

Assessment: Reporting Unit Four Column

Program (CoCJER) - Criminal Justice - BS

Assessment Contact: Prof. Herbert Henderson

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Broad-Based Criminal Justice Education - PROVIDE STUDENTS WITH A BROAD-BASED, ACADEMICALLY RIGOROUS EDUCATION COMBINING THE THEORETICAL CONCEPTS WITH PRACTICAL APPLICATIONS.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - All students will complete CJUS 401 Senior Seminar the capstone writing intensive research course. Students complete a minimum of 35 page APA style research paper on a topic selected by the students and approved by the faculty member.</p> <p>Criteria Target: 1. Be able to develop a testable hypothesis and research design.</p> <p>2. Be able to identify and utilize quality research sources.</p> <p>3. Be able to analyze data and use it to support hypothesis.</p> <p>4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Student success in CJUS 401 has increased since the curriculum change of 2017 in which CJUS 345 was added as a required pre-req/co-req course to help the students in their development of search strings and utilization of quantitative methods. (05/22/2018)</p>	<p>Use of Result: Continue CJUS 401 with CJUS 345 as Pre-Req/Co-Req and re-assess in 3 years. (05/22/2018)</p>
	<p>Direct - Presentation, Performance - Students are required to complete CJUS 444 Criminalistics. Students are assigned to groups and given a final "crime scene" to complete the</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Based on the student peer evaluations all students interacted within the group dynamics effectively achieving a 75% peer evaluation raw score or higher. (05/22/2018)</p>	<p>Use of Result: Continue to utilize the final crime scene group activity to generate skill development in teamwork,</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>processing and presentation of the evidence. Students must work together to identify, preserve, collect, and present the evidence in a presentation. Power Point is required and Quality of images is valued.</p> <p>Criteria Target: 1. Be able to compare and contrast the fields of Forensic Science.</p> <p>2. Be able to appraise and compare different types of criminalistics procedures.</p> <p>3. Be able to analysis, appraise, and collect multiple forms of physical evidence conforming to National Standards.</p> <p>4. Be able to evaluate and prepare simulated crime scene documentation.</p> <p>5. Be able to present evidence and documentation as prepared for a court of law.</p> <p>High Impact Program Practices 1: Collaborative Assignments, Projects</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p> <p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Students are required to complete CJUS 345 Statistics and Design for Public Safety. This course brings knowledge learned from CJUS 140 forward, as well as, greater exposure of theoretical knowledge with statistical applications. Focus is given on developing ideas for the students senior research projects.</p> <p>Criteria Target: 1. Identify the various types of data (level of</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Curriculum change of 2017 to allow CJUS 140 which focuses on Criminal Justice theories as an option for SOCY 214 Sociological theories has improved the students understanding of broad based CJ theories. The students ability to compare and contrast theories to further apply the concepts in the hypothesis development of their methodology for their pending senior research will be assessed for the next 4 year cycle allowing this change to take full effect and to evaluate if there is a significant difference in achievement. (05/22/2018)</p>	<p>communication, presentations, and organization. Continue to use the peer to peer evaluation rubric. (05/22/2018)</p> <p>Use of Result: Assessment on student achievement comparing between student groups who have taken take CJUS 140 and who have taken SOCY 214 for the next 4 year cycle. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>measurement) and determine the appropriate statistics needed for analysis.</p> <ol style="list-style-type: none"> 2. Organize, display, and present data using univariate and bivariate displays, graphs and charts for categorical, continuous and longitudinal variables. 3. Analyze data sets provided (descriptive and inferential statistics). 4. Differentiate between descriptive and inferential statistics. 5. Uses several specific statistical tests including mean, median, mode, range, variance, standard deviation, correlation, cross tabulations, chi square tests, t-tests, z-scores, point estimates, regression, ANOVA and confidence intervals. 6. Use SPSS to analyze data. 7. Understand probability to the degree needed to discuss, describe, and explain. 8. Critique research reports and identify strengths and limitations within the studies. 9. Develop research projects of their own and analyze data they collect. <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Undergraduate Research</p>		

<p>Twenty-First Century Criminal Justice Practitioners and Leaders - PROVIDE STUDENTS WITH THE SKILLS NECESSARY TO PERFORM AS TWENTY-FIRST CENTURY CRIMINAL</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete CJUS 402 Senior Criminal Justice Internship in which students are placed with an agency</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students has self reported positive interactions and learning environments during internships. Additionally, students have found employment through their placement agency</p>	<p>Use of Result: Continue the Senior Internship and re-assess in 3 years. (05/22/2018)</p>
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<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>JUSTICE, FIRE SCIENCE AND EMERGENCY RESPONDER PRACTITIONERS AND LEADERS IN A GLOBAL WORLD</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>that fits their career goals. Students actively engage in daily observations and interactions with agency employees and the community populations that they serve. Students complete an APA style well written final paper after completion of the internship hours. Students also interact with the faculty and other interns in the on-line classroom through discussions about activities and experiences from the prior weeks. Students are required to read and respond to other students posts to create greater interaction and greater sharing of information.</p> <p>Criteria Target: 1. Be able to explain the function of their internship agency.</p> <p>2. Be able to describe and explain pre and post court processes (criminal, probate, tribal etc...), emergency management, emergency response, or protective services actions.</p> <p>3. Be able to analyze and evaluate the role of the internship agency within the field of criminal justice.</p> <p>High Impact Program Practices 1: Internships</p> <p>High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>some even during the internship. (05/22/2018)</p>	
<p>Knowledge and Application Pre and Post Crisis to Improve Community Health and Safety - PROVIDE STUDENTS WITH THE KNOWLEDGE AND DEVELOP THEIR ABILITY TO APPLY PLANNING, PREVENTION,</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete CJUS 402 Senior Criminal Justice Internship in which they are placed with an agency that meets the students career goals.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students learn planning, prevention, mitigation, and response to crisis during their internship placements. Every agency students are placed with are provided the syllabus including the SLO's and the Program Goal which enables the</p>	<p>Use of Result: Continue with the Senior Internship and re-assess in 2 years. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>MITIGATION AND RESPONSE TO CRISIS TO IMPROVE COMMUNITY HEALTH AND SAFETY. Goal Status: Active Goal Category: Student Learning Start Date: 04/16/2018 Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Students actively interact with the employees of the agency on a daily basis learning the agency functions, processes, policies, and communities that they serve. Students must complete a final paper in APA format providing in-depth detail of the knowledge and experience gained from the internship. Criteria Target: 1. Be able to explain the function of their internship agency. 2. Be able to describe and explain pre and post court processes (criminal, probate, tribal etc...), emergency management, emergency response, or protective services actions. 3. Be able to analyze and evaluate the role of the internship agency within the field of criminal justice. High Impact Program Practices 1: Internships High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>agency to help improve the students experience. Agencies have reported very positive responses to students and even request student interns. (05/22/2018)</p>	
<p>Professional Ethics - ASSIST STUDENTS WITH THE DEVELOPMENT OF A SET OF PROFESSIONAL ETHICS Goal Status: Active Goal Category: Student Learning Start Date: 04/16/2018 Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Case Analysis - Students are required to complete CJUS 321 Ethical Issues in Public Safety. Students are presented multiple case studies in reference to racially motivated biases, self-reflection about biases, and small group discussions are facilitated then brought back to the larger group for further discussion about the cases to building on multiple points of view. Criteria Target: 1. Be able to describe ethical decision making strategies.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students were able to analyze the case studies from multiple points of view in a safe environment in which different points of view are encouraged. Students were then able to critique actions by others within the case studies and then synthesize new concepts. (05/22/2018)</p>	<p>Use of Result: Continue using case studies in group discussions and re-assess in 3 years. (05/22/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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2. Be able to list various types of ethical dilemmas.
3. Be able to develop a moral and ethical code.
4. Be able to compare and contrast Ethics, Morals, and Values

