicator related to community engagement will be increased during the next OATDB cycle. Goal 5 focused on *Innovation and Research*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle. Goal 6 focused on *Faculty Recruitment and Retention*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle. Goal 7 focused on Enrollment *and Resource Management,* and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle and will include funding and resource allocations in the form of gifts and donations.

The College will continue to work with Jeff Roberts in an effort to train the new program coordinators and chairs in the COHS. The College is committed to the achievement of the seven established goals and will continue to promote their importance to the faculty, staff, and students in the COHS.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Kinesiology, Department Of

Goal   **Teaching Effectiveness** 🔑

The Department of Kinesiology Faculty will demonstrate effective teaching practices.

Objective (P)   **Teaching Effectiveness** 🔑

The teaching effectiveness of the Kinesiology 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.

KPI Performance Indicator   **IDEA Student Ratings** 🔑

The IDEA System is a quantitative instrument used to assess student perception of teaching performance of the Health and Kinesiology 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 83 percent of the classes facilitated in the face-to-face, hybrid, and on-line distance learning courses taught by the Kinesiology tenured and tenured track faulty will have IDEA Student ratings at or above the national rating from professors of Kinesiology at institutions using the IDEA evaluation system.

At least 78 percent of the courses taught by the Kinesiology adjunct / pool faulty will have IDEA Student ratings at or above the national rating from professors of Kinesiology at institutions using the IDEA evaluation system.

Result   **IDEA Student Ratings** 🔑

After analyzing the 2014-2015 IDEA Group Summary Report for the Department of Kinesiology, the following results were reported for the Fall 2014 and Spring 2015 semesters. As a metric, IDEA indicates that percentages higher than 60% are normally indicative of high instructional effectivness:

Fall 2014

1. A total of 88% (Raw)/78% (Adj.) of the IDEA Summary Evaluation scores for Fall 2014 Department of Kinesiology face-to-face courses were at or above the IDEA Database Average.
2. A total of 84% (Raw)/84% (Adj.) of the IDEA Summary Evaluation scores for Fall 2014 Department of Kinesiology online courses were at or above the IDEA Database Average.

Spring 2015

1. A total of 99% (Raw)/88% (Adj.) of the IDEA Summary Evaluation scores for Spring 2015 Department of Kinesiology face-to-face

courses were at or above the IDEA Database Average.
2. A total of 82% (Raw)/73% (Adj.) of the IDEA Summary Evaluation scores for Spring 2015 Department of Kinesiology online courses were at or above the IDEA Database Average.

Action	**IDEA Student Ratings Action** 🔑

As a whole, the Kinesiology faculty exceeded the standards that were set forth by the department. As a recommendation, the KPI should be modified to focus on the faculty as a whole instead of tenured/tenure-track and adjunct/pool faculty being separated into two groups. This is due to the departmental report from IDEA being presented in a summary fashion that does not divide results into these two faculty groups.

Goal	**Promotion Of Faculty Scholarship** 🔑

The Department of Kinesiology Faculty will exhibit scholarly productivity on an annual basis.

Objective (P)	**Faculty Scholarship** 🔑

The Department of Kinesiology tenured and tenure-track faculty will demonstrate professional scholarship through a variety of publications, presentations, and grants each year.

KPI Performance Indicator	**Evidence Of Scholarship** 🔑

The Department of Kinesiology faculty will successfully 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.

At least 90 percent of the Kinesiology tenured and tenure track faculty will publish or present scholarly research in books, and/or professional journals. Faculty will also conduct research and scholarly presentations at state, national, or international conferences, and / or secure state or national level grants each academic year.

Result	**Evidence Of Scholarship** 🔑

Scholarly productivity for 2014-2015 for Department of Kinesiology tenured/tenure-track faculty was as follows:

1. 80% of tenured/tenure-track faculty within the Department of Kinesiology had at least one scholary article or book published.
2. 90% of tenured/tenure-track faculty within the Department of Kinesiology had at least one professional presentation at an academic conference.

Action   **Evidence Of Scholarship Action** 🔍

The criteria should be retained as faculty came close to meeting the standards that were developed. Continued emphasis on the importance of scholarly productivity should be maintained.

Goal   **Graduate Program Growth** 🔍

The graduate program in Kinesiology focuses on two distinct specializations: Sport Management and Sport and Human Performance. Each specialization is designed to prepare students for success in their chosen professional careers within a variety of sport, exercise, recreation, and fitness settings by providing the highest quality educational experiences. These programs are provided in both face-to-face (Sport Management) and online (Sport and Human Performance) formats.

Objective (P)   **Recruitment For Graduate Kinesiology Programs** 🔍

The Department of Kinesiology faculty will actively promote and recruit students for the MA Kinesiology-Sport Management and the MA Kinesiology-Sport and Human Performance tracks during the 2014-2015 academic year.

KPI Performance Indicator   **Graduate Kinesiology Programs** 🔍

The MA Kinesiology-Sport Management and MA Kinesiology-Sport and Human Performance Graduate programs will admit a minimum of twenty new students into Kinesiology graduate programs and graduate a minimum of ten students from the programs during the 2014-2015 academic year. This would represent a 25% increase over the expectations set for the combined Dept. of Health and Kinesiology (i.e., graduate Health programs and graduate Kinesiology programs).

Result   **Graduate Kinesiology Recruitment** 🔍

The MA Kinesiology - Sport and Human Performance and MA Kinesiology - Sport Management had the following combined admission numbers for 2014 - 2015:

Applications: 50

Accepted: 33

Enrolled: 29

Action   **Graduate Kinesiology Recruitment Actions** 🔍

The criterion was exceeded for 2014-2015 as 29 students enrolled in the Sport and Human Performance and Sport Management tracks. Since the programs will now be attached to two new degrees, each program should now establish their own standards for enrollment goals.

Previous Cycle's "Plan for Continuous Improvement"

No data from previous period.

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

These are new goals, objectives, and KPIs for 2014-2015 due to the division of the Dept. of Health and Kinesiology into the Dept. of Health Services and Promotion and the Dept. of Kinesiology on September 1, 2014.

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

Overall, the Kinesiology faculty are doing an outstanding job of teaching as measured by the IDEA summary findings. Retaining these faculty, as well as recruiting similarly competent faculty, will be a continued emphasis for the department. Tenured/tenure-track faculty will continue to focus on scholarly productivity, subsequently increasing the research output for the department. Recruiting efforts will focus on increasing student enrollment for the two new degrees (MS in Kinesiology (Sport and Human Performance) and MS in Sport Management). Additionally, these two new degree programs will necessitate creation of more specific recruiting goals.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Nursing, School Of

Goal   **Employment Within The Field** 🔑

Employment as a registered nurse following graduation

Objective (P)   **Student Employment** 🔑

Students will seek and successfully find employment within the nursing profession.

KPI Performance Indicator   **Senior Exit Survey** 🔑

In the senior exit survey administered immediately prior to graduation, students will indicate they have been offered a nursing job
70% of students will have been offered a nursing job.

Result   **Employment Of Spring 2015 Grads** 📎 🔑

As of May 2015, the upcoming graduates said the following:

Have you applied for a job or internship?

Yes: 100% (33)

No: 0% (0)

Have you interviewed for a job or internship?

Yes: 81.82% (27)

No: 18.18% (6)

Have you been offered a job as a graduate nurse?

Yes: 69.69% (23)

No: 30.30% (10)

There are no actions for this objective.

Goal   **Graduation Rate For Nursing Students** 🔑

The Department of Nursing will successfully graduate its students.

Objective (P)	**On-Time Graduation Rate** 🔑
	Students who graduate within 36 months of the date they were admitted to the nursing program will be considered "on-time" graduates consistent with the THECB policies.

KPI Performance Indicator

Percent Of On-time Graduates 🔑

70% or greater of the nursing students will graduate "on-time."
On-time is defined as 36 months from the date they were admitted to the nursing program measured during the 12th day of the students' first semester.

Result

Graduation Rate For Nursing Students 🔑

Based on information in our Procect Concert database, we have the following graduation rates:

Cohort 1: 100%
Cohort 2: 91.67%
Cohort 3: 84.38%
Cohort 4: 85%
Cohort 5: 86.48%

Cohort 5 has a few members who failed a course and have moved back one cohort. If they graduate within 36 months from the start of the program, the graduation rate could move as high as 89.18%

Action

Actions 🔑

With the implementation of our resource coach we have seen improvements in the graduation rate over the past 3 cohorts. All cohorts have met our KPI of 70%.

With that in mind, we will continue to emphasize the importance of our resource coach as a tool that the students can use to maximize their potential for graduating.

Previous Cycle's "Plan for Continuous Improvement"

Obtaining data after a student graduates is extremely difficult. Because students often do not accept jobs, or even get offered jobs until after graduation, gathering this data prior to graduation will always result in low numbers. We can attempt contacting students about a month following graduation by phone. This will be our plan for this next year.

In terms of graduating students on time, this is largely determined by the quality of incoming students. Our pool of potential students has grown each admission cycle from 25 in 2011 to 171 in spring of 2014. The mean admission GPA has steadily climbed from approximately 3.3 to 3.58. A second factor in assisting students to graduate on time is remediation, tutoringm and study helps during a course. In January, 2014 a full-time Resource Coach was added to our nstaff just for this purpose. She is a master's prepared nurse with over 30 years of experience.

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

Contacting Alumni continues to prove to be difficult as their address and phone numbers may change after they graduate. Even so, alumni may not respond to emails. We have made an attempt to begin connecting with our students via social media (Facebook and LinkedIn) in an attempts to maintian contact with them so that we can gain insight as to their employment.

Graduation rates have steadily increased since cohort 3 graudated. Students are actively using the resource coach (Forstine Morris).

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

Gathering alumni information is extremely difficult, Hoever, we have begun working with the Alumni office to get information on our graduates that will help us locate students. This will ensure that we have the most up to date information on our students after they graduate.

However, we expect that there are a large number of students who will not respond to our contact attempts and it is even possible that the Alumni office does not have the most up to date information. We have begun, and will continue, employing social media to get the latest information on our students, and we would like to use social media to engage our alumni in networking, ongoing discussion and mentoring for our newly graduating students.

Surveys administered through Lime Survey have had a very encouraging response rate prior to student graduation. We will continue to gather as much information from students prior to graduation as possible through Lime Survey. We have been gathering their latest contact e-mail so that we can contact them after graduation.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Honors College

Goal	**Rexamine, Refine, And Redefine The Honors Role On The SHSU Campus** 🔑
	After a significant growth trajectory, it is time to step back and reconsider the role of the Honors College on the SHSU campus.

Objective (P) **Expand Honors Outreach And Service** 🔑

One means of changing perception of Honors College students and the Honors College itself is to become more visible in our service role. Our objective is to add significantly to the current honors service role, even though that role is already substantial.

KPI Performance Indicator **Expanding Honors Service And Outreach** 🔑

This will be a success if the honors college adds at least two significant service or outreach projects or initiatives.

Result **New Honors Service/Outreach In 2014-15** 📎 🔑

The most significant new Honors College service project for the 2014-15 academic year was "Project Intrepid," in which 16 honors students, under the supervision of Dr. Pamela Zelbst and Mr. David Yebra, worked with the Center for the Intrepid at Brooke Army Medical Center. The students assisted veteran amputees and burn victims in the physical and psychological aspects of adjustment. Honors students on the Zimbabwe seminar (in May 2015) worked with a clinic for pregnat HIV victims and coordinated with Mr. Mark Butcher to assist in bringing medical clinic assistance to the tribal areas of Zimbabwe. In addition, during the 2014-15 academic year, honors designated four honors seminars as ACE (community engagement) courses.

Action **Continuing And Expanding Honors Service Outreach** 🔑

We believe that the most important by-product of these outreach/service initiatives was the benefit to the students and to those they served. However, the acclaim we received, both in public media and from our campus community, makes it more than worth our while to continue these initiatives. We hope to continue the Project Intrepid, and we will help honors students maintain contact with the public health initiatives in Zimbabwe. We will continue the ACE seminars (with the addition of a Sustainability Seminar in the fall of 2016). Honors is committed to expanding our service outreach. Besides the obvious benefits to our students and the recipients of their service, we believe that these projects have helped improve the image of the Honors College and our students on campus. We will continue and expand these outreach/service initiatives.

Goal **Enhance The Honors Educational Experience Without Sacrificing Quality.** 🔑

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.

Objective (P)	**Develop An Ongoing And Robust Honors Study Abroad Program** 🔑
	For the past few years, we have actively sought information on various honors study abroad ad National Collegiate Honors Council member institutions. Based on our findings, we are ready to pursue the formation of an annual study abroad program in the SHSU Honors College
KPI Performance Indicator	**Launch An Ongoing Honors Study Abroad Program** 🔑
	This will be a success if in the 2014-15 academic year, the Honors College at least puts into place definitive plans for a future study abroad. Even better would be to actually conduct an honors study abroad in the spring of 2015.
Result	**2015 Honors Seminar In Zimbabwe** 📎 🔑
	During the Spring 2015 mini-semester (specifically, May 10 through 30), the Honors College conducted its first study abroad seminar--an honors seminar in Zimbabwe.
Action	**The Future Of Honors Study Abroad** 🔑
	Given the great success of the 2015 Honors Zimbabwe Seminar, we plan to go forward definitively with our honors study abroad program. In the spring of 2016, Dr. Kimberly Bell, the incoming honors dean, will lead an honors study abroad to London. In a later year, she will lead a study abroad to Greece. We will return to Zimbabwe in some future year. In fact, two of the honors students who took part in the Zimbabwe study abroad will travel to the 2015 National Collegiate Honors Council meeting in Chicago to present their experience. In June 2015, Dr. Young travelled with other SHSU faculty and staff to Costa Rica, where he scouted possibilities for a future honors study abroad there. Study abroad will become a staple element of the honors experience.
Objective (L)	**Strengthen And Enhance The Quality Of Honors Teaching** 🔑
	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.
Indicator	**Honors Faculty Development Survey** 🔑
	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.
Criterion	**National Collegiate Honors Council Criterion** 🔑
	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.

Finding	**Need For Further Improvement Of Faculty Development** 🔑

The Honors College did a certain amount of faculty development and outreach, but it was not as systematic as the objective had outlined. We did not produce the written guidelines we envisioned, and while we did perform some faculty development outreach, we did not hold the series of workshops we had anticipated.

Action	**Need For Improvement Of Honors Faculty Development** 🔑

While the Honors College did provide some enhanced guidelines for honors faculty (including meetings in which we articulated guidelines and objectives for conducting honors seminars), we still have much work to do in this area. We will plan more structured outreach for the coming year, including more careful communication witht he instructors of honors sections in the disciplines and honors contracts.

Goal	**Comprehensive Evaluation Of The Honors Admission Process** 🔑

As a result of preliminary discussions in spring 2014, Honors College leaders determined the need to reexamine our admissions process. During the fall of 2014, the Honors College will undergo a thorough evaluation of our processes, procedures, and policies governing the Honors College. The objective will be to identify strengths and weaknesses in our current system and consider the possibility of revisions to honors admissions.

Objective (P)	**Re-examine The Standards For Honors Admission** 🔑

Preliminary discussions, ongoing for the past few years, have raised the question of whether the current honors admissions process relies too heavily on certain criteria. We will use discussions with honors staff and honors admissions committee members, informed by recent national literature on assessment of student potential, to take a hard look at whether our current admissions practices overlook certain students with high honors potential.

KPI Performance Indicator	**Positive Recruitment Outcomes** 📎 🔑

The first indicator of the effect of this objective will be an analysis of the demographic of the Fall 2015 class. If we determine to make changes in the admissions process, the effect of the changes should be observable in the demographic of that class. This might mean an increase in the number of acceptances or increase in certain types of applicants, including minority applicants.

Result   **Preliminary Fall 2015 Admission Numbers**

Indications are that the honors class of2015-16 will show substantial growth overall. Preliminary examination suggests growth in certain demographics (for example Hispanic students whose first language is not English, who did not score high on verbal tests, but who show excellent potential as honors citizens) the gains are substantial. Followup studies will need to be done to confirm this, and, of course, the proof in this podding won't be known for at least two years.

Action   **Evaluate The Fall 2015 Honors Class**

Actually, this objective cannot be fully evaluated for at least one year, when we begin to get a full picture of how active, engaged, and successful thie Fall 2015 class of new honors students proves to be. Preliminary outcomes are promising, but through this year, we will actively follow up these new students in terms of their academic success, participation in honors activties, and other such measures. We will pay particular attention to those new honors students who might not have been admitted under previous admission practices.

Goal   **Continue To Enhance The Honors College Impact On Undergraduate Research**

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.

Objective (L)   **Connecting With Other Undergraduate Research Programs And Initiatives**

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.

Indicator   **Dedicated Coordination With Other Undergraduate Research Initiatives.**

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   **NCHC Assessment Guidelines**

The general criteria for assessment which cover this objective are the National Collegiate Honors Council statements and guidelines concerning undergraduate research.

Finding   **A Successful 2015 Undergraduate Research Symposium**

The 2015 Undergraduate Research Symposium broke all previous records for presenters, audience, and faculty involvement. We added substantial numbers and types of student poster presentations, and improved the faculty mentoring role. This year's URS further cemented the honors leadership in undergraduate research.

Action   **Continuing The Success Of The URS** 🔎

The 2015 Undergraduate Research Symposium was another exceptional success. While we continue to troubleshoot and refine, we will continue the basic model that has continued to make the Honors College a centerpiece of undergraduate research at SHSU.

Previous Cycle's "Plan for Continuous Improvement"

Actions Remaining from the 2013-14 Strategic Plan

<u>Goal I, Objective A.</u> Tracking Alumni Career Paths and Enhancing Alumni Contributions

<u>Action Statement.</u> In order to take full advantage of the outcomes we envisioned for this objective, in 2014-15, we will strengthen our efforts to make better, longer lasting contact with our honors alumni. We will step up our practice of tracking recent grads and continue working with the Alumni Association to track the career paths of honors grads--both recent and not so recent. The Let's Talk event has proved promising in tracking highly successful alumni from our earlier history and engaging them in honors support. We will continue with that effort, as well as the others launched but unfulfilled during the 2013-14 academic year. We need to do better, and we will.

<u>Plan for Continuous Improvement.</u>

- Begin more robust tracking of the careers of honors graduates, beginning with the most recent and working back in time.
- Reinstitute and formalize social events, such as the Honors Alumni reception during Homecoming Week.
- Actively develop and institute a plan for reengaging honors alumni and their levels of contribution, particularly through personal appeals and connection with the Let's Talk event

<u>Goal I, Objective B.</u> Increase Support for Honors Students Post-Graduate Careers

<u>Action Statement</u>. While the Honors College has had demonstrable success in supporting students in their research efforts, especially through the URS and separate funding for graduate research and conference travel, we have been less successful in establishing specific outreach for students interested in graduate programs. In the coming year, we plan to conduct specific initiatives to help students prepare for graduate careers and for continued research and publication experiences.

<u>Plan for Continuous Improvement.</u>

- Improve systematic contact with honors alumni who have gone on to graduate or professional schools.
- Work with the graduate office and the McNair Program to establish workshop and training designed to enhance the applications and improve the graduate experiences of honors students seeking post-graduate education

- Work with faculty (especially URS advisors, honors contract supervisors, and honors classroom faculty) to enhance honors student awareness of research and professional publications processes and opportunities.

Goal II, Objective A. Strengthen and Enhance the Quality of Honors Teaching

Action Statement. During the 2014-15 academic year, the Honors College will publish and distribute honors teaching standards, guidelines, and expectations. We will also conduct at least one honors teaching workshop for current and prospective honors faculty. Dr. Lewis will continue coordinating honors seminars, both planning new seminars and overseeing the conduct of current seminars. We will also propose the addition of two new seminars for the 2014-15 SHSU curriculum cycle.

Plan for Continuous Improvement.

- Follow through on the plan to conduct workshops for honors faculty, both the teachers of honors seminars and standalone honors courses.
- Propose two new seminars for the coming undergraduate curriculum cycle.

Goal III, Objective A. Objectively Examine Perceptions about Honors on the SHSU Campus

Action Statement. Now that we have launched new data-gathering projects (and continued others), it is time for us to begin to measure and consider what the data mean. We also need to come to a fuller understanding (measurement?) of how honors is perceived by other entities on campus, including non-honors students, as well as the academic and support organizations. The data collection is ongoing; now we will begin an attempt to understand and act on the data.

Plan for Continuous Improvement.

- Continue gathering honors demographic data but begin a phase of measuring and analyzing the implications of those data
- Begin the promised effort to formally assess how the Honors College and honors students are perceived on campus (among faculty and staff, as well as in the student body)
- Determine whether any changes are necessary as a result of the above surveys

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

Update on Previous "Plan for Continuous Improvement."

Goal I, Objective A. Tracking Alumni Career Paths and Enhancing Alumni Contributions

Update: We have worked with the Alumni Association to more robustly track the careers of our graduates. We have decided not to reinstitute the alumni reception, and our efforts to enhance contributions through Let's Talk is still a work in progress.

Goal I, Objective B. Increase Support for Honors Students Post-Graduate Careers

Update: We have markedly improved out connection with alumni who have gone on to graduate school, but we have not gone forward with developing the workshops with the

graduate program and McNair Program.
<u>Goal II, Objective A.</u> Strengthen and Enhance the Quality of Honors Teaching

Update: We have improved out communication with honors faculty, but we have not yet developed the workshops we envisioned. We did succeed in establishing the two new seminars.

<u>Goal III, Objective A.</u> Objectively Examine Perceptions about Honors on the SHSU Campus

We have succeeded in implementing a demographic data tracking system. We have discovered a measure to formally analyze how faculty perceive honors students.

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

Honors College Plan for Continuous Improvement

Actions Remaining from the 2014-15 Strategic Plan

<u>Goal I</u>. Re-examine, Refine, and Redefine the Honors Role On The SHSU Campus

<u>Objective A</u>. Expand Honors Outreach and Service

<u>Action Statement</u>. The Honors College "Project Intrepid" was a success, and now we will build on it—continuing it and expanding our involvement. The Zimbabwe experience opened other, far-flung outreach possibilities. We expect to continue and expand our

<u>Plan for Continuous Improvement</u>.

- Continue the Project Intrepid into a second year and expand the number of students participating.
- Facilitate Honors student contact with the Zimbabwe health clinics.
- Continue and expand the number of Honors ACE seminars.

<u>Goal II</u>. Enhance The Honors Educational Experience Without Sacrificing Quality.
<u>Goal II, Objective A</u>: Develop An Ongoing And Robust Honors Study Abroad Program

<u>Action Statement</u>.

The 2015 Honors Seminar In Zimbabwe was successful to the degree that the Honors College is now fully committed to conducting one (and possibly two) study abroad classes each year.

<u>Plan for Continuous Improvement</u>.

- Continue to establish connections with study abroad agencies.
- Begin final planning for the 2016 London seminar.
- Begin long-term planning for study abroad programs in Zimbabwe, Greece, and Costa Rica.
- Include studies abroad opportunities in honors recruitment literature.

<u>Goal II, Objective B</u>: Strengthen And Enhance The Quality Of Honors Teaching

<u>Action Statement</u>.

While the Honors College did provide some enhanced guidelines for honors faculty (including

meetings in which we articulated guidelines and objectives for conducting honors seminars), we still have much work to do in this area. We will plan more structured outreach for the coming year, including more careful communication with the instructors of honors sections in the disciplines and honors contracts.

<u>Plan for Continuous Improvement</u>.

1. Improve communications with instructors of honors courses in the departments and honors contract instructors.
2. Plan teaching workshops for honors seminar faculty.
3. Develop guideline statements for honors seminars

<u>Goal III</u>. Comprehensive Evaluation Of The Honors Admission Process

<u>Goal III, Objective A</u>. Re-examine the Standards for Honors Admission

<u>Action Statement</u>. We will this semester begin evaluating the Fall 2015 incoming class, particularly with demographic measures. However, it will be a year at least before we begin to get a full picture of how active, engaged, and successful this Fall 2015 class of new honors students proves to be. Preliminary outcomes are promising, but through this year, we will actively follow up these new students in terms of their academic success, participation in honors activities, and other such measures. We will pay particular attention to those new honors students who might not have been admitted under previous admission practices.

<u>Plan for Continuous Improvement</u>.

- Begin immediate evaluation of the incoming class from demographic measures.
- Begin immediate evaluation of the incoming class in terms of their overall engagement in honors relative to previous classes.
- Plan for a one-year post analysis in the fall of 2016 and in subsequent years.
- Use these data to make further changes in the honors admission process.

<u>Goal IV</u>. Continue To Enhance The Honors College Impact On Undergraduate Research

<u>Goal IV, Objective A</u>. Continuing The Success Of The URS

<u>Action Statement</u>. The 2015 Undergraduate Research Symposium was another great success, but we did identify certain areas for revision and improvement. We will continue with this model while continuing to refine and improve.

- Improve the student-faculty mentor process.
- Seek additional funding from the colleges.
- Look for ways to improve participation in certain under-represented disciplines (and colleges).

Jump to Top

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Humanities & Social Sciences, College Of

Goal	**Excellence In Academic Programs** DRAFT 🔎 ➖
	The CHSS will develop academic programs and constantly review existing programs to ensure excellence in this important mission of the college.

Objective (P)	**Increase Student Enrollments** DRAFT 🔎
	The CHSS will increase both undergraduate and graduate student enrollments by specified amounts each year.

KPI Performance Indicator	**Increase Enrollments In Graduate Programs** DRAFT 🔎
	Increase enrollments in graduate programs by 10%.

Result	**Graduate Student Enrollments 2014-2015** DRAFT 🔎
	In 2013-14, CHSS recorded 1053 graduate student enrollments for 6534 student credit hours. In 2014-15, there were 1049 graduate student enrollments for 6200 credit hours. These figures represented an 0% change in student enrollments and a 5.1% decrease in total graduate student credit hours.

KPI Performance Indicator	**Increase Undergraduate Enrollments** DRAFT 🔎
	Increase undergraduate majors in programs of college by 2%

Result	**Undergraduate Student Enrollments 2014-2015** DRAFT 🔎
	In 2013-2014, CHSS recorded 4447 undergraduate-major enrollements for a total of 117,662 student credit hours. In 2014-2015 the figures were 4541 undergraduate-major enrollments for 120274 hours. These changes indicated a 2% increase in major enrollments with an 2% increase in student credit hours.
	NOTE: the data for 2014-2015 includes students registered as double majors with one or both major occurring in CHSS. Data from 2013-2014 and before did not include these students.

Action	**Enrollment Growth Strategies** DRAFT 🔎
	The growth of graduate enrollment is a complex problem consisting in part of recruiting issues and in part of logistical issues. Previously, CHSS departments have improved both the numbers and the quality of incoming graduate students by offering entire degree programs online. In 2015-2016, CHSS will assist the department of Political Science with the transformation of the MA program to an online offering.
	CHSS undegraduate enrollment continues to grow along with university enrollment. To enhance the production of actual majors, departments within the college are increasing their offerings of social/educational events such as field trips. They are inaugurating or expanding a committment to

undergraduate clubs. Finally, they are reviewing how their majors are presented during advisement to ensure that inquiring students understand the full potential of majors in the humanities and social sciences.

Objective (P)	**Enhance Graduate Student Entering Credentials** DRAFT 🔑

The CHSS will increase the quality of credentials of incoming graduate students.

KPI Performance Indicator	**Incoming Graduate Student GPA** DRAFT 🔑

Graduate programs across CHSS will demonstrate a total average incoming graduate student GPA increase of 2%.

Result	**Incoming Graduate Student GPA Performance** DRAFT 🔑

DEPT: Fall 2013/Spring 2014 :: Fall 2014/Spring 2015
COMS MA: 3.30/3.15::3.15/3.52
Creative Writing MFA: 3.40/3.34::3.13/3.67
ENGL MA: 3.61/3.37::3.54/3.7
SPAN MA: 3.47/3.74::3.25/2.97
HIST MA: 3.24/3.37::3.39/3.65
POLS MA: 3.21/3.45::3.59/3.23
POLS MPA: 3.21/3.36::3.6/3.53
PSYC MA: 3.50/no admissions::3.58/no admissions
PSCY SSP: 3.54/no admissions::3.31/no admissions
Clinical PSYC MA: 3.50/no admissions::3.63/no admissions
Clinical PSYC PhD: 3.60/no admissions::3.73/no admissions
SOCI MA: 3.26/3.22::3.18/3.53

DEPT: Percent Change Fall to Fall/Spring to Spring

COMS MA:
Creative Writing MFA: -5%/12%
ENGL MA: -8%/10%%
SPAN MA: -6%/-21%
HIST MA: 6%/8%
POLS MA: 12%/-6%
POLS MPA: 12%/5%
PSYC MA: 2% (admits annual fall class only)
PSYC SSP: 6% (admits annual fall class only)
Clinical PSYC MA: 4% (admits annual fall class only)
Clinical PSYC PhD: 4% (admits annual fall class only)
SOCI MA: -2%/10%

KPI Performance Indicator	**Increase GRE Scores Of Incoming Graduate Students** DRAFT 🔑

Increase GRE scores of incoming graduate students in departments with underachieving admissions criteria. During this academic year, average GRE scores of incoming graduate students in the departments of COM, SOC and FOL will increase by 2%.

Result	**Incoming Graduate Student GRE Scores** DRAFT 🔑

Average incoming GRE scores are recorded 2013-2014::2014-2015 (% change) by program

COMS MA: 298::299 (0%)
Creative Writing MFA: 304::306 (0%)
ENGL MA: 299::306 (2%)
SPAN MA: Not Required
HIST MA: 317::305 (-4%)
POLS MA: 302::294 (-3%)
POLS MPA: 296::302 (2%)
PSYC MA: 303::298 (-2%)
PSYC SSP: 300::306 (2%)
Clinical PSYC MA: 307::310 (1%)
Clinical PSYC PhD: 315::314 (0%)
SOCI MA: 293::301 (3%)*

*(not including an individual admission with 491 overall)

Across all programs, the non-weighted average was -.01%, essentially unchanged from the previous academic year.

Result	**GRE Waiver Rates By Program** DRAFT 🔑

Program: Fall Waiver %/Spring Waiver %

COMS MA: 85%/33%
Creative Writing MFA: 0%/0%
ENGL MA: 0%/0%
SPAN MA: not required for admission
HIST MA: 4%/18%
POLS MA: 69%/80%
PSYC MA: 0%/no spring admissions
PSYC SSP: 0%/no spring admissions
PSYC Clinical MA: 0%/no spring admissions
PSYC Clinical PhD: 0%/no spring admissions
SOCI MA: 55%/40%

Action	**Graduate Student Entrance Credentials** DRAFT 🔑

The departments of the degree programs have primary control over the admissions standards they impose upon applicants. At the level of the college administration, we can assist these programs in part by increasing their access to strong applicant pools. In the past, we have found that offering whole degrees online actually increases the strength of incoming student credentials by opening enrollment to highly qualified students who cannot physically attend campus. To this end, CHSS will assist the POLS MA program in converting to offering the degree wholly online.

Objective (P)	**Periodic Graduate Program Review** DRAFT 🔑

The CHSS will complete a thorough program review of each of its graduate programs before August 2019.

KPI Performance Indicator	**Graduate Program Review Process** DRAFT 📎🔑

The College will complete program reviews of all its graduate programs according to the following schedule:

Review   Year Program
2012-13 History MA
2013-14 School Psychology SSP
2015-16 Political Science MA
2015-16 Public Admin MA
2015-16 Communication Studies MA
2016-17 Sociology MA
2016-17 Spanish MA
2018-19 English MA
2018-19 Clinical Psychology MA
2018-19 Clinical Psychology PhD

Scheduled completion of the PSYC MA SSP review before closure of the 2013-2014 reporting cycle will indicate timely initiation of this process.

All departments will fulfill the process by submitting thorough program self-studies conducted according to a rubric provided by the Office of Graduate Studies. Each department will then host on-campus visitors from peer institutions/programs to review the reports and to make further recommendations. Departments will conclude the process by submitting responses to visitors' reports and any additional program planning inspired by the overall program review.

Result	**Graduate Program Review Progress 2014-2015** DRAFT 🔑

At the close of the 2013-2014 academic year, the PSCY MA SSP successfully completed a program review including reporting by external visiting referees. PSYC MA SSP is one of the best-reported programs in the college owing to the accreditation context of the discipline and the outstanding efforts of the program director.

CHSS had no program reviews scheduled for 2014-2015.

CHSS is scheduled to complete three such program reviews for academic 2015-2016: POLS MPA; POLS MA; COMS MA

Action	**New Graduate Program Reviews** DRAFT 🔑

For the academic year 2015-2016, CHSS will conduct the graduate program reviews for the following degrees: POLS MA; POLS MPA; COMS MA.

