



# 2021-2022



# College of Health Sciences

# **Department of Family and Consumer Sciences**

# Family and Consumer Sciences BA/BS

## Feedback - Positive Employer/Supervisor Feedback

### Goal Description:

The Department of Family and Consumer Sciences will graduate general Family and Consumer Sciences majors who perform well in employment positions within the field

**Providing Department:** Family and Consumer Sciences BA/BS

**Progress:** Completed

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Feedback - Demonstration Of Applied Professional Competence

#### Learning Objective Description:

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of family-and-consumer-sciences-related positions.

#### RELATED ITEM LEVEL 2

### Feedback - Employer/Supervisor Evaluation

#### Indicator Description:

The supervisor evaluation form for general family and consumer sciences interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-yes, hire with reservations-no" indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all family and consumer sciences students are evaluated in this way except for the teacher certification students who are evaluated by the teachers supervising their methods courses. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer sciences colleges and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the Internship Handbook which serves as the textbook for the internship course (FACS 4369). The other programs that use this same form are interior design, fashion merchandising, and food service management.

Attached Files

 [FACS Internship Form E](#)

#### Criterion Description:

80% of business supervisors of family and consumer sciences interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

#### Findings Description:

Three seniors completed the internship to finish their degree plan as part of this program's closure.

- N=3 - 100% received a rating of 3.5 or higher.
  - N=2, received 5.0
  - N-1, received 4.0
- The average rating was 4.66/5.00;

### RELATED ITEM LEVEL 3

#### Feedback - Employer/Supervisor Evaluation

##### Action Description:

No action will be taken, this program has closed and all FACS-Gen students have completed their degree requirements in the major.

## Research - Reading and Understanding Quantitative Research in Periodical Literature

### Goal Description:

The Department of Family and Consumer Sciences (FACS) will graduate general FACS majors who have demonstrated the ability to glean essential research information from the extant peer-reviewed quantitative periodical literature such as the *Journal of Marriage and Family* and *Child Development*.

**Providing Department:** Family and Consumer Sciences BA/BS

**Progress:** Completed

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

#### Research - Demonstration of Ability to Glean Essential Quantitative Research Findings

##### Learning Objective Description:

Students will demonstrate the ability to select a quantitative research article and provide key information and findings from the article using the 12 step process.

#### RELATED ITEM LEVEL 2

#### Research - 12 Step Template for Quantitative Research

##### Indicator Description:

The 12 Step Template provides 12 distinct pieces of information family and consumer sciences students need as students and as future consumers of the extant research literature. Regardless of FACS focus (e.g., nutrition, textile science, marriage and family relationships, child development and parenting), students are exposed to the current scientific findings applicable to the field and are expected to be able to read appropriate periodical literature and to succinctly gather essential information from the article reviewed. The instrument, “12 Steps to Understanding a Quantitative Research Report” (pp. 111-112) is from Locke, Silverman, and Spirduso’s (2010) *Reading and Understanding Research* (3<sup>rd</sup> ed.). The authors explain and provide an example of a completed 12 step template. The attached instrument or 12 Step Template is employed in addition to a handout derived from the American Psychological Association and The Writing Center at the University of Wisconsin – Madison, titled, “Acknowledging, Paraphrasing, and Quoting Sources.” Students in FACS 3369, Family Relationships, and FACS 4333, Child Development and Guidance, complete multiple 12 Steps. Assignments are submitted via TurnItIn on Blackboard.

Attached Files

 [Plagiarism](#)

 [12 Steps to Understanding a Quantitative Research Report](#)

##### Criterion Description:

100% of general FACS majors will complete at least two 12 Step Templates with a similarity report of less than 40% (they are allowed to list the steps each time for clarity) but little to no similarity within the text they provide for each step.

##### Findings Description:

No data was collected in 2021-2022 for this criterion with no FACS-Gen courses offered. The program is closed and no longer being offered in the department.

### RELATED ITEM LEVEL 3

#### **Research - 12 Step Template for Quantitative Research**

##### **Action Description:**

No data was collected in 2021-2022 for this criterion with no FACS-Gen courses offered. The program is closed and no longer being offered in the department.

#### **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

##### **Closing Summary**

The program is closed beginning with the fall 2021 semester and will no longer be offered. No PCI for this program is needed.

##### **Update of Progress to the Previous Cycle's PCI:**

The program is closed and no longer being offered in the department. No assessment data will be collected for this program moving forward.

#### **New Plan for Continuous Improvement Item**

##### **Closing Summary:**

The program is closed and no longer being offered in the department. Assessment data will no longer be collected or reported.

# Fashion Merchandising BA/BS

## Employer/Supervisor Evaluation

### Goal Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who perform well in positions of employment within the fashion industry.

**Providing Department:** Fashion Merchandising BA/BS

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Employer/Supervisor Evaluation - Demonstration Of Applied Professional Competence

#### Learning Objective Description:

The student will demonstrate professional competence and the ability to apply what they have learned (e.g., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of fashion merchandising.

#### RELATED ITEM LEVEL 2

### Employer/Supervisor Evaluation Data

#### Indicator Description:

The supervisor evaluation form for fashion merchandising interns evaluates three skill areas: personal skills, interpersonal skills, and professional characteristics (which includes appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a “yes-no” indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all fashion merchandising students are evaluated in this way. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by representatives of multiple programs within the department. Instruments used by other family and consumer sciences/fashion merchandising colleges and departments were reviewed in the development of the instrument. The attached instrument was designed to be generic for all programs in the Department of Family and Consumer Sciences that require this type of internship and is published in the *Internship Handbook* which serves as the textbook for the internship course (FACS 4369). The other programs that use this same form are interior design, general family and consumer sciences (without the teaching certificate), and food service management.

Attached Files

 [FACS Internship Form E](#)

#### Criterion Description:

At least 80% of business supervisors of fashion merchandising interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.

#### Findings Description:

100% of the internship site supervisors of Fashion Merchandising the students performance above 3.5 with an average of 4.75 out of 5. 100% indicated they would hire the student based on exceptional performance in the internship.

#### RELATED ITEM LEVEL 3

### Employer/Supervisor Evaluation Data

#### Action Description:

No action to change this item will be made. We will continue to use this criteria to understand how students are prepared and performing in their internship. So far, we have had a strong group of students completing internship successfully.

**Student Content Knowledge, Merchandising Mathematics**

**Goal Description:**

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who can assume the role of an assistant buyer based on coursework required within the major.

**Providing Department:** Fashion Merchandising BA/BS

**RELATED ITEMS/ELEMENTS** -----

**RELATED ITEM LEVEL 1**

**Demonstration of Student Content Knowledge, Merchandising Mathematics**

**Learning Objective Description:**

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who have an understanding of the various elements of merchandising, including construction of a profit and loss statement, calculations for markdowns and markups, inventory valuation, and stock planning for a period of time such as a season.