High Impact Program Practices 1:

Common Intellectual Experiences

High Impact Program Practices 2:

Diversity/Global Learning

<p>Critical Thinking, Writing, and Communication Skills - ASSIST STUDENTS IN THE DEVELOPMENT OF THEIR CRITICAL THINKING SKILLS, QUALITY WRITING SKILLS, AND EFFECTIVE COMMUNICATION SKILLS IN A DIVERSE GLOBAL WORLD</p> <p>Goal Status: Active</p> <p>Start Date: 04/16/2018</p> <p>Goal Level (Bloom/Webb): High-Level (Creating/Evaluating)</p>	<p>Direct - Capstone Project - including undergraduate research - Students must complete CJUS 401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality, utilization of quantitative, qualitative or mixed methods research methodology and the final presentation of findings.</p> <p>Criteria Target:</p> <ol style="list-style-type: none"> 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper. <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2:</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The curriculum change for 2017 in which CJUS 345 Statistics & Design for Public Safety was added as a Pre-Req/Co-Req for the CJUS 401 Senior Seminar class has improved the students ability to formulate hypothesis and provide descriptive statistics using SPSS specifically within the paper and during their presentation. (05/22/2018)</p>	<p>Use of Result: Continue and re-assess in 2 years. (05/22/2018)</p>
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Program Outcomes

*Assessment Criteria &
Procedures*

Assessment Results

Use of Results

Capstone Course(s), Projects

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Program (CoCJER) - Criminal Justice - Corrections AS

Assessment Contact: Prof. Herbert Henderson

Mission Statement: The mission of the Associate Degree in Corrections program is to provide students with the basic knowledge and skills for an entry level corrections position.

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Overview - Provide a broad overview of the criminal justice field. Goal Status: Active</p>	<p>Direct - Exam/Quiz - Standardized - The students are required to take several introductory level courses which provide and overview of the criminal justice field. Students who complete the CJUS101 and CJUS110 courses with a grade of C or higher will be able to demonstrate their understanding of the field. Criteria Target: At least 80% of the students who enroll in CJUS101 and CJUS110 who are pursuing an Associate degree in Corrections, will have earned a C or higher in both courses. Schedule/Notes: At the end of each fall semester, data will be collected from the CJUS101 and CJUS110 classes.</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes In the fall of 2017, 86% of the students in CJUS101 and 82% of the students in CJUS110 earned a final grade of C or higher. This indicates that the students are meeting the criteria set related to having a broad understanding of the criminal justice field. (11/03/2018)</p>	<p>Use of Result: No action is needed at this time as the students demonstrated a general understanding of the criminal justice field. (11/03/2018)</p>
<p>Increase communication skills - Encourage and enhance oral and written communication skills Goal Status: Active</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Fall 2017: CJUS101 - 92% of the students who wrote the legal brief earned 70% or higher Fall 2017: CJUS110 - 90% of the students who wrote the opinion paper earned 70% or higher Fall 2017: CJUS140 - 85% of the students who wrote the research paper earned a 70% or higher (11/03/2018)</p>	<p>Use of Result: Students met the learning criteria. Data will be tested following the fall 2018 semester. (11/03/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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Other Findings

Pre-Service preparation - Students will complete the five courses necessary to earn the Pre-Service corrections certificate recommended for employment with the Michigan Department of Corrections.

Goal Status: Active

Goal Category: Operational Goal, not related to student learning

Assessment Year: AY17-18

Other Findings

Finding Reporting Year: 2017-2018

Goal met: Yes

No students earned the Pre-Service Corrections certificate in 2017-2018. The required report was submitted to the MDOC. (11/03/2018)

Related Documents:

[Corrections Annual Report 2017-18.doc](#)

[Corrections narrative 2017-18.doc](#)

Assessment: Reporting Unit Four Column

Program (CoCJER) - Criminal Justice - Homeland Security AS

Mission Statement: It is the mission of the criminal justice/fire science program faculty and staff to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the "professional model" as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

Assessment Contact: Prof. Herbert Henderson

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Information Technology - To integrate the use of information into Homeland Security coursework.</p> <p>Goal Status: Active</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p>	<p>Direct - Group project, collaborative learning - Students in CJUS 103 are required to complete a small group activity in which they research an intelligence topic using "open source" information sites to collect data about their provided topic. The students are allowed to use their book, tablets, laptops, smart phones, and classroom desktop computers as resources. The students must identify their sources using APA style guidelines and present their findings to the rest of the class. The group will present their findings and then offer a question and answer period at the end to help encourage greater discussion.</p> <p>Criteria Target: The learner will be able to distinguish between various type of intelligence information and describe how it should be evaluated. The learner will develop communication skills within small groups.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The students were able to achieve using this format. The group design allowed many students to feel more comfortable to start the research process. The presentation skills of the students were in a wide range of skills however all students did participate and complete their portion of the presentation. This project was also followed up with additional group presentations that allowed for further development of the group and individual skills. (08/16/2018)</p>	<p>Use of Result: This assignment format and follow up group project presentations will continue to be used as building blocks for future communication skill development. (08/16/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>The learner will develop communication/presentation skills. The learner will develop teamwork skills.</p> <p>High Impact Program Practices 1: Collaborative Assignments, Projects</p> <p>High Impact Program Practices 2: Common Intellectual Experiences</p>		
<p>Broad Knowledge of the Field - To provide familiarity with Homeland Security organizations, practices, and behavior.</p> <p>Goal Status: Active</p> <p>Goal Level (Bloom/Webb): Low-Level (Understanding/Remembering) [Bloom]</p>	<p>Direct - Writing Intensive Assignment - Students in the CJUS 103 class are required to research the immigration process and appeal process if immigration status is denied. The students must submit an APA style paper providing great detail in the processes including all references.</p> <p>Criteria Target: Provide knowledge in higher level governmental policies and procedures, as well as, research and writing skills.</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Undergraduate Research</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students were able to achieve at an average score of 88%. The students research skills and APA style development were both increased greatly. The knowledge gained from this assignment created great in-depth discussion about the topic linking the amount of time, cost, difficulties in the ability to understand english in written and oral form for ESL individuals. (08/16/2018)</p>	<p>Use of Result: This assignment will continue to be used as it not only improved student research and writing skills but oral communication during the intense discussion. (08/16/2018)</p>
<p>Integration - To integrate Homeland Security coursework with other criminal justice and fire science coursework.</p> <p>Goal Status: Active</p>	<p>Direct - Group project, collaborative learning - Students complete a group project that incorporates the multi-agency approach to disaster management in CJUS 103. Hence, the group coordinates the Law Enforcement, Fire, EMS, Public Health, Community Action-NPO, and Private Organizations at all levels Federal, State and Local in their designated disaster. They develop prevention, mitigation, response and recovery plans for their major event.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>This assignment will continue to be used. It builds on student's interpersonal communication skills and problem solving to bring diverse student populations together to achieve on this project. The presentation of these projects builds on the student's communication/presentation skills, as well as, the use of technology inside and outside of the classroom as many groups used google docs to share ideas and content during the development phase. (11/05/2018)</p>	<p>Use of Result: Continue to use this assignment which is a nexus between CJUS 103 and CJUS 325 across the curriculum for Prevention, Preparedness, Mitigation, Response, and Recovery. (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>High Impact Program Practices 1: Collaborative Assignments, Projects</p> <p>High Impact Program Practices 2: Common Intellectual Experiences</p> <hr/> <p>Communication skills - Encourage and enhance oral and written communication skills Goal Status: Active Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying)</p> <p>Direct - Presentation, Performance - Students present group projects on their assigned disasters. Each student is responsible for developing their own power point slides, diagrams, and visual aids for their sections, and they present their section of the event.</p> <p>High Impact Program Practices 1: Collaborative Assignments, Projects</p> <p>High Impact Program Practices 2: Common Intellectual Experiences</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Every student was capable of achieving at a very basic level of presentation skill. Students were all required and all achieved at producing their own power point slides and visual aids which they used during their portion of the presentation. (11/05/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: Yes The College of Criminal Justice and Emergency Responders went through and re-wrote the Mission, Vision and Goals linking them to the University's. (11/14/2018)</p> <p>Related Documents: CJ MISSION STATEMENT 2018.doc</p>	<p>Use of Result: Continue to use assignment and building on potential use of exterior technologies such as google docs and other file sharing. (11/05/2018)</p> <hr/> <p>Use of Result: The Faculty will review and evaluate the College of Criminal Justice and Emergency Responders Mission, Vision, and Goals stay current with the overall University's Strategic Plan. Faculty will continue to review and evaluate program and degree outcomes with input from the advisory committees (professionals in the fields of CJ, FS and EMS). (11/14/2018)</p>
<p>Meeting strategic plan goals_1 - The program's mission and objectives are consistent with Goals of the LSSU Strategic Plan and Updated Action Plans Goal Status: Active Goal Category: Operational Goal, not related to student learning</p>	<p>Other Findings</p>		