Objective (P)	**Promote Centers Of Scholarly Excellence** DRAFT 🔑

The CHSS will develop centers for focused scholarly activity within the departments

KPI Performance Indicator	**Centers Of Scholarly Excellence** DRAFT 🔑

Each department will present to the dean of the college at least one area of focused scholarly excellence for that department. The college will support the establishment of at least two interdisciplinary research centers recommended by CHSS faculty.

Result

Centers Of Scholarly Excellence: Progress DRAFT

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

Highlights of CDEM activity for 2014-2015 include:

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

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

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

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

Action

Continued Center Development DRAFT

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

Goal

Faculty Research Development DRAFT

The CHSS will identify and promote best practices for faculty research development.

Objective (P)

Faculty Research Publications DRAFT 🔑

The CHSS will increase the number of faculty involved in peer-reviewed publications.

KPI Performance Indicator

Peer-Reviewed Publications DRAFT 🔑

Universities must produce new knowledge and understanding. The college will collect data on the number of peer-reviewed publications and compare this with the previous year. Because these are peer-reviewed publications, the quality of the research also is measured. The college will increase the per capita number of peer-reviewed publications by 2%.

Result

Faculty Publication Performance DRAFT 🔑

In 2013, 117 CHSS faculty produced 186 peer-reviewed publications. In 2014, 115 faculty produced 155 such works.

During 2013 CHSS average 1.32 articles per faculty member. In 2013, per capita book production was .12, while book chapter production was .15.
In 2014, faculty article production was 1.10 per member. Per capita book production was .16 and book chapter production was .09.

It should be noted that this production was achieved in spite of the loss of the Department of Family and Consumer Sciences, whose scholarly products are not counted here.

Action

Faculty Research Support DRAFT 🔑

Faculty research activity in CHSS continues to meet all expectations. The college will therefore maintain its commitment to promote and reward scholarship and principally to assist departments with research support money whenever appropriate.

Objective (P)

Faculty Grant Activity DRAFT 🔑

The CHSS will increase the number of grants submitted by college faculty and funded.

KPI Performance Indicator

Increased Grant Submissions And Grant Funding DRAFT 🔑

One measure of the productivity of faculty is the number of outside grants funded. Outside funding shows that the research of the faculty is of high quality. The amount of funding varies by the discipline as do the funding opportunities. The College will collect data on the number and amounts of outside funding received by our faculty, as well as the number of grants submitted. These numbers will be compared to last year's numbers. The College will increase by 2% the per capita number of grants externally submitted and the percentage of submitted external grants

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

Result	**Faculty Grant Activity Results** DRAFT 🔎

In 2014, 115 CHSS faculty submitted 62 total grant applications (27 internal and 35 external) for a per capita submission rate of .54. Of these submissions 27 (11 internal and 16 external) were funded for a per capita success rate of .23. The submission success rate was 44%.

In 2013, 117 CHSS faculty submitted a total of 55 grant applications (26 internal and 29 external for a per capita submission rate of .47 (.22 internal only and .25 external only). Of these submissions, 27 (15 internal and 12 external) were funded for a per capita success rate of .23 (.13 internal only and .10 external only). The submission success rate was 57%.

Action	**Grant Writing Support** DRAFT 🔎

The dean of CHSS has detailed one Associate Dean to offer ongoing support and informational workshops for faculty seeking grants. We will review and assess the impact of this support in the following years.

Objective (P)	**Faculty Conference Participation** DRAFT 🔎

The CHSS will increase faculty activity at scholarly conferences.

KPI Performance Indicator	**Faculty Presentations At Scholarly Conferences** DRAFT 🔎

Universities must not only produce new knowledge, but they must also disseminate this knowledge. Conference presentations are one method of disseminating knowledge. The college will collect data on the number of presentations at professional, peer-reviewed conferences and compare this with the previous year. Because these are peer-reviewed presentations, the quality of the research is also measured. The College will increase by 2% the number of per capita professional conference presentations by faculty in the college.

Result	**Conference Presentation Performance** DRAFT 🔎

In 2014, 115 college faculty made 278 conference presentations for a per capita rate of 2.42. In 2013, the college faculty of 117 made 329 conference publications for a per capita rate of 2.81.

Action	**Faculty Conference Support** DRAFT 🔎

The office of the Dean of CHSS will continue to offer travel support to faculty in the various programs where appropriate. More strategically, the college will begin a review of the system of merit rewards, to ensure that scholarly and pedagogical activities not immediately resulting sin peer-reviewed publication nonetheless win the participating faculty rewards for their efforts.

Goal	**Student Research Development** DRAFT 🔎
	The CHSS will promote the whole experience of students taking courses in the college: classroom activities, research opportunities, and presentation opportunities. The college will also monitor student graduation outcomes.

Objective (P)	**Student Research Objectives** DRAFT 🔎
	The CHSS will increase the quality and quantity of both undergraduate and graduate student research publication activities.

KPI Performance Indicator	**Number Of Students Presenting And Publishing** DRAFT 🔎
	As research and scholarly activity increases with faculty, the college would like to see more students involved in the research process. The process of creating knowledge is essential to each discipline, and exposing students to this process provides quality instruction. The College will collect data concerning the number of peer-reviewed presentations and publications by undergraduate students and by graduate students and compare this to last year's data. The College will increase by 2% the number of undergraduate student and graduate students who are involved in research that result in publication or presentation at professional conferences.

Result	**Student Presentation And Publication Performance** DRAFT 🔎
	In 2014-2015, 20 undergraduate students made 27 presentations and 4 published for a total of 31 undergraduate research activities. In 2013-2014, 52 undergraduate students presented papers and 7 published for a total of 59 undergraduate research activities. In 2012-2013, 64 undergraduate students presented papers, while 15 published for a total of 79 undergraduate research activities. The totals were 75 for 2010 and 81 for 2011-2012.
	The 2014-2015 results thus represent a continuation in the overall decline in undergraduate research accomplishments since 2010.
	In 2014-2015, at least 100 CHSS graduate students made 195 conference presentations 23 publications for a total of 218 research activities. The exact number of participating graduate students was difficult to ascertain because of multiple authorship and because of changes in reporting methods. In 2013-2014 93 graduate students presented papers and 52 published for a total of 145 research activities. In 2012-2013, 107 graduate students presented papers while 42 published for a total of 149 graduate student research activities. The totals were 89 in 2010 and 119 in 2011-2012. Graduate student research activities increased 25% over 2011 and by 39% in the last two

years.

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

Action	**Support Student Research Endeavor** DRAFT 🔑

Graduate student research activity continues to flourish in CHSS. The college therefore proposes to maintain the system of incentives and support that have promoted these results.

Effective programs of undergraduate research are difficult to build and maintain. For the academic year 2015-2016, CHSS will review the possibility of establishing an undergraduate research journal as an outlet for the best efforts of students in the junior and senior-level writing courses (and for independent efforts as well). Additionally, the Office of the Dean will work with the SHSU center for undergradute research (EURECA) to increase undergraduate research participation. Initial ideas to be implemented in 2015-2016 include: introductory workshops each for students in humanities and social sciences disciplines; canvassing of departmental clubs for likely candidates; canvassing of honor socities for likely candidates; creation of a proposal for increased CHSS internal grants, for consideration by the dean.

Goal	**CHSS Staff Development** DRAFT 🔑

The CHSS will promote the intellectual and professional development of staff members serving departments and programs in the college.

Objective (P)	**Staff Professional Development** DRAFT 🔑

The CHSS will identify and increase the number of college staff members obtaining outside professional and intellectual development experiences.

KPI Performance Indicator	**Off-Site Conferences And Professional Development** DRAFT 🔑

Staff professional development will exceed the minimally mandated hours provided by the university. CHSS will fund staff attendance at at least one regional or national conference dedicated to developing university staff professionals.

Result	**Off-Site Professional Development Results** DRAFT 🔑

Seven college staff members attended the Natioinal Association of Graduate Admissions Professionals 28th Annual Conference. Development instruction received emphasized graduate enrollment management.

One additional staff member from the Dean's Office

attended "Strengthening Alumni Boards" hosted by Academic Impressions.

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

Previous Cycle's "Plan for Continuous Improvement"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

English, Department Of

Goal	**Quality Instruction** DRAFT 🔑
	Faculty in the Department of English will demonstrate quality in the instruction of their classes.

Objective (P)	**To Teach Effectively** DRAFT 🔑
	The Department's faculty will maintain a level of instruction at or above the average for all departments at SHSU.

KPI Performance Indicator	**Demonstration Of Teaching Effectiveness** DRAFT 🔑
	Successful teaching will be demonstrated by faculty performance on the Individual Development and Educational Assessment (IDEA) Class Evaluation System. The IDEA survey is a nationally-normed, university-adopted evaluation instrument which measures student perception of instructor teaching. The faculty of the Department of English will average at least 3.9 (the university's average) on the IDEA student evaluations of teaching. Part of quality instruction is also adherence to stringent student evaluation; courses need to be interesting yet not too easy.

Result	**Teaching Effectiveness, IDEA Scores** DRAFT 🔑
	The faculty of the Department of English averaged better than the university's average of 3.9. The averages are as follows:
	Tenured/tenure-track faculty: 4.5
	Lecturers (adjunct faculty): 4.2
	Graduate Assistants: 4.3
	Average for all teachers: 4.33
	Discussion: The average of 4.33 IDEA summary score reflects the good instruction that the Department of English provides. This average is slightly higher than last year's average of 4.3, so it is fair to say that we have at least held our own in student assessment of faculty teaching effectieness. Much of the teaching in English consists of service to other departments, as we offer the core freshman and sophomore courses. Full faculty scores are slightly higher (4.5) than adjunct and TA scores (4.2 and 4.3, respectively), which reflects the fact that adjuncts and TAs teach mostly freshman composition--courses that are required of all students as part of the core. Adjuncts and TAs are doing amazingly well, when this fact is taken into consideration.

Action	**Achieving And Maintaining High Quality Teaching** DRAFT 🔑
	All IDEA scores for all sections will be monitored closely, with special attention to sections that score below the university average of 3.9. Individual conferences with instructors will be held in the spirit of support, with the goal of identifying the reasons for lower scores. Often the reason

is that the course is an obligatory course that students are not eager to take; however, even in these courses it is possible to improve the scores without compromising high expectations and rigorous teaching. In adjunct hiring, in addition to the overall qualifications, special attention will be paid to the applicants' potential as classroom instructors. A mandatory teaching workshop will be offered immediately prior to the beginning of the fall 2015 semester for all adjuncts and teaching assistants. All graduate teaching assistants will be assigned mentors--experienced professors who are successful instructors themselves.

Goal

Research And Creative Activities Productivity DRAFT 🔑

The Department's tenured and tenure-track faculty will engage in research and publication.

Objective (P)

To Engage Actively In Research And Publication DRAFT 🔑

The number of peer-reviewed publications, conference presentations, and grant proposals by the Department's tenured and tenure-track faculty will serve as indicators of active research agendas.

KPI Performance Indicator

Research Agenda DRAFT 📎 🔑

The number of peer-reviewed publications, conference presentations, and grant proposals by the Department's tenured and tenure-track faculty will serve as indicators of active research agendas.

Presenting a paper at a meeting of a professional association and/or publication of one article will certify research productivity.

This year (2014) we expect that research productivity will increase (and not decrease) when compared to 2013.

Result

Research Productivity DRAFT 🔑

The following listing provides a summary of faculty research and publication productivity. The numbers listed follow this format: # published/# accepted for publication/#submitted to a publisher for consideration

1. Publications

Books	2/1/2
Chapbooks	0/1/0
Edited books	2/0/0
Peer reviewed articles	7/3/3
Book chapters	2/5/0
Dictionary/Encyclopedia	0/1/0
Non-peer reviewed articles	15/0/0
Conference proceedings	1/0/0
Poems	11/15/0
Short stories	5/0/0
Book reviews	1/1/1
Other	5/0/14

Totals

Published pieces = 49
Accepted = 27
Submitted = 20
Total faculty with a piece either published or accepted for publication = 17 (68%)

2. Conference Presentations = 40

3. Grant Activity
4 grants submitted—1 funded internally @ $15,000, 3 funded externally @ $1,000, $34,000, and $193,448

4. Student Research (under faculty supervision)
Thesis Completion = 6
Graduate Student Publications = 6
Graduate Student Conference Presentations = 7/8 (indicates co-presentation)
Undergraduate Research = 6
Undergraduate Publications = 2
Undergraduate Conference Presentations = 5

Discussion: These figures indicate that, in the aggregate, English faculty are engaged in research and publication. Further, English faculty work with both graduate and undergraduate students to mentor these students and help them prepare papers for publication and presentations to conferences.

In the Plan for Continuous Improvement from the 2013-14 report, we specified that the number of publications by the tenured/tenure-track faculty would increase from 42 to 45, that the number of presentations would be at least 27, and that 100% of faculty would either publish or present at least one piece of scholarship. We met the first two of these. Faculty published 49 individual pieces of scholarship and made 40 conference presentations. We fell short, however, with the third--our goal was 100% of faculty either publishing or presenting, but of the 24 faculty in the department, 21 (87.5%) met this goal. Of the three who did not, two simply had an off year, for these two faculty generally engage in substantive research activities.

KPI Performance Indicator	**Number And Quality Of Publications** DRAFT 🔑
	The number of faculty publications will be noted; however, it is important for the faculty and administrators to understand that quality is much more important than quantity. Quality is defined as publication in peer-reviewed print journals or presentation to peer-reviewed conferences. The expectation is the publication of one peer-reviewed article (or equivalent) per faculty member per year.
Result	**English Faculty Publications** DRAFT 📎 🔑
	Faculty in the Department of English saw the following number of pieces published, accepted for publication, or submitted for publication:

Published = 49 (11 faculty)
Accepted for publication = 27 (10 faculty)
Submitted for publication = 20 (9 faculty)

In sum, 21 faculty members either published, saw accepted for publication, or submitted for publication a piece of scholarship. This represents 87.5% percent of the department's faculty.

Action	**Publicizing Results To Faculty** DRAFT 🔗 🔑

The results reported here will be made available to the tenured and tenure-track faculty, with faculty names associated with individual accomplishments. The ultimate goal is 100-percent participation in research activities, defined as either publication or presentation.

The attached file, which presents a compilation of the results reported by the faculty on the 2014 Faculty Evaluation system (FES) form, was provided to the faculty for two purposes: (1) so that each faculty member could ensure that his or her activities had been reported fully and (2) so that each faculty could see the reported research and service activities of his or her colleagues. Thus, we have disseminated the results to the faculty.

Goal	**Professional Activities And Service** DRAFT 🔑

The faculty will engage in professional activities and service at a level appropriate for the individual faculty member's rank.

Objective (P)	**To Provide Professional Service** DRAFT 🔑

English faculty will take part in service activities at local, state, regional, national, and/or international levels.

KPI Performance Indicator	**Professional Service Activities** DRAFT 🔑

The number of professional service activities--local, state, regional, national, and/or international--by the Department's tenure-track faculty will indicate engagement in professional service.

Result	**Faculty Service Activities** DRAFT 🔑

Department of English faculty are highly engaged in fulfilling a variety of service commitments, as the following list of service activites attests:

Department = 53 (21 faculty)
College = 21 (15 faculty)
University = 47 (19 faculty)
Community = 13 (9 faculty)
Editorships = 5 (3 faculty)
Associate Editorships/Editorial Boards = 8 (5 faculty)
Other = 22 (9 faculty)

These activities represent substantive professional

service on the part of our faculty, and every faculty member was active in terms of service. Thus, we met our goal of 100% of the faculty participating in service activities.

Action	**Service Activities** DRAFT 🔑

English faculty are active in service, providing both substantive and substantial service in all areas. Adding to the service goals would mean diminished attention to research activities. Everyone serves in some capacity and needs to be commended for this. NOTE: For a summary of service activities, please see the file appended to the "Publicizing Results to Faculty" action statement immediately above this entry.

Previous Cycle's "Plan for Continuous Improvement"

- Teaching: English faculty continue to do well in the area of teaching, but adjuncts show lower IDEA scores than full faculty and TAs. Methods for improvement:
- Attention on adjunct teaching will be increased by one-on-one conferences with the chair.
- Mandatory teaching-related workshops will be organized during the year.
- Anonymous teaching scores will be published withing the department, with the stated averages and deviations in order for faculty, adjuncts, and TAs to find where they stand within the department.
- PCI in the area of teaching:
- 4.4 average teaching score for full faculty
- 4.3 average teaching score for adjuncts
- 4.3 average teaching score for TAs

- Research: Research activities have increased, but there is not yet 100-percent annual research involvement. To encourage more faculty participation in research, the following methods will be implemented:
- All faculty research accomplishments will be publicized within the department in _Nuntii Evansensis_.
- Publication of a book will receive a special recognition.
- Grant-writing will be promoted vigorously and systematically. Those receiving grants will be recognized in _Nuntii Evansensis_.
- Everyone who did not publish during the previous evaluation period will be invited to a positive brainstorming session with the chair to identify areas of new research and realistic venues of publication.
- The departmental First Friday Faculty Forum will be used to publicize faculty research and inspire more of it to be shared.
- Informal faculty groups will be formed to share research progress.
- PCI in the area of research:
- 45 publications (increase from 42)
- 27 presentations (no need to raise the number here)
- 100% of faculty either publishing or presenting

- Service: The number of service tokens reported by all faculty indicates that English is very active in departmental, college, university, and professional service. Trying to improve in this area would lead to neglect in the area of research.
- PCI in the area of service:
- 100% of the faculty participating in service activities

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

Teaching: English faculty continue to provide quality instruction which is indicated by our IDEA scores. We had noted one way to try to help our lecturers (adjunct faculty) raise their average scores through one-on-one meetings with the department chair. This did not occur, for in February, 2015, we saw a change in the chair, as the previous chair resigned and an interim chair as appointed. As that interim chair, I was not involved with the OATDB until late in the Spring 2016 semester. Should the IDEA scores for individual teachers fall below the university's average, I will schedule an informal conference with each teacher to offer help in raising those scores.

We did have mandatory meetings at the beginning of the Fall 2015 semester to discuss the syllabus and requirements for the courses our adjuncts teach, so we fulfilled that part of the previous Plan for Continuous Improvement.

We did not publish IDEA scores anonymously, for, as noted above, I was not involved with the OATDB until late.

Finally, the PCI for IDEA scores was partially met. Full faculty (that is, tenured/tenure-track faculty) exceeded the 4.4 mark with an average of 4.5, and TAs (Graduate Assistants) met the projected mark of 4.3. Adjuncts fell below the 4.3 projection with an average score of 4.2.

Research: With the change in departmental administration, *Nuntii Evansensis* has not been published. Instead, we publicized faculty research accomplishments by providing faculty with the file labeled "English Faculty 2014 FES Summary Form," which provides a detailed list of all the publications (published, accepted for publication but not yet in print, and submitted), conference presentations, and service activities. Each entry is listed by faculty member, title, and venue. Thus, the faculty have been made aware of the department's research and publication activities as well as grant activities (those submitted and those awarded). To remark faculty research accomplishments, individual books are noted via email to the faculty from the interim chair, when the faculty notify me of acceptance or publication.

We continue our First Friday Faculty Forum which provided faculty a venue for presenting their research to their colleagues. These meetings are generally well-attended and include both graduate and undergraduate students who wish to attend. Further, individual faculty have gathered in small interest groups to discuss research plans and projects and so to share research progress.

One part of the PCI noted that faculty "who did not publish during the previous evaluation period will be invited to a positive brainstorming session with the chair to identify areas of new research and realistic venues of publication." This has not occurred in that specific format, again due in part to my coming to the OATDB late. However, I did discuss research plans with faculty during the annual evaluation conference required by the university. In this discussion, I asked about progress toward publication and whether the faculty member needed any specific support that the department could provide. Further, as I reviewed faculty research activities, I found that 22 of 24 faculty (92%) reported some kind of research activity, whether they pu"lished a piece of scholarship, saw something accepted for publication, submitted something for publication, or made a conference presentation. Of the two who reported no activity, one of those is an active writer for whom 2014 was an off year.

Finally, the PCI projections for research were partially met. We projected 45 publications; we

saw 49. We projected at least 27 conference presentations; we saw 40. And as noted in the preceding paragraph, 87.5% of our faculty either published or presented, so we did not meet the third goal of 100% of the faculty either publishing or presenting. Despite this, I am confident that English faculty are active scholars whose research has a positive impact on both their teaching and the profession in general.

Service: We met our goal here. That is, 100% of English faculty participated in various service activities.

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

Teaching: English faculty teach well, as our average IDEA scores indicate. Should scores for individual teachers fall below the university's average, I will schedule an informal conference with each teacher to offer help, including offering to observe their teaching—if they invite me to visit their classes—and to consider particular responses to specific questions on the IDEA form.

Research: We exceeded the previous PCI's list of expectations in terms of research in all but one category, namely, that 100% of the faculty would either publish a piece of scholarship or present a paper at a professional conference. As for the various aspects to encourage faculty to publish, we completed each of those activities, with the exception of publication in *Nuntii Evansensis*. We did, however, publish faculty research achievement by circulating a list of faculty research and creative activities as reported on the 2014 FES.

Service: We achieved our goal that 100% of the faculty would provide service to the department, college, university, profession, and/or community. We will maintain this as a continuing goal.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Political Science, Department Of

Goal

Faculty Research 🔑

Faculty in the department of political science will engage in research activities consistent with a dynamic and growing academic environment.

Objective (P)

Faculty Research Agendas 🔑

Faculty will produce and maintain active research agendas pertinent to their areas of research.

KPI Performance Indicator

Publications, Grants, And Conference Presentations 🔑

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.

Result

Faculty Publications, Grants, And Conference Presentations 🔑

Research track faculty produced two or more publications and presented at two or more conferences. Four research track faculty members received grants.

All teaching track faculty presented at a conference with the exception of one teaching track faculty member who did attended, but did not present at, an international workshop relevant to the faculty member's area of teaching. One teaching faculty member also published a peer reviewed journal article.

The combined research activities are: 21 publications, 3 internal grants, 1 external grant, and 27 conference presentations.

Thus, we exceeded our expectations in the area of faculty research.

Action

Faculty Research 🔑

The department of political science will continue to support facutly research consistent with a dynamic and growing academic environment. In the coming year, new tenure track faculty members will receive special attention and resources designed to offer them research support.

Goal
Curriculum And Pedagogy 🔎
Faculty in the department of political science will offer high quality curriculum at the undergraduate.

Objective (P)
Changes And Improvements To The Undergraduate Program 🔎
The department will offer curriculum that is comparable to SHSU's competitive institutions.

KPI Performance Indicator
Curriculum Committee Review 🔎

Curriculum will be reviewed annually by the department's curriculum committee, a committee consisting of 5 members appointed by the department chair. Committee members represent the following areas: international relations, comparative politics, American politics, political theory, and public administration.

The political science courses curriculum will be comparable to regional and public institutions that are SHSU competitive institutions. The basis of comparison will be in terms of hours required for the degree, the types of courses offered, and the objectives of the courses.

Result
Curriculum Review Results 🔎
The curriculum in four out of five areas were comparable to SHSU's competitive institutions. However, the curriculum in political theory was deemed insufficient in terms of the number of course offerings.

There are no actions for this objective.

Objective (P)
Faculty Teaching DRAFT 🔎
Faculty teaching performance will rank alongside or above the teaching performance of other faculty teaching in political science and public administration.

KPI Performance Indicator
The Individual Development And Educational Assessment System 🔎

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.

Result

Faculty Teaching 🔑

In F14-S15, 92% of face-to-face political science classes received raw scores at or above the national average and 92% received adjusted scores at or above the national average. Thus, we exceeded our goal by 17%.

In F14-S15, 82% of online political science classes received raw scores at or above the national average and 77% received adjusted scores at or above the national average. Thus, we exceeded our goal by 12% at the raw score level and 7% at the adjusted level.

During the past three semester no faculty member received scores below the national average.

Action

Faculty Teaching 🔑

The MA in political science will move completely online in fall 2016. This coming year all graduate faculty who lack experience designing online seminars will receive department support (i.e., online course design assistants, hardware/software, etc.) to help design their courses and will be encouraged to work with staff from SHSU Online, attend Professional and Academic Center for Excellence online teaching training sessions, etc. to ensure quality teaching in online seminars.

Goal

Graduate Student Recruitment 🔑

Improve the quantity and quality of graduate student applications.

Objective (P)

Improve Graduate Student Applications 🔑

The number of students entering the graduate programs will increase and the average GRE and GPA of incoming students will increase.

KPI Performance Indicator

Number Of Applications And Average GRE And GPA 🔑

We expect to see a 10% increase in graduate student enrollment overall. We expect that the average GRE and GPA of students will improve or stay consistent. We will ascertain how successful the efforts to develop new prospective student recruitment pools for the MA program have been, specifically our efforts at targeting high school and community college teachers. We anticipate these recruitment efforts will increase the number of applicants beyond the minimum expectation of a 10% increase.

Students admitted under a conditional acceptance plan will

go through a more rigorous application process (two writing samples, three letters of recommendation, and an interview with the graduate advisor), thus we expect to see the number of conditional acceptance move to permanent acceptance within one semester.

Result

Enrollment, GRE Scores, And GPAs 🔑

Enrollment
Masters of Public Administration
Enrollment from fall 2013 to fall 2014 remained at 38 students. There was no change in growth rate.

Masters of Political Science
Enrollment from fall 2013 to fall 2014 went from 17 to 16 students. There was a 5.8% decrease in growth rate.

GRE Scores
Masters of Public AdministrationThe average GRE score for AY 2013/2014 was 296 and the average score for AY 2014/2015 was 300. There was a 4 point increase in GRE scores.

Masters of Political Science
The average GRE score for AY 2013/2014 was 302 and the average score for AY 2014/2015 was 297. There was a 4 point decrease in GRE scores

GPA
Note: Last year's GPA assessment data combined the GPAs of students from both graduate programs. Thus, for purposes of comparison, this year's assessment data also combines GPAs of students from both programs.

The average GPA for AY 2013/2014 was 3.21 and the average GPA for AY 2014/2015 was 3.44. There was a slight increase of .23.

We did not meet our expectation of a 10% increase in enrollment. We did meet our expectations for increases in GRE scores and GPAs with the exception of a slight decline in GRE scores for Masters of Political Science students.

No students were admitted under a conditional acceptance.

Action

Graduate Student Recruitment 🔑

This coming year both the MA in Political Science and the MA in Public Administration will be under the supervision of two separate directors rather than a single director. The creation of two new graduate director positions will allow greater attention to be given to recruitment. In addition, the MA in Political Science will be moving completely online in the fall 2016. We believe this move will bring an increase in enrollment in that program.

Goal	**Student Satisfaction With Programs And Student Market Placement** 🔑
	The department of political science will monitor and, when necessary, improve students' satisfaction with their respective programs and monitor student market placement upon graduation.

Objective (P)	**Entrance And Exit Instruments** 🔑
	Develop instruments to measure student satisfacation with programs and student market placement upon graduation

KPI Performance Indicator	**Entrance And Exit Instruments** 🔑
	Instruments will be developed and ready for department faculty review approval at the beginning of the 2015 fall semester.
Result	**Entrance And Exit Instruments** 📎 🔑
	Graduate entrance instruments are ready for the review and approval of the graduate program directors. The instrument is woven into the graduate admission process in the form of a required written statement outlining prosepctive students' professional experience/goals and relevance of graduate degree to professional experience/goals. Drafts of gradaute exit surveys are ready for review and approval of the graduate program directors. A draft of the undergraduate exit survey is ready for faculty review and approval.

Action	**Student Satisfaction And Student Placement** 🔑
	Faculty will vote on the undergraduate exit survey in early fall. This will allow the department to begin implement the survey in December.

Previous Cycle's "Plan for Continuous Improvement"

In the past year the department has undergone a change in chairs and adopted a five year strategic plan. As a result, plans for future improvement changed.

Future Goals
Goal 1: Improve Quality of Graduate and Undergraduate Programs by taking the following actions in AY 2014 – 2015:
(1) Increase graduate program enrollment - Graduate Directors will implement new recruitment initiatives in F14/S15 designed to increase enrollment.
(2) Improve quality of graduate programs - Graduate directors will begin meeting on a bi-monthly basis to identify and discuss weaknesses in the programs.
(3) Improve quality of undergraduate program - An undergraduate committee will be formed and given the tasks of evaluating the health of the three minors offered by the department, determining the most efficient and accurate means of generating reports listing majors and minors, developing entrance and exit survey instruments designed to capture information about students' expectations of the program, satisfaction with the program, and developing recruitment initiative plans.

Goal 2: Conduct a Graduate Student Market Placement Analysis by taking the following actions in AY 2014 - 2015

(1) Graduate directors will begin developing entrance and exit surveys designed to capture information relevant to the professional goals of incoming students and professional benefits of completion of degrees. This information will allow the department to measure the economic impact of both graduate programs.

Goal 3: Create a Climate that Encourages Civic Engagement by Faculty and Students by taking the following actions in AY 2014 – 2015

(1)   Collect Baseline Data (F14):

Academic Civic Engagement (ACE) Courses

*How many ACE courses taught in F13/S14?

*Which faculty taught ACE courses in F13/S14?

*How many faculty are willing to teach ACE courses in the future?

ACE Grant Submissions

*How many faculty submitted ACE grant applications in F13/S14?

*What was the success rate of grant submissions in F13/S14?

*How many faculty are willing to submit ACE grant applications in the future?

Faculty and Civic Engagement

*Ask faculty what non-ACE civic engagement projects (e.g., voter registration drive, invited guest speakers, etc.) they engage in.

Interested Faculty and Resources

*Ask faculty interested in civic engagement to identify resources that would be helpful to their civic engagement activities.

*Identify non-department resources available for civic engagement projects.

(2) Promotion (S15)

*Provide faculty with information about department and non-department resources available for ACE faculty

*Invite ACE directors to give presentations to the department

Goal 4: Create a Department Alumni Association by taking the following actions:

(1)   Appoint an alumni committee

(2)   Committee members will collect develop an alumni list

(3)   Committee members will revise the alumni "thank you for your donation" letter

(4)   Committee members will develop an electronic newsletter to be sent to alumni

(5)   Committee members will identify additional ways of incorporating alumni into the department's activities

Goal 5: Promotion of the Center for Emergency and Disaster Management (CEDM) by taking the following actions

(1)   Obtain formal approval of CEDM

(2)   Open a department budget line for CEDM

(3)   Develop an office space for CEDM

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

INCREASING MA AND MPA ENROLLMENT
The following actions were taken to increase MA enrollment: High school teachers from surrounding counties were sent emails and postcards advertising the MA program, SHSU POLS undergraduate students were sent emails encouraging them to consider enrolling in the MA program, the director attended on-campus recruitment events, and the director contacted chairs of social science departments at surrounding community colleges informing them that 18 hours of POLS would be offered online for instructors who wished to be credentialed to teach government courses.

The following action was take to increase MPA enrollment: A directory of all county disaster and emergency management personnel was developed. Individuals listed in the directory were sent emails promoting the MPA program.

POLS MINORS
The review of minors offered by the department resulted in the following actions: The department will continue to offer a minor in legal studies and a minor in political science. However, the department decided not to continue with a minor in public policy and public administration at this time as (1) the curriculum needed to support the minor was not in place (2) implementation of the minor could draw students away from the POLS minor and (3) resources for promoting the minor had not been secured.

MARKET PLACE ANALYSIS
The department adopted exits surveys for the underagraduate and graduate programs.

ALUMNI ASSOCIATION
An alumni committee was appointed and a directory of alumni developed. The content of donor thank you letters were revised to provide donors with more information about the department and to provide a more personalized greeting.

CENTER FOR EMERGENCY AND DISASTER MANAGEMENT (CEDM)
The CEDM was approved. The department voted in favor of giving CEDM a $10,000 budget line for F14/S15. The office spce for CEDM was completed.

FACULTY AND CIVIC ENGAGEMENT
Faculty teaching American and Texas Government developed assessment instruments designed to measure student learning in the area of civic engagement.

Faculty participation in ACE course and grant submissions was not successful due to time contstraints. For example, the deadline for filing for an ACE course had already passed when the department began discussing ACE courses.

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

UNDERGRADAUTE CURRICULUM REVIEW
During department discussions of the degree plans, it became clear that there concerns about the the major foundation and course listings under required subfield hours. Thus, this coming year the department undergradaute curriculum committee will review these two areas of the degree plans and make recommendations to the department.