**RELATED ITEM LEVEL 2**

**Student Content Knowledge, Merchandising Mathematics**

**Indicator Description:**

FACS 4363 Merchandising Control is currently under curriculum review to be changed to FACS 3348 Merchandise Control, which is taught in the Spring semesters. A pre-test and post-test has been developed to determine whether the content therein was adequately synthesized and could be applied by the students. At least 80% of students will show an improvement of 50 points on a 100-point scale in order to indicate that there was success in student learning in this specific area of merchandising. If for any reason, the pre and post-test are not able to be administered, this competency will be evaluated on the student ability to successfully complete a six-month merchandising plan. At least 80% of students will successfully complete a course assignment of the six-month plan and achieve a minimum grade of 75% (C).

**Criterion Description:**

At least 80% of students in the FACS 4363 Merchandising Control course will show an improvement of 50 points on a 100-point scale from the pre-test to the post-test. If for any reason, the pre and post-test are not able to be administered, this competency will be evaluated on the student ability to successfully complete a six-month merchandising plan. At least 80% of students will successfully complete a course assignment of the six-month plan and achieve a minimum grade of 75% (C).

**Findings Description:**

Based on the six-month plan assignment, 100% of students completed the assignment and achieved a minimum grade of 75% with the overall average course score of 94.5%.

**RELATED ITEM LEVEL 3**

**Student Content Knowledge, Merchandising Mathematics**

**Action Description:**

Based on the current assessment criteria, this plan item will be more clearly delineated and a larger assignment to assess this specific knowledge will be implemented in the course. By more accurately measuring this skill in class, we can better determine the overall level of program preparedness for students future career options in buying. Additionally, we will be measuring this skill in another upper level course, FACS 4348 Buying II.



## Student Content Knowledge, Program-Based

### Goal Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who can make positive and informed contributions to their companies based on coursework required within the major.

**Providing Department:** Fashion Merchandising BA/BS

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Demonstration of Student Content Knowledge, Program-Based

#### Learning Objective Description:

The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who are capable of critiquing fashion advertisements for effectiveness and potential impact on the fashion consumer.

#### RELATED ITEM LEVEL 2

### Student Content Knowledge, Program-Based

#### Indicator Description:

In keeping with the previous cycle's Plan for Continuous Improvement, the program targeted an additional measure specific to student content knowledge. Because fashion promotion is so integral and necessary to merchandising and profitability in the fashion industry, faculty in the Fashion Merchandising program focused on evaluation of a specific assignment in FACS 3378 Fashion Promotion. The assignment involves a critique of four different fashion advertisements from a variety of fashion publications. Three of the advertisements are supplied by the instructor and one is chosen by the student from a fashion publication of his/her choice. Students are supplied with specific instructions and a point distribution for evaluating the assignment (see attached). Assignments will be evaluated on a scale of 1-5, with 1 being unacceptable and 5 being excellent.

Attached Files

 [Ad Analysis](#)

#### Criterion Description:

At least 80% of students will receive an evaluation of 3.5 or higher on a 5.0 scale.

#### Findings Description:

100% of students received an evaluation over 3.5 out of 5 on the assignment with an average score of 4.8 out of 5.

#### RELATED ITEM LEVEL 3

### Student Content Knowledge, Program- Based

#### Action Description:

This plan item will be replaced with a more robust assessment of this skill. Additionally, new course assignments will be developed to more accurately gauge student understanding and will be used across multiple courses instead of just a single course.

## Update to Previous Cycle's Plan for Continuous Improvement Item

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

#### Closing Summary

The FM program has moved to 100% online as of Fall 2021. During the academic year of 2020-2021, five (5) new courses were added to the FM curriculum and extensive changes and updates to the FM degree plan were put into place. Because the curriculum process has a long timeline, we are still waiting on final approval to add these courses to the degree plan. However, this will be completed in the 2021-2022 academic year.



As we fully integrate these new courses and finalize the degree plan, Dr. Keila Tyner, the program coordinator, will be working on a new assessment plan to align new goals and learning objectives with the degree plan. She has been awarded an Assessment Mini-Grant to help facilitate this process and expects to develop this new assessment plan in the spring 2022 semester so that it can be fully implemented in fall 2022.

**Update of Progress to the Previous Cycle's PCI:**

We have fully moved online and introduced the new courses in the program. A fully new developed assessment plan will be put into place for 2022-2023 that more accurately measures student performance and skill level in the program.

**New Plan for Continuous Improvement Item**

**Closing Summary:**

We have fully moved online and introduced the new courses in the program. A fully new developed assessment plan will be put into place for 2022-2023 that more accurately measures student performance and skill level in the program.

This new assessment plan is expanded to include assessment of various course content/assignments across 6 courses in the program (not including Internship or the employer assessment items) which represent about 43% of the courses in the program. By more closely monitoring student performance, we will be able to more accurately determine skill level and career preparedness for students.

This new plan was developed with assistance from the Department of Family and Consumer Sciences and through the Assessment mini-grant received by the program coordinator. In that grant, new skills were developed through a certification training on adult learners and online learning. This has helped to develop assessment items that are in-line with the student population and adult learning.

# Food Science and Nutrition BS

## Cultural Competence

### Goal Description:

Students in the FSN major will demonstrate cultural competence and diversity-related knowledge and skills when working in student teams and with the community.

**Providing Department:** Food Science and Nutrition BS

**Progress:** Completed

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Cultural Competence - Culturally Appropriate Nutrition Education

##### Learning Objective Description:

Students will successfully develop a nutrition education program based on a community needs assessment that is culturally appropriate.

Description: Students in the FSN are required to work in teams and in the community to personally deliver a nutrition education program. This will require development of the skills to assess a community, design and deliver a program for underserved populations as part of addressing health disparities. Future work as professionals will require students to be culturally competent and be able to work in teams. These skills are required competencies for program accreditation.

#### RELATED ITEM LEVEL 2

#### Cultural Competence - Culturally Appropriate Nutrition Education

##### Indicator Description:

1. Cultural Competency Theory and Knowledge Exam
2. Score earned on the service-learning community education project

##### Criterion Description:

1. Ninety percent of students will earn a "B" or higher on an examination of cultural competence theory and knowledge while enrolled in FACS 3339: Community Nutrition Course.

- The cultural competency exam was developed from standardized questions obtained from the course textbook as well as faculty-developed questions. The textbook for this course is listed as a text used to develop national examination questions.

2. Students will earn a score of 90% or better on the major service-learning project as part of the FACS 3339: Community Nutrition Course.

- The grading rubric for the service-learning project is attached. This rubric has been developed by the faculty and refined over several years of use. Components of the rubric are aligned with knowledge requirements for accreditation.

Attached Files

 [Service Learning Project Rubrics.doc](#)

 [peer evaluation form spc \(4\).doc](#)

**Findings Description:**

1. Of the nine students enrolled in FACS 3339, Community Nutrition, during the spring semester, five (56%) out of nine earned a "B" or better on the cultural competence exam. However, this exam was not given as an exam; rather the exam was used as a case study.
2. Of the nine students enrolled in FACS 3339, Community Nutrition, six earned a score of 90% or better on the service-learning project.