Assessment: Reporting Unit Four Column

Program (CoCJER) - Criminal Justice - Law Enforcement AS

Mission Statement: It is the mission of the criminal justice/fire science program faculty and staff to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the “professional model” as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

Assessment Contact: Prof. Herbert Henderson

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Information Technology - To integrate the use of information technology into law enforcement coursework.</p> <p>Goal Status: Active</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Assessment Year: AY18-19</p>	<p>Direct - Writing Intensive Assignment - Students are required to complete CJUS 203 Cybercrimes/Cyberterrorism. This course requires the students to utilize information technology to research multiple writing assignments to produce APA style papers. Students also use "open source" information to collect data.</p> <p>Criteria Target: Be able to identify "open source" information resources.</p> <p>Be able to distinguish between multiple sources and types of information to be able to develop logical levels of value.</p> <p>Be able to collect, organize, and construct a well written research paper.</p> <p>High Impact Program Practices 1: Not applicable to this outcome</p> <p>High Impact Program Practices 2: Common Intellectual Experiences</p>	<p>Finding Reporting Year: 2016-2017</p> <p>Goal met: Yes</p> <p>All students were able to functionally utilize open source internet sites to research and achieve in-depth information about specific names provided. The students then compiled the information using WORD doc. to upload their assignment. (11/10/2018)</p>	<p>Use of Result: This assignment will continue to be utilized with additional individuals added to expand the search strings. (11/10/2018)</p>
<p>Broad Knowledge of the Field - To</p>	<p>Direct - Field Placement/Internship</p>		

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>provide familiarity with law enforcement organizations, and behavior.</p> <p>Goal Status: Active</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p>	<p>Evaluation - Students are required to complete CJUS 206 On-Campus Internship. Students are placed with the university Public Safety Department where they experience the various aspects of the field including: Dispatch, Patrol, Parking Enforcement, Traffic Control, Crowd Control, and Special Events.</p> <p>Criteria Target: 1. The learner will be able to demonstrate proper professional behavior in the field of Criminal Justice.</p> <p>2. The learner will be able to evaluate information and prepare written reports.</p> <p>3. The learner will be able to differentiate between ethical and non-ethical discretions.</p> <p>4. The learner will be able to appraise possible emergency situations and develop actions plans to solve the problems.</p> <p>High Impact Program Practices 1: Service Learning, Community-based learning</p> <p>High Impact Program Practices 2: Internships</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>It was found by the instructor Mr. Clegg that the students in the CJUS 206 class were able to achieve the outcomes by achieving an 80% or higher score on all examinations. Furthermore 3 of the students from this course were hired by the Public Safety department after the class completed. (08/16/2018)</p>	<p>Use of Result: Continue to utilize the instructional method and examination style. Re-evaluate yearly. (11/05/2018)</p>
<p>Communication skills - Encourage and enhance oral and written communication skills</p> <p>Goal Status: Active</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying)</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete CJUS 206 On-Campus Internship. Students are placed with the university Public Safety Department where they experience various aspects of the field including: Dispatch, Patrol, Traffic Control,</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The Instructor Mr. Clegg identified that students were required to produce well written reports generated from scenarios that he provided in class. The reports were identified as scoring equal to or greater than 90%. Furthermore, the students all completed the hours of experiential learning in which they utilized police radio</p>	<p>Use of Result: Students have demonstrated positive outcomes related to field placements. Will continue to monitor agency response regarding student internship outcomes via course related correspondence and agency/department advisory</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>Parking Enforcement, Special Events, and Crowd Control</p> <p>Criteria Target: 1. The learner will be able to demonstrate proper professional behavior in the field of Criminal Justice.</p> <p>2. The learner will be able to evaluate information and prepare written reports.</p> <p>3. The learner will be able to differentiate between ethical and non-ethical discretions.</p> <p>4. The learner will be able to appraise possible emergency situations and develop actions plans to solve the problems.</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Internships</p>	<p>communications, telephone systems, and computer generated communications effectively. (08/16/2018)</p>	<p>council meetings. (11/02/2018)</p>

<p>Meeting strategic plan goals_1 - The program's mission and objectives are consistent with Goals of the LSSU Strategic Plan and Updated Action Plans</p> <p>Goal Status: Active</p> <p>Goal Category: Operational Goal, not related to student learning</p>	<p>Other Findings</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The College of Criminal Justice and Emergency Responders went through and re-wrote the Mission, Vision and Goals linking them to the University's. (11/14/2018)</p> <p>Related Documents: CJ MISSION STATEMENT 2018.doc</p>	<p>Use of Result: The Faculty will review and evaluate the College of Criminal Justice and Emergency Responders Mission, Vision, and Goals stay current with the overall University's Strategic Plan. Faculty will continue to review and evaluate program and degree outcomes with input from the advisory committees (professionals in the fields of CJ, FS and EMS). (11/14/2018)</p>
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Assessment: Reporting Unit Four Column