UNDERGRADUATE ENROLLMENT
The department chair conducted a five year analysis of enrollment in the POLS undegraduate programs and minors. The review showed a decrease in enrollment in programs and minors. This coming year the department will implement the following actions designed to increase undergraduate enrollment: (1) the department will begin working closely with SHSU marketing and undegradaute admissions (2) faculty will promote the programs and minors in their introductory courses, courses that typically include many undeclared students (3) the department will use COGNOS reports to determine which schools yield the higest number of POLS recruits and promotional material will be sent to those high schools and (4) the department will begin working more closely with LoneStar Community College campus. Chairs and faculty in an effort to improve the number of POLS students recruited from that campus

MA GRADUATE PROGRAM ENROLLMENT
Efforts to increase MA enrollment were not successful. Only 11.5% of the emails sent out were actually opened by recipient. Attempts to recruit from within SHSU did result in a few students, but not enough to support growth in enrollment. The market for a face-to-face MA program in political science is very limited. Thus, the department voted in favor of moving the MA online. This coming year the department will take the steps necessary to move the MA online.

MARKET PLACE ANALYSIS OF UNDERGRADUATE AND GRADUATE STUDENTS
The department will collect market placement data and will take actions appropriate to the data results.

THE CENTER FOR THE STUDY OF DISASTERS AND EMERGENCY MANAGEMENT (CDEM): Increase interdisciplinary research initiatives, develop an interactive case study project to be housed on the CDEM website and used for student learning, and establish a CDEM speaker series.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Psychology And Philosophy, Department Of

Goal	**Faculty Scholarship** 🔑
	Faculty generate and disseminate scholarship

Objective (P)	**Scholarship Portfolios** 🔑
	Faculty will be effective scholars as evidenced by the portfolio documenting their scholarship on an annual basis

KPI Performance Indicator

Review Of Faculty Scholarship 🔑

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.

Result

Faculty Scholarship 🔑

With respect to faculty scholarship, in the Psychology program, the mean scholarship ranking according to the aforementioned categories was 3.8 with a range of 1-5. One faculty member scored a 2 and two scored a 1. The individual with the score of 2 was a first-year faculty member who had spent a great deal of time setting up her laboratory. We expect that her efforts will be rewarded with many forthcoming articles. Of the faculty who had scored a "1" one individual was a program coordinator and has elected to give up that post in order to engage in more scholarly work. The other is perenially at the "1" level and has been spoken with several times. This past spring, the program DPTAC voted unanimously to place the person in a remedial program to attempt to "kick start" his career.

In the Philosophy program, the mean score on scholarship was 3.5 with a range of 3 to 5.

Action   **Scholarship Portfolios** 🔑

The first action will be to change the criteria for the awarding of points to faculty for research activities. The chair will speak with the department members during the fall 2015 semester to determine what changes should be made and then will implement those changes. Any changes will enable the chair to better discriminate among the faculty who are moderately productive and those who are very productive.

The second action will be to continue making available travel funds for all full-time faculty, graduate students, and undergraduate student. Graduate and undergraduate students must be partial authors to receive those funds.

New faculty will receive a minimum of $5,000 start-up funds to begin their research programs at SHSU.

The lone faculty member who failed to pass the post-tenure review will be put on remediation with two faculty mentors to help jump start his career.

Goal   **Teaching Excellence** 🔑

Faculty demonstrate high level of teaching effectiveness

Objective (P)   **Individual Development And Educational Assessment (IDEA) Evaluations** 🔑

IDEA student evaluations of teaching will indicate that faculty are engaging in effective teaching as indicated by their summary scores

KPI
Performance
Indicator   **IDEA Ratings** ✎ 🔑

A summary IDEA score at or above the institution mean 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 national 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 deparment's average scores will exceed the Discipline mean on the adjusted Summary Evaluation. We also will expect that the 70% of the Department's sections will be at or above the Discipline norm on the IDEA database and at or above the Institution's average.

Result   **IDEA Ratings** 🔑

For the Fall 2014 semester, on a 5-point scale, the mean of summary scores for courses taught by full-time faculty was 4.4. More importantly, the percentage of classes above the national norm with respect to the discipline was 86% with only 11 of 77 classes falling below the national norm. The mean on this scale for our faculty was 55.47.

For the Spring 2014 semester, on a 5-point scale, the mean of scores for courses taught by full-time faculty was 4.3. The percentage of classes with scores above

the discipline national norm was 82% with only 13 of 71 sections falling below the discipline norm. The mean on this scale for our faculty was 54.77.

Action **IDEA Ratings** 🔑

The department faculty did very well with respect to IDEA ratings this past academic year. We still fell short in a few sections and the chair currently is reviewing those courses, considering the type of course it is, the instructor, the time, etc.

If our success continues, we will raise the performance criterion to 75% starting in the spring 2016 semester.

Objective (P) **Teaching Portfolios** 🔑

Faculty will engage in effective teaching as evidenced by a portfolio documenting their teaching activities on an annual basis

KPI Performance Indicator **Teaching Portfolio Review** 🔑

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.

Result **Teaching Portfolio** 📎 🔑

Based upon the aforementioned guidelines, the scores for the Chair's Evaluation of Excellence in Teaching had a range of 3.88 to 5.00 with a mean of 4.55. The is fairly close to the the IDEA form's Excellent Teacher category which had a range of 3.70 to 4.93 and a mean of 4.68. Thus, all faculty reached criterion. Breaking down the data between the Psychology and the Philosophy programs, Psychology faculty had a mean of 4.56 and Philosophy had a mean of 4.49, a difference not statistically significant.

Action **Teaching Portfolio** 🔑

It has been expressed that a minimum criterion for the Chair's Evaluation of Teaching Effectiveness being set at 3 is very low. Next year, the Chair will use two criteria, both the IDEA Excellent Teacher category and the Chair's Evaluation and the minimum acceptable score will be set at 4 instead of 3 for each.

Goal **Curriculum** 🔑

Faculty assess the extent to which the curriculum covers a broad base of the field of psychology

Objective (P) **Curriculum Evaluation** 🔑

Courses in the Psychology Program will be evaluated in terms of the breadth of topics covered in the field.

KPI Performance Indicator

Curriculum Matrix 🖇️ 🔑

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. In addition, the chair asked individual faculty about specific courses and whether those courses met criterion 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.

Result

Curriculum Matrix 🔑

The chair reviewed the content of the syllabi for courses in the department and found that 76% of thoses courses meet the standards of "Current Perspectives" of the Levy Curriculum Matrix.

Action

Curriculum Matrix 🔑

The chair will continue to review syllabi and will encourage the development of new courses, e.g., a course in the Development of Aging. Other courses, already in the curriculum, may be removed depending upon interest and depending up need.

Goal

Undergraduate Student Perception Of Psychology Learning 🔑

Undergraduates students will be satisfied with learning opportunties.

Objective (P)

Undergraduate Student Perception Of Psychology Offerings 🔑

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.

KPI Performance Indicator

Senior Survey 🖇️ 🔑

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.

Result	Undergraduate Perception 🔍
	Analyzing the senior surveys, on a 5-point Likert scale, 86.36% of our graduates rated their experience with the psychology major as challenging, 4 or 5 on the scale. 86.36% of our students rated the quality of the psychology major as of "high quality." One point, it wasn't exactly the same 86.36%. One of the issues with the Seniour 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. In the next cycle, we shall ask each student to enter his or her grade point average, both overall and in psychology. Of course, this would be optional. With respect to generating and communicating scientific knowledge, in the falll 2014 semester, 79.37% of students involed in Psychology 3101 successfully passed the "Application of a Scientific Knowledge" assignments. In the spring 2015 semester, 85.12 met criterion. For "Communicating Scientific Knowledge," 72.03% and 84.76% were successful in the fall 2014 and spring 2015 semesters, respectively.

Action	Perception--Senior Survey And Communication Of Scientific Knowledge 🔍
	The data from the Senior Survey look pretty good with our reaching our goal on both rigor of the program and quality of the program. In the next cycle we will have a short "demographic" section which will ask the student's age, grade point average, etc. to determine any relationships between success in the program and perception of rigor. With respect to generating and communicating scientific knowledge, we met criterion. In the upcoming academic year, we are raising our criterion of success to 80% correct, as opposed to the 70% used this past academic year.

Previous Cycle's "Plan for Continuous Improvement"

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 $1800 in funds to travel to conferences, regardless of whether they are presenting;
3. faculty who are required to be licensed with 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 in-coming faculty members;
5. all tenure-track faculty will meet with the chair once each semester to discuss his or her progress toward tenure.
6. all 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 folling 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 2014.

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 was abysmally poor this past academic. The was entirely the fault of the chair who e-mailed the survey to graduating seniors. In the 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.

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

Scholarship Portfolios
1. all tenured and tenure-track faculty members in the department will be afforded laboratory space available to them to conduct research--All faculty were given laboratory space in which to conduct research. To the chair's knowledge, all but one member of the tenured/tenure-track faculty used that space to their advantage. The one who did not published nothing, presented nothing, and appeared oblivious to the scholarship requirement. That person underwent post-tenure review and was placed on a remediation program. Hopefully, under that program, the productivity will change. We are not changing this approach as the department chair wishes to give each faculty member every opportunity to be productive and, thus, the onus of success rests on the shoulders of the faculty.
2. all faculty members will be given $1800 in funds to travel to conferences, regardless of whether they are presenting--The amount of $1800 appeared to be sufficient for most faculty. Again, we are not changing this approach as both those that are productive get to present their research and those who are not productive have the opportunity to attend conferences and glean knowledge as to what others in the field are doing.
3. faculty who are required to be licensed with have the portion of the license necessary to perform their jobs paid for by the Department--This is a nice benefit for those needing to be licensed and the faculty appreciate it. It also has made hiring high-quality faculty much easier.
4. start-up funds have been set aside for in-coming faculty members;
5. all tenure-track faculty will meet with the chair once each semester to discuss his or her progress toward tenure.
6. all faculty not meeting scholarship criterion will meet with the chair each spring to discuss possible strategies to help them meet criterion--Those not meeting criterion met with the chair in March or April. In one case the faculty member appeared unaffected. In another case, the strategy was to remove some administrative duties from the faculty member and free up time for scholarship for her.

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--All faculty members met with the chair to discuss teaching performance. Prior, there had been three faculty members who had consistently poor performance. This past academic year, one did not receive tenure and will be leaving the university at the end of the

summer 2015 semester; one had a heart attack and died; and one chose to pursue other interests for his life's work.

2. adjunct faculty falling in the bottom 30% will be given one semester to improve the scores or their contracts will not be renewed--We had one adjunct faculty member who performed at this level. She met with the chair and discussed ways of increasing her scores. Let it be known that this was her first semester teaching and we have the expectation that she will be an asset to our program. So, the chair isn't that worried but will keep an eye on her performance.

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--We have continued to advise faculty to go to the PACE Center and it appears to be beneficial, based upon scores this past academic year.

4. as always, all faculty are encouraged to attend the CHSS Teaching Conference in August 2014--The faculty have been encouraged to do this and all new faculty are told that it is required during their first year.

Curriculum:

1. any and all new courses will go through the departmental curriculum committee for adherence to the Levi Matrix--There were no issues with this during the past academic year as no new courses were submitted to the curriculum committee.

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--The chair actually denied a graduate special topics course this past academic year as it did not appear to reach the rigor required by doctoral courses. Actually, it did appear that little work would go into the course and the faculty member would merely be observing and giving feedback to doctoral students giving one lecture each for an entire semester. Thus, it was not permitted. The faculty member is leaving the university at the end of the summer 2015 term. In the upcoming academic year, criteria for independent study courses will consider: pedagogical value of the course; how the course supplements the student's current educational background; and how the course supplements the student's goals for the future with respect to his or her major. The faculty member, along with the student, will have to address the aforementioned issues if they are not obvious in the faculty/student contract.

Senior survey:

The return on the Senior survey was abysmally poor this past academic. This was entirely the fault of the chair who e-mailed the survey to graduating seniors. In the 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--The new procedure seems to have worked with a fairly good return rate. This procedure will be used in the upcoming academic year.

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

Scholarship Portfolios

1. All faculty will continue to receive laboratory space;

2. When possible, graduate assistants will be made available to faculty for research;

3. Faculty will continue to receive travel funds at approximately $1600 to $1800 depending upon the budgets;

4. Start-up funds have been made available for incoming faculty members;

5. Based upon a meeting with departmental faculty, the scholarship criteria will be adjusted to let the chair better discriminate among the faculty;

6. Those not meeting criteria will meet with the chair to discuss changes in duties and, if necessary, a remediation program.

Teaching Portfolios

1. All faculty will meet with the chair concerning teaching; those with low IDEA scores will have the situation investigated by looking at the type of course, the frequency with which the faculty member has taught the course, and whether the course is required or not;

2. Adjunct faculty will be held to the same criteria as full-time faculty and will be given a semester to raise unacceptable scores to levels that are acceptable;

3. All faculty will be advised to attend the CHSS teaching conference held in August of 2015.

Curriculum

1. Proposed courses will go through the departmental curriculum committee and will be expected to adhere to the Levi Curriculum Matrix. Those that do not will be returned to the proposers for further development;

2. Special topics courses will be scrutinized by the chair and by the coordinator of the appropriate program to determine if offering the course is in the best interests of the student, of the program and of the department. As mentioned above, specific criteria will include: pedagogical value of the course; how the course supplements the student's current educational background; and how the course supplements the student's goals for the future with respect to his or her major. The faculty member, along with the student, will have to address the aforementioned issues if they are not obvious in the faculty/student contract.

Senior Survey
Results from the senior survey were very encouraging. The Department will continue to use the procedure employed this past academic year to ensure a viable return rate.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

International Programs

Goal	**Increase International Student Enrollment At SHSU** 🔑
	We would like to increase the number of international students studying at SHSU to 5% of the student population over the next five years. For 2014-2015, we have an enrollment of approximately 400 international students or 2% of the student population.

Objective (P)	**Develop Marketing And Recruitment Initiatives Which Will Increase International Student Enrollment** 🔑
	In order to increase the number of international students on campus, we need to engage in strategic marketing and recruiting activities that have not been employed in the past. We are not advertising SHSU on any international marketing sites. We currently have only one recruiting agency, IDP, under contract and have received only a few student referrals that have converted to enrollments. Research indicates that hiring agents to recruit for English Language Programs is integral to maintain enrollment.

KPI Performance Indicator	**Contract With At Least Two International Marketing Firms** 🔑
	The OIP will contract with at least two international marketing firms with the $20,000 that was awarded to the OIP this year for marketing. The goal of contracting with well known marketing firms is to gain international name recognition for SHSU and as a result, recruit and enroll more international students in SHSU programs.

Result	**Contracted With StudyUSA And Master Studies** 🔑
	We contracted with StudyUSA and Master Studies. to market SHSU to international students around the world. We also advertised on another five sites that are free and focus on recruiting ELI students. These sites did not go live until December 2014 and January 2015 so a full year's data or Hobson's report is not yet available, however, preliminary numbers in overall international student enrollment for FA15 have decreased slightly and students who were in ELI and polled did not indicate that they had learned about SHSU from either site. Further research is being conducted by our marketing department to help determine how many of our current international students connected with us through one of these sites.

Action	**Non-renewal Of Marketing Firms** 🔑
	We have determined that the ROI for contracting with international marketing firms is not worth the cost, even with the preliminary results. Given this fact as well as the fact that the OIP was not given funding for marketing for 2015-2016, we will not be renewing contracts with these companies as they are quite expensive.

Objective (P)	**Increase Recruitment At Texas Community Colleges** 🔑
	Efforts will be increased to make connections with Texas community college advisors and international students. We will increase the number of visits and create a marketing "package"

to give to each advisor.

KPI Performance Indicator	**Organize And Complete Community College Visits** 🔍

OIP international student advisors will work with Enrollment Management to implement a plan for 8 recruitment visits to strategic community colleges with large international student populations. Particular attention will be paid to building relationships with the employees at key institutions that work directly with international students. We will create a "Marketing Basket" to give to the international advising office/advisors. OIP will visit Texas community colleges (paticularly in the Houston area) and focus on building relationships with key personnel. We will also invite community college counselors that work with international students to attend the community college counselor event at SHSU. OIP will visit Houston Community Colleges and Lone Star College System campuses with substantial student populations. Targeted colleges will be San Jacinto College Central, South and North, Lee College, Austin CC, as well as colleges in San Antonio, and Dallas. We will develop a spreadsheet with dates and recruiter assignments.

Result   **Visits To Community Colleges** 🔍

We did not hit our target goal for 8 community college visits for several reasons. First, we are understaffed. Historically, our undergraduate advisor (PDSO) has assisted in undergraduate recruitment by visiting the community colleges. Her schedule has limited her ability to visit these colleges. We visited three community colleges as well as 3 language institutes. Our Recruiter obtained a new position in the spring and we were unstaffed in this position for several months. We now have a fulltime recruiter on staff who is already scheduling extensive college visits starting October 2015. We did make and deliver marketing baskets containing information on SHSU, to the five colleges we visited. These were well received.

Action   **Visits To Community Colleges** 🔍

We are already scheduling community college visits for 2015-2016. We have made connections with advisors from LSC-Montgomery and will be working more closely with them to market SHSU programs.

Goal   **Retain International Students Currently Enrolled At SHSU** 🔍

Provide intiatives and social events on campus that increase retention of international students.

Objective (P)   **Coordinate An International Student Organization (ISO) On Campus** 🔍

A campus ISO brings domestic as well as international students together for social events, it promotes a global perspective on campus, and helps retain international students by providing them with a social network. Research on retention shows that connections on campus are integral to student satisfaction and success.

KPI Performance Indicator	**Form ISO On Campus By Fall 2014** 🔑

Create an ISO and apply for status as an official campus club. Organize at least one campus wide event and apply for funding for this event.

Result	**Creation Of ISO** 🔑

We were successful in creating the first active ISO on the SHSU campus in several years. The ISO was actually formed by SU14 with members assisting with fall and spring international student orientation. The ISO did receive funding for events. In SP15, students held an International Week celebration that included desserts from around the world, a talent show, entertainment and seminars scheduled every day of the week. It was a very successful event. It gave international and domestic students the opportunity to interact and learn more about cultures from around the world.

Action	**Maintaining The ISO As A Campus Club** 🔑

The ISO had a very successful year with over 30 members. However, many of the members and officers are graduating seniors. We will reapply next year for recognition of ISO as a campus club and ask for funding for events such as International Week, a Halloween Party or whatever initiatives the students decide to plan.

Objective (P)	**Coordinate A Global Ambassador Program (GAP) On Campus** 🔑

We will form a Global Ambassador Program on campus. We will match interested domestic students with an international "buddy" and hold events where they can interact and socialize. Campus connections such as the GAP help international students integrate into the campus environment, and give domestic students the opportunity to learn about other cultures.

KPI Performance Indicator	**The OIP Will Have A GAP In Place For Fall 2014** 🔑

The staff of the OIP will organize a Global Ambassador Program for a start of Fall 2014. We will attempt to recruit and match at least 10 partners for a start date of fall 2014 and host at least one event per semester, fall and spring, for the GAP members.

Result	**Coordination Of The Global Ambassador Program** 🔑

We had a very successful first year with the implementation of the first GAP Program. We had more domestic students sign up to participate than we

had international students. We connected 12 pairs of students and had attendance by students without partners at our events. We had a training session, two major events, a Halloween Party, and several smaller gatherings. We decided to add a FAS GAP Program, Faculty and Staff in support of the Global Ambassador Program.

Action	**Plan For The Next Global Ambassador Program** 🔑

For our first year, the GAP was a success. However, we struggled to organize sufficient events due to limited funding and personnel. We found it takes alot of time to organize and run these type of initiatives. Our Recruiter and Short Term Program Specialist took the lead on the GAP with assistance from our Graduate Student Advisor (DSO). We found that it was very difficult for two people who have busy schedules with their primary duties, to be able to market, and coordinate the GAP. We have applied for funding for help for international student activities in the past. We will appeal to the Student Services Fund this year for funding for next year. We really do not have funds to purchase food and supplies to organize events for the GAP Members. Future funding and personnel will determine if we are able to continue offering this valuable program.

Previous Cycle's "Plan for Continuous Improvement"

1)   <u>Support Faculty Internationalization</u>

- Promote J-1 Exchange-our Grad advisor will work closely with faculty to provide training for faculty who wish to have a J-1 scholar in their department. We will have materials and guidelines on the process.
- Collaborate with Departments to Develop a Centralized Archive

Reach out to departments to identify current agreements, catalog them and archive the inactive agreements, and develop standard templates for future agreements. We hope to start this process for 2014 – 2015. I foresee this being an ongoing process.

2)   <u>International Programming on campus</u>

- International Student Organization (ISO)-We have already made huge strides toward organizing a new ISO. We will apply for status as a campus organization, provide events and support through OIP, and hopefully have the ISO help with an International Festival.
- Global Ambassador Program- (GAP)- Organize a program for matching international students with domestic students based on Cultural Ambassador model.
- Organize Social Events- Provide at least one social event a semester that brings domestic and international students together.
- Coordinate an International Festival- the OIP will sponsor an International Festival in the spring with the goal of supporting ISO members with the planning and logistics.
- International Student Forum- OIP will host at least one forum per semester and invite the whole campus. The goal is to change.

3)   Increase the Number of Faculty and Students Who Participate in in Study Abroad-

- Study Abroad Fairs- We plan to offer a Study Abroad Fair each semester
- Study Abroad Information Sessions- will be offered several times each semester
- Faculty Study Abroad Training- we will develop a new program to train faculty who lead trips about the processes, including application, safety and financial responsibilities.

4)   Improve and Increase the Support Services We Provide for International Students

- Scheduled Grocery Shopping- we will provide transportation for weekly or bi-monthly trips to Walmart so that students who do not have transportation can shop.
- Monthly Woodlands Mall Trips- We will provide transportation to the Woodlands Mall once a month and let students spend the day at the mall.

5)   Increase international student enrollment

- Develop strategic plan to visit community colleges and English Language Institutes in Texas with the goal of recruiting students.
- Hire reputable marketing company to showcase our programs in other countries
- Contract with reputable recruiting agency to increase ELI enrollment.

6)   Provide Opportunities for staff development
- Both ELI as well as OIP support staff will be given the opportunity to attend both on campus and off campus professional development including regional conferences, workshops, Peer Training, etc.

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

UPDATE

1)   Support Faculty Internationalization
We are just now in the development stage of planning a strategy with the new Study Abroad Coordinator to increase J-1 Scholars. This will continue into next year.
2. We have created a guide for faculty and staff on how to create MOU's and agreements. We discovered that there was a need to consult with faculty about the process/procedures for writing agreements. As a result, an International Advisory Committee was created.

2)   International Programming on campus

- The International Student Organization (ISO) and the Global Ambassador Program(GAP) are starting their second year and the new Recruiter has them organized and planning events for SP15 and SP16. We did have an International Week in FA14 and the ISO and GAP are already in the planning stages for the event in SP16.

- FA14, we had a Halloween Party, Thanksgiving Dinner, and were invited to a church Christmas dinner and pageant. We have offered several other social events for the international students. Plans are already underway for a variety of social events for FA15-SP16. We are limited in what we can do as we have no dedicated funding.

- International Student Forum- The OIP had one forum in FA14, however the turnout was very low. We are in the process of forming a new International Committee made up of representatives from different departments and colleges.

3)   Increase the Number of Faculty and Students Who Participate in in Study Abroad-

- Study Abroad Fairs- We have had a Study Abroad Fair every semester. We will continue with these as well as the Study Abroad info. sessions.

- Study Abroad Information Sessions- will be offered several times each semester

- Faculty Study Abroad Training- the new Study Abroad Coordinator has made significant changes in the existing Study Abroad Guide. for FA15. These have been distributed to faculty and a training session will be scheduled this semester.

4)   Improve and Increase the Support Services We Provide for International Students

- Scheduled Grocery Shopping- we have been diligent in the past year about scheduling grocery shopping trips weekly to Walmart and have continued this for FA15 and SP16.

- Monthly Woodlands Mall Trips- We are providing monthly trips to the Woodlands Mall and students are allowed to spend the day.

 5)   Increase international student enrollment-
Unfortunately, despite our marketing efforts, enrollment is seriously low in the ELI and has not increased campus wide. We did incorporate the strategies that we had planned.

- Develop strategic plan to visit community colleges - due to a change in staff, we have not visited as many community colleges as we had planned. We already have visits planned for FA15. English Language Institutes- We visited three Language Institutes in Austin, Texas-FA14 and SP15

- Hire reputable marketing company to showcase our programs in other countries- We contracted with three major marketing firms-StudyUSA, Masters Studies, and Estudio (Brazil). I am not seeing the ROI and do not have the funds to continue advertising with them.

- Contract with reputable recruiting agency to increase ELI enrollment- YES! Part of my NAFSA Learning Plan was to develope an agent application, agreement and marketing materials. This went "live" in April 2015. As of October 2015, we have partnered with 18 agents and will receive our first ELI students FA2 from these agents.

6)   Provide Opportunities for staff development

- Both ELI as well as OIP support staff have been able to attend off campus professional development as well as seminars provided by their department and the university. The ELI instructors have attended or will attend the TESOL Conference FA14 and FA15.

- We had a day of professional development for the entire department and it was well received.

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

1. We will continue exploring all avenues for recruiting students. We are now planning visits to targeted countries, looking at those countries whose families and/or government scholarships can afford to send students abroad and those who have students who need English remediation.

2. Marketing- we have hired two tech savvy staff members who are engaging students through social media. We have Facebook up and running but need to look into other social media that is accessible from each targeted country. We are in the process of having a video made for our agents and institutions interested in ELI and Short Programs. We will keep developing quality marketing materials for distribution to agents and foreign institutions.

3. Increase efforts to develop one or more partnerships for Short Programs. We have got to increase ELI and therefore academic enrollment, through other venues. Short Programs help bring in revenue and also generate interest for our ELI and academic programs.

4. Hire and train student workers and work study students to take on some lower level marketing strategies and help with student activities.

5. Develop a marketing plan for community colleges which will promote strong articulation agreements aimed at international students. Have an advisor to meet with students at the Woodlands Center. Schedule visits with new recruiter to area community colleges.

6. Improve services for international students- it takes personnel and funding to be able offer quality services for our international students. We will continue to develop strategies for coordinating the ISO, GAP, trips to grocery stores, etc. especially as it relates to obtaining sufficient funding and personnel to coordinate these services.

7. We would like to develop more partnerships with foreign institutions. More research needs to be conducted on develop 2+2, 3+1 and how these can be done and satisty SACS requirements.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

SAM Center

Goal **Provide Academic Guidance To Re-Admitted Students Through The Monitored Academic Progress (MAP) Program** 🔑

The MAP program will provide quality academic advice and mentoring to students who, following their suspension, are re-admitted by their respective Deans as probationary students with the goals of returning students to good academic standing, improving their grade point averages, and increasing their awareness of the benefits of academic mentoring.

Objective (P) **Increase Academic Accountability In MAP Students** 🔑

Students participating in the MAP program will realize the importance of academic skills and accountability.

KPI Performance Indicator **MAP Student Surveys** 📎 🔑

Over the last several years, students have been asked to evaluate the MAP program via a survey concerning their perceptions of the program's effectiveness and their perceived academic improvement. Although the student responses have always been well above our target score, only a minimal number of completed/returned surveys is of concern to the program (76 of the 495 sent [15.4%] during the 2012-2013 academic year). To boost this number, the mentors will take the following actions:

1. Send out e-mail reminders twice before the end of the semester: (a) once before we send out the e-mail survey and (b) once to remind the student to complete the survey.
2. Use social media (i.e., Facebook, Twitter) as another avenue to remind the students to complete the online survey.
3. Provide paper copies of the survey to students upon completion of the program's requirements (but track the students who were given a survey to remove them from the e-mail blast).

At least 20% of the MAP students will complete surveys regarding the perceived effectiveness of the program.

Result **MAP 2014/2015 Survey Response** 🔑

Surveys were made available to participating students by their respective mentors at the end of each semester, fall and spring, with the intention of gauging students' perceptions of their academic accountability by having them rate the various requirements of the MAP program and their required participation.

MAP 2014/2015 Program Population Breakdown:

- Fall 2014: 313 students enrolled in the program / 27 students (8.63%) completed the survey (10 paper forms, 17 electronic forms).

- <u>Spring 2015</u>: 250 students enrolled in the program / 16 students (6.40%) completed the survey (8 paper forms, 8 electronic forms).
- <u>Overall</u>: 563 students enrolled in the program / 43 students (7.64%) completed the survey (18 paper forms, 25 electronic forms).

Given these completion rates, the goal of a 20% completion rate for survey completion was not met.

Moreover, the completion rates for the MAP surveys dropped for the third year in a row from 16.1% (2012) to 11.0% (2013) to 8.63% (2014) for the fall semester, from 14.2% (2013) to 12.0% (2014) to 6.40% (2015) for the spring semester, and from 15.4% (2012-2013) to 11.3% (2013-2014) to 7.64% (2014-2015) for the entire academic year.

However, despite the small number of replies, the students rated MAP favorably:

- Requirements were clearly explained - 100.00% agreed/strongly agreed
- Meetings were helpful - 97.67% agreed/strongly agreed
- Grade Check Forms (GCFs) were helpful - 95.35% agreed/strongly agreed
- Study Skills were helpful - 95.35% agreed/strongly agreed
- Treated with courtesy - 100.00% agreed/strongly agreed
- Overall, the MAP program was beneficial/helpful - 100.00% agreed/strongly agree

Action

Survey Response 🔑

Despite the additional reminders (pre- and post-), the use of social media, and having the students' mentors contacting them personally , all of which was in addition to the initial e-mail containing the survey as well as the use of paper surveys, the survey completion rate dropped for the third academic year in a row.

However, despite the low percentage of survey participation, the students surveyed overwhelmingly perceived the program to be beneficial (range: 95.35% to 100.00%). As such, although the department will continue to reach out to students, a new focus will be on the academic effect of the program itself (e.g., GPA improvement, course completion) to find out whether it has the desired academic affect.

Goal

Promote Student Classroom Success Through The First Alert (FA) Program 🔑

The First Alert program provides quality academic advice and mentoring to students identified by professors as being "at risk" with the goal of preventing their failure in the courses for which they were referred.

Objective (P)	**Increased Referral** 🔍
	As a result of more effective contact with new and returning instructors, who in turn refer more students to the FA program, there will be an increase of referrals when compared to the past year.
KPI Performance Indicator	**Faculty Involvement** 📎 🔍
	All faculty members who have used the First Alert program since 2008 will be e-mailed a survey asking them about what they perceive as the strengths and weaknesses of the program as well as their preferred methods of submission.
	A 25% completion rate is the mark of success.
Result	**First Alert Survey Results** 🔍
	190 faculty/staff who had previously used the First Alert referral program were e-mailed and asked to complete a survey about their views of the First Alert program.
	The survey was created using the Lime Survey software, which has a token system—a system that allows the sender to know who completed a survey, but allows the identity of the survey taker to remain confidential. This system also allowed the office to continually target the specific professors who did not respond, while not "pestering" those who had responded.
	E-mails requesting the 190 faculty/staff to complete a survey concerning the First Alert program were sent out in September, October, and December. Within the e-mail was a link to the survey that was set up in such a way as to provide the survey takers anonymity concerning their survey answers (i.e., token system).
	Of the 190 professors who were e-mailed, 4 responded:
	• September (1st e-mail) – 1 response • October (2nd e-mail) – 2 responses • December (3rd e-mail) – 1 response
	As such, the overall response rate was 2.11%, which was far below the program's goal of a 25% completion rate.
Action	**Ending The Faculty Survey** 🔍
	Given the truly pathetic response rate by the faculty members for two years (0% for 2013-2014, 2.11% for 2014-2015) in a row, it has been decided that SAM Center

mentors will no longer waste their time trying to gain a better understanding of the professors who do not use the First Alert program as it is painfully clear that they can not be bothered with a simple survey.

Goal

Provide Academic Guidance To Student On Academic Probation Through The Help Eliminate Probation (HELP) Program 🔑

The HELP program will provide quality academic advice and mentoring to students who have been placed on Academic Probation, though not suspended, with the goals of returning students to good academic standing, improving their grade point averages, and increasing their awareness of the benefits of academic mentoring.

Objective (P)

Increase Academic Accountability In HELP Students 🔑

Students participating in the HELP program will realize the importance of academic skills and accountability.