#### RELATED ITEM LEVEL 3

### **Cultural Competence - Culturally Appropriate Nutrition Education**

#### **Action Description:**

The action plan for cultural competence includes the following:

1. To more accurately reflect the objective related to this item, the cultural competence exam will be used as an exam, not a case study the next time FACS 3339, Community Nutrition, is offered.
2. For the service learning project, a sample project will be provided and students will be asked to submit their work in stages. Biweekly discussions of progress will also encourage students to perform better on the service learning project.
3. Students in FACS 4373, Cultural Nutrition, will be assigned a team nutrition education project; students will evaluate their peers on this assignment. (Assignment to be prepared by the course instructor for the fall semester.)

#### RELATED ITEM LEVEL 1

### **Cultural Competence - Teamwork Skills**

#### **Learning Objective Description:**

Students will successfully develop teamwork skills while working on a community nutrition education project.

Attached Files

 [Service Learning Project Rubrics.doc](#)

 [peer evaluation form spc \(4\).doc](#)

#### RELATED ITEM LEVEL 2

### **Cultural Competence - Teamwork Skills**

#### **Indicator Description:**

Peer evaluation form developed for the community nutrition education team project. This evaluation allows the student to reflect on their own performance as a team member and to provide an evaluation of their peers. A four point Likert-type scale ranging from Poor to Outstanding is utilized for the peer evaluation component of the evaluation. The form was developed by the faculty member for this specific project.

Attached Files

 [peer evaluation form spc \(4\).doc](#)

#### **Criterion Description:**

Ninety-five percent of students will receive an average rating of "3" or "4" by their peers for performance as a team member related to the community nutrition education project in the FACS 3339: Community Nutrition course.

Attached Files

 [peer evaluation form spc \(4\).doc](#)

#### **Findings Description:**

The peer evaluation was not included in the course this year.

RELATED ITEM LEVEL 3

Cultural Competence - Teamwork Skills

Action Description:

The next time that Community Nutrition, FACS 3339, is taught the peer evaluation will be completed as previously planned.

In addition, a peer evaluation of team members will be completed for the nutrition education project to be associated with Cultural Nutrition, FACS 4373.

Nutrition Counseling and Education Methods

Goal Description:

The FSN program will provide effective instruction for student skills development related to nutrition counseling and education methods to facilitate behavior change in clients.

Providing Department: Food Science and Nutrition BS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Nutrition Counseling and Education Methods - Near Peer

Learning Objective Description:

Students will demonstrate counseling and education methods to facilitate behavior change for and enhance wellness for individuals.

RELATED ITEM LEVEL 2

Nutrition Counseling and Education Methods - Near Peer

Indicator Description:

Score on near-peer nutrition counseling assignment.

Evaluation of student performance is assessed by the course faculty. Students are assigned a "near-peer" student for whom they perform a nutrition assessment and facilitate development of client nutrition goal(s), and counsel clients on methods to obtain that goal(s).

Criterion Description:

Eighty percent of students will earn a “B” or better on the demonstration of wellness counseling as part of the Near-Peer consultation project in the FACS 4371: Nutrition Assessment course.

Findings Description:

There were 14 students enrolled in FACS 4371 during the spring semester. Of the 14, 100% earned a "B" or better on the wellness counseling project.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Near Peer

Action Description:

Although 100% of the students in FACS 4371, Nutrition Assessment, received a "B" or higher on the wellness counseling as part of the consultation project, this project will be reviewed to make sure that it meets the needs of the program, and student grades will again be included in the next program assessment.

RELATED ITEM LEVEL 1

Nutrition Counseling and Education Methods -Evidence-based practice

Learning Objective Description:

Students will demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions for client counseling and education.

RELATED ITEM LEVEL 2

Nutrition Counseling and Education Methods -Evidence-based practice

Indicator Description:

Case study assignment in the senior Clinical Dietetics course. See attached rubric. The Case Study Assignment rubric utilized has been developed by program director and has been refined over several years of use. It is made available to program faculty teaching the senior Clinical Dietetics course.

Attached Files

 [Grading Rubric for Clinical Case Studies \(1\).docx](#)

Criterion Description:

Eighty percent of students enrolled in FACS 4360: Clinical Dietetics, will earn a “B” or higher on the component assessing the utilization of technology to identify a professional organizations guidelines/protocols to complete a case study.

Findings Description:

There were 15 students enrolled in FACS 4360, Clinical Dietetics, during the fall semester. Of those 15 students, 13 (87%) earned a B or higher on the case study related to professional organizations guidelines/protocols.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Evidence-Based Practice

Action Description:

Although 100% of the students in FACS 4371, Nutrition Counseling and Assessment, received a "B" or better, this assignment will be reviewed to make sure that it is meeting the program needs and will be reevaluated again during the next assignment period.

Quality Experiential Learning

Goal Description:

The FSN program will provide quality experiential learning opportunities in the areas of clinical nutrition, community nutrition and food service that will allow students to apply knowledge and develop professional practice skills.

**Providing Department:** Food Science and Nutrition BS

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Quality Experiential Learning

Learning Objective Description:

Students will assess their experiential learning activities provided to develop and demonstrate practice skills in the three major areas of the curriculum: clinical nutrition, community nutrition and food service management.

RELATED ITEM LEVEL 2

Quality Experiential Learning - Clinical Nutrition

Indicator Description:

DPD Exit Survey

Senior level FSN students are asked to answer nutrition knowledge related content that reflects the coursework they completed in the FSN classes in a DPD exit Survey. The survey is administered during the final course of the FSN de

Attached Files

 [Program Exit Survey.pdf](#)

**Criterion Description:**

The established minimum score for the knowledge survey is 80 percent which reflects a high application and understanding of the FSN course content.

**Findings Description:**

There were 11 students in FACS 4361 in the spring semester. Of these 11 students, 100% earned a "B" or better on this survey.

RELATED ITEM LEVEL 3

**Quality Experiential Learning - Clinical Nutrition**

**Action Description:**

Due to the importance of this indicator item, this item will remain part of the program assessment.

RELATED ITEM LEVEL 2

**Quality Experiential Learning - Community Nutrition**

**Indicator Description:**

Program Exit Survey

Description: During the FSN program students are provided experiential learning experiences that they assess prior to graduation from the program by completing an exit survey. Students are asked to rate the quality of the experiential learning in community nutrition with a Likert-type scale ranging from strongly agreeing that they had quality experiences to strongly disagreeing that the experiences were of a quality that allowed them to develop practice skills. See attached survey.

Attached Files

 [Program Exit Survey.pdf](#)

**Criterion Description:**

At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Community Nutrition.

The criterion was developed by the program faculty based on previous program evaluation results.

**Findings Description:**

A total of ten students graduated during the academic year of 2021-2022. Forty percent of the graduates responded to the program evaluation request. This was four out of ten graduates. Of those four, three (75%) indicated that they strongly or somewhat agree that the experiential learning was adequate to develop skills in community nutrition.