Program (CoCJER) - Fire Science - Generalist BS

Assessment Contact: Prof. Fred Newton

Mission Statement: The mission of the fire science program faculty and staff is to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the “professional model” as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Fire Service Applications - Provide the student with knowledge, skills and abilities to perform as an emergency responder practitioner and leader in a global world</p> <p>Goal Status: Active Start Date: 11/05/2018 Goal Level (Bloom/Webb): Low-Level (Understanding/Remembering) [Bloom] Assessment Year: AY18-19</p>	<p>Direct - Field Placement/Internship Evaluation - Students will have direct exposure to the field of Fire Fighting with a fulltime Fire Department. During their placement. Students will use the skills and abilities learned in prior Fire Science classes such as FIRE 204, 206, 211, 219, 220, 312, and 315 to enable them to participate actively with the fulltime fire fighters.</p> <p>Criteria Target: Students will experience actual fire fighting and daily operations of professional fire fighting operations.</p> <p>High Impact Program Practices 1: Common Intellectual Experiences High Impact Program Practices 2: Internships</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students self report in final internship papers positive learning experiences. Placement agency evaluations of students also show positive learning experiences and interactions . (06/18/2018)</p>	<p>Use of Result: Continue to monitor; follow up to determine future internship sites and maintain current internship sites. (11/05/2018)</p>
	<p>Direct - Capstone Project - including undergraduate research - All students will complete FIRE401 Senior Seminar the capstone writing intensive research course. Students complete a minimum of 35 page APA</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also benefit in re-evaluating the requirement of a statistics</p>	<p>Use of Result: Re-assess in 2 years (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>style research paper on a topic selected by the students and approved by the faculty member.</p> <p>Criteria Target: 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p>	<p>course. Ideally, a statistics course should be taken the semester before taking the senior capstone. (11/04/2018)</p>	
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)</p> <p>Goal Status: Active</p> <p>Goal Category: Periodic Program Review</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses key components and incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.</p> <p>Criteria Target: The Program Review will address the following criteria:</p> <ol style="list-style-type: none"> 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis <p>High Impact Program Practices 1: Not applicable to this outcome</p> <p>High Impact Program Practices 2: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The School completed the program review on the BS Fire Science: Generalist program in the fall 2018. There are three recommended key initiatives for the Fire Science program that are consistent with LSSU's Mission Statement: 1). hiring and retaining qualified faculty 2). program enrollment and retention, and 3). improvement of Regional Training Center. (11/04/2018)</p> <p>Related Documents:</p> <p>Fire Science Generalist Program Review 2018.docx</p>	<p>Use of Result: Monitor progress of recommendation and re-evaluate (11/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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Related Documents:
[Plan for Program Review V4a.pdf](#)

<p>2.1 Program Enrollment - Strategy 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable. Goal Status: Active Goal Category: Enrollment</p>	<p>Other Findings</p> <hr/> <p>Regular, recurring - The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative. Criteria Target: Program Enrollment Growth Goal: _____ by _____</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No There is the opportunity to increase the student numbers within fire science by returning to a grass-roots approach to recruiting and by improving facilities for fire science. (11/04/2018)</p> <p>Related Documents: Fire Science Graduation numbers since 2014.xlsx</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: No The goal has not been met. "Grass Roots" approach for recruiting will start November 2018. It is reasonable to believe that the Fire Science program can grow by 10% within two years through this approach. (11/04/2018)</p>	<p>Use of Result: If the program can offer an improved location for tactile education, LSSU has the potential to reach out to students that would otherwise attend a community college. All of the community colleges in Michigan that have fire science programs have better equipment and facilities. (11/04/2018) Budget Rationale: Budgeting \$4,000 each year for recruiting throughout the state of Michigan and re-invigorating recruitment within the Chicago area</p> <hr/> <p>Use of Result: Between 2008 and 2012, the years of heavy "grass-roots" recruiting, the five year average of prospective, admitted, and enrolled students illustrates the initiatives' viability. On average, there are 154 prospective students in which 105 are from Michigan, while 49 are from out-of-state; 98 (64 from Michigan, 34 out-of-state) of those students are admitted, with 46 (32 from Michigan, 14 out-of-state) students actually enrolling at LSSU. (11/04/2018)</p> <hr/> <p>Use of Result: Monitor progress as it begins and re-evaluate (11/04/2018) Budget Rationale: If the program can offer an improved location for tactile education, LSSU has the</p>
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Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
			<p>potential to reach out to students that would otherwise attend a community college. All of the community colleges in Michigan that have fire science programs have better equipment and facilities. Budgeting \$4,000 each year for recruiting throughout the state of Michigan and re-invigorating recruitment within the Chicago area</p> <p>Budget Request: 4000</p> <p>Use of Result: While we would like to increase our number of majors--there are a number of institutional obstacles to doing so--please see program review. (11/04/2018)</p>
<p>Twenty-first century Fire Service Practioners - Provide Fire Science students theoretical fire-service concepts with practical firefighting application</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/21/2017</p> <p>Goal Level (Bloom/Webb): Level 2 (Skills and Concepts) [Webb]</p> <p>Assessment Year: AY18-19</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Achieve a pass rate on the first time Fire Fighter I & 11 certification</p> <p>Criteria Target: Obtaining 90% or higher for each student passing FIRE219 and FIRE220</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p> <p>Related Documents: Firefighter I and II certification data 2017.pdf Firefighter I and II certification data 2018.pdf</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The fire science program is evaluated by a third party for training. The Michigan Firefighter Training Council (MFFTC) provides written and practical examination for those students who complete their Firefighter I/II course work. The scores on the written test (200 questions) cover the IFSTA (International Fire Service Training Association) curriculum; the practical examination completion rate is also taken as an indicator. In addition to the firefighter certification (11/04/2018)</p>	<p>Use of Result: Continue to monitor course success rates (11/04/2018)</p>
	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Attainment of Hazardous Materials Awareness and Operations</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The fire science program is evaluated by a third party for training. The Michigan Firefighter Training Council (MFFTC)</p>	<p>Use of Result: Continue to monitor progress (11/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
	<p>certification embedded into course FIRE111 Criteria Target: 85% or higher on the state examination High Impact Program Practices 1: Collaborative Assignments, Projects High Impact Program Practices 2: Common Intellectual Experiences Related Documents: Haz Mat Operations data certification 2017.pdf Haz Mat Operations data certification 2018.pdf</p>	<p>provides written and practical examination for those students who complete their Hazardous Materials course work. (11/04/2018)</p>	
<p>Critical Thinking, Writing, and Communication Skills - Assist students with written and verbal communication skills associated with public and private fire service professionalism</p> <p>Goal Status: Active Start Date: 08/21/2017 Goal Level (Bloom/Webb): Level 4 (Extended Thinking) [Webb] Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. Assessment Year: AY18-19</p>	<p>Direct - Capstone Project - including undergraduate research - Students must complete FIRE401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality, utilization of quantitative, qualitative or mixed methods research methodology. Criteria Target: At least 75% of students will demonstrate mastery of APA format, professional writing, and critical thinking based on the performance in in FIRE 401. 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also benefit in re-evaluating the requirement of a statistics course. Ideally, a statistics course should be taken the semester before taking the senior capstone. (11/04/2018)</p>	<p>Use of Result: Reassess in 2 years (11/04/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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research paper.