KPI Performance Indicator

HELP Student Surveys ✏️ 🔑

Over the last several years, students have been asked to evaluate the HELP program via a survey concerning their perceptions of the program's effectiveness and their perceived academic improvement. Although the student responses have always been well above our target score, only a minimal number of completed/returned surveys is of concern to the program (27 of the 249 sent during the 2012-2013 academic year). To boost this number, the mentors will take the following actions:

1. Send out e-mail reminders twice before the end of the semester: (a) once before we send out the e-mail survey and (b) once to remind the student to complete the survey.
2. Use social media (i.e., Facebook, Twitter) as another avenue to remind the students to complete the online survey.
3. Provide paper copies of the survey to students upon completion of the program's requirements (but track the students who were given a survey to remove them from the e-mail blast).

At least 20% of the HELP students will complete surveys regarding the perceived effectiveness of the program.

Result

HELP Survey Completion Rates 🔑

Surveys were made available to participating students at the end of each semester, fall and spring, with the intention of gauging students' perceptions of their academic accountability by having them rate the various requirements of the HELP program and their required participation.

HELP Program Population Breakdown:

- <u>Fall 2014</u>: 198 students enrolled in the program / 11 students (5.56%) completed the survey (6 paper forms, 5 electronic forms).
- <u>Spring 2015</u>: 575 students enrolled in the program / 55 students (9.57%) completed the survey (27 paper forms, 28 electronic forms).
- <u>Academic Year</u>: 773 students enrolled in the program / 66 students (8.54%) completed the survey (33 paper forms, 33 electronic forms).

Given these completion rates, the goal of a 20% completion rate for survey completion was not met.

However, the completion rates for the HELP surveys improved from 3.4% (2013) to 5.56% (2014) for the fall semester, from 6.8% (2014) to 9.57% (2015) for the spring semester, and from 6.3% (2013-2014) to 8.54% (2014-2015) for the entire academic year.

Moreover, the students rated the HELP program very highly:

- Requirements were clearly explained - 95.59% agreed/strongly agreed
- Meetings were helpful - 94.12% agreed/strongly agreed
- Grade Check Forms (GCFs) were helpful - 91.18% agreed/strongly agreed
- Study Skills were helpful - 92.65% agreed/strongly agreed
- Treated with courtesy - 98.53% agreed/strongly agreed
- Overall, the HELP program was beneficial/helpful - 95.59% agreed/strongly agreed

Action

HELP Survey 🔑

Despite the additional reminders (pre- and post-), the use of social media, and having the students' mentors contact them personally, all in addition to the initial e-mail containing the survey as well as the use of paper surveys, the survey completion rate for 2014-2015 was only marginally better than the 2013-2014 academic year.

However, despite the low percentage of survey participation, the students surveyed overwhelmingly perceived the program to be beneficial (range: 91.18% to 98.53%). As such, although the department will continue to reach out to students, a new focus will be on the academic effect of the program itself (e.g., GPA improvement, course completion) to find out whether it has the desired academic affect.

Goal

Support Academic Performance Of Students Through Study Skills 🔑

SAM Center Study Skills programs will support the academic performance of all participating students, regardless of delivery mode.

Objective (L)	**Acquisition Of Study Skills** 🔑
	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.
Indicator	**Learning And Study Strategies Inventory (LASSI)** 📎 🔑
	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.
Criterion	**5% Growth In Selected Scales For At Least 50% Of Participants** 🔑
	To establish a benchmark, at least 50% of participants during the Spring 2015 semester will demonstrate at least 5% growth in each scale of the skill component of the LASSI.
Finding	**5% Growth Criterion Met** 🔑
	A total of 593 individuals registered for at least one section of study skills for the Spring 2015 semester. Of those, 16 either did not enroll at SHSU for spring 2015 or resigned from SHSU for spring 2015; one additional registrant was not a student at SHSU but was granted permission to participate in the program. Of the 576 registrants remaining, 483 enrolled in at least one face-to-face (FtF) section and 93 enrolled in at least one online section. (Some individuals registered for both types of sections.)
	Of the 576 registrants, a total of 359 completed both pre- and post-test LASSIs: 315 FtF participants and 44 online participants. Note: One participant took two different FtF sections of study skills and completed pre- and post-test LASSIs for both sections, so only the first set of this participant's scores was used in the calculation of percentages. Another participant enrolled in both a FtF section and an online section but was counted as an online participant due to completing both pre- and post-test LASSIs only in the online section.

Six participants (one FtF participant and five online participants) did not grant us permission to use their LASSI scores, so the following percentages are based on a total of 353 participants: 314 FtF participants and 39 online participants.

Total Percentages
70% of participants demonstrated at least 5% growth in the information processing scale of the skill component of the LASSI
69% of participants demonstrated at least 5% growth in the selecting main ideas scale of the skill component of the LASSI
67% of participants demonstrated at least 5% growth in the test strategies scale of the skill component of the LASSI

Face-to-face Percentages
68% of participants demonstrated at least 5% growth in the information processing scale of the skill component of the LASSI
68% of participants demonstrated at least 5% growth in the selecting main ideas scale of the skill component of the LASSI
68% of participants demonstrated at least 5% growth in the test strategies scale of the skill component of the LASSI

Online Percentages
87% of participants demonstrated at least 5% growth in the information processing scale of the skill component of the LASSI
77% of participants demonstrated at least 5% growth in the selecting main ideas scale of the skill component of the LASSI
69% of participants demonstrated at least 5% growth in the test strategies scale of the skill component of the LASSI

Action	**Raise Criterion For Success And Explore Ways To Improve Growth In Test Strategies** 🔑

Having far exceeded the benchmark, we intend to raise the criterion for success considerably. The program data for spring 2015 indicated that the average growth for the information processing, selecting main ideas, and test strategies scales was 21.21%, 26.13%, and 16.94%, respectively; therefore, we expect at least 50% of participants to demonstrate at least 20% growth in each scale of the skill component of the LASSI the next time it is assessed in 2017-2018. We intend to keep the current benchmark for the *will* and *self-regulation* components of the LASSI because participants' growth in these components has yet to be assessed.

We will also explore participants' survey responses by the end of the 2015-2016 academic year to determine how to change the study skills content and/or materials to better facilitate participants' growth in the test strategies scale.

Last, the fact that online participants showed greater growth than FtF participants in all scales of the skill component is of interest. If online participants continue to show greater growth in the remaining LASSI components, then we will need to examine possible causes for the disparity.

Objective (P)

Academic Achievement And Progress Toward Graduation

SAM Center Study Skills program participants will demonstrate academic achievement and progress toward graduation, regardless of the delivery mode of the program.

KPI Performance Indicator

Grade Point Average (GPA)

Program participants will demonstrate greater grade-point average (GPA) gains during the semester of attendance than nonparticipants. Based upon historical performance, the GPAs of spring 2015 participants will shift in a positive direction 0.3 more than the GPAs of nonparticipants.

Result

GPA Indicator Not Met

Participants
A total of 593 individuals registered for at least one section of study skills for the Spring 2015 semester. Of those, 16 either did not enroll at SHSU for spring 2015 or resigned from SHSU for spring 2015; one additional registrant was not a student at SHSU but was granted permission to participate in the program. Of the 576 registrants remaining, 483 enrolled in at least one face-to-face (FtF) section and 93 enrolled in at least one online section. Because two registrants enrolled in classes at SHSU after the census date, the Office of Institutional Effectiveness (IE) was able to return data for only 574 of the 576 registrants: 481 FtF and 93 online. Note: Some individuals registered for both types of sections; these registrants were eventually classified as participating in the format (FtF or online) in which the majority of sessions were completed.

Nonparticipants
IE also returned data for 574 nonparticipants, who were selected via a proportionate random stratified sample from the population of SHSU students who enrolled in and completed (i.e., did not resign) the Spring 2015 semester and were not classified as study skills participants during that semester. The stratification variable used was student classification at the beginning of spring 2015 (e.g., if 10% of the participants were freshmen, then 10% of the nonparticipants in the sample were freshmen).

Total Results
GPAs of the 556 participants who had been SHSU students prior to spring 2015 (and thus already had institutional GPAs) shifted in a positive direction 0.25

more, on average, than the GPAs of nonparticipants who had been SHSU students prior to spring 2015; however, the final GPAs of the 18 participants who had not been SHSU students prior to spring 2015 were, on average, 0.08 less than the GPAs of nonparticipants who had not been SHSU students prior to spring 2015.

<u>Face-to-face Results</u>
GPAs of the 465 participants who had been SHSU students prior to spring 2015 (and thus already had institutional GPAs) shifted in a positive direction 0.25 more, on average, than the GPAs of nonparticipants who had been SHSU students prior to spring 2015; however, the final GPAs of the 16 participants who had not been SHSU students prior to spring 2015 were, on average, 0.22 less than the GPAs of nonparticipants who had not been SHSU students prior to spring 2015.

<u>Online Results</u>
GPAs of the 91 participants who had been SHSU students prior to spring 2015 (and thus already had institutional GPAs) shifted in a positive direction 0.22 more, on average, than the GPAs of nonparticipants who had been SHSU students prior to spring 2015; however, the final GPAs of the 2 participants who had not been SHSU students prior to spring 2015 were, on average, 1.10 more than the GPAs of nonparticipants who had not been SHSU students prior to spring 2015.

KPI Performance Indicator	**Course Completion Rate** 🔑 Program participants will demonstrate greater course completion rates (the number of semester credit hours completed divided by the number of semester credit hours attempted) during the semester of attendance than nonparticipants. To establish a benchmark, the course completion rates of spring 2015 participants will be, on average, 10% higher than the course completion rates of nonparticipants.
Result	**Course Completion Indicator Not Met** 🔑 <u>Participants</u> A total of 593 individuals registered for at least one section of study skills for the Spring 2015 semester. Of those, 16 either did not enroll at SHSU for spring 2015 or resigned from SHSU for spring 2015; one additional registrant was not a student at SHSU but was granted permission to participate in the program. Of the 576 registrants remaining, 483 enrolled in at least one face-to-face (FtF) section and 93 enrolled in at least one online section. Because two registrants enrolled in classes at SHSU after the census date, the Office of Institutional Effectiveness (IE) was able to return data for only 574 of the 576 registrants: 481 FtF and 93 online. Note: Some individuals registered for both types of sections; these registrants were eventually classified as participating in the format (FtF or online)

in which the majority of sessions were completed.

Nonparticipants
IE also returned data for 574 nonparticipants, who were selected via a proportionate random stratified sample from the population of SHSU students who enrolled in and completed (i.e., did not resign) the Spring 2015 semester and were not classified as study skills participants during that semester. The stratification variable used was student classification at the beginning of spring 2015` (e.g., if 10% of the participants were freshmen, then 10% of the nonparticipants in the sample were freshmen).

Total Results
Course completion rates of participants were, on average, 9% *lower* than the course completion rates of nonparticipants.

Face-to-face Results
Course completion rates of participants were, on average, 9% *lower* than the course completion rates of nonparticipants.

Online Results
Course completion rates of participants were, on average, 10% *lower* than the course completion rates of nonparticipants.

KPI Performance Indicator	**Retention** 🔑

Program participants will be retained from long semester to long semester at a greater rate than nonparticipants. To establish a benchmark, the retention rates of spring 2015 participants will be, on average, at least 10% higher than the retention rates of nonparticipants.

Result	**Retention Data Will Be Reported Next Cycle** 🔑

We will provide results for this KPI during the next assessment cycle because (a) this data is not available until at least the 20th class day of the long semester *following* participants' enrollment in study skills, (b) the Office of Institutional Effectiveness (IE) must have adequate time to process the request, and (c) the SAM Center must have adequate time to analyze the data provided by IE.

Action	**Encourage Participants To Ask For Help From Academic Mentors** 🔑

Having fallen short of two of the benchmarks related to academic achievement and progress toward graduation (and with remaining results yet to be determined), we intend to promote more aggressively the fact that academic mentors are available to assist participants and to encourage participants to take advantage of the assistance sooner rather than later. Beginning in spring

2016, we will make available in the face-to-face study skills classroom a "Talk to a Mentor" (or similar) box, in which participants can place their names and e-mail addresses if they would like mentors to reach out to them. In the online study skills classroom, this would take a different form, likely involving a link to the private journal tool at the end of every session. Academic mentors are already mentioned more than once during each series as a resource for further reinforcement of study skills and strategies, but providing a concrete step that students can take *in the moment* to ask for help might make them more likely to do so. In addition, this will serve to promote the Provost's AIM High campaign, which seeks to foster a campus culture in which the act of asking for help is both expected and welcomed.

Objective (P)	**Student Satisfaction** 🖉 🔑

SAM Center Study Skills program participants will demonstrate satisfaction with program components (i.e., effectiveness, leaders, subject matter, and course design).

KPI Performance Indicator	**Study Skills Improvement** 🔑

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. 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 . . .

To establish a benchmark, at least 75% of participants who respond to the satisfaction survey during the Spring 2015 semester will either "strongly agree" or "agree" with the above closed-ended items and reference a particular study skill taught in the open-ended item.

Result	**Study Skills Improvement Indicator Met Overall But Only Partially For Online Participants** 🔑

A total of 444 participants had the opportunity to answer these survey questions (i.e., they either attended session six in person or had access to session six online): 375 face-to-face (FtF) participants and 69 online participants. Respondents numbered 337 (76% response rate) for the closed-ended items: 306 FtF (82% response rate) and 31 online (45% response rate). Because 22 (21 FtF and 1 online) of the original

337 respondents did not answer the open-ended item, respondents numbered 315 (71% response rate) for this item: 285 FtF (76% response rate) and 30 online (43% response rate). Note: The original online response rate was 74% for the closed-ended items and 72% for the open-ended item (provided all original respondents answered the closed-ended items and one did not answer the open-ended item); however, a technical error resulted in the loss of the actual survey responses for series two respondents. Records indicating who completed the survey at the end of series two (necessary for determining online study-skills completion) remained intact. The survey was re-opened for the original 22 respondents, but only 2 retook it.

Total Percentages
84% of participants either strongly agreed or agreed that the program was relevant and useful to them
82% of participants either strongly agreed or agreed that the program enhanced their study skills
87% of participants either strongly agreed or agreed that they would recommend this group to other students*
80% of participants either strongly agreed or agreed that participation in study skills was a valuable use of their time
95% of participants referenced a particular study skill taught in their response to the open-ended item

*Based upon 336 (vs. 337) respondents due to one respondent's answer not aligning with the question asked

Face-to-face Percentages
84% of participants either strongly agreed or agreed that the program was relevant and useful to them
82% of participants either strongly agreed or agreed that the program enhanced their study skills
86% of participants either strongly agreed or agreed that they would recommend this group to other students*
80% of participants either strongly agreed or agreed that participation in study skills was a valuable use of their time
96% of participants referenced a particular study skill taught in their response to the open-ended item

*Based upon 305 (vs. 306) FtF respondents due to one respondent's answer not aligning with the question asked

Online Percentages
74% of participants either strongly agreed or agreed that the program was relevant and useful to them
74% of participants either strongly agreed or agreed that the program enhanced their study skills
84% of participants either strongly agreed or agreed that they would recommend this group to other students
74% of participants either strongly agreed or agreed that participation in study skills was a valuable use of

their time
80% of participants referenced a particular study skill taught in their response to the open-ended item

KPI Performance Indicator	**Positive View Of Program Leaders** 🔑

Program participants who respond to the previously described program satisfaction survey will hold a positive view of program leaders. 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?

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

Result	**Positive View Of Program Leaders Indicator Met** 🔑

A total of 444 participants had the opportunity to answer these survey questions (i.e., they either attended session six in person or had access to session six online): 375 face-to-face (FtF) participants and 69 online participants. Respondents numbered 336 (76% response rate) for the first closed-ended item: 305 FtF (81% response rate) and 31 online (45% response rate). Respondents numbered 337 (76% response rate) for the remaining closed-ended items: 306 FtF (82% response rate) and 31 online (45% response rate).

Because 38 (34 FtF and 4 online) of the original 337 respondents either did not answer the open-ended item or provided a response to a question that was not asked (e.g., discussed qualities of the program rather than the leader), respondents numbered 299 (67% response rate) for the open-ended item: 272 FtF (73% response rate) and 27 online (39% response rate). Note: The original online response rate was 74% for the closed-ended items and 68% for the open-ended item (provided all original respondents answered the closed-ended items and the same four either did not answer the open-ended item or provided a response to a question that was not asked); however, a technical

error resulted in the loss of the actual survey responses for series two respondents. Records indicating who completed the survey at the end of series two (necessary for determining online study-skills completion) remained intact. The survey was re-opened for the original 22 respondents, but only 2 retook it.

Total Percentages
96% of participants either strongly agreed or agreed that the program objectives were clearly stated and met
95% of participants either strongly agreed or agreed that the leader had a good understanding of the content
91% of participants either strongly agreed or agreed that the leader engaged students in lively discussion
96% of participants either strongly agreed or agreed that the leader used good examples to explain points and responded clearly to questions
96% of participants either strongly agreed or agreed that the material was clearly presented
99% of participants referenced at least one positive leader quality in their response to the open-ended item

Face-to-face Percentages
95% of participants either strongly agreed or agreed that the program objectives were clearly stated and met
96% of participants either strongly agreed or agreed that the leader had a good understanding of the content
91% of participants either strongly agreed or agreed that the leader engaged students in lively discussion
95% of participants either strongly agreed or agreed that the leader used good examples to explain points and responded clearly to questions
96% of participants either strongly agreed or agreed that the material was clearly presented
99% of participants referenced at least one positive leader quality in their response to the open-ended item

Online Percentages
100% of participants either strongly agreed or agreed that the program objectives were clearly stated and met
87% of participants either strongly agreed or agreed that the leader had a good understanding of the content
94% of participants either strongly agreed or agreed that the leader engaged students in lively discussion
97% of participants either strongly agreed or agreed that the leader used good examples to explain points and responded clearly to questions
87% of participants either strongly agreed or agreed that the material was clearly presented
100% of participants referenced at least one positive leader quality in their response to the open-ended item

Positive View Of Program Subject Matter 🔑

**KPI
Performance
Indicator**

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.

Result

Positive View Of Program Subject Matter Only Partially Met 🔑

A total of 444 participants had the opportunity to answer these survey questions (i.e., they either attended session six in person or had access to session six online): 375 face-to-face (FtF) participants and 69 online participants. Respondents numbered . . .
337 (76% response rate) for the first closed-ended item: 306 FtF (82% response rate) and 31 online (45% response rate).
336 (76% response rate) for the second closed-ended item: 305 FtF (81% response rate) and 31 online (45% response rate).
335 (75% response rate) for the multiple-response items: 304 FtF (81% response rate) and 31 online (45% response rate).

Because 44 (41 FtF and 3 online) of the original 337 respondents did not answer the open-ended items and 2 (both FtF) provided unintelligible responses, respondents numbered 291 (65% response rate) for the open-ended items: 263 FtF (70% response rate) and 28 online (41% response rate). Note: The original online response rate was 74% for the closed-ended and multiple-response items and 70% for the open-ended item (provided all original respondents answered the closed-ended items and the same three did not answer the open-ended items); however, a technical error resulted in the loss of the actual survey responses for series two respondents. Records

indicating who completed the survey at the end of series two (necessary for determining online study-skills completion) remained intact. The survey was re-opened for the original 22 respondents, but only 2 retook it.

Total Percentages
96% of participants either strongly agreed or agreed that the material was well organized
96% of participants either strongly agreed or agreed that the handouts were clear and easy to understand
58% of participants selected more "most helpful" than "least helpful" sessions
37% of participants suggested more additions to the program than subtractions

FtF Percentages
96% of participants either strongly agreed or agreed that the material was well organized
98% of participants either strongly agreed or agreed that the handouts were clear and easy to understand
58% of participants selected more "most helpful" than "least helpful" sessions
39% of participants suggested more additions to the program than subtractions

Online Percentages
100% of participants either strongly agreed or agreed that the material was well organized
74% of participants either strongly agreed or agreed that the handouts were clear and easy to understand
58% of participants selected more "most helpful" than "least helpful" sessions
21% of participants suggested more additions to the program than subtractions

KPI Performance Indicator

Course Design Helpful (Online Participants) 🔑

Online program participants who respond to the previously described program satisfaction survey will perceive the program's course design to be 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.

To establish a benchmark, at least 75% of online participants who respond to the satisfaction survey during the Spring 2015 semester will either "strongly agree" or "agree" with the above closed-ended items.

Result

Course Design Helpful Indicator Met 🔑

A total of 69 participants had the opportunity to answer these survey questions (i.e., they had access to session six online). Respondents numbered 31 (45% response rate) for the first item and 30 (43%

response rate) for the second item. Note: The original online response rate was 74% for the first item and 72% for the second item (provided all original respondents answered the first item and one did not answer the second item); however, a technical error resulted in the loss of the actual survey responses for series two respondents. Records indicating who completed the survey at the end of series two (necessary for determining online study-skills completion) remained intact. The survey was re-opened for the original 22 respondents, but only 2 retook it.

84% of participants either strongly agreed or agreed that the course design helped them determine the tasks to accomplish each week
83% of participants either strongly agreed or agreed that the quizzes helped them gauge their understanding of the material

KPI Performance Indicator

Leader Responsive (Online Participants) 🔑

Online program participants who respond to the previously described program satisfaction survey will perceive the leader to be responsive. The closed-ended item related to participants' perception states the following:

- The leader answered my questions in a timely manner.

To establish a benchmark, at least 75% of online participants who respond to the satisfaction survey during the Spring 2015 semester will either "strongly agree" or "agree" with the above closed-ended item.

Result

Leader Responsive Indicator Not Met 🔑

A total of 69 participants had the opportunity to answer this survey question (i.e., they had access to session six online). Respondents numbered 31 (45% response rate). Note: The original online response rate was 74% (provided all original respondents answered this survey question); however, a technical error resulted in the loss of the actual survey responses for series two respondents. Records indicating who completed the survey at the end of series two (necessary for determining online study-skills completion) remained intact. The survey was re-opened for the original 22 respondents, but only 2 retook it.

71% of participants either strongly agreed or agreed that the leader answered their questions in a timely manner

Action

Raising Success Indicators And Addressing Shortcomings/Discrepancies 🔍

The planned actions for this objective are as follows:

Study Skills Improvement
The fact that online participants' responses did not meet the benchmark for three of the survey items is of concern and calls for further investigation, especially given that FtF participants' responses exceeded the benchmark for all related survey items. One possible explanation for the discrepancy is that participation in the Blackboard discussion board—where online participants and the instructor share thoughts, experiences, and strategies that can help illustrate the relevance and value of study skills—is not mandatory. Though FtF students can benefit from hearing a discussion even if they do not contribute to it, online participants cannot benefit unless they at least read the discussion board. Before changing the discussion board policy, however, we will further explore online participants' open-ended survey responses by the end of the 2015-2016 academic year to generate other possible explanations.

Positive View of Program Leaders
Having far exceeded the benchmark, we intend to raise the success indicator considerably: In the future, at least 95% of participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to program leaders and reference at least one positive leader quality (e.g., knowledgeable, caring, confident) in the open-ended item. In addition, we will further explore online participants' open-ended survey responses by the end of the 2015-2016 academic year to generate possible explanations for the two areas of greatest discrepancy between online and FtF participants for the items related to program leaders (*the leader had a good understanding of the content* and *the material was clearly presented*).

Positive View of Subject Matter
The most likely reason for the large discrepancy between online and FtF participants' responses for the item related to the clarity of handouts—and for the fact that online participants' responses did not meet the benchmark for this item—is that FtF participants automatically receive the handouts and online participants are only presented with the opportunity to open/print the handouts and encouraged to do so. From now on, the online study skills instructor will reference the handouts specifically in the weekly updates for the first two sessions of each series of study skills, explaining what they are and the importance of accessing them. In addition, we will explore other ways to present the handouts in Blackboard (e.g., having the content open automatically rather than having the participants open/print it, if possible) during the Fall 2015 semester.

In addition, because all participants' responses fell considerably short of the benchmark regarding most helpful/least helpful sessions and program additions/subtractions, we will further explore these responses by the end of the 2015-2016 academic year to determine if there are any patterns. For example, were some sessions consistently mentioned as being least helpful

and/or was a particular addition/subtraction mentioned by the majority of students?

<u>Course Design Helpful</u>
Having exceeded the benchmark, we intend to raise the success indicator: In the future, at least 85% of participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to course design. In addition, other planned actions (e.g., exploring other ways to present handouts in Blackboard, possibly making the discussion board mandatory) are likely to improve participants' overall perception of course design.

<u>Leader Responsive</u>
The most likely reason for the fact that participants' responses did not meet the benchmark for this item is that the online study skills instructor does not respond to e-mail outside of normal business hours. Beginning in fall 2015, online participants will be able to access a virtual office that houses threads to answer frequently asked questions. For example, if the instructor gets a question from a participant during the week and feels others could also benefit from the answer, the instructor will post the question/answer in the virtual office for everyone. In addition, online participants could create threads to ask questions of their classmates and also reply to threads, thereby answering their classmates' questions. Last, the forum that houses the virtual office will remind participants that the instructor is available only during normal business hours and will give them a time frame in which to expect e-mail responses from the instructor.

Goal   **Provide Academic Advising To Undergraduate Students** 🔑

The SAM Center will provide academic advising to undergraduate students of all classifications to facilitate student understanding of degree plans, degree requirements, and institutional rules and regulations.

Objective (P)   **Provide A Positive And Informative Advising Experience** 🔑

Students advised at the SAM Center will understand their degree requirements and be satisfied with their advising experience.

KPI Performance Indicator   **Distance/Online Services** 🔑

Students are enrolling in online and distance learning courses in record numbers; as such, advising must adapt to provide services to these students. Therefore, advising will:

1. research online advising software,
2. push for a full-time advisor at TWC for the distance students,
3. and try to identify the students who are 100% online in order to offer them options concerning advising.

Result   **Distance/Online Services** 🔑

In their efforts to support online/distance students, SAM Center advisors...

1. researched online advising software, identifying both BlackBoard Collaborate and EAB SSC Campus as potential aids for online advising;
2. pushed for a full-time advisor at TWC for the distance students, but was denied the full-time position due to university budgetary issues; and
3. discovered that there is an intradepartmental "tag" for students who are 100% online students (i.e., taking all courses online) and are currently in talks with the respective departments to incorporate this tag into the SSC Insight software.

KPI Performance Indicator

Advising Workbooks 🔑

The SAM Center will update the advising workbooks in order to accomodate the changes in core curriculum and departmental majors that are supposed to occur in the 2014-2015 academic years, thereby providing more accurate advising to the students.

Result

Workbooks 🔑

Given the cross-campus cooperation necessary to achieve the core curriculum and departmental major updates, the SAM Center has no direct power over the process; as such, the SAM Center cannot adequately access the processes which, ultimately, leads to a continuing process of piecemeal updates to advising protocols and workbooks. Concerning practical advising, the SAM Center will have to simply disseminate the information to each advisor as the department is made aware.

Action

SAM Center Updates 🔑

Due to the complexities of interdepartmental communication and program modification, the process of updating advisors of major and core curriculum changes will have to remain a piecemeal dissemination of information to advisors.

Given the newness of the two software options, the advancement of SAM Center distance/online services will be reassessed in a few years in order to give the university technical team time to work out bugs and the SAM Center advisors time to learn the systems and then guide students in their operation.

Additionally, the SAM Center will continue to request a full-time advising slot at The Woodlands Center.

Finally, given that the "100% tag" exists, the SAM Center will simply wait for the tag to be put in place, as there is nothing else that the department can do.

Previous Cycle's "Plan for Continuous Improvement"

Low survey completion rates (i.e., 11.3% for MAP and 6.3% for HELP) are a continuing problem for the MAP and HELP programs. Next year, we will attempt to boost survey completion by having each of the individual mentors e-mail their students personally instead of an impersonal e-mail sent from the office e-mail. The belief is that a student may be more willing to read an e-mail sent from someone they know as opposed to a generic "official" e-mail sent from a "faceless" organization.

The lack of response to the First Alert survey was troubling, but the information that would be gained from the survey will be beneficial for our productivity and assessment of the program. As such, the e-mail will be re-sent with the survey attached. However, instead of sending it only once, it will be sent three times throughout the semester: August (beginning of the semester), October (midterm), and December (end of the semester). The subsequent e-mail will also be rewritten to state explicitly our wants. Additionally, the follow-up e-mails will contain a proviso stating that those professors who had already completed the survey should not complete it again, thus eliminating duplication error.

Now that the on-campus Study Skills sessions have been updated, the online/BlackBoard version of Study Skills will be modified to reflect the changes. Additionally, the online version of Study Skills will be modified from its current format (i.e., simple videos with follow-up tests) to a course-based design with due dates and personal interaction with a mentor/facilitator.

Although no software was identified to handle our advising needs, the Skype option was presented to the students. However, they did not seem to care for it, preferring to rely on the e-mail and phone-based advising options. As such, students will be advised via e-mail/phone until a software can be found that will handle the department's needs. For the next year, the program will focus on updating the advising workbooks with the new core curriculum and the new departmental changes.

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

Having each of the mentors e-mail their own students had a nonexistent impact on the survey completion rates.

Additionally, the multiple contact attempts concerning the First Alert survey were only marginally more successful, garnering only 4 responses.

The online version of study skills was updated successfully to include all changes and to reflect a course-based design that more resembles the face-to-face version.

Unfortunately, due to the diffusive nature of the major updates on campus, the advisor's workbook idea was scrapped in favor of e-mail updates in order to spread information more quickly. However, the addition of new software may aid in access to advising for distance and online students.

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

Concerning the mentoring programs, the existence of multiple programs, each with its own name and specific population, has led to confusion on campus as to what each of the programs actually does and what populations each program serves. As such, the old programs will be scrapped in favor of a new program that aids all students, regardless of their demographic or status. Given the nature of a new program, its academic effectiveness (e.g., GPA boost, course completion rate) will have to be assessed in the following year.

Concerning First Alert, given the horrid response rate of the professors surveyed (ONLY 4 of the 190!!!!), the professor survey will be scrapped. In its place, we will create and disseminate a survey to the students who we contact through the First Alert program to assess their views of the program.

Concerning Study Skills, we intend to raise criteria for success/performance indicators related to the benchmarks we exceeded for the current assessment cycle beginning with the 2015-2016 assessment cycle:

• At least 95% of participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to program leaders and reference at least one positive leader quality (e.g., knowledgeable, caring, confident) in the open-ended item.
• At least 85% of online participants who respond to the satisfaction survey will either "strongly agree" or "agree" with the closed-ended items related to course design.

In addition, at least 50% of participants will demonstrate at least 20% growth in each scale of the skill component of the LASSI the next time it is assessed in 2017-2018.

Because online participants' survey responses did not meet the benchmark for the indicator related to leader responsiveness, we will create a forum for a virtual office within Blackboard by the beginning of fall 2015. The forum will (a) remind participants that the instructor is available only during normal business hours, (b) give participants a time frame in which to expect e-mail responses from the instructor, and (c) house threads to answer frequently asked questions. Also beginning in fall 2015, the online instructor will make specific reference to the study skills handouts in the first two weekly updates of each series, explaining what they are and the importance of accessing them; during fall 2015, we will explore alternative ways to present the study skills handouts in Blackboard. Both actions are in response to (a) the large discrepancy between online and face-to-face (FtF) participants' survey responses for the item related to the clarity of handouts and (b) the fact that online participants' survey responses did not meet the benchmark for this item. By the beginning of spring 2016, we will implement some form of a "Talk to a Mentor" system, designed to encourage participants to seek further assistance from academic mentors in hopes that we can begin to raise all participants' results for the indicators related to academic achievement and progress toward graduation.

Long-term actions, to be completed by the end of the 2015-2016 academic year (i.e., by the beginning of fall 2016), involve qualitatively analyzing spring 2015 survey data to determine: (a) how best to change the study skills content and/or materials to better facilitate participants' growth in the test strategies scale of the LASSI, (b) possible explanations for the fact that online participants' survey responses did not meet the benchmark for three of the items related to the study skills improvement indicator, (c) possible explanations for the two areas of greatest discrepancy between online and FtF participants' survey responses for the items related to program leaders (*the leader had a good understanding of the content* and *the material was clearly presented*), and (d) the existence of patterns in participants' survey responses regarding most helpful/least helpful sessions and program additions/subtractions, as all participants' responses fell considerably short of the benchmark for these items.

SH ELITE will be added to the SAM Center assessment plan as it was recently shifted back under the umbrella of Academic Support Programs. Additionally, the program's assessment plan will emphasize long-term academic success, address a pilot student management/leadership program, and contain a component concerning funding.