RELATED ITEM LEVEL 3

**Quality Experiential Learning - Community Nutrition**

**Action Description:**

The indicator for this item was not met. The information will again be assessed and the item will remain in the assessment plan.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

The BS in Food Science and Nutrition degree includes the 2017 standards for accreditation by ACEND. The new 2022 ACEND standards will continue to be implemented until all are met. The continuous plans for improvement are listed in the six specific actions below. Dr. Valencia Browning-Keen, PhD, RDN, LD will

be leaving her post as the DPD Director and Nutrition Coordinator in the coming academic year. Two new faculty joined our team last year and three additional faculty will be joining our team in the coming academic year (2021-2022). The ACEND accreditation report was submitted August 17, 2020 last year. The ACEND Virtual Site visit was completed in January of 2021 and the follow up in person visit from ACEND Education Management Team will take place September, 2021. Dr. Dana Smith, PhD, RDN, LD will be assuming the role of the DPD Director effective September 1, 2021. Significant improvements continue to be made to the classrooms and increased budgeting for instructional resources for the Food Science and Nutrition Program continue to be priorities in the department. The FACS Leadership Team is still in place within the same facilities. The new program director and new faculty need to assist in developing the action steps below for achieving the KRDN's in this ACEND accredited program for student success.

1. Students will be provided additional opportunities in FACS 3339 and FACS 4373 to be tested on cultural competency theory and knowledge.
2. Students will be provided various cultural competence teamwork skills in FACS 3339, FACS 4373, FACS 4360, and FACS 4361.
3. Evidence-based practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations will be used in FACS 4360, FACS 4361, and FACS 4371 in coordination with the Student Health Services referral consults and experiential learning opportunities.
4. Numerous Near-Peer nutrition counseling and development of nutrition education assignments will be offered in one or more of the following classes: FACS 3339, FACS 4360, FACS 4361, FACS 4371, and FACS 4373.
5. An experiential learning site will be provided for students to participate in secondary data management to complete medical nutrition therapy intervention of a specific disease state in FACS 4360 and FACS 4361.
6. Students will be provided opportunities in FACS 3339 and FACS 4373 experiential learning assignments during the spring of 2022.

#### **Update of Progress to the Previous Cycle's PCI:**

##### **Update Summary**

The undergraduate dietetics program was recently (August 2021) accredited by ACEND, the Accreditation Council for Education in Nutrition and Dietetics, and an in-person follow-up visit was completed in September, 2021.

During the 2021-22 academic year opportunities were provided related to **cultural competence** in FACS 3339 and FACS 4373. **Teamwork skills** were cultivated in various classes including FACS 3339, FACS 4373, FACS 4360, and FACS 4361. **Evidence-based** practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations were used in FACS 4360, FACS 4361, and FACS 4371. Although the Near-Peer nutrition counseling project was included in FACS 4371, this project should be reviewed to verify that it is meeting the needs of the students and the requirements of the associated KRDN. Other nutrition education assignments were included in FACS 3339, FACS 4360, FACS 4361, and FACS 4373. **Experiential learning assignments** were included in FACS 3339 and FACS 4373.

- 1.

#### **New Plan for Continuous Improvement Item**

##### **Closing Summary:**

Beginning with the 2022-23 academic year, there are new standards, and the program will need to continue to implement changes until all are being met. Most notably alternate assignments will need to be included for students that do not achieve the KRDN standards with the originally planned assignments; all KRDNs will need to be met by every student to receive a verification statement upon graduation. Since Dr. Dana Smith is



not returning Sam Houston University as the Dietetics Program Director (DPD), the new program director will work with the nutrition faculty to assure a plan for all KRDNs to be met in this ACEND accredited program.

2022-23 goals will continue to include the following:

1. Opportunities related to cultural competence in FACS 3339 and FACS 4373 .
2. Cultural competence teamwork skills in FACS 3339, FACS 4373, FACS 4360, and FACS 4361.
3. Evidence-based practice clinical dietetics case studies utilizing technology to identify best-practice protocols in professional organizations FACS 4360, FACS 4361, and FACS 4371.
4. Review and inclusion of Near-Peer nutrition counseling project and nutrition education assignments one or more of the following classes: FACS 3339, FACS 4360, FACS 4361, FACS 4371, and FACS 4373.
5. Experiential learning assignments in FACS 3339 and FACS 4373.

An additional goal will focus on processes involved in delivering quality food service. Indicators will focus on cycle menu planning and purchasing, facility and equipment planning, and hazard analysis and critical control point (HACCP) planning.

# Interior Design BA/BS

## Internship Supervisor Evaluation

### Goal Description:

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who meet the technical work expectations of employers in the profession of interior design during their internship experience.

**Providing Department:** Interior Design BA/BS

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Demonstration Of Applied Professional Competence

##### Learning Objective Description:

The interior design student will demonstrate professional competence and the ability to apply the technical knowledge and skills (e.g., appropriate space planning, product knowledge and sourcing, business procedures and industry based electronic/digital communication systems) learned in various courses of interior design.

#### RELATED ITEM LEVEL 2

#### Employer/Supervisor Evaluation

##### Indicator Description:

The performance expectations held by business supervisors of graduating interior design students include proficiency in interior design technical knowledge and skills, which directly relate to the topics covered in the program's courses to address the Standards developed by the Council of Interior Design Accreditation (CIDA). Business supervisors of interior design interns evaluate the intern's technical knowledge and skills as they apply to the intern's assigned business tasks in three areas of skills (professional technical skills, interpersonal skills, and personal skills and abilities). Two questions were selected from the FACS 4369, Internship, Form E, which address the supervisor's rating of the intern's competence and performance.

1. On a Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, supervisors rated their satisfaction of the intern's performance in 32 aptitudes. The ratings from the 32 aptitudes were averaged together into an overall rating.
2. The second question asks the supervisor to answer "yes or no" as an indicator of whether the business would hire the intern for an entry-level design assistant position.

Attached Files

 [FACS Internship Form E](#)

##### Criterion Description:

Since there is no universal academic or interior design industry measure for employer satisfaction with employee's technical knowledge and skills, the program faculty determined that at least 90% of business supervisors of interns would be satisfied with the student's performance. This satisfaction should be evident by an assigned overall rating of 3.75 or higher on a 5.0 scale and 90% of business supervisors will indicate that the business would hire the intern if a position within the company were available.

Attached Files

 [FORM E Employer eval 2022.pdf](#)

##### Findings Description:

Data was collected from spring 2022 and summer 2022 internship classes.

1. *N=11* interior design students were included in this assessment. Business supervisor satisfaction was **(4.90 on a 5.0 scale)**.

2. **100%**  $N=11$ , of the business supervisors, stated that they would hire the interior design interns if a position within the company was available. Both criteria were met for this indicator.

Attached Files

 [FORM E Employer eval 2022.pdf](#)

RELATED ITEM LEVEL 3

### **Employer/Supervisor Evaluation**

#### **Action Description:**

Findings show that our students continue to be academically prepared to enter the design profession. We will continue to collect data about our senior interior design students from the supervisor evaluation of performance to assess our student preparation and potential for employment upon graduation.

## **Student Content Writing Skills**

### **Goal Description:**

The interior design program will graduate students who meet the writing expectations established by the Council of Interior Design Accreditation (CIDA).

**Providing Department:** Interior Design BA/BS

**Progress:** Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

### **Demonstration of Content Writing Skills**

#### **Learning Objective Description:**

The interior design student will exhibit an ability to write professionally through writing assignments and written parts of projects within interior design courses using a writing quality associated with the CIDA accreditation.

