

**School of Professional Studies  
2018 Outcomes Assessment**

Department	Program	Outcome	Outcome Description	Measure Title	Measure Type/Method	Details/Description	Acceptable Target	Ideal Target	Findings Title	Acceptable Target Achievement	Ideal Target Achievement	Institutional Learning Outcomes : 1	Institutional Learning Outcomes : 2	Institutional Learning Outcomes : 3	Institutional Learning Outcomes : 4	Institutional Learning Outcomes : 5	Institutional Learning Outcomes : 6	Institutional Learning Outcomes : 7		
Department of Journalism, Film and Entertainment Arts	Bachelor of Arts in Digital Journalism																			
Department of Journalism, Film and Entertainment Arts	Bachelor of Arts in Digital Media Design	Five Year Program Review	Five Year Program Review	Five Year Program Review	Five Year Program Review															
Department of Journalism, Film and Entertainment Arts	Bachelor of Arts in Film Arts																			
Department of Journalism, Film and Entertainment Arts	Master of Arts in Digital Journalism																			
Department of Journalism, Film and Entertainment Arts	Master of Fine Arts in Digital Cinema Production	Outcome 2	Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards	MDC 652 Editorial Case Study	Direct - Student Artifact	Students deconstruct original film sequences and articulate editorial concepts and techniques. They produce Split-page Edit Decision Lists and Cue Sheets, Digital Storyboards and a 3/21 Reflection on 2 concepts they understood, 2 questions on concepts they do not understand and include examples of analogies to illustrate and clarify their hypotheses.	80% of the final editorial case studies scored at 85% or better 10% of the final editorial case studies scored at 90% or better	100% of the final editorial case studies scored at 85% or better 15% of the final editorial case studies scored at 90% or better	Findings for MDC 652 Editorial Case Study	Not Met	Approaching	X	X				X			
			Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards	MDC 652P Editing Retrospective Reflection	Direct - Student Artifact	At the end of MDC 652 and 652P students generate a final retrospective reflection based on the Agile Report and 3/21 reflection formats. They are asked to consider how important specific concepts and techniques are pre- and post-course. In addition, the students discuss the concepts and techniques they have understood and applied, citing specific examples in existing films (MDC 652) or their own projects MDC 652P. This holistic measure is first implemented in AY 2018.	80% of the final reflections scored at 85% or better 10% of the final reflections scored at 90% or better	100% of the final reflections scored at 85% or better 15% of the final reflections scored at 90% or better	Findings for MDC 652P Editing Retrospective Reflection	Not Met	Approaching	X	X					X		
			Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards	MDC Faculty focus group	Indirect - Focus Group	Annual program faculty focus group/survey rates student skills, technique and application of theory. Faculty review of thesis films and their own experiences with students in their discipline classes provides insight into how well the students have achieved the program learning outcomes. Faculty discuss the outcomes post class and annually with the academic program director.	80% of fellows are rated by faculty or self-rate their ability at 85% or better 10% of fellows were rated or self-rated at 90% or better	100% of projects scored at 85% or better 15% of projects scored at 90% or better	Findings for MDC Faculty focus group	Met	Approaching	X	X						X	
			Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards	MDC-MFA Written thesis: Research and Methodology chapters	Direct - Student Artifact	The Digital Cinema Production MFA includes a written thesis in which the MFA thesis candidate produces Research and Methodology chapters that evaluate "professional and theoretical issues and processes" used in the development, production and Post-production of thesis film. The Research and Methodology chapters are assessed for depth of original research in reference films (Research chapter) and the incorporation of cinematic concepts and techniques into and original thesis film. The MFA Written Thesis is typically completed from 1-4 years after beginning the four-course thesis project.	80% of Research and Methodology chapters scored at 85% or better 10% of Research and Methodology chapters scored at 90% or better	100% of Research and Methodology chapters scored at 85% or better 15% of Research and Methodology chapters scored at 90% or better	Findings for MDC-MFA Written thesis: Research and Methodology chapters	Not Met	Approaching	X	X						X	