High Impact Program Practices 1:

Capstone Course(s), Projects

High Impact Program Practices 2:

Writing-Intensive Course(s)

<p>Pre and Post Crisis Management - High quality graduates will demonstrate proficiency in responding to community needs through the implementation of suppression, planning, prevention, mitigation, and recovery strategies</p> <p>Goal Status: Active Goal Category: Periodic Program Review Start Date: 11/05/2018 Goal Level (Bloom/Webb): High-Level (Creating/Evaluating) [Bloom] Assessment Year: AY18-19</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete FIRE403 Senior Fire Science Internship in which they are placed with an department/agency that meets the students career goals. Students actively interact with the employees of the department/agency on a daily basis learning the agency functions, processes, policies, and communities that they serve. Students must complete a final paper in APA format providing in-depth detail of the knowledge and experience gained from the internship.</p> <p>Criteria Target: 1. Be able to explain the function of their internship agency. 2. Be able to describe and explain pre and post emergency response, emergency mitigation, and emergency management. 3. Be able to analyze and evaluate the role of the internship department/agency within the field of fire science.</p> <p>High Impact Program Practices 1: Internships High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Students learn planning, prevention, mitigation, and response to crisis during their internship placements. Every department/agency students are placed with are provided the syllabus including the SLO's and the Program Goal which enables the department/agency to help improve the students experience. Departments and agencies have reported very positive responses to students and even request student interns. (11/04/2018)</p>	<p>Use of Result: Monitor progress with internship sites and maintenance of relationship (11/05/2018)</p>
<p>Maintain a nationally recognized fire</p>	<p>Indirect - Report/Audit - External -</p>	<p>Finding Reporting Year: 2017-2018</p>	<p>Use of Result: Accreditation of</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>program - The fire program will maintain national recognized IFSAC accreditation.</p> <p>Goal Status: Active Start Date: 08/21/2017 Assessment Year: AY17-18</p>	<p>Annual report will be submitted by July 1 each year that supports accreditation outcome criterial</p> <p>Schedule/Notes: Report was submitted June 30, 2018 and accepted by IFSAC</p>	<p>Goal met: Yes Report was submitted and accepted by IFSAC. Require outcomes page was completed on September 20, 2019 (10/30/2018)</p>	<p>program by IFSAC has been questioned as a whether there is benefit for our students. Students may be better served by obtaining fire fighter certification accreditation that will permit seamless transfer between state jurisdictions. (10/30/2018)</p> <p>Budget Rationale: Using National Fire accreditation will be a greater benefit for students and significantly reduce accreditation expenses.</p>

Assessment: Reporting Unit Four Column

Program (CoCJER) - Fire Science - Generalist BS Non-Cert.

Assessment Contact: Prof. Fred Newton

Mission Statement: The mission of the fire science program's faculty and staff is to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the "professional model" as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Pre and Post Crisis Management - High quality graduates will demonstrate proficiency in responding to community needs through the implementation of planning, prevention, mitigation, and recovery strategies</p> <p>Goal Status: Active</p> <p>Assessment Year: AY18-19</p>	<p>Direct - Field Placement/Internship Evaluation - Students are required to complete FIRE403 Senior Fire Science Internship in which they are placed with an department/agency that meets the students career goals. Students actively interact with the employees of the department/agency on a daily basis learning the agency functions, processes, policies, and communities that they serve. Students must complete a final paper in APA format providing in-depth detail of the knowledge and experience gained from the internship.</p> <p>Criteria Target: 1. Be able to explain the function of their internship agency. 2. Be able to describe and explain pre and post emergency response, emergency mitigation, and emergency management. 3. Be able to analyze and evaluate the role of the internship department/agency within the field of fire science.</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>Students learn planning, prevention, mitigation, and response to crisis during their internship placements. Every department/agency students are placed with are provided the syllabus including the SLO's and the Program Goal which enables the department/agency to help improve the students experience. Departments and agencies have reported very positive responses to students and even request student interns (11/05/2018)</p>	<p>Use of Result: Monitor relationships with internship sites (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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High Impact Program Practices 1:
Internships
High Impact Program Practices 2:
Writing-Intensive Course(s)

<p>Twenty-first century Fire Service Practitioners - Provide Fire Science students theoretical fire-service concepts Goal Status: Active Assessment Year: AY18-19</p>	<p>Direct - Capstone Project - including undergraduate research - Students must complete FIRE401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality, utilization of quantitative, qualitative or mixed methods research methodology.</p> <p>Criteria Target: At least 75% of students will demonstrate mastery of APA format, professional writing, and critical thinking based on the performance in in FIRE 401. 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Capstone Course(s), Projects High Impact Program Practices 2: Writing-Intensive Course(s)</p>	<p>Finding Reporting Year: 2017-2018 Goal met: No Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also benefit in re-evaluating the requirement of a statistics course. Ideally, a statistics course should be taken the semester before taking the senior capstone. (11/05/2018)</p>	<p>Use of Result: Reassess in two years (11/05/2018)</p>
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Critical Thinking, Writing, and	Direct - Capstone Project - including	Finding Reporting Year: 2017-2018	Use of Result: Reassess in two
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<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Communication Skills - Assist students with written and verbal communication skills associated with public and private fire service professionalism</p> <p>Goal Status: Active</p> <p>Assessment Year: AY18-19</p>	<p>undergraduate research - Students must complete FIRE401 Senior Seminar. This senior capstone course requires students to select a research topic that is approved by the faculty and then complete a research study. The paper must conform to APA guidelines and be a minimum of 35 pages. The paper is evaluated on writing quality, utilization of quantitative, qualitative or mixed methods research methodology.</p> <p>Criteria Target: At least 75% of students will demonstrate mastery of APA format, professional writing, and critical thinking based on the performance in in FIRE 401. 1. Be able to develop a testable hypothesis and research design. 2. Be able to identify and utilize quality research sources. 3. Be able to analyze data and use it to support hypothesis. 4. Be able to produce a well organized and well written research paper.</p> <p>High Impact Program Practices 1: Writing-Intensive Course(s)</p> <p>High Impact Program Practices 2: Capstone Course(s), Projects</p>	<p>Goal met: No</p> <p>Unstable faculty have hindered true assessment for FIRE401. Currently, the program relies on faculty from other majors to offer this capstone. The course's stability will also benefit in re-evaluating the requirement of a statistics course. Ideally, a statistics course should be taken the semester before taking the senior capstone (11/05/2018)</p>	<p>years (11/05/2018)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities,</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The School completed the program review on the BS Fire Science: Generalist program in the fall 2018. There are three recommended key initiatives for the Fire Science program that are consistent with LSSU's Mission Statement:</p>	<p>Use of Result: Monitor progress of recommendation and re-evaluate (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)
Goal Status: Active
Goal Category: Periodic Program Review

and documents the impact of assessment findings and subsequent actions on student learning.
Criteria Target: The Program Review will address the following criteria:
 1. Contribution to LSSU Mission/Vision
 2. Metrics of Productivity
 3. Internal and External Program Demand
 4. Program Quality
 5. Program Assessment
 6. Opportunity Analysis
Related Documents:
[Fire Science Generalist Program Review 2018.docx](#)

1). hiring and retaining qualified faculty 2). program enrollment and retention, and 3). improvement of Regional Training Center. (11/05/2018)

2.1 Program Enrollment - Strategy
 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.
Goal Status: Active
Goal Category: Enrollment

Regular, recurring - The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative.
Criteria Target: Program Enrollment Growth Goal: _____ by _____

Finding Reporting Year: 2017-2018
Goal met: No
 The goal has not been met. "Grass Roots" approach for recruiting will start November 2018. It is reasonable to believe that the Fire Science program can grow by 10% within two years through this approach. (11/05/2018)
Related Documents:
[Fire Science Graduation numbers since 2014.xlsx](#)

Use of Result: Between 2008 and 2012, the years of heavy "grassroots" recruiting, the five year average of prospective, admitted, and enrolled students illustrates the initiatives' viability. On average, there are 154 prospective students in which 105 are from Michigan, while 49 are from out-of-state; 98 (64 from Michigan, 34 out-of-state) of those students are admitted, with 46 (32 from Michigan, 14 out-ofstate) students actually enrolling at LSSU. (11/05/2018)

Assessment: Reporting Unit Four Column

Program (CoCJER) - Fire Science AA

Mission Statement: The mission of the fire science program's faculty and staff is to provide an atmosphere where active learning may occur, to provide students with the highest quality educational experience, to continue to support the “professional model” as currently utilized, to become appropriate role models for students, to support the educational program by acquiring the appropriate equipment and supplies, to fulfill the advising role, and to assess the academic outcomes of the program.