RELATED ITEM LEVEL 2

### **Content Writing Skills Evaluation**

#### **Indicator Description:**

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of interior design student writing skills is derived from proficient writing of programming documents and concept statements. Using project rubrics from senior-level projects in FACS 4330 and 4331, the professor will evaluate the student's written statements and convert scores into a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

#### **Criterion Description:**

Since there is no universal academic measure for writing skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting writing proficiency work within a senior-level project will have a satisfactory rating of 3.5 or higher on a 5.0 scale.

#### **Findings Description:**

Findings were not reported for this assessment. The faculty assigned to the courses where this data is collected did not collect nor report data before their termination in May.

RELATED ITEM LEVEL 3

### **Content Writing Skills Evaluation**

#### **Action Description:**

The interior design program will replace this assessment and begin to collect data for content writing skills from our sophomore WE course, *FACS 2361: History of Interiors I*. This course is better suited for assessing writing skills and allows the program to assess students in the lower-

level courses that have not previously been included in our assessment. This course is the first of two WE courses in the program and will help identify targets for writing improvement before students move to the second WE course in their junior year, *FACS 3361: History of Interiors II*.

**Student Knowledge and Skills of Advanced Content**

**Goal Description:**

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who have a mastery of technical knowledge and skills needed for entry-level positions in the interior design profession.

**Providing Department:** Interior Design BA/BS

**Progress:** Ongoing

**RELATED ITEMS/ELEMENTS** -----

**RELATED ITEM LEVEL 1**

**Demonstration of Advanced Knowledge and Skills**

**Learning Objective Description:**

Students who are prepared to do an internship in the interior design profession will demonstrate the mastery of advanced technical knowledge and skills necessary for entry-level interior design positions.

**RELATED ITEM LEVEL 2**

**Advanced Knowledge and Skills Evaluation**

**Indicator Description:**

As part of the interior design program’s accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the advanced technical knowledge and skills necessary for working in an internship which leads to an entry-level position is based on the satisfactory application of advanced technical knowledge and skills exhibited in senior-level projects. A senior project rubric will be used as an assessment of application of evidence-based design knowledge, space planning and communication of design solutions through two-dimensional and three-dimensional drawings. The professor will evaluate the student work using a rubric with scores converted to a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

**Criterion Description:**

Since there is no universal academic measure for advanced technical knowledge and skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting completed senior interior design projects will have a satisfactory rating of 3.5 or higher on a 5.0 scale and will continue through the program’s internship to graduation.

**Findings Description:**

Findings were not reported for this assessment. The faculty assigned to the courses where this data is collected did not collect nor report data before their termination in May.

**RELATED ITEM LEVEL 3**

**Advanced Knowledge and Skills Evaluation**

**Action Description:**

Lecture faculty assigned to our senior design studios for fall and spring in collaboration with the Chair is re-evaluating this assessment and the instrument to collect this data for the upcoming cycle.

**Student Knowledge and Skills of Preliminary Content**

**Goal Description:**

To prepare interior design students to meet the knowledge and skills expectations at the junior-level, students will master preliminary level technical knowledge and skills in order to progress to advanced holistic design applications.

**Providing Department:** Interior Design BA/BS

**Progress:** Ongoing

#### RELATED ITEMS/ELEMENTS -----

##### RELATED ITEM LEVEL 1

#### **Demonstration Of Preliminary Knowledge And Skills**

##### **Learning Objective Description:**

The interior design program will control the students progressing in the program to advanced studio courses. Students prepared to enter the junior-level in the interior design program will demonstrate a mastery of preliminary technical knowledge and skills necessary to develop more advanced holistic design applications.

##### RELATED ITEM LEVEL 2

#### **Preliminary Knowledge and Skills Evaluation**

##### **Indicator Description:**

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the technical knowledge and skills necessary for advanced-level coursework is based on the passage of the sophomore portfolio review. Students submit completed work from six interior design courses (FACS 1360, FACS 2364, FACS 2361, FACS 2386, FACS 2387, and FACS 2388) and one art course (ARTS 1316) for review. A committee of design faculty and SHSU interior design alumni independently evaluate student work for twelve basic areas of technical knowledge and skills. Student work in each area is scored 1.0 through 4.0 with 1.0 being "proficiency of work is not acceptable" and 4.0 being "work has exceptional proficiency" resulting in a calculated overall average score. A minimum rating of 34 out of 48 (70%) is required to pass the sophomore portfolio review.

##### **Criterion Description:**

Because there is not a universal academic measure for preliminary technical knowledge and skills among interior design programs, the program faculty determined that at least 15 of the interior design students submitting work to the sophomore portfolio review will pass the review and have a rating of (34/48) or higher in their total rating among the twelve skills assessed to be approved to take advanced interior design studio courses.

Attached Files

 [Portfolio Assessment and Review Rubric 2022.pdf](#)

##### **Findings Description:**

During the 2022 sophomore portfolio review:

- N=20 students submitted portfolios for review, a decrease of 7 (-26%) students from 2021.
- N=16, students passed the review with a score of 34 or higher.
- The average score of the passing group, N=16 that meets 34 or higher = **38.05**. An increase from 36.77 in 2021.
- **N=16 passed = (80%)**. The minimum number of 70% **was** met for passing the review.

Attached Files

 [Portfolio Assessment and Review Rubric 2022.pdf](#)

##### RELATED ITEM LEVEL 3

#### **Preliminary Knowledge and Skills Evaluation**

##### **Action Description:**

The increase in average scores and number of passing reviews suggests that students are more prepared for the review than in previous years. This is partially due to curriculum revisions in FACS 1360, our freshman design studio, and new requirements of both FACS 1360 and ARTS 1316 pre-reqs. for sophomore design courses that began in the fall of 2021. We will continue to assess if these changes influence the outcomes of the reviews for a second year with the spring 2023 reviews.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

#### **New Plan:**

1. The assessment for the interior design program met in 3 of our 4 areas assessed. The area of preliminary knowledge and skills evaluation did not meet our assessment. Faculty will convene prior to the sophomore review in May of 2022 to discuss the past outcomes and see what is needed to help increase the passing rate.
2. The program will be under new leadership starting in fall 2021 and the plan for the program in 2021-2022 is currently being developed. There is a current discussion regarding micro-credentialing, studio courses to focus on healthcare design to better aligning our program under health sciences, the creation of an advisory board, development of 1-2 new courses in technology and digital graphics, and the creating of a new lighting lab housed in Lea Drain.
3. We will be completing a \$350K renovation and creation of a new senior design studio to help support student success and transition from student to practitioner, in partnership, with Haworth, one of the largest furniture manufacturers in the world.
4. Our accrediting body for both CIDA and NASAD have reports due in the spring of 2022; the outcomes of those reviews will add additional information on the program's success and future direction.