		Outcome 8	Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.	MDC 652P Final Editing Project Portfolio	Direct - Student Artifact	In MDC 652P students apply film editing concepts and techniques to four projects: a dramatic sequence, a short film, a commercial or PSA and a film trailer. The projects are assessed for the level of proficiency students demonstrate in applying editorial concepts and techniques, such as continuity and parallel editing, montage, dialing, editing, narrative and dramatic continuity, and narrative POV and transitions.	70% of editing projects scored 85% or better 10% of editing projects scored 90% or better	100% of editing projects scored at 85% or better 15% of editing projects scored at 90% or better	Findings for MDC 652P Final Editing Project Portfolio	Exceeded	Approaching	X	X	X					X	
			Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.	MDC 689 Postproduction residency film	Direct - Student Artifact	During the MDC 2nd year production residency students edit a short film they have developed, planned and shot during the second week of July while on residency at the Los Angeles campus. Each student is responsible for editing her/his own version of the film over two weeks. In doing so each must make their own creative decisions as editors. The completed cut should measure how well each uses current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.	80% of the final cuts of the edited films scored at 85% or better 10% of the final cuts of the edited films scored at 90% or better	100% of the final cuts of the edited films scored at 85% or better 15% of the final cuts of the edited films scored at 90% or better	Findings for MDC 689 Postproduction residency film	Not Met	Approaching	X	X	X					X	
			Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.	MDC 695 thesis film	Direct - Student Artifact	Students complete a short film and written thesis in MDC 695 Thesis Qualification course, which comes at the end of the development, production and post-production cycle lasting a minimum of one year. During this period students work on one film project via three different thesis advisors submitting various types of "drafts" (Step Outlines, Screenplays, Treatment, Proposals, Production Plans, Production books, Production Reports and cuts of the film) for critical evaluation followed by revisions. At the end of this period a director's cut of the thesis film is submitted for these qualification review by the MFA thesis chair for additional critique notes and revision until the film has been revised sufficiently to meet the standards for the MDC MFA. It is then submitted to an MFA review committee consisting of qualified MFA faculty who make the final determination as to whether the film meets or exceeds the standards.  The first cut submitted and the qualification cuts represent pre and post evidence of what the graduate thesis fellow has achieved in terms of mastering the program learning outcomes. For the PAR a holistic rubric is used to evaluate how well the director's and qualification cuts meet the standards of the digital cinema MFA.	70% of thesis films scored at 85% or better 10% of films scored at 90% or better	100% of thesis films scored at 85% or better 15% of thesis films scored at 90% or better	Findings for MDC 695 thesis film	Not Met	Approaching	X	X	X					X	
		Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.	MDC Faculty focus group	Indirect - Focus Group	Annual program faculty focus group/survey rates student skills, technique and application of theory. Faculty review of thesis films and their own experiences with students in their discipline classes provides insight into how well the students have achieved the program learning outcomes. Faculty discuss the outcomes post class and annually with the academic program director.	80% of fellows are rated by faculty or self-rate their ability at 85% or better 10% of fellows were rated or self-rated at 90% or better	100% of fellows are rated by faculty or self-rate their ability at 85% or better 15% of fellows are rated by faculty or self-rate their ability at 90% or better						X	X	X				X	
		Department of Journalism, Film and Entertainment Arts	Master of Fine Arts in Professional Screenwriting	Outcome 5	Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.	Customized Rubric - Review of Thesis Reflections in thesis dossiers	Direct - Portfolio	Inter-rater reliability faculty review (Moss/Napoli) of Aesthetic Statement/Writer's Reflection from Thesis Book. Numeric grades based upon customized rubric and relevant student comments.	Acceptable Target: 70% of students thesis reflections scored at 80% or better.	15% of student thesis reflections scored at 85% or better.	Findings for Customized Rubric - Review of Thesis Reflections in thesis dossiers	Not Met	Exceeded	X	X			X	X	
					Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.	Program Director Two Part Email Survey to Alumni	Indirect - Survey	The indirect measure we used was to survey the alumni directly via email and request they respond to the aforementioned questions posed in PLO #5. The body of the email stated: 1. Did your participation in the MFA SCR program provide you with or inspire you to reach a critical understanding of yourself in relation to creativity? If so, how? 2. Did your participation in the MFA SCR program provide you with or inspire you to reflect upon the influence of societal and cultural issues? If so, how?	Acceptable Target: 70% of students responding indicated PLO #5 (creativity/personal growth) had been addressed.	Ideal Target: 90% of students responding indicated PLO #5 (creativity/personal growth) had been addressed.	Findings for Program Director Two Part Email Survey to Alumni	Exceeded	Approaching	X	X			X	X	
Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.	University OEEA Exit Survey				Indirect - Survey	University exit surveys deployed by NU Office of Educational Effectiveness and Accreditation (OEEA) between 2013 and 2017 (surveys for 2010, 2011 and 2012 are unavailable).	70% of students responding indicated PLO #5 had been met.	90% of students responding indicated PLO #5 had been met.	Findings for University OEEA Exit Survey	Exceeded	Exceeded	X	X			X	X		X	
Department of Professional Studies	Associate of Science in Paralegal Studies	Five Year Program Review	Five Year Program Review	Five Year Program Review	Five Year Program Review															
Department of Professional Studies	Bachelor of Arts in Pre-Law Studies	PLO3	Analyze contemporary legal issues in the state, federal, and administrative law forums.	Discussion Questions	Direct - Student Artifact	Discussion questions assigned to LAW 400.	80% of the grades will be a "B" or better.	90% of the grades will be a "B" or better.	Findings for Discussion Questions	Exceeded	Approaching	X	X	X				X		
			Analyze contemporary legal issues in the state, federal, and administrative law forums.	Final Exam	Direct - Exam	Final Exam assigned to LAW 200.	80% of the scores on the final exam should be B or better.	90% of the scores on the final exam should be B or better.	Findings for Final Exam	Exceeded	Exceeded	X	X	X				X		
			Analyze contemporary legal issues in the state, federal, and administrative law forums.	Program Exit Survey	Indirect - Survey	The program currently does not have an indirect measure of assessment.	80% of respondents selected Agree or Strongly Agree.							X	X	X				X

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Department of Professional Studies	Bachelor of Public Administration	PLO4	Analyze issues by application of relevant rules of law, ethical standards, and social mores	Final Legal Brief for LAW 408	Direct - Student Artifact	Legal brief measures students' ability to analyze issues by applying relevant rules of law, ethical standards, and social mores.	Average of student papers will exceed 80%.	Average of student papers will exceed 90%.	Findings for Final Legal Brief for LAW 408	Exceeded	Exceeded	X	X	X	X	X		
			Analyze issues by application of relevant rules of law, ethical standards, and social mores	Legal Memorandum	Direct - Student Artifact	Students draft a memorandum of a case analysis/brief to demonstrate their ability to analyze issues by application of relevant rules of law and ethical standards, and social mores.	Students achieve an average of 80% or higher on the assignment.	Students achieve an average of 90% or higher on the assignment.					X	X	X	X	X	
		PLO 1	Synthesize the theories of public administration.	Open-ended Questions	Indirect - Survey	Analysis of responses to open-ended questions by students.	85% of students respond being satisfied with program as evaluated by APF.	95% of students respond being satisfied with program as evaluated by APF.	Findings for Open-ended Questions	Exceeded	Exceeded		X	X				
			Synthesize the theories of public administration.	Synthesizing PA Theories	Direct - Exam	Evaluation of PAD400 Final Exam	85% of students earn 75% or better on final exam	90% of students earn 75% or better on final exam	Findings for Synthesizing PA Theories	Exceeded	Exceeded			X	X			
			Synthesize the theories of public administration.	Synthesizing PA Theories	Direct - Exam	Analysis of PAD404 research paper	85% of students earn 75% or better on PAD404 research paper.	90% of students earn 75% or better on PAD404 research paper.	Findings for Synthesizing PA Theories	Exceeded	Exceeded			X	X			
Department of Professional Studies	Bachelor of Science in Criminal Justice Administration	PLO 2	Analyze the operations and procedures of public management and nonprofits.	Analyzing Public Administration and Nonprofit Operations	Direct - Student Artifact	Earned grade of final project for PAD404	85% of students earn a grade of 75% or better on final project of PAD404	90% of students earn a grade of 75% or better on final project of PAD404	Findings for Analyzing Public Administration and Nonprofit Operations		Exceeded			X		X		
			Analyze the operations and procedures of public management and nonprofits.	Analyzing Public Administration and Nonprofit Operations	Direct - Exam	Analysis of final exam for PAD400	85% of students earn a grade of 75% or better on final exam of PAD400	90% of students earn a grade of 75% or better on final exam of PAD400	Findings for Analyzing Public Administration and Nonprofit Operations	Exceeded	Exceeded			X		X		