Concerning advising, the SAM Center will continue requesting more advising personnel in order to handle the growing population both on campus and online. Moreover, to expand advising assessment, a student survey will be created in order to identify student satisfaction concerning advisement and to provide a more information concerning the student advising experience.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

ELITE

Goal	**The SH ELITE Program- Provide A Sustainable, Quality Program That Addresses The Disparity In Retention And Graduation Rates For Minority Males.** 🔑

The Sam Houston Establishing Leadership In and Through Education (SH ELITE) Program is a male, minority initiative designed to promote the retention and graduation of male, minority (i.e., Hispanic and African American) students at Sam Houston State University (SHSU). SH ELITE promotes academic development and e encourages civic engagement, to exemplify the SHSU motto, "A measure of a life is its service."

Objective (P)	**The SH ELITE Program Will Provide Research Supported Initiatives Which Will Increase The GPA, Hours Completed, And Completion Rate Of Its Members** 🔑

The SH ELITE program will provide the neccessary support and initiatives to help participants excel. This support includs mentoring, role models, study skills workshops, social activities, and career/networking skills. Academic performance data will support the success of these program components.

KPI Performance Indicator

SHSU ELITE Program Effectiveness 🔑

ELITE members will be compared to an equivalent Full Time Enrollment (FTE) population (i.e., comparison group) in addition to the entire minority, male, first-time, freshman population in respect to the following topics in the hopes of achieving statistically significant outcomes in favor of ELITE:

1. Hours Attempted
2. Hours Completed
3. Mean GPA
4. Completion Rate = Hours Completed / Hours Attempted

Result

SH ELITE Program Effectiveness 📎 🔑

- Hours Attempted: There was no statistically significant difference between the Hours Attempted of the SH ELITE students and the comparison group or the all minority, male, first-time, freshmen group.
- Hours Completed: All SH ELITE student groups had statistically significantly higher mean Hours Completed than the comparison group and the all minority, male, first-time freshmen group.
- Mean GPA: The SH ELITE students (as a program) all had statistically significantly higher Mean GPAs than the comparison group and the all minority, male, first-time freshmen group.
- Completion Rate = Hours Completed / Hours Attempted: All SH ELITE student groups had statistically significantly higher mean Completion Rates than the comparison group and the all minority, male, first-time freshmen group.

Action	**Long-term SH ELITE Academic Impact** 🔑

No statistically significant difference between the SH ELITE students and both the comparison group and the all minority, male, first-time, freshman (i.e., population) group concerning Hours Attempted means that all groups attempted the relatively the same number of credit hour. This figure by itself means little, but when analyzed in connection with the statistically significant difference between the Hours Completed and Completion Rate, the three figures indicate that SH ELITE students outperformed the comparison and the population group in relation to academic follow-through. Furthermore, taking into account SH ELITE's GPA, one can say that the SH ELITE program has a statistically significant positive effect on participants' academic success. In other words, the SH ELITE Program appears to be effective. As such, the KPI was met.

GPA and course completion are indicators of short-term program success. However, there are other indicators of long-term impact that of importance to institutions, specifically student retention rates and student graduation rates. As such, the SH ELITE participants will be compared to a comparison group and a population group for a keener view of program impact.

Objective (P)	**Increase ELITE Budget To $95,000 For 2014 - 2015 In Order To Serve 100 Freshmen And 30 Alumni.** 🔑

The SH ELITE program has been funded primarily through grants from the Texas Higher Education Coordinating Board (THECB) and local funds (e.g., Student Services).

To increase incentives and to increase the number of student participants, additional funding will be sought from the THECB, the SHSU division of Student Services, and outside sources (e.g., ARAMARK). Funding for the 2013-2014 academic year was approximately $56,000. In addition, there was a THECB grant balance from the 2012-2013 academic year of $20,000, providing a final budgetary total of of $76,000. SH ELITE needs approximately $95,000 to serve 100 new freshmen and 30 Alum for the 2014-2015 fiscal year.

KPI Performance Indicator	**Request Funding From The Student Services Committee, THECB, And Academic Affairs** 🔑

Funding will be solicited from several sources:

1. $15,000 will be requested from the Student Services Committee, a component of the Student Services division at SHSU;
2. ARAMARK, SHSU's contracted food servicer, will be petitioned for food waivers to allow the program to fund events at a cheaper rate;
3. $50,000 is expected from the THECB, as a furtherance of an existing grant;
4. additional funds (~$30,000) will be requested from the THECB to serve 30 additional freshmen (total of 100 for the 2014-2015 academic year) and 10 additional Alum (total of 30 for the 2013-2014 academic year); and

5. the Academic Affairs division of SHSU will be petitioned for any additional funding.

Grand Total: $95,000

Result   **SH ELITE Funding** 🔑

The following is a list of the entities petitioned for funding and the amount received for the 2014-2015 academic year:

1. $0 were recieved from the Student Services Committee, a component of the Student Services division at SHSU;
2. ARAMARK, SHSU's contracted food servicer, provided two food waivers thereby allowing SH ELITE to fund events at a cheaper rate;
3. $50,000 was recieved from the THECB, as a furtherance of an existing grant;
4. no additional funds were recieved from the THECB; and
5. the Academic Affairs division of SHSU contributed $13,000 to the 2014-2015 SH ELITE budget.

Grand Total: $63,000.

Action   **SH ELITE Funding** 🔑

Despite attempting to accumulate $95,000 for the 2014-2015 academic year, the program was only able to accrue $63,000. Despite this $33,000 deficit, the SH ELITE program was still able to serve 100 new freshmen and 30 alum for the year.

Unfortunately, the grant renewal for the 2015-2016 academic year was denied, leaving the SH ELITE program in a financial bind. As such, the central goal for the program is to identify and accumulate enough funds to continue the program from any and all avenues possible.

Previous Cycle's "Plan for Continuous Improvement"

Obtaining funding for the ELITE Program continues to be a challenge. The data collected from students at the end of each semester clearly indicates that the ELITE Program initiatives increase the retention and success of our students, however, we do not feel that the program is adequately funded. We went through a reorganization and were able to hire an ELITE Coordinator dedicated solely to running the program. We will continue to request funding in order to sustain the program at the current membership of 75 freshmen and 30 Alum.

Increase graduation rate, gpa and hours completed from 2013 2014 by constantly looking at the program components and seeking to continually improve.

What are new best practices that we can incorporate to increase our success rates? Develope career workshop, networking skills with ALUM, and have ALUM create LinkedIn Profiles.

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

Funding continues to be a proverbial "thorn" in the SH ELITE's side. Not only did the program not received the funding requested, the THECB chose to not renew their grant for the 2015-2016 academic year, thereby leaving SH ELITE destitute.

Although GPA and hours completed (see the SHSU ELITE Program Effectiveness KPI) were addressed, several items/topics (i.e., graduation rates, career workshops, networking skills, LinkedIn profiles, and research concerning best practices) were not addressed due to a reorganization mid academic year (January, 2015) when the program was shifted from one department to another, with all of the corresponding challenges and hardships associated with it.

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

There are four central goals for the 2015-2016 cycle:

1. Have the SH ELITE program officially reclassified as an Mentoring/Academic Support Program under the unbrella of the Student Advising & Mentoring (SAM) Center.
2. Analyse long-term academic success indicators (i.e., retention rates and graduation rates) to identify the impact of the participation in the SH ELITE program in comparison to a stratified random sample and to the entire population group (i.e., male, minority, first-time freshman).
3. Identify and secure funding (>$50,000), preferrably permanent, for the program.
4. Create a pilot management program comprised of SH ELITE alumni to facilitate leadership skills on the part of the students, and to decrease the workload on the SH ELITE coordinator.

S̷H SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Agricultural Sciences And Engineering Technology, Department Of

Goal   **Professional Development Of Faculty** 🔎

The department will require faculty to participate in professional development activities.

Objective (P)   **Participation In Professional Development** 🔎

Department faculty will engage in research projects that generate professional research papers acceptable at local, regional, and national conferences.

KPI Performance Indicator   **Faculty Evaluation System (FES)** 🔎

The FES will document the presentation of faculty professional research papers at local, regional, and national conferences. Participation at 2 professional meetings and publication of a minimal of 2 peer reviewed manuscripts/abstracts/presentations will be expected.

Result   **Achievement** 🔎

Only 65% of the faculty successfully met or exceed the goal of 2 peer reviewed scholarly achievements.

Action   **Monitoring Achievements** 🔎

Scholarly achievment is being monitored via quarterly reports to the chair outlining scholarly achievement. The department had 2 new faculty that were not fully established in research agendas. Goal will remain at the standard expectation.

Goal   **Provide Effective Communication With Internal And External Constituencies** 🔎

The department will insure that appropriate communication channels are maintained with the College of Sciences Office, upper administration, current students, prospective students, and other external constituencies.

Objective (P)   **Communication Of Department Activities** 🔎

Department will communicate mission and goals to administration, alumni and friends.

KPI Performance Indicator   **Submission Of Department Master Plan** 🔎

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.

Result   **Marketing And Strategic Plan** 🔎

Ongoing, construction began for Pirkle Center, Equine Center entered marketing phase with consultant hired.

KPI Performance Indicator **Agricultural Department Donations Database** 🔍

The database will document donations and giving to the department for scholarships, facilities, classroom development, etc. Facility donations are to achieve 50% of construction costs.

Donation goals:
Arena Complex: $10 Million,
Plant Science Field Lab: $3.6 Million,
Endowments/Scholarships: $100,000;
Student and Faculty Enrichment to Department: $200,000
Pirkle Center Classroom Naming Rights and Endowments: $150,000

Result **Gifts Received** 🔍

Donations:
Arena Complex: $0
Plant Science Field Lab: $0,
Endowments/Scholarships: $35,000;
Student and Faculty Enrichment to Department: $296,107
Pirkle Center Classroom Naming Rights and Endowments: $305,000

KPI Performance Indicator **Students Recruited** 🔍

The Department, with assistance from Ag Ambassadors, faculty, and visitor center, will be active in recruiting students, with desires to achieve enrollment increase of 2%.

Result **Enrollment/Recruitment** 🔍

Department grew 3.76% this academic year with the graduate enrollment growing 54.2%.

The Ag Ambassadors and department faculty and staff actively participated at the Saturaday@Sam. Likewise, was active at many youth events for recruiting purposes. Visited 30 schools interacted with over 4550 students

Department Chair recruited for the graduate program at the VATAT Professional Conference, TCAAA Conference, and TOFCA.

Department hosted ExCEL @ Sam and invited 150 high school students to campus.

Recruitment booths were available at State and National FFA Conventions, Houston, San Antonio, Fort Worth, State Fair of Texas Livestock Shows and Department Career Day.

Action **Outreach Activity** 🔍

The department met or exceed several goals. Activities will continue to enhance capital improvements.

Goal	**Provide Appropriate Personnel Resources For The Unit** 🔑
	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.

Objective (P)	**Increase FTE's And Staff Positions In The Department** 🔑
	Our objective is to increase the number of tenure-track positions and support staff in the department.

KPI Performance Indicator	**Increase In FTE's** 🔑
	An increase of one full FTE's will indicate success. Approval of additional staff position for office will be a primary goal.

Result	**Staff And Faculty** 🔑
	Support staff position for administrative office was approved, however, had to be locally funded. Position was filled.
	1 Temporary professional position was filled to replace a resigned faculty position.
	Department funded 2 new Graduate Assistantship position with local funds.
	Faculty FTEs increases were not provided to the department.

Action	**Workload Assessment** 🔑
	Enrollment data, work load, SCH generation, and etc. will continue to be used to illustrate the need for more FTEs in specific academic programs. Likewise, administrative load will be used to justify an additional support staff position.

Previous Cycle's "Plan for Continuous Improvement"

Those faculty not fulfilling the scholarly achievements for the academic year will be mentored by the department chair and goals will be set for the following evaluation period. Merit and market adjustments will be used to encourage these goals and give to those that achieve or exceed expectations of department. All faculty will be notified that the department will support requests 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 will be cut for next fiscal year. This initiative will continue but funding will hinder efforts toward enrollment increases. 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. 3 FTE for the ITEC program was requested along with 1 Equine Science and 1 AET. 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 room naming opportunities in the Pirkle Center. Once the Equine Center is complete with program the same will begin for this facility. Plant Science Field Lab is ongoing. These efforts will be in coordination with University Advancement and the Marketing Department.

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

Young faculty and personal issues prevent from scholarly achievements to be obtained by the department. Chair along with senior faculty will continue to mentor junior faculty for excellence.

Recruitment has been successful and will continue.

FTE and capital improvement are ongoin.

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

Faculty mentoring of junior faculty and new hires will be critical.

Ambassadors and faculty will continue to provide service and recruitment efforts for graduate and under graduate enrollment.

Chair will continue to request new FTEs for a growing department.

Outreach and department capital growth is an ongoing effort.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Chemistry, Department Of

Goal

Procure Appropriate Resources To Facilitate The Academic Mission Of The Department 🔎

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

Objective (P)

Recruitment Of Graduate Assistants 🔎

The department diligently recruits graduate assistants in an effort to reduce the number of undergraduates teaching laboratory sections.

KPI Performance Indicator

Number Of Graduate Assistants 🔎

In an effort to lower the number of undergraduate assistants in the lab, there is a need for an increase in graduate assistants.

Result

Increase In Number Of Graduate Assistants 🔎

In the Fall 2014 semester, there were 23 graduate assistants (Md Nure Alam, Udana Ariyaratne, Matthew Danker, Xinmei Dong, Sobiya George, Sajini Hettiarchchi, Md Sarowar Hossain, Harshani Jayabahu, Nilan Kamethewatta, Manpinder Kaur, Chathuri Kombala Nanayakkara, Sanjaya Lokugama Widanelage, Nicholas Pandorf, Chamila Priyardashani, Nuwan Punchi Naide Acharige, Nuwan Rammawadu, Harshani Rathnaweera, Thiwanka Ratnayake, Reny Jacob Roy, Hemantha Siyambalagoda, Victoria Spenn, Prajwol Tuladhar, Shadi Yavari). There were 21 graduate assistants (Md Nure Alam, Udana Ariyaratne, Matthew Danker, Xinmei Dong, Sobiya George, Sajini Hettiarchchi, Md Sarowar Hossain, Harshani Jayabahu, Manpinder Kaur, Chathuri Kombala Nanayakkara, Sanjaya Lokugama Widanelage, Nicholas Pandorf, Chamila Priyardashani, Nuwan Punchi Naide Acharige, Harshani Rathnaweera, Thiwanka Ratnayake, Reny Jacob Roy, Hemantha Siyambalagoda, Victoria Spenn, Prajwol Tuladhar, Shadi Yavari) during the spring 2015 semester. Nilan Kamethewatta and Nuwan Rammawadu graduated at the end of the fall semester. Compared to last fall, this was a gain of 6 graduate students and compared to last spring, this was a gain of 3 graduate students. This increase over previous years needs to be maintained.

Action

Make Offers To New Students 🔎

Ten of our graduate students completed their degrees this past year (2 in the fall semester and 8 during the summer). We have made a few offers of admisson, but are being restricted in the number of offers we can make. Further, some of the offers have been rejected. We hope to have 5 to 7 new students in the fall which will mean that our total number of students will drop.

Goal

Provide Appropriate Personnel Resources For The Unit 🔎

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.

Objective (P)   **Request Additional Faculty Lines** 🔑

The department is still in need of additional faculty lines to meet the demands for upper level and core courses. A request will be submitted through the PBR process for new lines.

KPI Performance Indicator   **New Faculty Line(s)** 🔑

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.

Result   **No New Positions** 🔑

Not only were we not given a position to fill this year but Ozcan Gulacar decided to move to California for personal reasons and Paul Loeffler decided to retire effective at the end of the summer term.

Action   **Visiting Professor Hired** 🔑

We have hired Dr. Julio Valladares for the coming year. This will help a bit with our increased load. The gains that we had made in appropriate student/faculty ratio in general chemistry have been lost. We will search for two tenure-track positions in the coming year.

Goal   **Mentor Graduate Students In Research Publications** 🔑

Faculty researchers will mentor graduate students in research publications.

Objective (P)   **Graduate Students Will Demonstrate Skills In Publishing Research** 🔑

During the master's program, graduate students will demonstrate the research skills to publish their research findings.

KPI Performance Indicator   **Research Publications** 🔑

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.

Result   **Graduate Research Publications** 🔑

In this cycle, there were three peer-reviewed publications and one graduate student co-author. As

always it is appropriate to remind the reader that publication often lags behind student completion. The number of presentations with graduate co-authors is much larger (13 graduate students on 20 presentations).

Action   **Research Communication** 🔑

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 2015-2016.

Goal   **Encourage Graduate Student Presentations At Professional Meetings** 🔑

Mentoring graduate students in professional conference presentations is the goal.

Objective (P)   **Graduate Students Will Demonstrate Skills In Conference Presentations Of Research** 🔑

During the master's program, graduate students will demonstrate the presentation skills to present their research findings at professional conferences.

KPI Performance Indicator   **Student Presentations** 🔑

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.

Result   **Graduate Research Presentations** 🔑

The number of presentations with graduate co-authors was 14.

Action   **Research Presentations** 🔑

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 2015-2016.

Goal   **Chemistry-Related Careers Or Advanced Graduate Studies** 🔑

The success of any program is whether its graduates find related work or pursue further graduate education.

Objective (P)   **After Degree Placement** 🔑

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.

KPI Performance Indicator	**Job Or Advanced Program Placement** 🔑	

The indicator will be the proportion of our graduating MS students who either find a chemistry-related job or go for advanced graduate studies.

Result	**Successful Graduate Placement** 🔑	

Ten students completed their M.S. degrees this year. Eight of these are going on to Ph.D. programs (at the University of Kansas, the University of Miami, the University of Georgia, Oregon State University, two at Wayne State University and two at the University of Arizona) and two have jobs in government/industry.

KPI Performance Indicator	**Job Or Graduate Program Place For BS Graduates** 🔑	

The indicator will be the proportion of our graduating BS students who either find a chemistry-related job or go for graduate studies.

Result	**Undergraduate Placement** 🔑	

This past academic year, 12 students graduated with chemistry majors and 16 students graduated with forensic chemistry majors. Of the 12, 7 are continuing their education, 1 is actively looking for a job and we don't have any information on 4 of them. Of the 16, 4 are continuing their education, 2 are employed in chemically related jobs, 2 are actively looking for jobs, and we don't have any information on 8 of them.

Action	**Follow Former Students** 🔑	

We will continue to follow our former students as they seek employment and admission to graduate programs. This is a continuous process.

Previous Cycle's "Plan for Continuous Improvement"

In general, the situations that we are faced with continue. The challenges continue to be challenges, and we try to address them in the best way that we can.

We will continue to make offers of admission and assistantship to qualified applicants to our graduate program. We will work with the College of Sciences Dean's Office to better market the offer. We discovered over the summer of 2014 that the cost of health insurance (which is required of international graduate students) increased substantially (from $993 to $1453) which effectively lowers the value of our graduate assistantship. This emphasizes the need to better market the offer especially if the amount of the offer does not increase.

We will continue to make the case that addtional faculty lines are needed. For the fall term 2014 we needed to hire a pool faculty member to cover all of our classes, and were only able to do so at the last minute.

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.

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

We have not so far been able to improve the marketing of the graduate offer.

While we continue to make the case for more positions, we are losing ground. Paul Loeffler retired and Ozcan Gulacar quit for personal reasons. Thus we have lost 2 people and we hired 1 visiting professor. The gains that we had made in appropriate student to faculty ratios have been lost.

We have encouraged our graduate students to present their research results in appropriate venues, and we continue to follow the growth of our former students.

We offered CHEM 3438 in the summer and 11 students enrolled.

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

Once again, the situations that we are faced with continue. The challenges continue to be challanges (and we have lost ground), and we try to address them in the best way that we can.

Since we were restricted in the number of graduate assistant positions that we could offer, we need to be able to market the offers more favorably. Hopefully the new graduate coordinator can work with the College of Sciences Dean's Office to make this happen.

We will search for two positions in the coming year--to replace Paul Loeffler and Ozcan Gulacar, and we will continue to make the case that additional faculty lines are needed. For the Fall 2015 term, nearly every single class was full to capacity just prior to the first payment deadline. More students wanted to add our courses.

We will continue to encourage our graduate students to present their research results in appropriate venues.

We will continue to follow our former students as they grow professionally and we will keep track of our newest graduates as they move on.

We will offer CHEM 3438 again next summer and we will make sure that the appropriate advisors are aware of this offering.

Lastly, we recently found out that some of our laboratory sections exceed the requirements of the American Chemical Society--they are too large. We will adjust the size so none of the labs exceed 24 students. This will have the greatest impact on CHEM 1406 (our first semester course for non-majors) and on CHEM 1411 (general chemistry I).

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Computer Science, Department Of

Goal	**Strategic Planning** 🔑
	The department chair and faculty will engage in strategic planning.

Objective (P)	**Strategic Planning** 🔑
	The department will maintain a strategic planning process identifying departmental strengths, weaknesses, opportunities and threats.

KPI Performance Indicator	**Annual Strategic Plan** 🔑
	Document generated by the department chair and presented to the department during the August department meeting.
Result	**Strategic Planning** 📎 🔑
	The department developed a strategic plan, identifying key rources required for both maintenance of existing operations and future development.

KPI Performance Indicator	**Department Meeting Minutes** 🔑
	Adequate distribution of faculty resources.
Result	**Distribution Of Resources** 🔑
	At the beginning of the academic year faculty were requested to submit requests for travel, capital equipment requests and supplies. The department distributed $57,000 in travel funds, This represented 60% of the requested funding.

The department distributed $10,000 in capital equipment purchases. This provided for research oriented computer systems, Robotics kits, and additions to the department's Virtual Farm. This did not meet the requested items. However, this year's allocation was unusual in that the Chemistry department needed to make a large HEAF purchae and the department voluntarily gave up HEAF resourcces in order to accomoate the need.

The department provided all supplies requested at the beginning of the year together with supplemental supplies requests on an ad hoc basis.

In addition, through the allocation of Distance Learning funds, the department provided support services via the employment of students workers, the partial funding of the Director of the Center of Excellence in Digital Forensics to support the online and classroom infrastructure, and the employment of a Systems Administrator to manage departmental computing resources.. |
| **Result** | **Faculty Workload** 🔑 |

The department maintained a balanced faculty workload with all faculty members contributing to meeting schedule demands as per contract. Faculty members were involved in the scheduling process to ensure compatibility with areas of expertise, appropriate course timing and porgrammatic coverage.

As a result of the department having an unfilled faculty line, the part-retirement of one existing faculty member and the growth, especially of graduate programs the department found it necessary to a) employ two adjunct faculty members (total 4 courses) in both the fall and spring semesters, and b) the department chair remains overloaded.

Action   **Strategic Planning** 🔑

The department maintains a strong strategic planning process that appears to be producing results in terms of the effective use of both fiscal and academic resources to meet the current needs of the department.

In addition the process at this point appears to have the additional effect of providing input to the College and University strategic planning process in order to more efficiently utilize resources at those levels.

Future iterations of the annual strategic plan should include external as well as internal review.

Goal   **Faculty Teaching** 🔑

Faculty will demonstrate quality teaching.

Objective (P)   **Faculty Evaluation** 🔑

Faculty will demonstrate quality teaching.

KPI Performance Indicator   **Teaching Materials** 🔑

Faculty documents and provides evidence of research, teaching and service activites together with formal end of cycle evaluations of teaching, service and research. This evidence and formal evaluation documents are reviewed by the DPTAC and department Chair. FES forms 1 and 8 are signed by both chair and faculty member and maintained as an historical record from the initial point of employment.

Satisfactory performance requires that the department complete the DPTAC and the department chair complete the faculty evaluation process in accordance with university and departmental policy and forward the required documentation the the Dean of the College of Sciences by the date specified by the Office of Academic Affairs.
The department uses four metrics to establish the quality of teaching, IDEA evaluation scores, classroom observation by the department chair each semester, self-reflection of teaching by individual faculty members and documentation

of activities that improve the classroom experience for students. Successful performance in the assessment of teaching will be evidenced by overall departmental IDEA scores being above the Institutional and Discipline averages.

Result   **IDEA Evaluations** ✎ 🔍

IDEA evaluations indicate that in face-to-face classes the department significantly out performs both the IDEA database and the University in Progress on Relevant objectives, the Excellence of the Teacher, and the Excelence of the Course.

In online courses the department matches the the IDEA database and University scores on Progress on Relevant objectives, and the Excellence of the Teacher. The department outperforms the IDEA database and the University in the Excellence of the Course.

Result   **Classroom Observation** 🔍

The department conducts observation of class sessions by all faculty members each Semester. In the fall semester the observations are performed by faculty members. THe results are used for for developmental purposes. In the Spring semester the observations are performed by the department chair and are used for FES purposes.

The results indicate that the faculty are meeting the performance obligations as identified in Academic Policy 820317 "The Faculty Evaluation System". All faculty members obtained a Chair evaluation score in excess of 4.0. the average score was 4.66.

Action   **Faculty Evalauation** 🔍

The department is currently meeting the it's target of exceeding the IDEA and University IDEA scores.   There is however, a perfornace difference between online and face-to-face classes.   The Undergraduate and Graduate Curriculum committees wil identify strategies to close this gap.

Goal   **Curriculum Planning And Evaluation** 🔍

The department will maintain updated and quality curriculum at the undergraduate and graduate levels.

Objective (P)   **Curriculum Review** 🔍

The department will conduct continuous curriculum review for each degree program.

KPI Performance Indicator   **Curriculum Committee Minutes** 🔍

Minutes of the meetings of the undergraduate and graduate curriculum committees.

Result	**Curriculum Committee Minutes** 🔑

The Graduate and Undergraduate curriculum committees have axchieved the following Results:

- The baccalaureate Degree in Computer Software Engineering Technology was approved at the University level and ratified by the THECB. The program begins operation in Fall 2015.
- The Baccalureate degree in Digital Forensics Engineering Technology has was approved at the University Level and is now under review by the THECB. The projected program start date is fall 2016.
- TheEdD in Educational Technology was approved by the THECB and begins operation in fall 2015.
- The PhD in Digital and Cyber Forensic Science has been approved at the College Curriculum Committee level and is currently under review by the University Curriculum Committee.

KPI Performance Indicator	**Curriculum Committee Reviews** 🔑

The curriculum committees will be asked to review the curricula for both the undergraduate and graduate programs. The committees will issue annual reports to be distributed at department meetings.

Result	**Curriculum Reviews** 📎 🔑

The baccalaureate degree in Computing Science was reviewed by the Accreditation Board for Engineering Technology/ Computer Accreditation Commission. The site visit took place in fall 2013 with subsequent reprting and responses during the 2014/15 academic year. The Computing Science program was reaccredited through 2019.

The graduate programs in Computer Information Systems, Digital Forensics, and Information Assurance and Security were subjected to external review during the 2014/15 cycle. THe reviews were very positive with the following notes made:

- As the department pursues a doctoral program, the existing program may benefit from a research-oriented rather than practitioner-oriented focus.
- The department needs more faculty and more support staff in order to maintain the quality and integrity of the programs.
- The department chair is ''seriously overloaded".

Action	**Curriculum Planning And Evaluation** 🔑

Both the ABET report and the external review of graduate program indicated the need for additional faculty and staff. This is being addressed at the college level over the 2015-17 cycles.

The processes in place for curriculum planning and review appear to be functional and effective.

No addition action needs to be taken at this time.

Previous Cycle's "Plan for Continuous Improvement"

Based on the previous Continous Improvement plan the Department of Computer Science was successful in bringing the timeline for strategic planning forward and in preparing for successful reviews for all degree programs. The department did not construct a development plan to support new faculty in developing teaching skills.

The Department of Computer Science needs to develop a continuous planning and review process that encompasses:

1. Curriculum
2. Resources
3. Teaching Quality

in order to codify best practices in all areas.

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

The department has now implemented a standard review cycle for curriculum.   Both undergraduate and graduate programs are externally reviewed every 5 years.   The unidergraduate and graduate curriculum committeess perform annual program reviews and monitor program assessment.

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

The department will implement the following:

1. <u>Strategic planning:</u> Introduce a 'bottom up' approach to resource management, with broader faculty input into the scheduling and resource allocation processes.
2. <u>Strategic Planning:</u> develop a leadership team to include the department chair, an assistant chair, the graduate advisor, and the undergraduate curriculum committee chair.
3. <u>Faculty Evaluation:</u> Identify potential causes of the differences between online and face-to-face student evaluation results together with potential remediation options.

SH SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Geography And Geology, Department Of

Goal   Quality Faculty 🔑

The faculty of the department will provide quality teaching and engage in quality research.

Objective (P)   Quality Teaching 🔑

The faculty will provide quality teaching.

KPI Performance Indicator   Effective Teachers 📎 🔑

The department utilizes 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. 80% of the faculty in the department will be in or above the Similar converted score category on the Summary Evaluation in at least half of their classes.

Result   IDEA Summary Evaluation Results 🔑

94% of the faculty scored at or above the Similar category during the most recent evaluation period (only 45% of the online courses however). 52% scored in the Higher category and 13% scored in the Much Higher category.

Action   Evaluation Of Quality Teaching 🔑

The only scores in the Lower category of the converted scores on the IDEA form were for faculty members that taught online courses. The online courses have a very low return rate, to the point where the IDEA scores are rated as being unreliable by the evaluators of the IDEA forms. A way to improve the response rate must be developed. On the bright side, there were several faculty who scored 50 or more on the summary evaluation for all of their courses. Faculty wanting to improve their IDEA scores are encouraged to go to the Professional and Academic Center for Excellence (PACE) Center for workshops and one-on-one help with teaching effectiveness. This type of help would be especially valuable for the online courses.

Objective (P)   Quality Research 🔑

The department faculty will engage in quality, peer-reviewed research.

KPI Performance Indicator   Quality Research 🔑

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.

Result   Peer-reviewed Publications 🔑

There were 16 faculty members, with two adjuncts that were not subject to an annual review. Of the

faculty members that were reviewed, 79% (11 of 14) published at least one peer-reviewed publication over the last evaluation cycle (compared to 64% (9 of 14) last cycle). One faculty member published two peer-reviewed articles, while another was co-author on four peer-reviewed articles. Plus two internal and two external grants were funded, with the external grants bringing in $110,000.

Action	**Engagement In Quality, Peer-reviewed Research** 🔎
	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 research. Travel for some geographers is equivalent to capital equipment to science faculty.

Previous Cycle's "Plan for Continuous Improvement"

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. 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 development a graduate student handbook for our department and provide guidelines for graduate students, especially those working on a thesis. As the number of graduate students pursuing a thesis increases, this should also increase the number of publications being produced by faculty members of the department. The department will have to shift its focus from developing a Geospatial Technology facility at The Woodlands Center to developing a facility at the University Park campus. Involvement of undergraduate students in faculty research will also continue to grow.

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

Faculty have been encouraged to seek help with their online courses, but only a couple have actually done so. Dr. Jim Tiller is working with SAM Online to re-develop a number of his courses. We have not found a consistent means of improving return rates for the online IDEA evaluations. What works for one faculty member does not seem to work for another.

An increased number of grant proposals by faculty have brought additional funds into the department. However, most of the successful grants were internal grants. Dr. Joseph Hill did bring in an external proposal for $10,000 plus the donation of 8,000 pounds of drill core material to be used in our advanced courses in geophysics and petroleum geology.

A graduate student handbook has been developed.

A GIS course is being offered at the University Park campus Fall, 2015.

Involvement of undergraduate students in faculty research has increased, especially with the new geology faculty members.

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

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. 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 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 this year. We will monitor our progress in developing a GIS facility at the University Park campus. Involvement of undergraduate students in faculty research will also continue to grow.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Student Success Initiatives

Goal

Provide An Effective Academic Learning Community (LC) Program 2013-2014 🔑

Residential and non-residential learning communities will demonstrate similar or higher academic success.

Objective (P)

Grade Point Average (GPA) Similarities 🔑

Students who participate in either a residential or non-residential academic freshman learning community program will earn GPAs at the same or higher levels than their First Time Freshman (FTF) cohort peers.

KPI Performance Indicator

GPA Similarities 🔑

LC students will be compared to FTF peers with respect to mean GPAs. Students who participate in either a residential or non-residential academic freshman learning community program will earn GPAs at the same or higher levels than their FTF freshman cohort peers.

Result

GPA Comparison Results 📎 🔑

Fall 2013 Semester Mean GPA FTF LC students = 2.773
Fall 2013 Semester Mean GPA FTF Composite students = 2.649

Spring 2014 Semester Mean GPA FTF LC students = 2.685
Spring 2014 Semester Mean GPA FTF Composite students = 2.699

FTF LC students had higher GPA than their peers in fall and slightly lower GPA in the spring of their first-year of college.