### **Update of Progress to the Previous Cycle's PCI:**

#### **Closing Statements on the Progress of the New Plan:**

1. The program's assessment of preliminary knowledge through our sophomore portfolio review process improved from the previous year. We see this resulting from a change in the curriculum for our gateway course, *FACS 1360: Basic Principles of Design*, which is our freshman design studio. An emphasis on interior design and architecture, and less general art foundations, we believe has helped student performance as they move into the sophomore year.
2. No progress was made in this area, new leadership was removed from their position end of the fall term, and they are no longer with the university. Active recruitment and job posting for this position will begin in the 2022-2023 year.
3. The project is currently underway, and completion is estimated for early November 2022. We plan to host our final senior capstone design studio in this space for spring 2023.
4. A report for both NASAD (January 2022) and CIDA (March 2022) was submitted. The NASAD reaccreditation site visit was delayed until September 2022. The 3-year progress report for CIDA and the Accreditation Commission will review during their summer/fall meeting, and feedback will be provided shortly thereafter. We will have a determination on NASAD re-accreditation in April/May 2023.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

The CIDA-Council for Interior Design Accreditation program completed its mid-accreditation review this past spring. This report is submitted in the 3rd year of a 6-year accreditation cycle. We will have a response to the report following the fall 2022 CIDA Board meeting. New CIDA standards were implemented on July 1, 2022.

The ID program faculty met for a two-day workshop in the spring of 2022 to address the standard changes and additions. They completed a curriculum map of all courses to ensure compliance with the standards and where primary and secondary evidence of those standards would be taught.

Consideration of more team-based learning in the advanced studios is being explored. We have integrated a team-based project in FACS 3360: Business Practices and seeking to add a team-based project in the fall of 2022 in FACS 4330: *Commercial Design I* and spring of 2023 in FACS 3337: *Design Process*; which will have aspects of DEI and multi-culturalism to address new the new CIDA stds. We anticipate adding an assessment on team-based learning in the rubric for one or both of these two courses for the next assessment cycle.

At the writing of this closing summary, our joint NASAD-National Association of Schools of Art & Design re-accreditation site with the Department of Art has concluded. In the exit interviews with the site team and Provost, the site team found no instances of failure to meet NASAD standards. This is rare, and we are pleased to see this result.

The interior design program has submitted changes to several course titles, and all course prefixes will be moved from FACS to INDS to reflect the new department name change to Human Sciences. This prefix change will help provide greater differentiation between the courses within the undergraduate and graduate curriculum in the department which will help to align the courses in their respective degrees.

From our curriculum workshop, we have a few course titles and descriptions (1360, 2364, 2365, 3332, 3377) that will be modified to align with our CIDA stds. and to generally clean up areas of the curriculum that has not been addressed for several years. We will be developing a new course, which is a revision to our current FACS 2386: Space Planning course, to convert this course into a design studio with a lab. Currently, the program has 4 courses that are studio based, 2386 will become the 2nd in the sequence, for a total of five. Those courses will be retitled following the new course approval to show that each of our five studios is a sequence of skills building noted with titles Studio I, II, III, etc.

The program then intends to develop a 1-credit hour portfolio design course and an introduction to interior design course. The introductory course is essential for new majors' orientation and to get them ready for academic and professional careers in interior design. Before entering studios, it will assist students in understanding what goes into the practice of design and provide a review of the industry. Although there will inevitably be attrition in the design field, it is hoped that this course will help to reduce it or allow students to decide sooner, before beginning their studio work, whether this is the correct major for them. Currently, freshmen only enroll in one design course, with a break in the spring with no course on design. Students need greater academic preparation in the freshman year to complete the seven design courses in the sophomore year that lead to the sophomore portfolio review in May following the completion of the fourth semester of the degree plan. They will also help with retention in the program. We will switch our FACS 1360 course to the spring vs. fall semester and place the introduction course in the fall. Last, A separate course is needed to assist students in developing their digital portfolios, web-based portfolios, and resumes prior to taking internship inspiration in their senior year; this course will be offered in the fall. Currently, portfolio design and development are integrated into another course. At the current time, the course might be offered in the fall of 2023 or as late as 2024.



# **Department of Kinesiology**

# Athletic Training MSAT

## G1: Contemporary Practice

### Goal Description:

Equip athletic training students for contemporary practice in an evolving health care system through academic, clinical, and professional excellence.

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

**SLO1: Demonstrate academic excellence that demonstrates readiness for contemporary practice in AT.**

### Learning Objective Description:

MSAT students will demonstrate academic excellence and preparation for contemporary practice as demonstrated through the following measures:

- **BOC practice exam scores**
- **BOC exam first-time pass rates and overall pass rates**
- **Athletic Training Milestones**

Attached Files

 [at\\_milestones.pdf](#)

#### RELATED ITEM LEVEL 2

### Indicator 1: for SLO 1 BOC Practice Exams

### Indicator Description:

Board of Certification (BOC) Practice Exams are taken by students in their 2nd year within the MSAT program in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2).

These exams are developed and provided by the BOC. Practice Exams provide scores by domain across five domains.

The BOC exam and practice exams evaluate student knowledge on the following domains:

1. **Injury and Illness Prevention and Wellness Promotion:** Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.
2. **Examination, Assessment, and Diagnosis:** Implementing systematic, evidence-based examinations and assessments to formulate valid clinical diagnoses and determine patients' plan of care.
3. **Immediate and Emergency Care:** Integrating best practices in immediate and emergency care for optimal outcomes.
4. **Therapeutic Intervention:** Rehabilitating and reconditioning injuries, illnesses and general medical conditions with the goal of achieving optimal activity level based on core concepts (i.e., knowledge and skillsets fundamental to all aspects of therapeutic interventions) using the applications of therapeutic exercise, modality devices and manual techniques.
5. **Healthcare Administration and Professional Responsibility:** Integrating best practices in policy construction and implementation, documentation and basic business practices to promote optimal patient care and employee well-being.

[https://bocatc.org/system/document\\_versions/versions/24/original/boc-pa7-content-outline-20170612.pdf?1497279231](https://bocatc.org/system/document_versions/versions/24/original/boc-pa7-content-outline-20170612.pdf?1497279231)

**Criterion Description:**

This indicator will be assessed in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2). The program aspires to have 90% of MSAT students will attain scores of 75 or higher in the five domains during a minimum of one of the BOC practice exam attempts in this course.

**Findings Description:**

MSAT cohort 1 students have finished year 1 of the program at the end of spring 2022. Cohort 1 students will take these exams for the first time in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2) during fall 2022 and spring 2023.

**RELATED ITEM LEVEL 3**

**Action - BOC Practice Exams**

**Action Description:**

BOC practice exams are required in ATTR 5350 Immersive Clinical (year 2, fall semester) and ATTR 5240 Clinical Experiences in AT IV (year 2, spring semester). These will be completed during the 2022-2023 reporting cycle. Practice exam data is reported by BOC exam domain and will help the program identify strong and weak areas for individual students as well as programmatic strengths and weaknesses. Dr. Williams will be responsible for saving BOC practice exam data to the shared T-drive for the program. All AT faculty are responsible to review and discuss action items for both strengths and weaknesses.

**RELATED ITEM LEVEL 2**

**Indicator 2: For SLO 1 - BOC Exam Scores**

**Indicator Description:**

Board of Certification® (BOC) Exam Scores as reported in the e-Accred portal from the Commission on Accreditation of Athletic Training Education (CAATE).