			Analyze the operations and procedures of public management and nonprofits.	Responses to Open-Ended Questions and Nonprofits	Indirect - Survey	Analysis of responses to open-ended questions of students.	85% of student responses are evaluated as Satisfactory or better.	90% of student responses are evaluated as Satisfactory or better.	Findings for Responses to Open-Ended Questions	Exceeded	Exceeded			X		X		
		Outcome 3	Distinguish the leadership and management styles commonly employed in the Criminal Justice System.	#1 Multiple Choice Examination embedded in each class taught with this PLO as part of the class instruction.	Direct - Exam	This multiple choice exam has 40 questions which measure 6 CLOs that comprise the overall PLO, which is "Discuss the leadership and management styles in law enforcement. The 6 CLOs are (1) Understand the unique leadership styles that are most commonly found in policing, (2) Understand the unique managerial styles that are most often found in policing, (3) Analyze specific cases and identify the leadership or managerial styles being employed, (4) Understand general police policies that guide the behavior and success of policing, (5) Understand general correctional policies that guide the behavior and success of correctional officers, (6) Apply disciplinary procedures in specific scenarios as if you were a police or correctional sergeant. The following is an explanation as to how to interpret each of the 5 aggregated data word documents submitted by the 5 professors: Each of the 6 CLOs has below it on the table the questions in the signature assignment test that measure that CLO. The instructor totals the number correct for each question for all students in the class. This number is found in the far right-hand column. For example, for CLO 1, Leadership Styles, there are 8 questions that measure this CLO. The total for all students is entered in the far right-hand column. This total is divided by the number of questions x the total number of students taking the exam. This results in a percentage of correct answers per each CLO. This percentage is identified beneath each CLO in the Table. These percentages were used to determine if the CLO resulted in meeting the Acceptable Target or the Ideal Target.	Acceptable Target: 70% of students receiving 70% on test measure.	80% of students receiving 70% on test measure.	Findings for #1 Multiple Choice Examination embedded in each class taught with this PLO as part of the class instruction.	Met	Approaching				X	X	X	
Department of Professional Studies	Bachelor of Science in Criminal Justice Administration		Distinguish the leadership and management styles commonly employed in the Criminal Justice System.	Direct Measure #2 of PLO #3	Direct - Other	Direct Measure #2 of PLO #3. Distinguish the leadership and management styles commonly employed in the criminal justice system, is the course, CJA 470, Criminal Justice Capstone Project. In this course the students write critical case studies of issues in each of the three components of the criminal justice system: policing, courts, and corrections. The students first must identify a critical issue in each component, research this issue as a potential topic in the NU library, and submit their topic to the instructor for approval. The student then writes case studies of the topic in which they must analyze the issue thoroughly, and make recommendations for improvement. Each of the three case studies is graded on the following categories: (1) Creativity; (2) Thoroughness in Addressing Topic; (3) Logical Organization; (4) Grammar, Punctuation, Paragraphing, Headings; (5) APA and Use of Outside Resources; and (6) Critical Thinking. Grading areas 1-5 are graded using a rubric that assigns 4 points to each area for a total of 20 points. Critical thinking is assessed by the instructor based on all three written case studies and is graded as: below, met, exceeded. Because each of the three case studies is worth 20 points, all three result in a total of 60 points for the case studies. How does CJA 470 serve as a second direct measure of PLO #3? Most of the case studies that the students write have a component of leadership and management as a critical area of the criminal justice system. Moreover, criminal justice leaders and managers must be excellent communicators, both as effective writers and verbal communicators. CJA 470 has a requirement for the students to choose one of their written case studies to be presented in powerpoint format to the other students in the class. This assignment is also graded. In the class, 12-item survey was sent to 72 BSC students. Thirteen students responded to the primary 1-5 Likert Scale survey for a return rate of 18.05%. Although 18.05% seems low, initial distribution surveys that get a 10-15% return is considered good.	Acceptable Target: 70% of students receiving 70% on test measure.	80% of students receiving 70% on test measure.	Findings for Direct Measure #2 of PLO #3	Met	Approaching				X	X	X	