Assessment Contact: Prof. Fred Newton

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Applications - Provide the student with appropriate application and use of fire protection equipment, terms and concepts.</p> <p>Goal Status: Active</p> <p>Assessment Year: AY18-19</p>	<p>Direct - Exam/Quiz - Standardized - The students are required to take several introductory level courses which provide and overview of the fire service. Students who complete the FIRE101 and FIRE111 courses with a grade of C or higher will be able to demonstrate their understanding of the field.</p> <p>Criteria Target: At least 95% of the fire science students who enroll in FIRE101 and FIRE111 are also pursuing a Bachelor's degree in Fire Science, will have earned a C or higher in both courses. At least 70% of the students in FIRE101 and FIRE111 are CJUS students and will have earned a C or higher in both courses.</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>In the fall of 2018, 80% of the students in FIRE101 are earning a final grade of C or higher. This indicates that the students are currently meeting the criteria set (11/05/2018)</p>	<p>Use of Result: Continue monitoring progress and re-evaluate (11/05/2018)</p>
<p>Communication - Provide the student with opportunity to develop, enhance</p>	<p>Direct - Writing Intensive Assignment - Students in FIRE315</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p>	<p>Use of Result: Reassess in 2 years</p>

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
<p>and use oral and written skills Goal Status: Active Goal Level (Bloom/Webb): Low-Level (Understanding/Remembering)</p>	<p>receive exercises that require written interpretations. Not only do students have to offer written interpretations of scenarios from real-life situations, but they made to follow directions for said exercises to test their ability to pay attention to directions, etc. Criteria Target: 90% of the students should earn a 70% or higher on the first exercise, with gradual increasing to 85% by the end of the course. High Impact Program Practices 1: Writing-Intensive Course(s) High Impact Program Practices 2: Collaborative Assignments, Projects</p>	<p>Unstable faculty have hindered true assessment for FIRE315. Since that last time this course was assessed, the criteria had been met (11/05/2018)</p>	<p>(11/05/2018)</p>
<p>Certifications - Provide the opportunity for student to earn certifications in Firefighter I/II, Hazardous Materials Awareness and Operations, and as an Basic-Emergency Medical Technician Goal Status: Active</p>	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Achieve a pass rate on the first time Fire Fighter I & II certification Criteria Target: Obtaining 90% or higher for each student passing FIRE219 and FIRE220 High Impact Program Practices 1: Common Intellectual Experiences High Impact Program Practices 2: Collaborative Assignments, Projects Related Documents: Firefighter I and II certification data 2017.pdf Firefighter I and II certification data 2018.pdf</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes The fire science program is evaluated by a third party for training. The Michigan Firefighter Training Council (MFFTC) provides written and practical examination for those students who complete their Firefighter I/II course work. The scores on the written test (200 questions) cover the IFSTA (International Fire Service Training Association) curriculum; the practical examination completion rate is also taken as an indicator. In addition to the firefighter certification. (11/05/2018)</p>	<p>Use of Result: Monitor and re-assess (11/05/2018)</p>
	<p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Attainment of Hazardous Materials Awareness and Operations certification embedded into course</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 85% or higher pass rate on the state examination (11/05/2018)</p>	<p>Use of Result: Monitor and re-assess (11/05/2018)</p>

Program Outcomes	Assessment Criteria & Procedures	Assessment Results	Use of Results
	<p>FIRE111</p> <p>Criteria Target: 85% or higher on the state examination</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p> <p>Related Documents:</p> <p>Haz Mat Operations data certification 2017.pdf</p> <p>Haz Mat Operations data certification 2018.pdf</p> <p>Direct - Laboratory, Clinical, Skill/Competency Assessments - Attainment of of EMT-Basic certification after taking EMED190 and EMED191.</p> <p>Criteria Target: 80% or higher on the state examination</p> <p>High Impact Program Practices 1: Common Intellectual Experiences</p> <p>High Impact Program Practices 2: Collaborative Assignments, Projects</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The EMS program is evaluated by a third party for certification. See assessment for EMED190 and EMED191 (11/05/2018)</p>	<p>Use of Result: Continue to monitor progress (11/05/2018)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.)</p> <p>Goal Status: Active</p> <p>Goal Category: Periodic Program Review</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components and incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning.</p> <p>Criteria Target: The Program Review will address the following criteria:</p> <ol style="list-style-type: none"> 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program 	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>The School completed the program review on the BS Fire Science: Generalist program in the fall 2018. There are three recommended key initiatives for the Fire Science program that are consistent with LSSU's Mission Statement: 1). hiring and retaining qualified faculty 2). program enrollment and retention, and 3). improvement of Regional Training Center. (11/05/2018)</p>	<p>Use of Result: Monitor progress of recommendation and re-evaluate (11/05/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
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- Demand
- 4. Program Quality
- 5. Program Assessment
- 6. Opportunity Analysis

2.1 Program Enrollment - Strategy
 2.1 The Program establishes realistic goals for program enrollment that are optimistic, realistic, achievable.
Goal Status: Active
Goal Category: Enrollment

Regular, recurring - The program sets goals for program enrollment which are time-based, progressive, achievable and quantitative.
Criteria Target: Program Enrollment Growth Goal: _____ by _____

Finding Reporting Year: 2017-2018
Goal met: No
 There is the opportunity to increase the student numbers within fire science by returning to a grass-roots approach to recruiting and by improving facilities for fire science. (11/05/2018)

Use of Result: If the program can offer an improved location for tactile education, LSSU has the potential to reach out to students that would otherwise attend a community college. All of the community colleges in Michigan that have fire science programs have better equipment and facilities (11/05/2018)
Budget Request: 4000
Budget Rationale: Budgeting \$4,000 each year for recruiting throughout the state of Michigan and re-invigorating recruitment within the Chicago area
Use of Result: Between 2008 and 2012, the years of heavy “grassroots” recruiting, the five year average of prospective, admitted, and enrolled students illustrates the initiatives’ viability. On average, there are 154 prospective students in which 105 are from Michigan, while 49 are from out-of-state; 98 (64 from Michigan, 34 out-of-state) of those students are admitted, with 46 (32 from Michigan, 14 out-ofstate) students actually enrolling at LSSU. (11/05/2018)

Assessment: Reporting Unit Four Column

Program (CoCJER) - Paramedic Technology AAS

Mission Statement: The mission of the Paramedic program is to provide outstanding education and training to future emergency medicine providers.