Scores from this exam will be used to assess student attainment across all five domains of professional knowledge. The BOC Exam Reports are available to program from the Commission on Accreditation of Athletic Training Education (CAATE). Pass rates must be made available to the public and the program must have a three-year aggregate first time pass rate of 70% to stay in compliance with CAATE Standard #5. More information about the BOC Exam can be found at: <http://www.bocatc.org/educators/exam-development-scoring>.

**Criterion Description:**

- A minimum of 70% of MSAT students will successfully pass the BOC examination on their first attempt.
- The three-year aggregate 1st time pass rate on BOC exam for students will be 70% or higher.
- Ninety percent of students will pass the BOC examination regardless of the number of attempts.

**Findings Description:**

Current MSAT students are in year 1 of the program and have not yet had the opportunity to sit for the BOC examination. The program anticipates Cohort 1 student sitting for the BOC exam in the June 2023 test window.

**RELATED ITEM LEVEL 3**

**Action - BOC Exam Scores**

**Action Description:**

BOC examination scores are not able to be assessed until: 1) we obtain our CAATE accreditation and 2) students begin sitting for the board exam. BOC examination score reports are made available to Program Directors via the E-accreditation portal. Mary Williams, Athletic Training Program Director, is responsible for downloading and saving BOC outcome data and disseminating the outcomes to the faculty per domain. Workload, teaching assignments, and professional development strategies may be utilized to form programmatic strategies to mitigate weak areas and maintain strengths according to the BOC exam data.

#### RELATED ITEM LEVEL 2

### **Indicator 3: For SLO 2: AT Milestones**

#### **Indicator Description:**

The AT Milestones are "based on extensive work of the Accreditation Council for Graduate Medical Education (ACGME) who developed Milestones as "competency-based developmental outcomes" (<https://www.atmilestones.com/>). AT Milestones include six general competencies:

1. **Patient Care and Procedural Skills**
2. **Medical Knowledge**
3. **Practice-Based Learning and Improvement**
4. **Interpersonal and Communication Skills**
5. **Professionalism**
6. **Systems-Based Practice**

The AT Milestones project is attached.

The program has identified a timeline for assessment of AT Milestones based on the curricular progression of the program. AT Milestones will be assessed in Year 1, Year 2, and at the conclusion of the MSAT program. Milestones are assessed by teams of AT faculty and preceptors who have worked directly with the student being evaluated.

#### Attached Files

 [at\\_milestones.pdf](#)

#### **Criterion Description:**

100% of MSAT students will reach Level 3 - "Ready for Unsupervised Practice" Year 1 and Year 2 Milestones in the MSAT program assessment plan.

The following AT Milestones will be assessed at the end of year 1: PC-1, PC-2, PC-4, PBLI-1, ICS-1, ICS-3, PROF-4, ORTHO-1, ORTHO-2, PEDS-1

#### **Findings Description:**

All first-year MSAT students met or exceeded the expectation of three (ready for unsupervised clinical practice) on the following milestones: PC-1, PC-2, PC-4, ICS-1, ICS-3, PROF-4, ORTHO-1, and ORTHO-2. However, not all first year students met this benchmark for the following milestones: PBLI-1 and PEDS-1.

#### RELATED ITEM LEVEL 3

### **Action - AT Milestones**

#### **Action Description:**

Use of the AT Milestone will be a valuable assessment to benchmark our students across the program to determine readiness to practice. Currently, we are in the developmental phases of executing a scheduled plan for assessing these. We have identified a list of ten milestones that will be assessed at the end of year one. The faculty is currently determining the set of milestones that will be evaluated at the end of year 2 in the program.

The MSAT faculty have determined the following moving forward in our assessment of these milestones:

1. In future cycles, AT milestones which are not scored at 3 or higher will be reassessed at the end

of year two with the goal of reaching a three by the conclusion of the program.

2. Also, in the 2022-2023 cycle, we will evaluate AT milestones using specific committees for each student which include individual student faculty and preceptors within that assessment year. By including preceptors and more input, we hope to improve the reliability of the score assessed for each student.

3. Students will receive feedback via aggregate data from the committee to use as feedback and to use within their professional development plans which are assigned in the clinical education courses within the MSAT.

Responsibilities, Dr. Williams is responsible for gaining feedback from faculty in determining the AT Milestones that are relevant for assessing at the end of year 1 and year 2. Dr. Williams will continue to ask faculty to re-evaluate the current process and designated AT Milestones being assessed. Second, it is the responsibility of Dr. Williams to establish the deadlines for scoring and committee meetings for each cohort. Dr. Greenleaf will work collaboratively and be responsible for incorporating preceptor involvement in the committee assessment process.

#### RELATED ITEM LEVEL 1

### **SLO2: Demonstrates readiness for Clinical Practice through proficiency in clinical skills.**

#### **Learning Objective Description:**

Student readiness to practice clinically will be assessed via the following tools:

- Graduate Integrated Proficiency (GRIPs) Evaluations

#### RELATED ITEM LEVEL 2

### **Indicator 4: For SLO2: GRIPS**

#### **Indicator Description:**

Graduate Integrated Proficiencies are evaluated by clinical preceptors at each clinical level within the MSAT program. First Year MSAT Students will have proficiencies evaluated in ATTR 5210 and ATTR 5220. Second Year MSAT Students will have proficiencies evaluated in ATTR 5230, ATTR 5350, and ATTR 5240. GRIPS are specific to each course.

#### **Criterion Description:**

Students must obtain a score of proficient or exceed proficient on all GRIPs in the MSAT program.

#### **Findings Description:**

All first year MSAT Students completed all GRIPs at the level of proficient or exceeds proficiency in ATTR 5210 and ATTR 5220. During the next reporting cycle, we will have data for both first year and second year students.

#### RELATED ITEM LEVEL 1

### **SLO3: Exhibit professional behaviors necessary for practice.**

#### **Learning Objective Description:**

Professional conduct will be assessed by the following:

- Preceptor Evaluations of Students

#### RELATED ITEM LEVEL 2

### **Indicator 5: For SLO 3: Preceptor Evaluation of Students**

#### **Indicator Description:**

End-of-term Preceptor Evaluations of Students contain professionalism items on a Likert scale.

#### **Criterion Description:**

Mean evaluation scores for students meet or exceed 3.5 for all professionalism items.

**Findings Description:**

The mean preceptor evaluations of professionalism exceeded a mean of 3.5 for the reporting period for students in cohort 1.

**G2: Professional Development**

**Goal Description:**

Value professional development of faculty, staff, and students to inspire life-long learning that aligns with personal and professional goals.

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

**RELATED ITEMS/ELEMENTS** -----

**RELATED ITEM LEVEL 1**

**SLO4: Students will prepare personalized professional development plans during their final semester to guide their endeavors as a young professional AT.**

**Learning Objective Description:**

Students will create a professional development plan that is specific to their individual career goals that is aimed at guiding them as a young professional in their professional development endeavors. This project will be assigned and evaluated in ATTR 5340 Administration of Athletic Training (Spring Year 2).