			Distinguish the leadership and management styles commonly employed in the Criminal Justice System.	Office of Educational Effectiveness Student Exit Survey	Indirect - Survey	This 12-item survey was sent to 72 BSC students. Thirteen students responded to the primary 1-5 Likert Scale survey for a return rate of 18.05%. Although 18.05% seems low, initial distribution surveys that get a 10-15% return is considered good.	3.5 or higher out of 5 for mean score; Exit Surveys indicate above average in all areas	4.0 or higher out of 5 for mean score; Exit Surveys indicate superior to excellent responses in all areas.	Findings for Office of Educational Effectiveness Student Exit Survey	Exceeded	Exceeded				X	X	X	
		Outcome 4	Demonstrate the criminal investigation process to include preliminary investigations, evidence collection and preservation, submission, and testimony in a courtroom.	Direct Measure #2 of PLO #4	Direct - Other	Direct Measure #2 of PLO #3. Demonstrate the criminal investigation process to include preliminary investigation, evidence collection and preservation, submission, and testimony in a courtroom, is the course, CJA 470, Criminal Justice Capstone Project. In this course the students write critical case studies of issues in each of the three components of the criminal justice system: policing, courts, and corrections. The students first must identify a critical issue in each component, research this issue as a potential topic in the NU library, and submit their topic to the instructor for approval. The student then writes case studies of the topic in which they must analyze the issue thoroughly, and make recommendations for improvement. Each of the three case studies is graded on the following categories: (1) Creativity; (2) Thoroughness in Addressing Topic; (3) Logical Organization; (4) Grammar, Punctuation, Paragraphing, Headings; (5) APA and Use of Outside Resources; and (6) Critical Thinking. Grading areas 1-5 are graded using a rubric that assigns 4 points to each area for a total of 20 points. Critical thinking is assessed by the instructor based on all three written case studies and is graded as: below, met, exceeded. Because each of the three case studies is worth 20 points, all three result in a total of 60 points for the case studies. How does CJA 470 serve as a second direct measure of PLO #4? Most of the case studies that the students write have a component of criminal investigation, so they are reinforcing their knowledge of the critical components of criminal investigation. Moreover, criminal investigators must be excellent communicators, both as effective writers and verbal communicators. Criminal investigators are writing reports that	70% of students achieving 70% or better on this measure	80% of students achieving 70% or better on this measure	Findings for Direct Measure #2 of PLO #4	Met	Approaching			X	X	X	X	

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			Demonstrate the criminal investigation process to include preliminary investigations, evidence collection and preservation, submission, and testimony in a courtroom.	Direct Measure 1 of PLO 4 Results of Signature Assignments for Six CJA 460 Classes, Principles of Investigation	Direct - Other	The signature assignment for CJA 460 is an eight scenario written assignment. These scenarios are as follows: <b>CRIMINAL INVESTIGATION</b>  There are 8 questions below that cover various aspects of criminal investigation. Each question is worth 5 points; thus, the total assignment is worth 40 points. The questions pose an investigative "Scenario" for which you are to supply an answer based on "what you feel to be the best way" to handle the situation presented. There are many possible answers for each scenario, so it is important that you limit your response to THE BEST FIVE (5) STEPS/SOLUTIONS to each scenario. Also, please limit the length of your answer to each scenario to no more than two paragraphs.  <b>INVESTIGATIVE SCENARIOS</b>  1. Scenario: You are the first responding officer to a "dead body" call. The body is located on a dirt road in a remote area that can be best described as "desert terrain." As you approach the crime scene in your patrol vehicle, you notice the body lying in the middle of the road. Around the body are numerous large rocks and bushes. You also notice the following in and around the crime scene: • Footprints • Tire tracks • Personal belongings of the victim strewn about • A beer bottle in the road	70% of students receiving 70% on test measure.	80% of students receiving 70% on test measure.	Findings for Direct Measure 1 of PLO 4 Results of Signature Assignments for Six CJA 460 Classes, Principles of Investigation	Exceeded	Exceeded				X	X	X	X	X		