Assessment Contact: Dr. Ron Hutchins, Dean

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Knowledge and Skills - Provide students with the knowledge and skills required to enter the field of EMS displaying entry level competency as emergency medicine practitioners.</p> <p>Goal Status: Active</p> <p>Goal Category: Student Learning</p> <p>Start Date: 08/31/2017</p> <p>Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom]</p> <p>Revision Notes: Goal name and outcome revised to include 'Knowledge and Skills' relating to overall competencies required to enter the EMS profession (Oct 2018).</p>	<p>One-time, irregular frequency - Students will demonstrate understanding of required education objectives (National and State) and display required skills to entry level competency upon program completion.</p> <p>Criteria Target: Upon program completion, 100% of eligible candidates will obtain passing score of 80% or higher on cognitive evaluations and will demonstrate minimum competency in skills testing.</p> <p>High Impact Program Practices 1: Internships</p> <p>Related Documents: Paramedic Instructional Guidelines.pdf Paramedic Objectives 11-01_156017_7.pdf</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>All 2017-18 paramedic program candidates successfully passed Cognitive and Psychomotor requirements. (10/20/2018)</p> <p>Related Documents: EMED 301 Summative Final Exam Analysis.pdf</p>	<p>Use of Result: Recommendations made to incoming faculty regarding need for additional Application / Analysis level content in Cardiology and Pharmacology related topics. (08/31/2018)</p> <p>Budget Rationale: New (refurbished) ECG monitor for use with larger cohort - allows for multiple concurrent skills / scenario training opportunities during program</p> <p>Budget Request: 2000</p>
<p>Interprofessional Skills - Students will display professional competency during interactions with others (patients, peers, and the public) upon successful program completion.</p>	<p>Direct - Field Placement/Internship Evaluation - Direct observation by clinical and internship preceptors - candidates will demonstrate effective interprofessional skills</p>	<p>Finding Reporting Year: 2017-2018</p> <p>Goal met: Yes</p> <p>All 2017-18 paramedic program candidates successfully displayed appropriate interprofessional skills during field internship rotations - all recommended for NREMT testing.</p>	<p>Use of Result: Current development strategies for students promote successful goal achievement. Continue to review program and internship</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Institutional Learning: ILO1 - Formal Communication - Students will develop and clearly express complex ideas in written and oral presentations. Revision Notes: Changed from 'Ethics' to 'Professional Competency' and updated SLO to relate professional interactions. Assessment Year: AY18-19</p>	<p>while working as a paramedic. Criteria Target: During interactions with patients, peers, or the public, candidates will display effective techniques 80% of the time. Schedule/Notes: Added 2018. High Impact Program Practices 1: Internships</p>	<p>(10/20/2018)</p>	<p>opportunities for additional improvement to support goal. (10/20/2018)</p>
<p>Professional Competency - Upon program completion, 100% of eligible candidates will demonstrate entry-level competency in Cognitive, Psychomotor, and Affective requirements of the field. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2018 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Added 'Professional Competency' goal 2018.</p>	<p>Direct - Field Placement/Internship Evaluation - Candidates will demonstrate entry-level competency in all areas related to the professional requirements of the profession as observed by preceptors during terminal internship. Criteria Target: 100% of eligible candidates will demonstrate entry level knowledge, skills, and interaction with patients, peers, and the public greater than 80% of the time. Schedule/Notes: Added Assessment Criteria / Procedure - Oct 2018 High Impact Program Practices 1: Internships</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 Paramedic Program candidates demonstrated entry level competency in Cognitive, Psychomotor, and Affective domain requirements and were recommended to challenge NREMT testing. (10/20/2018)</p>	<p>Use of Result: Program will continue use of AAOS content and Flsdap documentation software for candidate portfolio development at this time. Additional content and documentation systems will be evaluated during 2018-19 AY. (10/20/2018)</p>
<p>Interdisciplinary Relations - Upon program completion, 100% of eligible candidates will demonstrate appropriate relations and display respect for other emergency</p>	<p>Direct - Field Placement/Internship Evaluation - Students will be evaluated regarding peer interactions during field internship; preceptors will identify strengths</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 Paramedic Program candidates demonstrated appropriate Interdisciplinary Relations during field internship rotations. (10/20/2018)</p>	<p>Use of Result: Paramedic Program staff will continue to encourage students in Interdisciplinary Relations and will seek to cultivate specific interdisciplinary training</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>disciplines during interactions. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Updated to 'Interdisciplinary Relations' Oct 2018.</p>	<p>and weaknesses for candidates during internship period. Criteria Target: 100% of eligible candidates will display appropriate respect for peer disciplines and will demonstrate effective interactions with same 80% of the time during internship period. Schedule/Notes: Added assessment Oct 2018 High Impact Program Practices 1: Internships</p>		<p>opportunities between CJ, FS, and EMED students. (10/20/2018)</p>
<p>Meeting strategic plan goals - The program's mission and objectives are consistent with Goals of the LSSU Strategic Plan and Updated Action Plans Goal Status: Active Goal Category: Operational Goal, not related to student learning</p>	<p>One-time, irregular frequency - Annual program evaluation performed by faculty and administration within the School of CJ, FS, and EMED. EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans. Criteria Target: EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans. Schedule/Notes: Added Assessment Oct 2018. High Impact Program Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes Current EMED Program mission and objectives reviewed in September 2018 School of CJ, FS, and EMED department meeting; all align with LSSU goals / objectives as noted. (10/20/2018)</p>	<p>Use of Result: Program goals consistent with university goals; continue to review during 2018-19 AY. (10/20/2018)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews for</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning. Criteria Target: The Program Review</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes School of CJ/FS/EMED staff reviewed 2017-18 AY departmental goals in September 2018 and find alignment with LSSU goals. (10/27/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: Yes Regular review of course content and evaluation outcomes</p>	<p>Use of Result: School of CJ/FS/EMED staff will continue to compare departmental and institutional goals for compliance and alignment throughout the 2018-19 AY. (10/27/2018)</p> <hr/> <p>Use of Result: Current EMED Program Director will continue regular staff and advisory</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>CoAEMSP accreditation.) Goal Status: Active Goal Category: Periodic Program Review Start Date: 08/21/2017 Revision Notes: Annual reports submitted to CoAEMTPs and State of Michigan Office of BETP Assessment Year: AY17-18</p>	<p>will address the following criteria:</p> <ol style="list-style-type: none"> 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis 	<p>performed with Program Medical Director throughout the AY find entry level skills, knowledge, and abilities meet entry level requirements. (10/27/2018)</p> <hr/> <p>Finding Reporting Year: 2017-2018 Goal met: Yes Opportunity Analysis - October 2018 publication from NAEMSE and IAFP/CCP indicates potential growth in degree-based EMS programs with recommendation for existing paramedics to complete a degree (Associate, or Bachelor) to further the industry. (10/27/2018)</p>	<p>meetings to review program and student progress, meeting CoAEMSP and MDHHS BETP requirements while simultaneously ensuring program success. (10/27/2018)</p> <hr/> <p>Use of Result: Continue planned development of Paramedic Bachelor Degree for future student recruitment. October 2018 recommendations from NAEMSE and IAFP/CCP indicate potential need for existing Paramedic personnel to complete a degree (Associate and/or Bachelor) to further the industry. (10/27/2018) Budget Rationale: Development of digital content (video-based lecture and activities) for use in flipped classroom settings or in the administration of online courses. Budget Request: 500</p>

Assessment: Reporting Unit Four Column

Program (CoCJER) - Paramedic Training CER

Mission Statement: The mission of the Paramedic program is to provide outstanding education and training to future emergency medicine providers.