Action

Future Actions 🔑

Curriculum specific to student GPA understanding and improvement strategies will be included in the UNV 1301 course via Advisor involvement. Additional out of class workshops will be offered.

Objective (P)

Learning Community Retention Achievement 🔑

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.

KPI Performance Indicator

Retention Achievement 🔑

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.

Result

Retention Achievement First-Time Freshmen Fall 2013 To Fall 2014

Fall 2013 to Fall 2014 total one-year retention rates:

All Learning Community (LC) Students = 80%
Non-Residential LC Students = 81%
Residential (Bearkat LC) LC Students = 77%
All FTF Students (Composite) = 78%

Action

Retention Reporting Improvements

We will be adding an additional residential LC and will look for improvement opportunities and trends in residential LC - as opposed to reporting just one cohort year results in order to better gauge progress and identify anomaly years/cohorts.

Goal

Provide An Effective Freshman College Success Course

SHSU will provide freshman with a course designed to help freshmen develop skills necessary for college success.

Objective (P)

Retention Similarity

Students who complete a UNIV 1301: An Introduction to Collegiate Studies course will be retained at higher levels than their FTF freshman cohort peers.

KPI Performance Indicator

Similarity In Retention

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.

Result

Retention Results UNIV 1301 And Composite Comparison Fall 2013 To Fall 2014

UNIV 1301 student retention = 78%
Non- UNIV 1301 students retention = 78%

Action

Retention Results

Prep students (required to take the course as a condition of their admittance sue to low SAT/ACT test scores or high school class rank), made up 344 (58.1%) of the total 592 students enrolled in the Fall UNIV 1301 course. PREP students as a group were retained at 75%. Future assessments will focus on improvements for this group as well as others.

Objective (P)

GPA Comparability

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.

KPI Performance Indicator	**Similar GPAs Between UNIV 1301 And Remaining FTF Cohort Peers** 🔍
	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.
Result	**First-Time Freshman (FTF) GPA Results Fall 2013 Cohort** 📎 🔍
	First-Time Freshman (FTF) GPA Results Fall 2013 Cohort
	UNIV 1301 Students = 2.635 Non UNIV 1301 Students = 2.654 Composite FTF = 2.649
	Same First-Time Freshman (FTF) GPA Results of Fall 2013 Cohort as of Spring 2014
	UNIV 1301 Students = 2.607 Non UNIV 1301 Students= 2.729 Composite FTF = 2.699
Action	**First-Time Freshman (FTF) GPA Results Fall 2013 Cohort Remarks** 🔍
	Students in UNIV 1301 have similar GPA's as there cohort peers. PREP student GPA, which is part of the UNIV 1301 GPA is less at 2.406 and 2.421 respectively. Will track PREP in future reports for intervention opportunities for improvement.

Previous Cycle's "Plan for Continuous Improvement"

A. Promote academic success, retention, and graduation rates

[Supports Provost Goal: "Provide appropriate resources to promote student recruitment, success, and retention." & "Promote and support the development and delivery of a rigorous, contemporary curriculum".]

1. Increase enrollment in UNIV 1301 college success course and Freshman Learning Community for all first-semester freshmen, first-semester freshman transfer students, and second semester probationary students.
2. Further develop UNIV 1301 curriculum and learning community activities to include emphasis on major selection and career alignment.
3. Increase student participation in civic engagement through project-based learning integration in the UNIV 1301 & Freshman Learning Community programs.
4. Collect data on commuter student success & coordinate unique needs for this group.

5. Continue support for new SHSU PREP students through a supportive communication plan and participation in UNIV 1301 and/or learning communities and study skills.
6. Modify existing learning community structures based on data-driven assessments of student needs.
7. Promote student college-readiness via appropriate outreach Initiatives

   a. Assist in the development of regional curriculum alignment teams for English and math that will improve college readiness in our SHSU P-16 Region.

   b. Create a community of inclusion for our regional K-12 and P-16 partners – website, newsletter, data, etc.

B. Provide an environment that supports students' academic personal connection to the university.

[Supports Provost Goal: "Promote the importance of service, civic engagement, and exposure to diverse cultures in the education of our students." & "Promote the pursuit and awareness of scholarly activities, creative endeavors, and faculty/staff accomplishments and expertise."]

1. Design and execute yearly student success themed events in collaboration with other departments in Academic Affairs and across campus.
2. Expand New Student Convocation participation by partnering with Enrollment Management & Student Services: One event at the Johnson Coliseum.
3. Expand the common reader program to encompass all students by increased scholarships, & curriculum integration.
4. Promote awareness of faculty scholarly activities & creative endeavors through the common reader program.
5. Support and expand service learning and civic engagement programs in UNIV 1301, learning communities, and in the common reader program.
6. Collect data on retention & graduation rates for former foster youth attending SHSU and develop best practices for success unique to this student group.

C. Develop alumni to support the academic mission of student success.

[Promotes Provost Goal: "Develop alumni and donor relations to support the academic mission of all departments and colleges."]

 1. Target learning community alumni though the FLC website and newsletter to encourage mentorship and volunteerism.

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

- UNIV 1301 Census date enrollment increase comparison:

- Fall 2014 = 607 out of 2520; fall 2013 = 592, fall 2012 = 533.

- PREP student enrollment increased fall 2014

- UNIV 1301 Curriculum syllabi pilot template for 2015-2016 includes improved college major and minor exploration and completion of student's 4 year college plan.

- Completed SHSU P-16 Region development of regional curriculum alignment team project for bridging grade 12 & 13 for English.

- BLC & FLC Orientations, BLC retreat, Six BLC Challenge topics scheduled for 100 students for 24 separate events over first 6 weeks , 2 collaborative ScholarX workshops, 11 *Ready Player One* events, 12 *Ready Player One* scholarship opportunities.

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

- Increase enrollment in select UNIV 1301 college success courses and linked-course Freshman Learning Communities via collaborative partnerships with academic departments and enrollment management.
i.   Increase student enrollment in the following themed UNIV 1301 college success courses & FLC's:
1)   Add 4 SAM Scholar Learning Community UNIV 1301 sections.
2)   Explore adding 1 new department/discipline specific specialty sections of UNIV 1301 (WASH UNIV 1301, Bio-Pre-Med UNIV 1301)
3)   Add 4 additional spring 2016 sections (for a total of 6 UNIV 1301 sections) to accommodate selected probationary students and new spring admits Connections Learning Community.
4)   Research & develop re-visioned UNIV 1301 curriculum for CORE consideration.
5)   Develop FLC for commuter student success & coordinate unique needs for this group.
6)   Continue support for PREP students through a supportive communication plan for second semester PREP students in addition to the fall PREP student participation in UNIV 1301, and in learning communities.
ii.   Modify existing learning community structures based on data-driven assessments of student needs and university systems constraints (SAM Scholars will become a 100-200 student living learning community in fall 2016).
- Develop curriculum for a sophomore year/transfer academic experience.
I. Increase effectiveness of FORWARD program via a proactive mentoring program.
II. Initiate sophomore/transfer student academic programming support
III. Initiate a pilot sophomore LC
IV. Initiate a pilot transfer student LC
2.   Provide an environment that enhances students' personal academic experience with the university.
Increase student participation in civic engagement through comprehensive partnership with Center for Community Engagement, UNIV 1301, & Freshman Learning Community programs.
Maintain Food Pantry Program oversight (student organization for donations & distributions)
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.
Hire current FORWARD students to assist with the FORWARD initiative.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Testing Center

Goal	**Promote Quality Testing Services** 🔑

Provide quality testing services at Sam Houston State University.

Objective (P)	**Provide A Variety Of Tests** 🔑

Provide a variety of tests for our customers by contacting 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.

KPI Performance Indicator	**Provide A Variety Of Tests** 🔑

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.

Result	**Exams Implemented** 🔑

To meet the needs of examinees in need of special accommodations for the Texas Success Initiative (TSI) Assessment, the Testing Center now offers the TSI in the following formats:

* Braille
* Large Print
* CD/Audio

In addition, several Representative TExES tests (practice teacher certification) were added to inventory.

* 231 English Language Arts & Reading (ELAR) 7-12
* 232 Social Studies 7-12
* 233 History 7-12
* 235 Mathematics 7-12
* 236 Science 7-12
* 238 Life Science 7-12
* 291 Core Subjects

The following Represententative TExES exams have expired and been removed from inventory:

* 132 Social Studies 8-12
* 133 History 8-12
* 136 Science 8-12
* 137 Physical Science 8-12
* 138 Life Science 8-12
* 191 Generalist EC-6

Action	**Variety Of Tests** 🔑

The Testing Center is continuing to work with various entities in order to offer more services to the student body and surrounding community. Information regarding the HESI exam has been collected and analyzation in progress. The HESI exam is an entrance exam utilized by nursing programs around the world.

Objective (P)	**Provide A Quality Facility** 🔑

Provide a facility conducive to a quality testing environment which will be clean, comfortable, quiet, aesthetically-pleasing, and user-friendly.

KPI Performance Indicator
Provide A Quality Facility 🔑

Survey students and visitors about their satisfaction with the Testing Center facilities by using the Testing Center Evaluation Form.

Result
Provide A Quality Facility 🔑

A new survey was implemented in the middle of the fiscal year; thus, the following results are compiled from responses during the last six months of the fiscaly year. 94% of surveyors rated the facility in the agreed or strongly agreed category.

Major comments were made about the temperature within the labs. Many major testing companies that the Testing Center is partnered with prohibits outerwear due to security reasons; therefore, the Testing Center has limited control over solving the temperature issue. Examinees are advised by the Testing Center as well as the testing companies to come to the examination site in layered clothing.

Action
Provide A Quality Facility 🔑

Currently, the Testing Center is equipped with computer labs that meet the need of a standardized testing facility. The Testing Center is always seeking way to improve the facility when the need arise. During the 2014-2015 fiscal year, the Director of Testing and the Director of Plant Control at SHSU collaborated on scheduling examinations and plant control operational testing. This collaboration effort will reduce the chance of plant operation testing, which involves noise levels that are disruptive to examinees, from interfering with the Testing Center examination schedule. In addition, the Testing Center in keen on keeping up with technicial requirements which led to the purchase of a new network switch box. This switch will assist in the reliability of the camera system.

Objective (P)
Provide Quality Staff And Service 🔑

Provide qualified staff that will provide outstanding customer service by being friendly, courteous, responsible, informative, accurate, and supportive.

KPI Performance Indicator
Provide Quality Staff And Service 🔑

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.

Result
Provide Quality Staff And Service 🔑

A new survey was implemented in the middle of the fiscal year; thus, the following results are compiled from responses during the last six months of the fiscaly year. 97% of surveyors rated services and staff in the agreed or strongly agreed category.

Action   **Provide Quality Staff And Service** 🔑

Staff members will continually to be certified on an annual basis for all pertinent exams. In addition, professional development assignments will be assigned to employees throughout the year.

Previous Cycle's "Plan for Continuous Improvement"

<u>Variety of Tests</u>
The Testing Center is always looking for the opportunity to advance its services. In doing so, new testing endeavors are constantly embarked upon. For the 2014-2015 year, plans to become an authorized testing facility for the Professional Golf Association (PGA) is in progress. The PGA exam is a certification exam for professional golfers. It is a goal of the Testing Center to acquire at least one new exam per year. This goal is considered reasonable due to evolving requirements in the job market and educational goals of the community.

<u>Quality Staff and Service</u>
Modifications to policies and procedures for current exams are inevitable and done on a regular basis. As required, the Testing Center staff will continue to develop professionally and receive certificantions as necessary.

<u>Quality Facility</u>
The plan to acquire a bigger space at The Woodlands Center has been discussed should the need for more space become available. In speaking with the Executive Director of The Woodlands Center, there is a possibility of modifying the current space at The Woodlands Center in order to accommodate more students as the demand increases(there is a massive amount of underutilized space in the current testing location). Also, the Testing Center at the Huntsville Campus is scheduled for a remodel during the 2014-2015 year. New wall art, countertops, cabinets, inside and outside displays, and drawers will be modernized. The Tesing Center is also embarking on going more green with score reports. Currently the Testing Center is working with the Information Technology department on receiving electronic score reports for many of our exams.

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

The Testing Center was in negotiation with PSI Services on acquiring the Professional Golf Association (PGA) Exam; however, after a review of the agreement by the legal team at SHSU and in addition to PSI Services being unable to meet the changes required by SHSU, the contract was never implemented.

Furthermore, because facility space is approved and granted by administration, acquiring more space at The Woodlands Center is a challenge due to a growing demand of other areas that are a priority (mainly academic areas).

Moreover, the remodel of the Testing Center has been placed on hold until definitive plans are made known. The going "green" effort has not been established due to challenges imposed by another area (IT). IT is working on a campus-wide process which involves several units on campus requesting electronic score reports. It has been reported that electronic reports will be

worked on as a whole and not for individual areas; thus, this improvement plan is structured around IT's schedule and not the Testing Center.

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

Variety of Tests
The Testing Center is always looking for the opportunity to advance its services. The Nursing Program on campus and the Joe G. Davis Nursing School at Huntsville Memorial Hospital is continuing to see a high demand in applicants. The Testing Center has been approached about offering another nurse entrance exam (HESI); therefore, efforts will be placed on acquring this exam. In addition, the Testing Center will be working to expand our services to our satellite campus at University Park.

Quality Staff and Service
Modifications to policies and procedures for current exams are inevitable and done on a regular basis. As required, the Testing Center staff will continue to develop professionally and receive certifications as necessary. Also, in order to serve the growing number of examinees that partion the Testing Center, additional staffing will be needed; thus, after the new year, plans for additional staff members will be addressed.

Quality Facility
The plan to acquire a bigger space at The Woodlands Center has been discussed should the need for more space become available. In speaking with the Executive Director of The Woodlands Center, there is a possibility of modifying the current space at The Woodlands Center in order to accommodate more students as the demand increases(there is a massive amount of underutilized space in the current testing location). Plans to remodel the Testing Center at the Huntsville location will be readdressed. This remodel will include new wall art, countertops, cabinets, inside and outside displays, and cabinets. Moreover, the Testing Center will continue to work with the IT Department on acquiring electronic score reports.

Division
of
Enrollment Management

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Career Services
View & Request Level Feedback

Goal	**Enhance Career Services Programs And Services In Response To Increased National, State, And Regional Demand For A Prepared And Educated Workforce** DRAFT 🔑
	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.

Objective (P)	**Provide Career Assessment Tools Specifically Targeting Incoming Freshmen** DRAFT 🔑
	Provide the Myers Briggs Type Indicator (MBTI) Career Report and the Strong Interest Inventory College Profile (SII) assessments to incoming freshmen.
KPI Performance Indicator	**MBTI And SII Assessments Were Administered In The 2015 New Student Orientation Sessions** DRAFT 🔑
	MBTI and Strong Interest Survey instructions were sent prior to each Orientation session.
Result	**MBTI/SII Orientation Sessions Summer 2015 Survey Results** DRAFT 📎 🔑
	676 students took the assessments. Students obtained their results in one of two seminars offered each Orientation session. 97% of the students responded favorably to a survey given at each workshop. Over 2,870 students took assessments during the 2014-15 academic year.
Action	**MBTI And SII Assessments For Freshmen Continued** DRAFT 🔑
	The MBTI and SII Assessments will continue to be offered to SHSU freshmen attending New Student Orientation sessions in the summer and to those enrolled in UNIV 1301 classes.
Objective (P)	**Collaborate With Other University Departments To Increase Student Referrals** DRAFT 🔑
	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.
KPI Performance Indicator	**Career Services Primary Collaborations To Increase Student Referrals** DRAFT 🔑
	Career Services collaborated with the SAM Center to offer workshops for the Elite group; SSI Office through giving presentations to Univ.1301 students and collaborated with academic departments primarily through our Career Services Faculty Advisory Board.
Action	**SHSU Career Services' Collaborations Will Continue** DRAFT 🔑
	Career Services will continue to collaborate with the SAM Center, Student Success Initiatives Office, academic

departments, and athletic departments to generate and increase student referrals to the Career Center.

Goal	**Optimize The Delivery Of Communication And Services From Career Services** DRAFT 🔑
	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.

Objective (P)	**Optimize Career Services' Use Of Social Media** DRAFT 🔑
	Use Social Media more effectively to market and promote Career Services' programs and services.

KPI Performance Indicator	**Identify And Collaborate With Sources Of Social Media "Best Practices"** DRAFT 🔑
	Collaborate with SHSU marketing professionals, and other university career centers successfully using social media to determine "best practices."

Result	**Specific Sources Of Social Media "Best Practices" Identified And Consulted** DRAFT 🔑
	Career Services Director and staff consulted with SHSU Marketing & Communications Dept., other universities in the Houston Area Consortium of Career Centers' and the National Association for Employment in Education's (NACE) guidelines. We added Pinterest, Instagram, and Twitter sites to our Facebook and LinkedIn social media accounts.

KPI Performance Indicator	**Develop Or Procure A Social Media Usage Guide** DRAFT 🔑
	Develop a social media guide/manual for Career Services staff

Result	**Social Media Usage Guidelines Procured** DRAFT 🔑
	The National Association of Colleges and Employers (NACE) Guidelines for Social Media Usage were adopted.

KPI Performance Indicator	**Designate Staff To Routinely And Consistently Manage Social Media Communications.** DRAFT 🔑
	Rather than arbitrary staff adding to the Career Services' social media sites, staff members will be assigned this responsibility.

Result	**Staff Member Assigned To Maintain Career Services' Social Media Sites** DRAFT 🔑

Career Services Career Counselor, Michelle Meers volunteered and was designated as the manager of our various social media sites.

Action	**Social Media "Best Practices" Implemented And Continued** DRAFT 🔑
	Consultation with the SHSU Marketing and Communications Department, other universities, and the National Association of Colleges and Employers (NACE) was accomplished and ongoing consultations and benchmarking will continue.

Previous Cycle's "Plan for Continuous Improvement"

Based on our findings from the 2013-2014 cycle our plans for improvement include designing and implementing an assessment instrument to evaluate our Career Counselor Liaison program, and expanding our outreach to the Woodlands Center campus and College Park campus by adding One-Stop-Office hours availability, workshops, programs, and possibly a job fair at one or more of these two locations.

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

Outreach to the Woodlands Center campus (TWC) and College Park campus was provided by adding One-Stop-Office hours availability, workshops, programs, and a job fair at these two locations.

Specifically we moved a staff member, Assistant Director Cenaiyda Carranza to The Woodlands Center campus on a more permanent basis. Where she once only had office hours two days a month, she now is officed at TWC two full days a week and three half days a week.

We offered an Etiquette Dinner program, Career INsights workshop series and provided staff and logistics for the annual Woodlands Chamber of Commerce Job Fair held May 28, 2015. Additionally our Career Counselor to the College of Education provided several workshops at the College Park campus for education majors.

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

Our continuous plan for improvement calls for increased levels of programming and services offered at TWC. We will eliminate the already limited services we provided at University Park as the cost of travel and light student participation in our programs at the campus was not feasible to maintain.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Financial Aid And Scholarships

Goal   **Student Service** 🔑

To increase the quality of customer service provided to our current and prospective students.

Objective (P)   **Provide Quality Financial Aid Presentations** 🔑

Financial Aid Counselors will receive feedback to ensure the quality of presentations during outreach events.

KPI Performance Indicator   **Outreach Surveys** 📎 🔑

The Financial Aid Counselors will ask students and parents who attend financial aid presentations to complete a short survey at the end of the presentation. Surveys will include Likert-type scale and open-ended questions. Results will be used to improve presentation material and delivery. The survey (attached) was created by the Senior Financial Aid Counselor in collaboration with other seasoned employees, reflecting years of knowledge, which validates the measures. This is our first year using surveys to improve service, but we are expecting results to be in the 4 to 5 point range, indicating that they found the presentation very good to exellent. Open-ended questions will be used to make immediate changes if needed.

Result   **Presentations And Workshops Very Effective Overall** 📎 🔑

Presentation and Workshop Surveys - four Likert-type questions on a scale of 1-5 from poor to excellent (three questions for workshops)

2013-14 academic year
Number of surveys returned: 127
Response: 92-96% of presentation respondents marked a 4 or 5 for very good to excellent on each of the questions. 100% of workshop respondents marked 4 or 5 for very good to excellent on each of the 3 questions.

2014-15 academic year
Number of surveys returned: 185
Response: 94-100% marked a 4 or 5 for each of the questions.

Action   **Surveys Will Be Continued** 🔑

We were pleased with the survey outcomes, and did receive many comments to help to improve our presentations. Although many surveys were returned, they were only from a few separate events. We were not able to attend as many events this year compared to 2013-14 due to being short-staffed and having budget restrictions for travel. We will continue to hand out surveys, and will be sure to take them to all events at which we can feasibly request responses. Due to the nature of some events, summer orientation for instance, surveys may not be feasible.

Goal   **Technological Enhancement** 🔑

To utilize the Banner software features and functionality to increase efficiency and improve the financial aid award process.

Objective (P)   **Paperless Processing** 🔑

Increase efficiency (awarding more students within the same timeframe) by reviewing electronic documents, rather than hard copies for the verification process.

KPI Performance Indicator   **Increase Number Of Files Completed For Verification** 🔑

In 2014-15 we implemented a paperless process for reviewing students selected for verification. Previously, verification paperwork was constantly reviewed as it came in, whether complete packets or partial packets were submitted. This was very inefficient, and contributed to delays and mistakes. Currently, we do not accept incomplete packets, and verification is reviewed through BDMS (scanning system through Banner) only when all required items are submitted for a student's file. This will increase efficiency, reduce delays and mistakes, and increase the number of files completed for verification. With less time needed to process paperwork, our staff will be able to spend more time personally contacting students who need to make corrections to their files.

During the previous award cycle we awarded 667 incoming students by 3/31/14, and a total of 9494 students (all incoming and returning students) by 6/6/14. For the next award cycle we expect to award 2000 incoming students by 3/31/15 and a total of 10,000 students by 6/3/15.

Result   **Increase In Total Number Awarded** 🔑

We identified two groups of students: incoming (new to SHSU for the upcoming fall) and continuing (previously or currently attending SHSU).

2014-15 award cycle:
Incoming awarded by 3/31/14 = 667
Incoming and continuing students awarded by 4/1/14 = 2942
Incoming and continuing combined awarded by 6/6/14 = 9494

2015-16 award cycle:
Incoming awarded by 3/27/15 = 2834
Incoming and continuing students awarded by 4/5/15 = 4652
Incoming and continuing combined awarded by 6/5/15 = 10,568

Percent change:
Incoming only = 325% increase
Combined total by April = 58% increase
Combined total by June = 11% increase

Action

Positive Results Due To Changes In Verification Processing 🔑

By focusing on reviewing files for students who selected SHSU as one of their top three schools on the FAFSA, and reviewing only those with complete financial aid verification packets, we were much more efficient this year and never fell behind schedule with awarding. We will continue to verify students in this manner. We are also giving more attention to enrolled students versus non-enrolled. For instance, we typically sent award notification emails only to the SHSU email account, and kept track of the number of students who accepted their aid. In Summer 2014 we started to send emails more often and alternated between the SHSU and FAFSA emails. We also noticed that a relatively low percentage of awarded students had actually accepted their awards, but the percentages were much higher when we concentrated on the number of students who accepted that financial aid that were ADMITTED to SHSU. We will continue to keep track of this type of data with hopes of increasing our numbers next awarding cycle.

Goal	**Raise Standards Of Scholarship Recipients** 🔑

An increase in students applying for SHSU scholarships through Scholar X will raise standards of the applicant pool from which committees select recipients.

Objective (P)	**Increase Number Of ScholarX Applications** 🔑

The Scholarship Coordinator will employ a variety of strategies to increase the number of ScholarX applications for SHSU scholarships for this award cycle.

KPI Performance Indicator	**Increase In Number Of Applications** 🔑

The current Scholarships Coordinator began working in our office in February 2012, so she had no control over the number of applications received that year by the priority deadline of February 1st, which was a total of 1667. The number of applications increased to 2132 as of February 1, 2013 through her efforts: presentations given to classes on campus, information table in the mall area on campus and in the Lowman Student Center, and collaboration with academic departments to provide additional support. As of February 1, 2014 applications increased slightly to 2227 (4.5% increase)

We expect to increase the number of applications for this award cycle to 2400 by February 1, 2015 by continuing our strategies, such as pre-filled ScholarX application for returning students and collaboration with the SHSU Writing Center to provide tips to students on completing the essay portion.

Result	**Slight Decrease In Number Of Applications** 🔑

2014-15 award cycle:
Applications received by 2/1/14 = 2227

2015-16 award cycle:
Applications received by 2/1/15 = 2181

Percent change: 2.1% decrease

Action

New Scholarship Application For 2016-17 Award Cycle

The past 3 award cycles have remained stagnant regarding the number of applications received by the priority deadline. The ScholarX application has also been not well-received since its inception for several departments on campus, and has been lengthy to the point of discouraging students from completing the application.

SHSU recently purchased and implemented new scholarship software from Academic Works for the 2016-17 cycle. The application was named Scholarships4Kats and opened September 1, 2015. This streamlined application dramatically simplifies the process for students by importing key information from the student data record and allowing students to be considered for all relevant scholarships.

The Scholarships Coordinator has been reaching out to all of the departments on campus to inform them of the change and how this new application will work, and how it will be a vast improvement over what they experienced with the previous application. The new application has been advertised to students through social media and flyers will be printed and distributed around campus. We plan to also put a notification in the weekly Student Services email and create an email to go out to all current students prior to the break between fall and spring.

Previous Cycle's "Plan for Continuous Improvement"

We will continue with presentation/workshop surveys in order to be more effective with the information we are giving out to prospective and current students.

We will continue to make improvements in the area of technology, and will present an expected figure of awarded students for the next assessment cycle. We will anticipate an increase in awards again, but we will also focus on additional strategies to encourage students to apply early and accept their financial aid early through calling campaigns, text messaging if possible, in addition to emails that we already send out.

Additional strategies will also be put into place to encourage students to not only start the Scholar X application, but also to complete and submit it prior to the February 1st priority deadline.

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

We continued to use surveys when we were able to, and we saw an increase in the number turned in, as well as an increase in overall scores.

We continued our paperless verification process, and reported an increase in the number of

awards in the same time frame, as well as more awards being processed at earlier dates.

Even though we tried additional strategies to encourage more ScholarX applicants, we saw a decrease in the number of applications received by the priority deadline. We hope to see increased numbers for the next cycle with the implementation of the new application.

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

We will continue to hand out surveys at outreach events, where feasible, in an effort to continue making improvements.

We will make all viable efforts to reach out to faculty/staff/students on campus to encourage completion of Scholarships4Kats prior to 2/1/16.

We will continue our paperless verification process in order to be able to award more students at an earlier date for fall 2016.

SHSU is currently implementing EAB SSC Campus, which is software that will allow our office to have a physical card swiper at the front desk. Currently we have a paper sign in sheet, which makes it difficult to evaluate the students we are seeing. The new card swiper will enable us to run reports on the students - who they are, why they are coming in, peak days/times, etc. We expect to have the system installed in production by February 2016. We will start using data from this system to analyze and make adjustments to how we reach out to students.

During Summer 2015 our office collaborated with Undergraduate Admissions and the New Student Orientation Office to reach out to incoming freshmen with incomplete financial aid files. Through this initiative, Orientation forwarded lists each week of all student attendees for each orientation session to our office. We reviewed every student to determine which students needed to take further action (submit paperwork, accept awards, etc.). The financial aid list was forwarded to Undergraduate Admissions, and they held calling campaigns each week utilizing Hobsons, directing students to visit with Financial Aid in the CHSS computer lab between 8:00 am-11:00 am (we stayed until noon each time) on Day 1 of orientation. We will be continuing this collaboration for summer 2016 with modifications, and will compare results in the next assessment cycle.

Jump to Top

Division
of
Student Services

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Bearkat OneCard

Goal   **Student Satisfaction With Services Provided By The Bearkat OneCard Office** 🔑

The Bearkat OneCard office will provide services to students regarding the OneCard and its privileges.

Objective (P)   **Student Satisfaction** 🔑

Surveyed participants will report satisfaction with the OneCard services including quality of service and Bearkat OneCard office staff courteousness.

KPI Performance Indicator   **Bearkat OneCard Survey** 📎🔑

Using an annual customer service satisfaction survey, specifically questions 7 & 8, we will measure satisfaction with the Bearkat OneCard Office. At least 85% of respondents will report satisfaction with the customer service provided by the Bearkat OneCard Office. The survey includes 9 close ended questions and 2 open ended questions.

Result   **Satisfaction With The Bearkat OneCard Service Office** 📎🔑

Our final survey report indicates 92% of survey respondents scored the level of satisfaction with the service our staff provided as very satisfied (71%) or satisfied (21%). The degree of courteousness of our staff received 85% of respondents indicating a very courteous rating.

Action   **Satisfaction With Customer Service Provided** 🔑

Our goal of obtaining at least 85% satisfaction with the level of service we provided was met. We will continue to provide monthly trainings for our student staff members in an effort to increase the quality of customer service we provide our campus community. We will explore the training options available through Talent Managment for our student staff.

Goal   **Increase Card Issuance And Activation** 🔑

Increase the number of students (freshman and transfer) and faculty/staff members that request and activate a Bearkat OneCard.

Objective (P)   **Freshman: Increase The Number Of Active Cards Prior To Move-in Date** 📎🔑

We will offer a contest as an incentive to Freshman Orientation Students in an effort to increase the number of students arriving on campus by August 23, 2015 with active Bearkat OneCards. Our goal is to have 75% of incoming freshman arrive on move-in weekend with an active OneCard.

KPI Performance Indicator   **Orientation Participants Data - Freshman Stds** 📎🔑

Throughout the summer weekly reports run in Cbord (sample report attached) will be used to track orientation student OneCard request and card activation. An internal spreadsheet will be used (2015 Orientation Participants Data) to collect data tracked throughout the summer 2015 orientation sessions to determine the number of students with active OneCards.

Result

Incoming Freshman With Active Cards 🖉 🔑

As of 8/23 (move-in weekend) our final results indicate 91 % of students that attended Freshman Orienation had active Beakat OneCards.
Although we did not have a significant number of students participate in the Freshman Orientation social media contest we do feel it contributed to the number of students arriving on campus with active cards.

Action

Continuous Outreach 🔑

Due to the implementation of Blackboard Connect we were able to create standarized phone and email messages to send to all incoming freshman, that had attended orientation, and had not activated a Bearkat OneCard. This was not something we had originally planned to implement for the purpose of achieving this goal; however, the result of implementing this procedure resulted in a very high percentage of students arriving on campus with active OneCards. We will continue to contact the small number of students that have not responded to encourage card activation.

Objective (P)

Faculty/Staff: Increase The Number Of Active Bearkat OneCards 🔑

We will work to increase the number of faculty & staff members on campus with an active Black Bearkat OneCard. Our goal is to increase activation of faculty/staff OneCards to 70% prior to August 31, 2015.

KPI Performance Indicator

Faculty/Staff Recard Data 🖉 🔑

The 2014 Faculty/Staff Recard Data spreadsheet, obtained from Cbord, will be used to identifty anyone that does not have an active black Bearkat OneCard.

Result

Faculty / Staff With Active Cards 🖉 🔑

The 2014 Faculty/Staff Recard Data spreadsheet was used to identify faculty/staff members OneCard status. Each individual with no active OneCard was emailed and called on numerous occasions in an effort to ensure they received their new OneCard and to encourage activation of the card.

Of the 2098 active faculty/staff members on the report, 1001 of those individuals did not have an active OneCard. As of 8/31/15, we had 549 activate their OneCard, 26 retired/terminated, and 426 still have no active black Bearkat OneCard. This results in an activation rate of 54% for this target group.

Action	**Continuous Outreach - Fac/Staff** 🔑
	We will continue to contact faculty/staff members with no active OneCard in an effort to encourage activation. We will also offer to visit the person in their office to assist with OneCard activation.
Objective (P)	**Transfer: Increase The Number Of Active Bearkat OneCards** 🔑
	We will work to increase the activation of black Bearkat OneCards for our transfer student population.
KPI Performance Indicator	**Orientation Participants Data - Transfer Students** 📎 🔑
	Due to limited staff and time constraints of current staff we were unable to actively target this population of students to encourage activation. The limited amount of work on this objective was completed through the Transfer orientation. We had a total of 268 students attend Transfer Orientation (TWC & Main campus) and as of 8/31/15 there were 201 of those students with activate cards. This is an activation rate of 75% for those attending the Transfer Orientations.
Action	**Incomplete Goal - Transfer Student Population** 🔑
	Due to limited staff and time constraints of current staff, we were unable to actively target this population of students to encourage activation. While the activation rate of those attending the Transfer Orienation events was acceptable, the activation rate for overall transfer students could have been higher had we had the resources available to work with this population of students. We will carry this objective forward in an effort to target this particular population.