			Demonstrate the criminal investigation process to include preliminary investigations, evidence collection and preservation, submission, and testimony in a courtroom.	Office of Educational Effectiveness Student Exit Survey	Indirect - Survey	This 12-item survey was sent to 72 BS/CJA alumni. Thirteen students responded to the primarily 1-5 Likert Scale survey for a return rate of 18.05%. Although 18.05% seems low, annual distribution surveys that get a 10-15% return is considered good.	3.5 or higher out of 5 for mean score; Exit Surveys indicate above average in all areas.	4.0 or higher out of 5 for mean score; Exit Surveys indicate superior to excellent responses in all areas.	Findings for Office of Educational Effectiveness Student Exit Survey	Exceeded	Exceeded				X	X	X	X	X		
Department of Professional Studies	Bachelor of Science in Homeland Security and Emergency Management	Five Year Program Review	Five Year Program Review	Five Year Program Review	Five Year Program Review																
Department of Professional Studies	Bachelor of Science in Paralegal Studies	Outcome 9	Integrate legal theory with the practical aspects of working as a paralegal in a law practice.	Final Legal Brief for PLA 495	Direct - Student Artifact	Final paper assigned to PLA 495 (Objective Writing Capstone).	80% of the papers should receive a "B" or better.	90% of the papers should receive a "B" or better.	Findings for Final Legal Brief for PLA 495	Not Met	Approaching				X						
			Integrate legal theory with the practical aspects of working as a paralegal in a law practice.	Final Legal Brief for PLA 496	Direct - Student Artifact	Final paper assigned to PLA 496 (Persuasive Writing Capstone).	80% of the papers should receive a "B" or better.	90% of the papers should receive a "B" or better.	Findings for Final Legal Brief for PLA 496	Met	Approaching					X					
			Articulate applicable ethics laws and codes of ethical conduct.	Selected questions from Final Exam in Legal Research & Writing	Direct - Exam	Selected multiple choice questions from Final Exam in Legal Research & Writing course.	80% of students receive 80% of selected questions correct.	90% of students receive 80% of selected questions correct.	Findings for Selected questions from Final Exam in Legal Research & Writing	Not Met	Approaching					X		X			
Department of Professional Studies	Master of Criminal Justice	Outcome 7	Develop oral, written, and technological communication for criminal justice professionals.	Advanced Research Methods - Final Exam	Direct - Exam	Final exam evaluating oral, written, and technological communication.	80% of students score 80% or better on Final Assignment.	90% of students score 80% or better on Final Assignment.	Findings for Advanced Research Methods - Final Exam	Exceeded	Exceeded	X	X					X	X		
			Develop oral, written, and technological communication for criminal justice professionals.	Capstone Project CJA690	Direct - Student Artifact	Completion of Capstone Project evaluated by grading rubric.	80% of students complete the Capstone Project with a score of Commendable or better.	90% of students complete the Capstone Project with a score of Commendable or better.	Findings for Capstone Project CJA690	Met	Approaching	X	X					X	X		
			Develop oral, written, and technological communication for criminal justice professionals.	Program Exit Survey	Indirect - Survey	Completion and submission of Program Exit Survey.	80% of students respond with Agree or Strongly Agree about the perception of understanding the PLO.	90% of students respond with Agree or Strongly Agree about the perception of understanding the PLO.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X					X	X		
		Outcome 8	Utilize critical thinking and problem solving skills to identify quality scholarship and research in the field of criminal justice.	Capstone Thesis paper	Direct - Student Artifact	Written Capstone Project utilizing critical thinking, problem solving, and quality research skills. Paper demonstrates students' ability to use critical thinking skills and apply quality research.	80% of students complete the Capstone Project with a score of Commendable or better.	90% of students complete the Capstone Project with a score of Commendable or better.	Findings for Capstone Thesis paper	Met	Approaching	X	X	X					X		
			Utilize critical thinking and problem solving skills to identify quality scholarship and research in the field of criminal justice.	Presentation of Capstone Project	Direct - Student Artifact	Oral presentation demonstrates students' ability to use critical thinking and problem solving skills.	80% of students score Commendable or better on their presentation.	90% of students score Commendable or better on their presentation.	Findings for Presentation of Capstone Project	Exceeded	Exceeded	X	X	X					X		