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Knowledge, Skills, and Abilities - Provide students with the knowledge, skills, and abilities required to enter the field of EMS displaying entry level competency as emergency medicine practitioners. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Paramedic CER - updated Oct 2018</p>	<p>One-time, irregular frequency - Students will demonstrate understanding of required education objectives (National and State) and display required skills to entry level competency upon program completion. Criteria Target: Upon program completion, 100% of eligible candidates will obtain passing score of 80% or higher on cognitive evaluations and will demonstrate minimum competency in skills testing. Schedule/Notes: Details for Goal updated Oct 2018 Budget Implications (\$): 500 High Impact Program Practices 1: Not applicable to this outcome</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 Paramedic students recommended for NREMT certification process based upon successful completion of terminal program Cognitive, Psychomotor, and Affective evaluations. (10/27/2018)</p>	<p>Use of Result: 2018-19 EMED Program Director reviewing additional interactive tools for student use, including Computer Adaptive study and testing system (Platinum Education). (10/27/2018) Budget Request: 1000 Budget Rationale: Computer Adaptive Testing (CAT) offered through Platinum mimics testing mechanism utilized by NREMT for certification purposes. Modules are available as often as student / instructor would like (no limit), in comparison to current vendor (non-adaptive, fee-per-test system).</p>
<p>Interprofessional Skills - Students will display professional competency during interactions with others (patients, peers, and the public) upon successful program completion. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-</p>	<p>Direct - Field Placement/Internship Evaluation - Direct observation by clinical and internship preceptors - candidates will demonstrate effective interprofessional skills while working as a paramedic. Criteria Target: During interactions with patients, peers, or the public, candidates will display effective</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes 2017-18 Paramedic Cohort successfully completed Internships displaying professional competencies during interactions with others. All students recommended for NREMT certification process. (10/27/2018)</p>	<p>Use of Result: New EMED Director / Instructor reviewing current processes with former students and clinical site operators to determine need for changes if applicable. (10/27/2018)</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>Level (Analyzing/Applying) [Bloom] Revision Notes: Updated Oct 2018</p>	<p>techniques 80% of the time. Schedule/Notes: Updated Oct 2018 High Impact Program Practices 1: Service Learning, Community-based learning</p>		
<p>Professional Competency - Upon program completion, 100% of eligible candidates will demonstrate entry-level competency in Cognitive, Psychomotor, and Affective requirements of the field. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Updated Oct 2018</p>	<p>Direct - Field Placement/Internship Evaluation - Candidates will demonstrate entry-level competency in all areas related to the professional requirements of the profession as observed by preceptors during terminal internship experiences. Criteria Target: 100% of eligible candidates will demonstrate entry level knowledge, skills, and interaction with patients, peers, and the public greater than 80% of the time. Schedule/Notes: Added / created Oct 2018</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 cohort members completed field internships displaying professional competency. All students approved to challenge NREMT certification process. (10/27/2018)</p>	<p>Use of Result: All 2017-18 cohort participants demonstrated professional competency during filed internships. 2018-19 Cohort will similarly adhere to current state and national educational standards. (10/27/2018)</p>
<p>Interdisciplinary Relations - Upon program completion, 100% of eligible candidates will demonstrate appropriate relations and display respect for other emergency disciplines during interactions. Goal Status: Active Goal Category: Student Learning Start Date: 08/31/2017 Goal Level (Bloom/Webb): Mid-Level (Analyzing/Applying) [Bloom] Revision Notes: Added Oct 2018</p>	<p>Direct - Field Placement/Internship Evaluation - Students will be evaluated regarding peer interactions during field internship; preceptors will identify strengths and weaknesses for candidates during internship period. Criteria Target: 100% of eligible candidates will display appropriate respect for peer disciplines and will demonstrate effective interactions with same 80% of the time during internship period. Schedule/Notes: Added Oct 2018</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes All 2017-18 cohort members demonstrated appropriate interdisciplinary relations during the completion of their field internship and were recommended to challenge NREMT certification process. (10/27/2018)</p>	<p>Use of Result: 2018-19 EMED Director implementing additional layer for Affective Evaluations (self-assessment by students) and incorporating 'Employer/Employee' dyadic relationship with students to foster improved interdisciplinary relationships with Law Enforcement, Fire Service, and Hospital / Long Term Care facility personnel. (10/27/2018)</p>
<p>Meeting strategic plan goals - The program's mission and objectives are</p>	<p>One-time, irregular frequency - Annual program evaluation</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes</p>	<p>Use of Result: School of CJ/FS/EMED will continue to</p>

<i>Program Outcomes</i>	<i>Assessment Criteria & Procedures</i>	<i>Assessment Results</i>	<i>Use of Results</i>
<p>consistent with Goals of the LSSU Strategic Plan and Updated Action Plans Goal Status: Active Goal Category: Operational Goal, not related to student learning</p>	<p>performed by faculty and administration within the School of CJ, FS, and EMED. EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans. Criteria Target: EMED Program mission and objectives will align with Goals of the LSSU Strategic Plan and Updated Action Plans. Schedule/Notes: Added Oct 2018 High Impact Program Practices 1: Not applicable to this outcome</p>	<p>CJ / FS / EMED Department meeting reviewed compliance in September, 2018 and finds alignment of goals. (10/27/2018)</p>	<p>compare institutional goals with departmental goals for alignment and consistency. (10/27/2018)</p>
<p>Program Review - The Program provides evidence in support of Program Review in accordance with the Higher Learning Commission Criteria for Accreditation (4.A. The institution demonstrates responsibility for the quality of its educational programs. 1. The institution maintains a practice of regular program reviews.) Goal Status: Active Goal Category: Periodic Program Review Revision Notes: Updated Oct 2018</p>	<p>Indirect - Report/Audit - Internal - The Program conducts evidence-supported regular program review. The Program addresses the key components of the , incorporates feedback from assessment activities, and documents the impact of assessment findings and subsequent actions on student learning. Criteria Target: The Program Review will address the following criteria: 1. Contribution to LSSU Mission/Vision 2. Metrics of Productivity 3. Internal and External Program Demand 4. Program Quality 5. Program Assessment 6. Opportunity Analysis</p>	<p>Finding Reporting Year: 2017-2018 Goal met: Yes School of CJ / FS / EMED staff reviewed institutional and departmental goals and find alignment between both. Program content currently under review by new EMED Program Director. Content reviewed with Program Medical Director regularly throughout the academic year. (10/27/2018)</p>	<p>Use of Result: Continue regular Program content review with Program Medical Director (CoAEMSP and MDHHS BETP program approval requirements) (10/27/2018) Use of Result: Continue planned development of Paramedic Bachelor Degree for future student recruitment. October 2018 recommendations from NAEMSE and IAFP/CCP indicate potential need for existing Paramedic personnel to complete a degree (Associate and/or Bachelor) to further the industry. (10/27/2018) Budget Request: 500 Budget Rationale: Digital program content development (video-based lectures and activities) for flipped classroom and possible online courses.</p>