Goal	**Development Of Bearkat OneCard Student Workers** 🔑
	For our student workers to obtain quality customer service skill and evolve professionally.
Objective (L)	**Professional And Personal Development Of OneCard Student Workers** 🔑
	Increase knowledge of the card program policies and procedures, customer service skills, and encourage personal development among our student workers.
Indicator	**Student Worker Training Checklist** 📎 🔑
	Our office has developed a list of required trainings for our student workers to complete during their employement with our office in addition to the in-house trainings that will be provided through our monthly scheduled staff trainings.
Criterion	**Complete Assigned Training** 🔑
	All Bearkat OneCard student workers will complete the assigned training by August 31, 2015 if they have been employed with the office for a minimum of 6 months by the end of the assessment period.

Finding	Completed Training 📎 🔍

Throughout the 14-15 fiscal year our students participated in a number of trainings. The following are examples of the trainings provided:

-HigherOne OneAccount specific training provided by OneCard office staff members
-Basic OneCard best practices including office policies and procedures presented by OneCard office staff members
-Teamwork presented by OneCard office staff members
-Team goals (a collaborative opportunity for our students to establish the goals for the student worker team)
-Perceptions & Conflict Resolution training presented by Student Legal Services
-Strengths Quest Staff Development presented by the Center for Leadership
-Strenghts Quest going deeper presented by two student staff members with SELI experience (Student Employee Leadership Institute)

Several student workers provided feedback after participating in various training events throughout the year. Their feedback indicated what they learned by participating in the trainings. A Student Worker Training Summary can be found in the attached documents which lists each individual student's feedback.

Action	Continuous Training 🔍

We will continue to seek training opportunities for our student workers both in-house and through outside means over the next year. We will encourage our student workers to participate in additional personal development opportunities as they are offered on campus. We will also hold a time for discussion with the student workers to identify types of trainings they would like to receive as employees of the OneCard office.

Previous Cycle's "Plan for Continuous Improvement"

Providing excellent customer service to all Bearkat OneCard Office guests is our ultimate goal. In an effort to provide excellent customer service our student staff must receive adequate training for individual development as well as team growth. The amount of hours students are now allowed to work (28 hrs/week) will provide increased opportunities for us to provide specific customer service trainings throughout the 2014-2015 assessment period. We will work with the Center for Leadership and Services on a Strengths Quest going deeper session in an effort to learn more about each member of our team and determine how we can best utilize everyone's strengths to the benefit of our office guests. In addition, we will require our student staff members to participate in courses offered through Human Resources Talent Management System.

All incoming freshman are required to live on campus and to have a meal plan. An active Bearkat OneCard is required for both residence hall and meal plan access. Our office will continue to monitor the activation of cards for all incoming freshman throughout the summer of

2015 in an effort to prepare students for campus access when they arrive in late August. We will also promote freshman card activation with some type of incentive that has not yet been determined.

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

Due to the increased number of hours our students are now allowed to work (28/week) we were able held monthly staff meetings as well as monthly trainings in an effort to help develop our student workers into a team as well as contribute to their individual development. We created training sessions and also used Talent Management to further these areas for our student workers. We even allowed a few of our lead student workers to create and present some of the trainings sessions. This provided an opportunity for them to learn to develop training and present the material to their peers.

The Bearkat OneCard office created a contest encouraging incoming freshman orienation students to follow our office on social media (Facebook, Instagram, or Twitter) and tag us in an SHSU spirit photo to enter into a drawing for one of three prizes. One of the requirements to participate in the contest was to have an active Bearkat OneCard. While there was not a large number of qualified entries received, we report an increase in our social media followings. The increase in our followers will provide an opportunity for us to reach more students when posting important card, refund, and event tracking reminders on our social media platforms.

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

For the past several years our office has continued to stress the importance to our student workers of providing quality customer service to all office guests (students, faculty, staff, and parents). Using the newly designed customer service feedback survey (attached) we will continue to monitor the level of customer service provided by our office. Based on survey results we will gear our monthly student worker trainings to address any areas of concern.

We will continue to target all non-active cardholders (freshman, transfer, faculty/staff) using Blackboard Connect throughout the year. While the freshman orientation students are always a target group we devote office resources to, we will also increase our efforts to encourage card activation of the transfer student population. Using a report provided by Undergraduate Admissions we are able to identify this specific population of student. The Bearkat OneCard office has recently hired new student workers so staffing resources to work these specific projects should not be as much of a concern in the coming year.

Attachments

1. 2015-2016 BKO Survey Outline

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Disability Services

Goal

Develop Student Participation In And Satisfaction With Programs And Services. DRAFT 🔑

Review and evaluate Services for Students with Disabilities (SSD) program to encourage student participation in services and to promote efficacy of same.

Objective (P)

Program Effectiveness. DRAFT 🔑

Provide academic adjustments and auxiliary aids and services for purpose of promoting full and equal access on part of students with disabilities to educational programs and activities and student life.

KPI Performance Indicator

Program Evaluation Survey. DRAFT 🔑 ⊟

Questionnaire administered at conclusion of Fall, 2014 and Spring, 2015 semesters, respectively, to gauge client satisfaction with various aspects of the Services for Students with Disabilities (SSD).

SSD will administer Program Evaluation Surveys to its clients by means of mass e-mailings at the conclusion of the Fall, 2014 and Spring, 2015 semesters, respectively, in an effort to gauge client satisfaction with the quality and efficacy of it services.

SSD anticipates the following results from its Program Evaluation Surveys in 2014-2015:

1) At least 80% of respondents will rate their overall experience with SSD as "Good" or "Excellent;" and

2) At least 80% of respondents utilizing academic adjustments and/or auxiliary aids and services provided by SSD will report that these services contributed to improvements in their academic performance.

Result

Program Evaluation Survey Results DRAFT 📎 🔑

The 2014-2015 SSD Program Evaluation Surveys yielded the following, cumulative results:

1) 85.3% of respondents rated their overall experience with SSD as either "excellent" (57.4%) or "good" (27.9%). 96.7% of respondents indicated that they would definitely or probably recommend SSD services to fellow SHSU students with disabilities.

2) 82.5% of respondents reported that the accommodations provided by SSD contributed to improvements in their academic performance. With regard to auxiliary aids and services, 63.7% and 80.0% of respondents indicating usage of alternative textbook services and captioning/transcription services, respectively, credited these services with

improvements in their course grades. 71.4% of respondents endorsing use of the SSD Adaptive Technology Lab characterized the lab computers, adaptive software, and related technologies as adequate for their purposes.

Action	**Program Effectiveness** DRAFT 🔑

The results of the 2014-2015 SSD Program Evaluation Surveys suggest that students are generally satisfied with the quality of SSD services and would recommend SSD to fellow SHSU students with disabilities. In an effort to increase the survey response rate, the SSD staff provided students with verbal reminders regarding the surveys and designated a desk-top computer in the Adaptive Technology Lab for use on students' part in completing the surveys. In addition, the department continued to utilize pre- and reminder mass e-mailings to students regarding the surveys. As a likely result of these efforts, the survey response rate increased from 6.7% in 2013-2014 to 9.1% in 2014-2015. Given the still, relatively limited response rate to the Program Evaluation Surveys, however, SSD will explore additional means of increasing the response rate and, as a consequence, generating a larger and more representative sampling of client satisfaction than has been observed in previous cycles.

The 2014-2015 survey results further suggest that SSD services, including auxiliary aids and services, contribute to improved academic performance on the part of SSD clients. In particular, respondents utilizing alternative textbook services and captioning/transcription services, respectively, credit these services with improvements in their course grades. Moreover, the results suggest that students are generally satisfied with the quality of auxiliary aids and services provided by SSD. In addition, the 2014-2015 surveys reflect increased satisfaction on the part of SSD clients with the Adaptive Technology Lab. As noted above, 71.4% of the 2014-2015 respondents endorsing use of the Adaptive Technology Lab indicated that the lab was adequate for their purposes, compared with 50.0% of such respondents in the 2013-2014 surveys. This increase is likely attributable to the relocation and expansion of the lab within the Lee Drain Annex and the upgrading of adaptive software, completed in August-September, 2014. As was the case with the 2013-2014 results, however, the current findings suggest a limited awareness on the part of SSD clients regarding the adaptive technologies available at the SSD Office and other venues on the SHSU campus. For instance, only 11.3% of the 2014-2015 survey respondents indicated use of the Adaptive Technology Lab. Limitations in time and resources precluded the development of outreach programming designed to publicize such technologies in 2014-2015. In future cycles, the department will explore additional means of publicizing these services and technologies, encouraging the use of such technologies, and collecting data regarding client satisfaction with same. In pursuing these objectives, SSD will attempt to partner with various departments on campus, such as the Newton-Gresham Library, the Academic Success Center, and the campus bookstore, to

facilitate orientations to adaptive technologies and alternative formats of instructional materials.

Goal	**Engage Students In Programs And Services That Promote Critical Thinking And Lifelong Learning Skills.** DRAFT 🔎
	Promote the acquisition of knowledge and skills essential to the vocational development of students with disabilities.

Objective (L) — **Student Outreach And Educational Programs.** DRAFT 🔎

Present educational programs to students with disabilities to facilitate the acquisition of knowledge and skills essential to their vocational development and transition to employment.

SSD will partner with Career Services and other departments on the SHSU campus to present educational workshops and related training opportunities for students with disabilities, addressing such issues as: the rights of persons with disabilities in the workplace; disability disclosure; workplace accommodations; and campus and community resources for persons with disabilities seeking employment.

Indicator — **Student Outreach/Education Program Surveys.** DRAFT 🔎

Questionnaires administered at conclusion of outreach and educational programs to gauge the extent of knowledge and understanding gleaned by program participants.

Criterion — **Student Outreach/Education Survey Findings.** DRAFT 🔎

As a result of the aforementioned programs, SSD will observe the following in participant surveys:

1) At least 80% of respondents will report increased knowledge of the rights of persons with disabilities in the workplace and the process for requesting workplace accommodations; and

2) At least 80% of respondents will report increased awareness of campus and community resources for persons with disabilities seeking employment.

Finding — **Student Outreach/Education Survey Findings** DRAFT 📎 🔎

The following findings were obtained from participant surveys administered at the "No Limits: Removing Barriers to Your Career Success" workshop jointly presented by SSD and Career Services:

1) 100% of participants reported that, as a result of the workshop, they had a better understanding of the rights of persons with disabilities in the workplace and the process for requesting workplace accommodations. Additional

comments on the surveys further indicated that the participants found the information on disability disclosure and resume preparation quite helpful.; and

2) 100% of participants reported that, as a result of the workshop, they had a greater awareness of campus and community resources that assist students with disabilities with their transition from college to a career. In addition, 100% of participants reported greater familiarity with the services provided by the Career Services Office.

Action	**Student Outreach And Educational Programs** DRAFT 🔑

The participants in the "No Limits: Removing Barriers to Your Career Success" workshop, jointly presented by SSD and Career Services, indicated that this program enhanced their knowledge and awareness of the rights of persons with disabilities in employment settings, the process for disclosing one's disability and requesting accommodations in the workplace, and campus and community resources that assist persons with disabilities in developing their vocational potential and transitioning to employment. Per the survey findings noted above, this workshop was successful in meeting its learning objectives. It should be noted, however, that attendance at the workshop was limited, despite concerted efforts on the part of SSD and Career Services to publicize it. Moreover, limitations in time and staffing precluded additional such programs in the 2014-2015 cycle.

Given the overwhelmingly positive feedback from the participants in the "No Limits" workshop, SSD will further explore opportunities for student outreach and education in the coming cycle, particularly, with regard to the issues of vocational and career development, disability awareness, and SSD services. SSD will collaborate with other departments on campus, such as Career Services, in disseminating such programs to a wider audience.

Goal	**Foster Professional And Personal Development Of Faculty And Staff.** DRAFT 🔑

Provide training in disability related topics to SHSU faculty and staff.

Objective (L)	**Faculty Outreach And Education.** DRAFT 🔑

Promote awareness and understanding of disability-related issues on part of SHSU faculty members by means of training opportunities, such as outreach presentations, workshops, teleconferences, etc.

SSD will present outreach programs on disability-related topics to additional academic departments in 2014-2015. These programs will address such topics as: SSD policies and procedures; responsibilities of faculty members regarding student accommodations; testing procedures for accommodated exams on the Huntsville campus and the satellite campuses;

recommended strategies for recruiting volunteer student note-takers; alternative formats of instructional materials; and the limits of client confidentiality regarding disability-related information.

Indicator

Faculty Outreach/Education Program Surveys. DRAFT

Questionnaires administered at conclusion of training opportunities to gauge extent of disability-related knowledge, insights, and/or skills gleaned by participants.

Criterion

Faculty Outreach/Education Survey Findings. DRAFT

As a result of the aforementioned programs, SSD expects to observe the following in participant surveys:

1) At least 80% of respondents participating in faculty outreach programs addressing SSD policies and procedures will report increased knowledge and understanding of said policies and procedures; and

2) At least 80% of respondents will report increased knowledge and understanding of their responsibilities as faculty members regarding students with disabilities.

Finding

Faculty Outreach/Education Survey Findings DRAFT

The following findings were obtained from participant surveys administered to the College of Health Sciences Leadership Team at the conclusion of the presentation, "SSD Services, Policies, and Procedures:"

1) 100% of participants reported that, as a result of the presentation, they had a fuller knowledge of SSD services, policies, and procedures; and

2) 100% of participants reported that, as a result of the presentation, they had a clearer understanding of faculty responsibilities regarding students with disabilities.

Action

Faculty Outreach And Education DRAFT

The findings obtained from participant surveys at the faculty outreach presentation noted above indicate that this presentation was successful in meeting its learning objectives, i.e., to promote enhanced knowledge and understanding on the part of faculty members regarding SSD policies and procedures and the responsibilities of faculty vis-à-vis students with disabilities. It should be noted that this presentation was the only faculty outreach program conducted by the department in the 2014-2015 cycle, despite concerted efforts on the part of SSD to engage the academic colleges and departments in such programming. At various junctures in the 2014-2015 cycle, SSD contacted the academic deans and department chairs, respectively, by e-mail to offer such presentations at chair

and faculty meetings. Regrettably, these offers resulted in only one firm invitation for SSD to present, i.e., to the College of Health Sciences Leadership Team, as noted above. In future cycles, SSD will attempt to partner with the Faculty Senate and the Professional and Academic Center for Excellence (PACE) in conducting outreach presentations on disability services to faculty members.

Previous Cycle's "Plan for Continuous Improvement"

In an ongoing effort to improve the quality of its services, SSD will attempt to elicit feedback from a broader sampling of its clientele in the 2014-2015 academic year than has been obtained in previous cycles. The department will explore alternative strategies for increasing the response rate to the student surveys, such as lap-top computers made available to students at the SSD Office for their use in completing the survey. These strategies would supplement the pre- and reminder mass e-mailings currently used to distribute the surveys. In addition, SSD will explore alternative methods of eliciting client feedback regarding its services, such as roundtable discussions and/or focus groups.

Given the positive feedback from participants in the Spring, 2014 Student Orientation Program, SSD will expand its student outreach programming in the 2014-2015 academic year. The purpose of such programming will be twofold: (1) to promote awareness of SSD services on the part of prospective client populations; and (2) to enhance knowledge and understanding on the part of existing clients with regard to SSD policies and procedures and auxiliary aids and services. In addition to orientation events for new and returning clients, SSD will present outreach programs on its services to student organizations at SHSU. A particular emphasis of student outreach programs in 2014-2015 will be the availability of adaptive technologies on the SHSU campus and the expanded offerings of such technologies at the newly enlarged SSD Office. This emphasis would serve to address the limited awareness of adaptive technologies evidenced by the student survey results of recent assessment cycles.   An additional emphasis of student outreach programming in 2014-2015 will entail collaborative efforts with SHSU Career Services to present information on career-related issues facing students with disabilities.

Given the relatively favorable response on the part of SHSU faculty members to the outreach presentations conducted by SSD in 2013-2014, the department will expand its faculty outreach in the 2014-2015 academic year. To that end, SSD will offer presentations on its policies, procedures, and services to additional academic departments. In addition, SSD will develop programs on identified topics of interest to faculty, such as effective pedagogical strategies for teaching students with disabilities. Finally, SSD will explore opportunities for collaborating with the academic colleges, SHSU On-Line, the Newton-Gresham Library, and the campus bookstore in promoting the acquisition and use of accessible instructional platforms and materials.

Efforts such as those outlined above would serve to promote the academic performance and future prospects of students with disabilities at SHSU.

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

As planned in the 2013-2014 cycle, SSD administered Program Evaluation Surveys to its clientele in 2014-2015 in an ongoing effort to gauge client satisfaction with SSD services. In addition to sending pre- and reminder mass e-mailings to survey recipients, SSD provided students with verbal reminders regarding the surveys and made a desk-top computer available in the Adaptive Technology Lab for students to use in completing the surveys. As a likely

consequence of these actions, the survey response rate increased from the 6.7% rate obtained in the 2013-2014 cycle to 9.1% in 2014-2015. It should be noted that the extensive staff trainings necessitated by the department's transition to a stand-alone operation in August, 2014 precluded the development of additional methods of eliciting client feedback regarding SSD services, such as roundtable discussions and/or focus groups.

The aforementioned transitional process further impacted departmental decisions regarding student outreach in 2014-2015. Due to limitations in time and resources, SSD was unable to expand its student outreach and orientation programs to the extent indicated in the 2013-2014 Plan for Continuous Improvement. The department was able to develop and present a collaborative workshop with SHSU Career Services that addressed career-related issues of concern to students with disabilities (see above). This joint effort reflected a prioritization of needs in light of client feedback and the aforementioned departmental limitations.

As planned in the previous cycle, the department made a concerted effort to expand its outreach to SHSU faculty members in 2014-2015. To that end, SSD contacted the academic deans and department chairs, respectively, to offer outreach presentations on SSD services, policies, and procedures. Although SSD received expressions of interest in such presentations from several of the colleges, only the College of Health Sciences arranged time for this purpose (see above). The limited response from the academic colleges and departments to SSD's outreach offers and the above-noted departmental limitations in time and resources further precluded the development of programs on specialized topics of interest to faculty members.
 It should be noted, however, that SSD presented at the New Faculty Investment sponsored by PACE and significantly expanded its collaboration with SHSU Online and the academic departments to render media content in online courses accessible to deaf and hard-of-hearing students.

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

In an ongoing effort to improve the quality of its services, SSD will continue to elicit feedback from its clients via Program Evaluation Surveys in the coming cycle. The department will further explore means of increasing the response rate to these surveys in order to obtain a broader and more representative sampling of its clientele than has been obtained in previous cycles.   SSD will continue to use data obtained from the surveys to guide decisions regarding service enhancements and implementation, as well as student and faculty outreach.

Given the positive feedback received from participants at the "No Limits: Removing Barriers to Your Career Success" workshop co-sponsored by SSD and Career Services (see above), the department will implement additional, collaborative programs designed to further the career prospects of students with disabilities at SHSU. In the Fall, 2015 semester, SSD will introduce the Workforce Recruitment Program (WRP) of the Office of Disability Employment Policy, U. S. Department of Labor, to the SHSU community and serve as the campus host of this program. The mission of the WRP is to promote internship and employment opportunities in the private sector and federal government for otherwise qualified, college students with disabilities. In implementing this program, SSD will publicize the WRP on the SHSU campus, meet with prospective applicants, assist applicants in obtaining required documentation, refer applicants to SHSU Career Services for mandatory resume critiques and mock interviews, and schedule telephone interviews for applicants with WRP recruiters.

In addition to implementing the WRP, the department will expand its student outreach regarding SSD services in the coming cycle.   To that end, SSD will conduct an orientation on it services, policies, and procedures for UNIV 1301 instructors in the Summer of 2016, with the aim of scheduling student outreach presentations to the UNIV 1301 classes in the Fall, 2016 semester. The purpose of such outreach will be to further publicize SSD services to the freshman community at SHSU.

SSD will further expand its outreach to SHSU faculty members in the coming cycle. Specifically, SSD will partner with the Faculty Senate, PACE, and the academic departments to schedule presentations on SSD services, policies, and procedures for faculty members. In

addition, SSD will continue to present at the New Faculty Investment sponsored by PACE. Finally, SSD will further explore opportunities for collaborating with the academic colleges, SHSU On-Line, the Newton-Gresham Library, and the campus bookstore in promoting the acquisition and use of accessible instructional platforms and materials. In particular, SSD will further refine its collaboration with academic departments, SHSU Online, and contract vendors to facilitate captioning/transcription of media content in online courses taken by students who are deaf or hard-of-hearing.

Efforts such as those outlined above will serve to promote the academic performance and future career prospects of students with disabilities at SHSU.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Money Management Center

Goal

Educational Personal Finance Outreach 🔑

The Student Money Management Center will provide effective personal financial outreach programming.

Objective (L)

Increase Student Knowledge Of Personal Finance Through Outreach Programming 🔑

The Student Money Management Center will increase students' knowledge of personal finance-related topics suggested by the State of Texas Senate Bill 1590: budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, insurance, and financing of healthcare and other benefits.

Indicator

Program Assessment Surveys Or FDIC Certificate Of Completion 🔑

The program assessment results for specified activities will serve as evidence of the successful completion of this objective.

Criterion

Student Knowledge Increased Through Classroom Outreach 🔑

Students who attend classroom presentations and classroom 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.

Finding

Classroom Outreach Successful 🔑

There were a total of 36 classroom presentations. Of the 689 students in attendance, 684 students completed the survey. Of the 684 students surveyed, 88.51% indicated they had learned one or more specific pieces of personal finance knowledge by attending the program. Student count of personal finance topics learned in classroom outreach: Budgeting: 218; Credit: 155; Loans: 103; Retirement Planning: 2; Investing: 85; and Insurance: 2.

Criterion

Student Knowledge Increased Through Financial Literacy Week Event 🔑

At least 80% of students who attend Financial Literacy Week 2015, will indicate a specific piece of personal finance knowledge they learned 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 presented during the week 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.

Finding	**Financial Literacy Week Did Or Did Not Meet Target Goal** 🔑
	Per event tracking, 1,533 students were in attendance for Financial Literacy Week. Of these students, 1,178 completed the survey. Of the 1,178 students surveyed, only 60.19% indicated they had learned a specific piece of personal finance knowledge by attending the program. Student count of personal finance topics learned at Financial Literacy Week Events: Budgeting: 265; Loans: 13; Investing: 104; Retirement Planning: 10; Insurance: 58; Credit: 29; and Healthcare: 3.
Criterion	**Student Knowledge Increased Through Outreach Programming Events** 📎 🔑
	At least 80% of students who attend Student Money Management Center provided outreach events such as monthly workshops, will indicate a specific piece of personal finance knowledge they learned 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.
Finding	**Outreach Programming Events Successful** 🔑
	There were a total of 46 outreach programs presented. Of the 874 students in attendance, 791 students completed the survey. Of the 791 students surveyed, 83.95% indicated they had learned one or more specific pieces of personal finance knowledge by attending the program. Student count of personal finance topics learned in outreach programming events: Budgeting: 230; Credit: 80; Student Loans: 148; and Investing: 80.
Indicator	**FDIC Certificate Of Completion** 📎 🔑
	The FDIC Money Smart program will issue a certificate for each topic successfully completed.
Criterion	**Student Knowledge Increased Through FDIC Program Of Study For Project Connect** 🔑
	At least 20 FDIC Certificates of Completion will be earned by Project Connect Students.
Finding	**TRIO Project CONNECT Banking Course - Successful** 📎 🔑
	A total of nine students participated in the Project Connect FDIC program over a six week period. One module was presented each week and a certificate for each module completed was issued to the students. Forty-six certificates were awarded: Introduction to Banking Services 9; Borrowing Basics 7; Selecting a Bank Account 8; Keeping a Bank Account 8; Tracking Your Money

7; Paying Yourself First 7.

Criterion	**Student Knowledge Increased Through Outreach Program Of Study For Project Connect** 🔑
	At least 20 FDIC Certificates of Completion will be earned by Project Connect students.

Finding	**TRIO Project CONNECT FDIC Certificate Program - Successful** 📎 🔑
	Students successfully completed the certificates. Of the nine students that participated, six students turned in surveys. 100% of the sudents rated the program and program length as being excellent and indicated that the program helped them understand their finances better.

Indicator	**Student Money Management Center Certificate Of Completion - Train The Trainer** 🔑
	The SMMC will award a Certificate of Completion for the Train the Trainer program.

Criterion	**Train The Trainer** 🔑
	At least 10 students will be certified by the SHSU Student Money Management Center Train the Trainer program.

Finding	**Train The Trainer Program - Successful** 🔑
	Seventy-eight students participated in the College of Education Train the Trainer program. Of these seventy-eight students, twenty-eight successfully completed all of the requirements to receive a certificate indicating they had been trained in financial literacy.

Action	**Survey Method & Delivery** 📎 🔑
	With regard to outreach, the scores regarding content, speaker and overall presentation are very high. However, students are leaving the open-ended question about naming one thing learned empty. In some cases, the students are filling in this item with their own name. The survey card needs to be restructured or a different method needs to be utilized to more accurately assess the items students are learning. The survey card can be restured to "check" the topic where something was learned and then the open-ended question can be placed with this checked box. Or, perhaps an electronic clicker can be utilized to indicate an item learned. This will be reviewed.
	In addition, the programs will be scheduled more deliberately in two ways: 1) leave adequate time for completing the survey; 2) the introduction and the speaker will indicate what should be learned; and 3) the close of the workshop will recap the items presented.

Goal	**Educational Personal Financial Coaching Services** 🔑
	The Student Money Management Center will provide effective personal finance counseling services to Sam Houston State University students.

Objective (L)	**Increase Student Knowledge Of Personal Finance During One-on-One Financial Coaching Sessions** 🔑
	The Student Money Management Center's personal one-on-one financial coaching sessions will increase students' knowledge of personal finance related topics suggested by State of Texas Senate Bill 1590: budgeting, credit cards, spending, saving, loan repayment and consolidation, taxes, retirement planning, insurance, and financing of healthcare and other benefits.

Indicator	**Financial Coaching Session Survey** 🔑
	The financial coaching session assessment results will serve as evidence of the successful completion of this objective.

Criterion	**Student Knowledge Increased Through Peer Financial Coaching Sessions** 🔑
	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.

Finding	**Peer Coaching Sessions Met Objective** 🔑
	There were at total of 43 students who attended peer coaching sessions. Of these 43 students, 39 completed surveys. Of these 39 students, 100% learned personal financial information. Student count of one or more personal finance topics learned during peer financial coaching sessions: Budgeting: 32; Credit: 5; Investing: 3; Loans: 5; and Insurance: 2.

Criterion	**Student Knowledge Increased Through Professional Financial Coaching Sessions** 🔑
	At least 80% of students will be able to name at least one personal finance topic they learned during one-on-one financial coaching sessions with a Student Money Management Center professional coach. This will demonstrate the effectiveness of the Center's professional money coaching services on student learning related to 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.

Finding	**Professional Coaching Sessions Met Objective** 🔑
	There were a total of 266 students who attended financial coaching sessions with professional staff coaches. Of these 266 students, 214 completed surveys. Of these 214, 97% learned personal financial information. Student count of personal finance topics learned during professional

coaching: Budgeting: 139; Investing:14; Loans: 81; and Credit: 10.

Action	**Improving Personal Financial Coaching** 🔑

Staff was recently trained in percentage-based budgeting. In addition, a more specific method was structured to help students plan and set goals. This new information will be presented and a specific action plan will be given to students to help them implement their goals. Follow-up appointments will be scheduled to determine if students are able to successfully implement the plan. The goal is to check student level of success and persistence.

Goal	**Increase Awareness** 🔑

The Student Money Management Center will continue to raise awareness of our services to the University Population.

Objective (P)	**Increase Microsessions** 🔑

The Student Money Management Center will conduct at least 100 microsessions during the 2014/15 fiscal year.

KPI Performance Indicator	**Titanium Software- Microsessions** 🔑

The Student Money Management Center will utilize the Titanium software to measure the quanitiy of microsessions during the 2013/14 fiscal year.

Result	**Microsession Goal Met** 🔑

The Student Money Management Center conducted a total of 201 microsessions during the 2014/15 fiscal year.

Action	**Microsessions Are Successful; Topic Expansion** 🔑

The microsessions have been succesful. Some of the microsessions have been to help students understand their financial aid package or how to remain eligible for their financial aid. Additional topics need to be identified that will strategically bring in additional students. Some students may not have financial aid. Coaching, workshop and classroom surveys need to be carefully reviewed to glean additional topics that might bring students into the center &or financial coaching.

Previous Cycle's "Plan for Continuous Improvement"

As a result of the outreach and classroom presentations, the majority of students who attended were able to indicate at least one specific piece of information they learned by attending. However a weakness still exists in the Financial Literacy Week workshops. The first thing is that many students attend the workshops that do not complete surveys. Also, student knowledge reported does not indicate an increase in personal financial literacy. A new card will be developed which is not as lengthy to complete; but, which still indicates knowledge is gained. In addition, another method will be reviewed for confirming student attendance at the

end when collecting survey data. There were also some speakers that were not able to speak at the last moment. The SMMC will ensure back-up presentations are in place in case unexpected situations arise (i.e. speaker no-shows). The SMMC will also implement a new process for speaker selection to ensure quality information.

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

A new survey card was designed and implemented. However, this form will continue to be amended to ensure accurate data can be captured quickly. In addition, the position of moderator will be added to indicate speaker segment is nearly ended. This will ensure that time is left for students to omplete the survey before they leave for class. Workshops will be enhanced with workshop objectives and recaps for objectives learned screenshots as well as more interactive activities to reinforce learning.

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

Means for capturing level of student learning and topic of learning needs to be reviewed. In addition, marketing through microsessions needs to be further developed. Topics that resonate with the student body need to be further identified so that additional students can be reached.

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SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Student Activities

View & Request Level Feedback

Goal   **Student Organization Development** 🔑

Assist students in creating and developing sustainable student organizations and prepare those students to become effective leaders in order to gain transferrable skills.

Objective (P)   **Student Organization Board Approval Process** 🔑

By implementing a consistent meeting and approval schedule, Student Organization Board members will be able to review and process more prospective student organizations, allowing them to complete the approval process and begin engaging and recruiting student members.

(Some groups had valid complaints regarding the amount of time it took their organization to be approved. In the past, organization approval has been irregular and inconsistent depending on board availability and number of organization applications.)

KPI
Performance
Indicator   **Organization Application Processing Times** 🔑

Every prospective student organization application is tracked by submission date and approval date. In past years, the Student Organization Board (which reviews organization applications) has been convened based on member availability at the time of application. The board would meet as needed once several applications had been submitted and if enough members were present to meet quorum requirements. Some meetings were delayed due to not meeting quorum requirements; business could not be conducted and organization applications were put on hold.

For FY15, the Student Organization Board meeting dates were set ahead of schedule and a meeting attendance policy was put in place in order to remain an active member of the board. All meeting dates were posted before board members were selected and approved, so that they could agree to the set schedule.

This KPI will measure the length (in weeks) of the approval time for each application, measured from submission date (received on OrgLINK) to approval date (signed by SHSU President) in comparison to the previous FY14. Applications that are removed from the process by the organization will not be included.

Result   **Application Processing Time Decreased By 42%** 📎🔑

When comparing prospective student organization application processing times between FY14 and FY15, results show that by implementing a set meeting schedule for the board, application processing time decreased by 42%.

*(From F13 to F14) Fall org approval times decreased by 44%.
*(From S14 to S15) Spring org approval times

decreased by 41%.

Overall progression from FY14 to FY15:
AVG approval time decreased by 42% while number of organizations approved increased by 262%.

Action	**Student Organization Board Requirements** 🔑

The Student Organization Board (comprised of approved student and faculty members) will be required to have a set schedule each academic year consisting of monthly meetings that are set before the year begins. Members will also be required to attend at least 75% of the meetings during their yearly tenure. The Student Organization Specialist III will serve as the secretary of the board, a non-voting member, and ensure that this requirement is completed by August each year.

Objective (P)	**Student Organization Member GPAs** 🔑

Students participating in registered student organizations (general membership and/or leadership positions) will earn higher GPAs than the general student body average, based on fall 2014 grades.