			Utilize critical thinking and problem solving skills to identify quality scholarship and research in the field of criminal justice.	Program Exit Survey	Indirect - Survey	Completion and submission of Program Exit Survey.	80% of students respond with Agree or Strongly Agree about the perception of understanding the PLO.	90% of students respond with Agree or Strongly Agree about the perception of understanding the PLO.	Findings for Program Exit Survey	Exceeded	Exceeded	X	X	X					X		
Department of Professional Studies	Master of Public Administration	Outcome 1	Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.	Critical Thinking and Research Methods in a Multi-Cultural Environment	Direct - Student Artifact	Percent of completed PAD644 capstone projects earned Honors or better.	90% of students will earn a grade of Honors or better.	95% of students will earn a grade of Honors or better.	Findings for Critical Thinking and Research Methods in a Multi-Cultural Environment	Not Met	Approaching				X			X			
			Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.	Critical Thinking and Research Methods in a Multi-Cultural Environment	Direct - Exam	Grades earned during PAD622 Midterm Exam	90% of students earn 85% or better on midterm exam	95% of students earn 85% or better on midterm exam	Findings for Critical Thinking and Research Methods in a Multi-Cultural Environment	Not Met	Approaching					X			X		
			Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.	PAD20 End of Course Survey	Indirect - Survey	Results of end of course survey of students for PAD20	90% of students will be satisfied with course	95% of students will be satisfied with course	Findings for PAD20 End of Course Survey	Met	Approaching					X			X		
		Outcome 2	Evaluate the concept of new public management within a historical context.	Evaluating new public management	Direct - Student Artifact	Grades earned PAD644 capstone project	90% of students completing the PAD644 capstone project earn a grade of Honors or better	95% of students completing the PAD644 capstone project earn a grade of Honors or better	Findings for Evaluating new public management	Not Met	Approaching	X							X		
			Evaluate the concept of new public management within a historical context.	Evaluating new public management	Direct - Student Artifact	Completion of written essay analyzing the political impact on decision making in PAD26	90% of students earn a grade of 85% or better on the assignment	95% of students earn a grade of 85% or better on the assignment	Findings for Evaluating new public management	Not Met	Approaching	X							X		
			Evaluate the concept of new public management within a historical context.	Results of Program Exit Focus Group	Indirect - Focus Group	Satisfaction results of the program exit focus group administered by IEA during PAD644 Capstone Project	90% of the students report that they were satisfied with the program.	95% of the students report that they were satisfied with the program.	Findings for Results of Program Exit Focus Group	Met	Approaching	X					X			X	
Department of Professional Studies	Master of Science in Homeland Security & Emergency Management	PLO 2	Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.	Signature Assignment/Research Paper (HSE614)	Direct - Student Artifact	Review signature assignment/research paper on critical infrastructure sector-specific plan.	90% of students' scores achieve Meets Standards or better on graded paper.	95% of students' scores achieve Meets Standards or better on graded paper.	Findings for Signature Assignment/Research Paper (HSE614)	Exceeded	Exceeded			X	X			X	X		
			Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.	Signature Assignment/Research Paper (HSE615)	Direct - Student Artifact	Signature Assignment/Research Paper on disaster recovery phase of emergency management.	90% of students' scores achieve Meets Standards or better on graded paper.	95% of students' scores achieve Meets Standards or better on graded paper.	Findings for Signature Assignment/Research Paper (HSE615)	Exceeded	Exceeded			X	X			X	X		

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2018 Outcomes Assessment

Department of Professional Studies		Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.	Student Exit Survey	Indirect - Survey	Student exit survey responses to question of developing competencies consistent with the learning objectives.	80% or more of students who took survey respond that they Somewhat Agree or Strongly Agree that the program helped them develop the competencies in the relevant PLO.	85% or more of students who took survey respond that they Somewhat Agree or Strongly Agree that the program helped them develop the competencies in the relevant PLO.	Findings for Student Exit Survey	Exceeded	Exceeded				X	X			X	X	
	PLO 3	Formulate global mindset to terrorism, homeland security and emergency management issues.	Signature Assignment/Capstone Project (HSE690)	Direct - Student Artifact	Signature Assignment/Capstone Project that demonstrates the utilization of critical thinking, problem solving skills, and quality of scholarship and research.	90% of students' scores achieve Meets Standards or better on graded paper.	95% of students' scores achieve Meets Standards or better on graded paper.	Findings for Signature Assignment/Capstone Project (HSE690)	Exceeded	Exceeded				X	X	X			X	X
		Formulate global mindset to terrorism, homeland security and emergency management issues.	Signature Assignment/Research Paper (HSE620)	Direct - Student Artifact	Review Signature Assignment/Research Paper on homeland security from an allied nation's perspective.	90% of students' scores achieve Meets Standards or better on graded paper.	95% of students' scores achieve Meets Standards or better on graded paper.	Findings for Signature Assignment/Research Paper (HSE620)	Exceeded	Exceeded				X	X	X			X	X
		Formulate global mindset to terrorism, homeland security and emergency management issues.	Student Exit Survey	Indirect - Survey	Student exit survey responses to question of developing competencies consistent with the learning objectives.	80% or more of students who took survey respond that they Somewhat Agree or Strongly Agree that the program helped them develop the competencies in the relevant PLO.	85% or more of students who took survey respond that they Somewhat Agree or Strongly Agree that the program helped them develop the competencies in the relevant PLO.	Findings for Student Exit Survey	Exceeded	Exceeded				X	X	X			X	X
Department of Professional Studies	Master of Science in Juvenile Justice Studies	Outcome 1	Develop professional level written, verbal communication, and presentation skills.	Exit Survey	Indirect - Survey	Due to a zero enrollment for the 2017-2018 AY, a PAR will not be completed for the program. Further options are being explored for the status/comices in this program.			Findings for Exit Survey	Not Met	Moving Away				X					
			Develop professional level written, verbal communication, and presentation skills.	JJS606-Term Paper	Direct - Student Artifact	Students will write a graduate level term paper on some issue relating to gangs and/or delinquency.	80%	85%	Findings for JJS606-Term Paper	Not Met	Moving Away						X			
			Develop professional level written, verbal communication, and presentation skills.	JJS690-Capstone Project	Direct - Student Artifact	The Capstone Project culminates the research and writing of a substantial original work on a juvenile justice project involving critical examination and evaluation of primary and secondary sources with faculty supervision and guidance. All projects must include a lens towards exceptional populations.	80%	85%	Findings for JJS690-Capstone Project	Not Met	Moving Away						X			
	Outcome 2	Assess critical thinking skills when designing interventions, functional behavioral assessments, and behavior management plans to mitigate youth behavioral problems.	Exit Survey	Indirect - Survey					Findings for Exit Survey	Not Met	Moving Away									X
		Assess critical thinking skills when designing interventions, functional behavioral assessments, and behavior management plans to mitigate youth behavioral problems.	JJS 604- Individual Behavior Management Plan	Direct - Student Artifact	Utilizing the known information of a student at the site you are working, complete the BMAP form. Use complete and detailed responses. If you are unable to or do not have access to a student's information, using the text and the descriptions of students, you may create a fictitious student.	80%	85%	Findings for JJS 604-Individual Behavior Management Plan	Not Met	Moving Away										X
		Assess critical thinking skills when designing interventions, functional behavioral assessments, and behavior management plans to mitigate youth behavioral problems.	JJS603-Behavior Intervention Plan	Direct - Student Artifact	Candidates will design an intervention project demonstrating theory on behavior and an approach that integrates theory and conceptualization towards social and academic growth for behaviorally challenged youth.	80%	85%	Findings for JJS603-Behavior Intervention Plan	Not Met	Moving Away										X
	Outcome 6	Design strategies for working with individuals with emotional/behavior problems.	Exit Survey	Indirect - Survey					Findings for Exit Survey	Not Met	Moving Away			X	X	X	X	X	X	X
		Design strategies for working with individuals with emotional/behavior problems.	JJS601-Interviews	Direct - Student Artifact	Students will conduct Interviews with a facilities director, teacher, cooperating agency personnel, and a student.	80%	85%	Findings for JJS601-Interviews	Not Met	Moving Away				X	X	X	X	X	X	X
	Design strategies for working with individuals with emotional/behavior problems.	JJS605-Ethics Curriculum Unit	Direct - Student Artifact	Design a course in ethics for your students or youth you work with. Include appropriate articles, texts, and other resources and incorporate the primary cognitive patterns.	80%	85%	Findings for JJS605-Ethics Curriculum Unit	Not Met	Moving Away				X	X	X	X	X	X	X	