KPI Performance Indicator	**Fall 2014 GPAs** 🔑

Student leaders of registered student organizations have the opportunity to grow in various knowledge and skill areas when leading student organizations. They are able to take information learned in the classroom and through our provided trainings and apply them to real-world situations in running a student organization. We expect that student organization involvement will encourage students to learn and succeed in other areas, one of those being a more committed student and earning higher GPAs overall.

This KPI will compare fall 2014 GPAs of undergraduate student leaders to the overall fall 2014 GPA for the SHSU undergraduate student body.

Result	**Student Leader GPAs Slightly Higher Than Overall SHSU GPA** 🔑🔑

For the fall 2014 semester, undergraduate student leaders (FR-SR, count = 4138, 37% of all organization memberships) had a cumulative grade point average of 2.92, while the overall undergraduate SHSU grade point average for fall 2014 was 2.837. Also, the GPA level was higher for student leaders (over the university average) at every classification level.

Action	**Student Organization Marketing & Development** 🔑

Because data shows that student leaders are currently performing at a slightly higher level academically than their peers, the student organization specialist will use this information to promote organization involvement and recruit new members into registered student organizations for FY16. This data also proves that we should continue with our development of student leaders through various training

opportunities, educating students on how organization involvement connects to learning in the classroom.

....

Goal   **Leadership Development** 🔑

Support student learning by transforming theory into practice.

Objective (L)   **Leadership Development Application** 🔑

By participating in the Center for Leadership and Service's *Emerging Leaders* program, students will be able to transform theory into practice.

Emerging Leaders is an on-going leadership series based on the Social Change Model of Leadership Development offered for Transfer Students at SHSU. A cohort of selected participants commit to attend all programs as they journey together to learn about Leadership, Communication, Individual & Group Values, Team Building, and Active Citizenship. We will be assessing the Fall 2014 and Spring 2015 cohorts.

Indicator   **Emerging Leaders Rubric Review** 📎 🔑

A rubric indicating various levels of growth in the Emerging Leaders program will be used during each cohort's final presentation to assess participant's ability to transform the Social Change Model theory of leadership into practice.

The rubric as a method of measurement is appropriate, as it allows students to know the expectations and levels of performance in which they will be assessed. Our grader is able to observe the product of the student's work over the course of a semester. The same rubric has been used for the past 7 cohorts.

Criterion   **65% Of Emerging Leaders Participants Apply Learned Information** 🔑

After participating in the CLS Emerging Leaders program, 65% of participants (from both the fall 2014 and spring 2015 cohorts) will show evidence of applying knowledge and skills to demonstrate application of learned information about leadership in relation to the Social Change Model.

Finding   **76% Of Participants Show Evidence Of Applied Learning** 📎 🔑

Based on observation of the final project assignment of each cohort of the Emerging Leaders program, an average of 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".

Action   **Identifying Factors Of Success** 🔑

The coordinator/facilitator of this program has identified several factors that led to the success of the cohorts this year:

- Communication of expectations at the beginning of the cohort and continued discussion of expectations throughout the semester.
- Arrangement of groups within cohort, which included enhanced mentor involvement.
- More accountability with peer mentors in leading and mentoring their groups.
- Improved theory overview to fully engage each participant in the learning process.
- Option for group facilitation of final presentation, which allowed for greater collaboration, reflection and application of learned materials.

The Emerging Leader coordinator will use these methods again next year to increase participant engagement. Furthermore, the coordinator will track alumni progress through a longitudinal study to see if applied learning and program success has continued in future endeavors for participants.

Goal

Campus Spirit & Tradition 🔑

Provide unique programs and activities that will encourage students to remain on campus.

Objective (P)

Night & Weekend Programming (Campus Involvement Opportunities) 🔑

By attending and engaging in Welcome Week programs, students will make connections with new/returning students, therefore feeling more connected to their university.

KPI Performance Indicator

Casino Night Involvement Survey 📎 🔑

Due to attending Casino Night in the LSC Ballroom, at least 70% of surveyed students will report being able to make connections with new and returning students and at least 70% of surveyed students will report their excitement for getting involved at SHSU was created or increased.
This KPI will specifically track feedback from students who attended Casino Night on Wednesday, August 26, 2015 (first week of classes).

Result

Connecting With New And Returning Students 📎 🔑

63% of participants completing the survey moderately agreed or strongly agreed that by attending the Casino Night event they were able to make connections with new/returning students.

Result

Created Or Increased Excitement 📎 🔑

76% of participants completing the survey moderately agreed or strongly agreed that their excitement for getting involved at SHSU was created or increased.

Action

Review And Restructure Volunteer Involvement 🔑

The results from the 2015 Casino Night survey (questions addressed here and others not addressed here) showed that this program was engaging and exciting for students.

Because they were excited about this program and Sam Houston and expressed a desire to attend this program in the future, we will continue to offer Casino Night as a part of Welcome Week (it has become a tradition).

However, our failure to reach our percentage goal of allowing students to connect with new and returning students correlated with the following program observation: too many volunteers were surrounding the activity tables, which slightly prohibited participants from taking full advantage of the games. For Casino Night 2016, Program Council (and their advisor) will review the volunteer layout and restructure how volunteers are selected, trained and positioned at the event, to allow for full participation among attendees. This will allow student participants to further interact and engage with each other.

Previous Cycle's "Plan for Continuous Improvement"

After reviewing the FY14 assessment cycle findings, we were able to identify areas of success and improvement. To assist in leadership development for our students and create incentive to succeed and be involved campus, our survey showed that the Sammy Awards program is successful in its efforts to recognize and promote student success. We were also able to identify that further education and promotion of this event is needed throughout the academic year in lieu of just during the nomination process. Because students find value in this program and are encouraged to succeed and be involved after being nominated or winning an award, the Associate Director of Student Activities will use the fall 2014 semester to promote this award opportunity on campus and educate students about the nomination process.

In response to the Diversity Leadership Conference workshop survey, we met our goal of educating students and providing useful information. FY14 survey data will prove useful in determining workshop content for the 2015 conference. However, for DLC 2015, the Multicultural Coordinator will guide the Diversity Council in preparing workshop surveys that are more specific in their assessment and that use various scales of measurement in order to gain more useful data.

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

In accordance with the previous cycle's "Plan for Continuous Improvement", the associate director of Student Activities promoted the opportunity for recognition with the Sammy Awards through direct emails and word of mouth during the fall 2014 semester. However, we did not see a significant increase in nominations for awards and will explore new educational methods for ensuring students and student organizations are aware of the opportunities for award and recognition through the Sammy Awards.

Regarding the 2015 Diversity Leadership Conference, we were not able to extensively revise the workshop surveys to include more specific assessment measures. The staff member directly responsible for DLC relocated to another state during the fall 2014 semester and the replacement was not hired until after DLC 2015. The supervisor of the coordinator responsible for this program was also newly hired in October 2014 and assisted in the supervision/planning of this program, in addition to her normal responsibilities. Due to short staffing and limited knowledge of the new team members on board, we were not able to dedicate time to enhancing the assessment for the conference. This task, however, has already been addressed and made a priority for the 2016 conference.

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

In response to the FY15 assessment results, we will be able to make informed decisions that will directly improve our program and engagement opportunities for students. After reviewing the student organization approval process, we were able to identify a successful method for ensuring consistent review sessions were conducted in a timely manner. This will justify our decision to enforce meeting structure and attendance requirements for the Student Organization Board. In addition, our findings that student leaders are performing at a slightly higher level than the general student body will enable our staff to create a more specific marketing plan for student organization recruitment and involvement.

In regards to the Emerging Leaders development program, we have identified several factors that have led to continuous improvement over the past semesters. The program facilitator will now be able to focus on assessing the long-term effectiveness of Emerging Leaders through a longitudinal study assessing if learned information is continuing to be applied.

As for our goal to increase campus spirit through night and weekend programming, we were able to confirm from the data that the plan for students to interact with and engage each other at these events can be improved by addressing the program layout and volunteer structuring (selection, training, placement, etc.). It seems this year's assessment has allowed us to identify easily implementable techniques to improve next year's efforts for optimal student engagement opportunities.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Recreational Sports

Goal   **Informal Student Staff Performance** 🔑

Informal Staff training and monthly or weekly in-service meetings are designed to give student employees communication and problem solving skills necessary perform their job responsibilities.

Objective (P)   **Informal Staff Communication Training** 🔑

Students who participate in training on Communication and monthly in-service meetings will show a 6% increase in strongly agree when asked if they have grown or improved in Effective Communication skills as a result of their employment with Recreational Sports. This increase will bring informal staff up to the average of the other Recreational Sports program area employees for problem solving.

KPI Performance Indicator   **2014-2015 Survey Results Compared With 2013-2014 Survey Results.** 🔑

Student staff in the informal program area will be administered the Campus Labs Survey on skills that employers look for. In 2013-2014 informal staff scored 6% less than the average for all other program areas in communication.
Through training and monthly meetings informal staff will self-report on the same survey administered during the 2014-2015 academic year at the same level or above to the rest of the student staff in the area of communication. (6% increase from 2013-2014)

Result   **Survey Results - Communication** 🔑

During the Fall and Spring training a focus was put on communication skills and problem solving. Informal Staff were administered a Campus Labs Survey at the end of the spring 2015 semester that had the same questions as the one administered in the spring of 2014.
One of those questions was: As a result of my employment with the Department of Recreational Sports, I have grown or improved in the following areas . . . - Effective communication

Informal Staff scored the following each year:
2013-2014 – Strongly Agree – 55.26%
2014-2015 – Strongly Agree – 64.71%
There was an increase of almost 9%.

Action   **Communications Training** 🔑

We will be including more communications based topics in staff trainings and meetings for continued growth. This includes:
Weekly Supervisor Meetings
Monthly Staff Meetings
Semi-Annually All-Staff trainings
Yearly Student Leadership Retreat

Training topics/workshops will either be specifically about communication or have components of communication as part of the topic. i.e. a conflict resolution or customer

service training will touch on communication and how it plays a role in the success of that topic.

Objective (P)	**Informal Staff Problem Solving Training** 🔑

Students who participate in training in Problem Solving and monthly in-service meetings will show a 6% increase in strongly agree when asked if they have grown or improved in problem solving skills as a result of their employment with Recreational Sports. This increase will bring informal staff up to the average of the other Recreational Sports program area employees for problem solving.

KPI Performance Indicator	**2014-2015 Survey Results On Problem Solving Compared To 2013-2014 Results** 🔑

Informal Supervisors (Lead Staff) will be administered the Campus Labs Survey on skills that employers look for. In 2013-2014 informal staff scored 6% less than the average for all other program areas in Problem Solving skills.
Through training and weekly in-service meetings supervisors will self-report on survey administered during the 2014-2015 academic year at the same level or above to the rest of the student staff in the area of problem solving. (6% increase from 2013-2014).

Result	**Survey Results - Problem Solving** 🔑

During the Fall and Spring training a focus was put on communication skills and problem solving. Informal Staff were administered a Campus Labs Survey at the end of the spring 2015 semester that had the same questions as the one administered in the spring of 2014.
One of those questions was: As a result of my employment with the Department of Recreational Sports, I have grown or improved in the following areas . . . - Problem solving skills

Informal Supervisor Staff scored the following each year:
2013-2014 – Strongly Agree – 52.63%
2014-2015 – Strongly Agree – 47.66%
There was a decrease of 5%.

While these results were disappointing we did notice in the survey data that students who had just graduated and had the most years of experience did not take the survey. The lower number could be due to the lack of experience of the supervisors that took the survey as over 80% had less than 2 years' experience working in Recreational Sports.

Action	**Problem Solving Training** 🔑

Will be including more problem solving topics in staff trainings and meetings for continued growth. This includes:
Weekly Supervisor Meetings
Monthly Staff Meetings
Semi-Annually All-Staff trainings

Yearly Student Leadership Retreat

Training topics/workshops will include:
CPR/First Aid
Customer Service
Evacuation Drills
Documentation

Objective (L)	**Problem Solving Evaluation On Injury And Incident Reports** 🔑
	Students (Informal Supervisors/Lead Staff) who participate in training in Problem Solving and weekly in-service meetings will score at least 80% on a rubric evaluating problem solving skills on injury and incident reports and will score better than on reports completed before training and in-services were conducted.
Indicator	**Pre And Post Test Of Reports** 🔑
	Injury and incident reports will be graded using a rubric to identify problem solving skills demonstrated by Student Supervisors (Lead Staff) in the Informal Recreation program area of Recreational Sports.
Criterion	**80% Proficiency On Problem Solving Rubric** 📎 🔑
	Staff will score at least 80% on the rubric for injury and incident reports demonstrating sufficient knowledge of problem solving skills when dealing with these types of situations.
Finding	**Rubric Results** 📎 🔑
	Only 1 incident report out of 72 scored less than 80% overall and all but 5% scored over 90. In looking at individual areas within the rubric we found that there was a lower rate for of completion for actions taken by staff which was a more relevant measure of problem solving.
	Only 64% scored 100% correct on the action taken by staff. The survey showed some interesting trends with what staff missed that can now be addressed such as not identifying who the staff member was, transportation not filled out correctly, and left room number off.
Criterion	**Increased Demonstrated Knowledge Of Problem Solving** 🔑
	Staff will score higher on a rubric evaluating problem solving skills on injury and incident reports after training and in-services compared to reports submitted before additional training occurred.
Finding	**Comparison Results** 📎 🔑
	Overall the results showed improvement from FY 2014 to FY 2015. Having the injury forms on hand for previous years allowed us to apply the rubric to last year and compare the results.
	In FY 2014 39% of staff scored 100 on the rubric
In FY 2015 51% of staff scored 100 on the rubric
This is a 12% increase.

In FY 2014 88% scored over 90 on the rubric
In FY 2015 94% scored over 90 on the rubric
This is 6% increase

In FY 2014 100% scored over 80 on the rubric
In FY 2015 99% scored over 80 on the rubric
This was a 1% decrease

Action   **Injury Reports** 🔑

The rubric will be enhanced so that there is more understanding of how to grade the different criteria.
We will continue to evaluate injury reports.
We will review and discus injury reports and how to handle these incidents in the weekly supervisors meetings.
We are moving to an electronic form.
We will host a "Code Red" drill to practice skills.
We will hold mock court cases, at semiannual all staff training, based on completed reports to show the effect of reports in litigation and the importance of filling them out correctly.

Goal   **Bearkat Camp** 🔑

Sam Houston State University Bearkat Camp.

Objective (P)   **Developing Interpersonal Relationships** 🔑

Students who participate in spirit camps for freshman or transfer students will develop interpersonal relationships and a sense of community with other students before the start of the academic year.

**KPI
Performance
Indicator**   **Survey Results - Interpersonal Relationships** 🔑

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.

Result   **Survey Result - Interpersonal Relationships** 📎 🔑

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.

How comfortable were you establishing relationships?

37% Extremely Comfortable
46% Very Comfortable
15% Moderately Comfortable
1% Not Very Comfortable
1% No 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

Bearkat Camp Improvements 🔑

These survey questions yielded positive results. We will continue to evaluate these questions on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year's Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.

Objective (P)

Feeling Connected To Sam Houston State University 🔑

Students who participate in spirit camps for freshman or transfer students will be able to recognize a connection to the university

KPI Performance Indicator

Survey Results - Connection To SHSU 🔑

Outcome will be measured through a survey with the following questions:

- Please indicate your level of agreement with the following statements: - This program generated a sense of pride in attending SHSU.
- Please indicate your level of agreement with the following statements: - I know more about SHSU as a result of this program.
- Please indicate your level of agreement with the following statements: - I feel better prepared to be a student at SHSU.

Result

Survey Results - Connection To SHSU 📎 🔑

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

Action	**Bearkat Camp Improvements** 🔑
	These survey questions yielded positive results. We will continue to evaluate these questions on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year's Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.
Objective (P)	**Spirit And Traditions Knowledge** 🔑
	Students who participate in spirit camps for freshman or transfer students will be able to recall spirit and traditions of Sam Houston State
KPI Performance Indicator	**Survey Result - Traditions Knowledge** 🔑
	Outcome 3 will be measured through a survey with the following question:
	• Please indicate your level of agreement with the following statements: - Bearkat Camp enhanced my appreciation of University traditions.
Result	**Survey Results** 📎 🔑
	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 be more involved in those traditions.
	Bearkat Camp enhanced my appreciation of University traditions. 88% Strongly Agree

9% Modertly Agree
2% Neither Agree or Disagree
0% Modertly Disagree
0% Strongly Disagree
1% Not Applicable

KPI Performance Indicator	**Skit Obeservation For Traditions Knowledge.** 🔎

Direct observation through skits performed as part of Bearkat Camp that display participants' knowledge of SHSU traditions.

Result	**Skit Observation Results** 🔎

After campers go through a scavenger hunt that gives them information about the history and traditions of SHSU they do skits that express those concepts in a competition between camp "tribes". The skits were graded on content and a play a factor in determining a winner of the competions. This helps us to see whether or not they were able to retain the information received during the days events.
4 different skits covering 4 traditions were evaluated on a scale of 0-10 with 10 being the highest that protrayed everything that was discussed during the day.
Rivalries - 8 out of 10
Day in the life of Sam 9-10
Tripod - 7-10
Benefits of attending Bearkat Camp 10-10

Action	**Bearkat Camp Improvements** 🔎

These survey questions yielded positive results. We will continue to evaluate these questions on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year's Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.
We will also improve the skit matrix to include specific criteria.

Objective (P)	**Higher Retention** 🔎

Students who participate in spirit camps for freshman or transfer students will be retained at a higher rate than students who do not attend

KPI Performance Indicator	**Retention Of Bearkat Camp Participants** 🔎

Outcome will be measured through comparing retention rates of participants' vs non participants. In October of every year the participants will be compared. This allows for

an accurate account of which students matriculate or graduate.

Result	**Retention Results** 📎 🔑

We have compiled retention rates since 2009 for participants vs non participants of Bearkat Camp and Transfer Camp.
First year retention rates of Undergraduate Bearkat Camp particpants was an average 8% higher than non participants since it started in 2009. Transfer Camp was 8% higher for participants than non participants since 2012.
The Retention rates varied from year to year with a low of 3% higher to a high of 12% higher.
Second and third year retention rates remained strong with an average of 9% higher for participants vs non participants.
The attached document shows each year retention rates for all first time freshman, Bearkat Camp or Transfer Camp participants and Non Bearkat Camp or Transfer Camp students.

Action	**Retention Rates** 🔑

We will continue to montior retention rates of Bearkat Camp participants vs. Non Participants.

Objective (P)	**Higher Graduation Rates** 🔑

Students who participate in spirit camps for freshman or transfer students will graduate at a higher rate than students who do not attend.

KPI Performance Indicator	**Graduation Rates Of Bearkat Camp Participants** 🔑

Outcome will be measured through comparing graduation rates of participants' vs non participants. In October of every year the participants will be compared. This allows for an accurate account of which students matriculate or graduate.

Result	**Graduation Rate Comparison** 📎 🔑

We have compiled Graduation Rates since 2009 for participants' vs non participants of Bearkat Camp and since 2012 for Transfer Camp. The Transfer Camp participant Graduation Rates are similar after 2 years to non-participants however year 3 will be a better indicator as more participants and non-participants would expect to graduate.
The comparisons for First-Time Freshman graduation are most representative for the participants' vs non participants from 2009 and 2010.

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%

Action   **Graduation Rates** 🔍

We will continue to montior graduation rates of Bearkat Camp participants vs. Non Participants.

Previous Cycle's "Plan for Continuous Improvement"

1. Club Sports will change the way it does its leadership training to a format that better addresses specific club needs. Only a few group sessions will remain. By doing this we can better convey the information and will have a better sense of if that information is understood.
2. Through more focused training 75% of Club Sports will be able achieve a passing score on both the fundraising and the thank you letter.
3, Instead of doing additional fundraisers we will compare need vs the amount of fundraisers done for each club sport.
4. The group fitness instructors that are proficient (scored 80% on post workshop test) need to perform a demo to teach at least 1 of those formats.
5. Host certification workshops to provide professional development opportunities to instructors
6. Through additional training and demos all group fitness instructors will be proficient in at least 2 formats
7. Enhance training for programs areas that scored lower than other areas so that their scores are in line with the rest of the program areas.
8. Enhance training so that all areas are at or above 60% strongly agree. (Ability to make decisions and solve problems, Ability to plan, organize and prioritize work, Ability to motivate and encourage others and Managing emergency situations)
9. We will repeat the GPA and Retention objectives for 2014-2015 with the implementation of Fusion management software.

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

1. Club Sports leadership training format was changed from group sessions to individual leadership meetings with club representatives. The feedback from Club Sports Officers was overwhelmingly positive as clubs felt more comfortable asking questions, they felt that their needs were important, that their needs were being addressed and that they formed better relationships with the department. In "exit" interviews with club officers each one expressed gratitude for the time spent with each individual club because of these meetings. When group meetings were taking place clubs didn't feel as comfortable asking questions and some clubs felt they weren't being helped as much as they could have.
2. We saw an increase in fundraising dollars and thank you letters but did not reach the 75% mark. These remain student organizations and leadership turns over every year. Training is an ongoing process and those clubs that perform well in their administration of the club all hit the 75% mark. Those that show that they are lacking in leadership and struggle to survive as a club usually do not meet the 75% mark.
3. We have started a club sports golf tournament to help clubs raise money. This has decreased the need for clubs to do multiple small fundraising programs and has increased the amount of money they can get from one event that all club sports participate in.
4. The group fitness instructors performed demo's and had to score a passing grade in order to

teach that format. All instructors successfully completed this and now teach another format. This training continues for new hires to reach the same goals.

5. We have hosted certification workshops (ACE certification) to provide professional development opportunities to instructors and provided off campus opportunities (TexFit and NIRSA) as well.

6. Instructors that were with us for an entire year are now are proficient in multiple formats. New instructors continue to develop to teach multiple formats.

7+8 Training was developed to enhance the areas that scored below 60% strongly agree including: Ability to make decisions and solve problems, Ability to plan, organize and prioritize work, Ability to motivate and encourage others and Managing emergency situations. Managing emergency situations and ability to make decisions and solve problems were specifically addressed in 2014-2015 OATDB. There findings are listed above.

9. Fusion software was not purchased until December of 2014 and it took the entire spring semester to implement. July 2015 the program was put into beta testing and was fully operational for the fall 2015 semester. This data is now being collected and will be compared with the general retention rates at the end 2015-2016 academic year.

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

1. We will increase training in communication and problem solving for our supervisors and student staff.

2. We will host "Code Red" drills and mock court cases to develop skills and show the consequences of not following procedures.

3. We will continue to evaluate Bearkat Camp effectiveness on relationship building, sense of community/belonging and spirit and traditions knowledge on a yearly basis to see if changes to the program make an impact on these results. There will be a number of format changes for next year's Bearkat Camp that should allow for more opportunities for team building and should enhance the student's experience. These include an additional team building exercise separate from ropes course activities, changes to the scavenger hunt to reduce travel time between activities and allow for more time at individual stations that touch on traditions of SHSU and the addition of free time activities to enhance the experience of the students.

4. We will repeat the GPA and Retention objectives for 2015-2016 with the implementation of Fusion management software.

SAM HOUSTON STATE UNIVERSITY

Online Assessment Tracking Database

Sam Houston State University (SHSU)
2014 - 2015

Student Legal & Mediation Services

Goal	**Promoting Critical Thinking And Lifelong Learning Skills Through Legal Consultations.** 🔑
	Consultation with SLMS should result in students having a greater understanding of their options for moving towards resolution of their legal concern.

Objective (P)	**Increase Customer Service And Evaluate Students' Understanding Of Their Legal Rights And Options** 🔑
	Provide follow-up service check-up and evaluate whether students have understood their rights and taken action on one or more legal options.

KPI Performance Indicator	**Students Responding To Follow-Up Calls Will Affirm That They Have An Ongoing Understanding Of Legal Options.** 🔑
	Each student seeking initial legal consulation will receive a follow-up telephone call 1-2 weeks after appointment. When calls are unanswered, the department will leave a message expressing concern/interest in legal resolution. When calls are answered or returned, the following will be asked:

1. Was the information you attained in your legal consultation helpful in understanding your legal options? (yes/no)
2. Were you able to take the next step towards resolution of your legal issue? (yes/no/na)
3. Invite additional consultation if no steps have been taken.

When calls are not returned after two attempts, students will receive an email requesting answers to the questions above.

Of students receiving consultation:

95% will receive follow-up calls and if necessary an email.

75% of students will be reached by follow up efforts agree that the information attained in legal consultation was helpful in understanding legal options.

15% of students reached by telephone and will have taken the next step towards resolution of their legal issue.

Result	**Result** 🔑
	Within 10-14 days of their consultation, students are contacted by phone to determine whether any additional information is needed or steps are required. The office made follow-up phone calls to 100% of the students. The office was successful in speaking with 99.47% of the students. If additional assistance was needed or requested, the student was encouraged to make another appoitnemnent to consult with the attorney.
	95.0% of the students contacted either strongly agreed or agreed that they were confident in the next

steps to take in their legal situation. No students disagreed, and only 2% strongly disagreed. 3% were neutral.

Action	**Action** 🔑
	Currently, 100% of the students who have a consulation with our office recievie a follow-up phone call within 10-14 days after their consultation to determine if there are additional needs, including scheduling another appoitnment. On the initial phone call, if our office is unable to speak with someone, the office leaves a message asking the student to return the call if they need further assistance.
Objective (L)	**Identification Of Change Of Student Understanding Of The Law And Options For Potential Resolution Of Legal Issue.** 🔑
	Student Legal & Mediation Services (SLMS) should create a safe place where students are comfortable in confiding confidential legal concerns and gain an understanding of the law, legal system and potential outcomes from actions they may take in regard to legal concerns.
Indicator	**Student Surveys Will Show Increase Of Understanding Of The Law As Measured On The LIKERT Scale** 📎 🔑
	Students coming in for an initial consultation on a legal issue will be surveyed prior to each consultation with one question:
	I know which law applies to my situation and my options to resolve my legal concerns.
	Students will also be surveyed at the conclusion of each consultation with one question:
	After my legal consultation, I know which law applies to my situation and my options to resolve my legal concerns.
	The answer options for both questions are scale of 1-5 (LIKERT Scale); 1 being strongly disagree and 5 being strongly agree.
Criterion	**90% Of Student Surveys Will Show Increase Of Understanding Of Two Or More Digits On The LIKERT Scale.** 🔑
	A post-consultation increase in confidence of the steps to be taken in a legal situation is indicative of engagement and use of critical thinking skills. A change in scores toward strongly agree also demonstrates an expanded understanding of the law, which is a lifelong learning skill.
Finding	**Finding** 🔑
	Prior to their consultation, only 26% of the students identified as "agreeing" that they knew which law applied to their situation with 4% stating that they "strongly agreed" that they knew which law applied to their situation. 37% were "undecided" and 35% identified as not

knowing which law applied to their situation.

After their consultation, 91% of students stated that they either agreed (31%) or strongly agreed (60%) that they knew which law applies to their legal situation. Only 3% said that they did not know, and 7% were undecided.

Accordingly, only 1% of students did not result in an increase of two or more digits on the Likert scale. Conversely, 99% of students did more two or more digits (positively and consistent with the Objective) on the Likert scale.

Action	**Action** 🔑
	As a result of our telephone follow-up, and increased usage of email between the attorney and the student, if students need additional information about their case, they can schedule an appointment or discuss their matter with the attorney by electronic means. The office will continue to follow-up with students by phone and if necessary, in-person or email consultations.

- -

Goal	**Improving Customer Service And Student Satisfaction For Legal Consultation** 🔑
	To provide increased service and evalutate student satisfaction, the department will follow up with students after legal consultation to determine their continued understanding, answer additional questions, and determine needs for further consultation.

Objective (P)	**Increase Customer Service And Evaluate Students' Understanding Of Their Legal Rights And Options** 🔑
	Provide follow-up service check-up and evaluate whether students have understood their rights and taken action on one or more legal options.
KPI Performance Indicator	**Students Responding To Follow-Up Calls Will Affirm That They Have An Ongoing Understanding Of Legal Options.** 🔑
	Each student seeking initial legal consulation will receive a follow-up telephone call 1-2 weeks after appointment. When calls are unanswered, the department will leave a message expressing concern/interest in legal resolution. When calls are answered or returned, the following will be asked:

1. Was the information you attained in your legal consultation helpful in understanding your legal options? (yes/no)
2. Were you able to take the next step towards resolution of your legal issue? (yes/no/na)
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15% of students reached by telephone and will have taken the next step towards resolution of their legal issue.

Result	**Result** 🔑

Within 10-14 days of their consultation, students are contacted by phone to determine whether any additional information is needed or steps are required. The office made follow-up phone calls to 100% of the students. The office was successful in speaking with 99.47% of the students. If additional assistance was needed or requested, the student was encouraged to make another appoitnemnent to consult with the attorney.

95.0% of the students contacted either strongly agreed or agreed that they were confident in the next steps to take in their legal situation. No students disagreed, and only 2% strongly disagreed. 3% were neutral.

Action

Action 🔑

Currently, 100% of the students who have a consulation with our office recievie a follow-up phone call within 10-14 days after their consultation to determine if there are additional needs, including scheduling another appoitnment. On the initial phone call, if our office is unable to speak with someone, the office leaves a message asking the student to return the call if they need further assistance.

Objective (L)

Identification Of Change Of Student Understanding Of The Law And Options For Potential Resolution Of Legal Issue. 🔑

Student Legal & Mediation Services (SLMS) should create a safe place where students are comfortable in confiding confidential legal concerns and gain an understanding of the law, legal system and potential outcomes from actions they may take in regard to legal concerns.

Indicator

Student Surveys Will Show Increase Of Understanding Of The Law As Measured On The LIKERT Scale 📎 🔑

Students coming in for an initial consultation on a legal issue will be surveyed prior to each consultation with one question:

I know which law applies to my situation and my options to resolve my legal concerns.

Students will also be surveyed at the conclusion of each consultation with one question:

After my legal consultation, I know which law applies to my situation and my options to resolve my legal concerns.

The answer options for both questions are scale of 1-5 (LIKERT Scale); 1 being strongly disagree and 5 being strongly agree.

Criterion	**90% Of Student Surveys Will Show Increase Of Understanding Of Two Or More Digits On The LIKERT Scale.** 🔑

A post-consultation increase in confidence of the steps to be taken in a legal situation is indicative of engagement and use of critical thinking skills. A change in scores toward strongly agree also demonstrates an expanded understanding of the law, which is a lifelong learning skill.

Finding	**Finding** 🔑

Prior to their consultation, only 26% of the students identified as "agreeing" that they knew which law applied to their situation with 4% stating that they "strongly agreed" that they knew which law applied to their situation. 37% were "undecided" and 35% identified as not knowing which law applied to their situation.

After their consultation, 91% of students stated that they either agreed (31%) or strongly agreed (60%) that they knew which law applies to their legal situation. Only 3% said that they did not know, and 7% were undecided.

Accordingly, only 1% of students did not result in an increase of two or more digits on the Likert scale. Conversely, 99% of students did more two or more digits (positively and consistent with the Objective) on the Likert scale.

Action	**Action** 🔑

As a result of our telephone follow-up, and increased usage of email between the attorney and the student, if students need additional information about their case, they can schedule an appointment or discuss their matter with the attorney by electronic means. The office will continue to follow-up with students by phone and if necessary, in-person or email consultations.

Previous Cycle's "Plan for Continuous Improvement"

At this time, we believe that the questions that we are asking students who consult with are are consistent with peer organizations and provide our office with information to determine whether or not we are meeting our Objectives and KPIs. The data collected shows this to be accurate. For the future improvement, because the method of collection is new (electronic/tablet) we are working on, and will evaluate, the efficacy of this method of data collection.

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

The questions that are being asked of the students we serve and consult with are consistent with peer organizations and provide our office with information to determine whether or not we are meeting the Objectives and KPIs. The data collected shows that our office is providing meaningful service to the students and that as a result of their consultations, they know which law applies to their situation and they know the next steps to take to address their situation. Assessment numbers show that the office is operating at peak levels of performance and satisfaction.

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

At this time, we believe that the questions that we are asking students who consult with us are (1) consistent with peer organizations and (2) provide our office with information to determine whether or not we are meeting the Objectives and KPIs. The data collected shows this to be accurate. Our office is working at a high level of knowledge transmission and satisfaction--greater than 95%--with an significantly larger number of students using the services our office provides. Thus, we are meeting the stated objectives (ultimately demonstrating individualized attention to each student's issue) despite growing pressures on the office to meet student's needs. Assessment numbers show that the office is operating at peak levels of performance and satisfaction.