**RELATED ITEM LEVEL 2**

**Indicator 6: For SLO 4: Professional Development Plan**

**Indicator Description:**

Students will complete a Professional Development plan as part of ATTR 5340 Administration of AT. The rubric used to score this assignment includes life-long learning principles (adapted from the VALUE Rubric on life-long learning).

**Criterion Description:**

100% of the students score 75% or higher on their Professional Development Plan Assignment.

**Findings Description:**

This course, ATTR 5340 Administration of AT, will be taught for the first time in spring 2023. We are not able to report on this during the 2022-2023 reporting cycle.

**RELATED ITEM LEVEL 1**

**PO1: Faculty will obtain continuing education within their area of expertise that will influence their role in teaching and research mentorship of students.**

**Performance Objective Description:**

Core faculty are required to demonstrate contemporary expertise in their assigned teaching areas (CAATE Standard 42). All faculty teaching within the MSAT program will demonstrate continuing education within their identified areas of expertise that align specifically to their teaching areas. Faculty will report these continuing education endeavors to the program on an annual basis.

Attached Files

 [Std-37-39-42-45-Contemporary-Expertise-Table.xlsx](#)

**RELATED ITEM LEVEL 2**

**KPI Indicator 7: PO1 Faculty Professional Development**

**KPI Description:**

Core faculty are required to demonstrate contemporary expertise in their assigned teaching areas (CAATE Standard 42). All faculty teaching within the MSAT program will demonstrate continuing education within their identified areas of expertise that align specifically to their teaching areas. Faculty will report these continuing education endeavors to the program on an annual basis.

**Criterion Description:**

Each faculty must report a minimum of two continuing education activities within their areas of contemporary expertise directly associated with teaching areas annually.

**Results Description:**

Athletic Training faculty have reported a minimum of two continuing education activities directly associated with their areas of expertise for the 2022-2023 academic year.

RELATED ITEM LEVEL 1

**PO2: The program will encourage and facilitate continuing education opportunities for support staff to learn more about the AT profession and the CAATE accreditation process.**

**Performance Objective Description:**

Support staff will engage in annual continuing education specific to the profession of athletic training and CAATE accreditation.

RELATED ITEM LEVEL 2

**KPI for PO2: Support Staff Professional Development**

**KPI Description:**

Indicator Description: The program will send professional development opportunities to Dr. Hudson and Ms. Merchant related to CAATE accreditation or related compliance aspects via e-mail and encourage staff to engage in these activities as part of the SHSU requirement for staff development.

**Criterion Description:**

The program will make available one continuing education activity annually to support staff which is related to CAATE accreditation and/or compliance.

**Results Description:**

The program shared an opportunity for continuing education to our Administrative Assistant (WebAdmit ATCAS) training.

**G3: Interprofessional Education and Interprofessional Practice**

**Goal Description:**

Engage and promote inter-professional education and practice with other professions.

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**SLO5: For Goal 3: MSAT Students and Faculty will participate in IPE activities each semester**

**Learning Objective Description:**

MSAT Students and Faculty will participate in a minimum of two IPE activities per each fall and spring semester.

RELATED ITEM LEVEL 2

**Indicator 9: for SLO 5 IPE Activities**

**Indicator Description:**

IPE activities that MSAT students and faculty participate in are available via the IPE calendar.

**Criterion Description:**

MSAT students and faculty will participate in a minimum of two IPE activities per semester during the regular fall and spring semesters.

**Findings Description:**

First-year MSAT students and faculty participated in four IPE activities in the fall 2021 semester and two IPE activities for spring 2022.

Fall 2021: IPE Mixer; Vital Signs Lab; Disaster, Mass Casualty, and Emergency Care; and Poverty Simulation.

Spring 2022: Disaster Simulation (active threats) and Mental Health First Aid



RELATED ITEM LEVEL 1

**SLO6: For Goal 3 MSAT Students will engage in collaborative practice with other health care and performance professionals**

**Learning Objective Description:**

MSAT Students will report having engaged in collaborative practice with different professions outside of AT each academic year/reporting cycle.

RELATED ITEM LEVEL 2

**Indicator 10: For SLO 6 Collaborative Practice**

**Indicator Description:**

Patient Encounters logged by students within ATrack will provide the program with data related to Interprofessional/Collaborative Practice. Reports from Patient Encounters will be utilized.

**Criterion Description:**

Students will report engagement with a minimum of two distinct types of health care or performance professionals beyond athletic training each semester.

**Findings Description:**

First-year students completed clinical experience requirements for ATTR 5230 Clinical Experiences in AT III completed an orthopedic intensive experience that included collaborative practice with physicians and physical therapists.

**G4: Diversity and Cultural Competence**

**Goal Description:**

Prioritize diversity among faculty, staff, students, and clinical placement sites to foster cultural competence and collaboration in the delivery of healthcare.

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**SLO7: for G4: Clinical Placement Diversity**

**Learning Objective Description:**

Students will engage in clinical placement sites that represent a diverse patient population related to lifespan, sex, socioeconomic status, race, and ethnicity

RELATED ITEM LEVEL 2

**Indicator 11: For SLO7 Diverse Clinical Placements**

**Indicator Description:**

MSAT students log patient interactions electronically in ATrack. A report of patient interactions by demographic factors will be run at the end of each year/reporting cycle.

**Criterion Description:**

Each MSAT student must report patient interactions that include two or more lifespan categories, sexes, socioeconomic status categories, and race or ethnicity categories by the end of each year in the program.

**Findings Description:**

All students in cohort one logged patient encounters in ATrack that included two or more lifespan categories, sexes, and race or ethnicity categories (see attached reports). These reports were run at the end of year 1 in the MSAT program.

What was not captured in this round of data was the socioeconomic status for each patient encounter.

Attached Files

 [Patient Encounter Tracking Summary Report June 8, 2022 S. Castillo.pdf](#)

RELATED ITEM LEVEL 1

**PO3: For G4: Faculty and Staff CE in DEI**

**Performance Objective Description:**

Athletic Training Faculty and Staff will attend and report on continuing education activities focused on Diversity, Equity, Inclusion and/or Cultural Competence in Health Care annually.

RELATED ITEM LEVEL 2

**Indicator 12 KPI for PO3: AT faculty and staff DEI/Cultural Competence Continuing Education**

**KPI Description:**

Each faculty will report DEI and/or Cultural Competence continuing education in the faculty's contemporary expertise table that must be submitted to the AT program director at the conclusion of each assessment cycle.

**Criterion Description:**

Each Athletic Training Faculty and Staff member in the MSAT program will report a minimum of two DEI and/or Cultural Competence activities on the contemporary expertise table annually.

**Target Description:**

Each faculty will report DEI and/or Cultural Competence continuing education in the faculty's contemporary expertise table that must be submitted to the AT program director at the conclusion of each assessment cycle.

**Results Description:**

All faculty have attended a minimum of two DEI continuing education activities during the reporting cycle.

Attached Files

 [Hernandez Contemporary Expertise with DEI.pdf](#)

 [Williams Contemporary Expertise with DEI Fall 2022.pdf](#)

## **G5: Community Engagement**

**Goal Description:**

Integrate community engagement and service-learning experiences for faculty, staff, and students.

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**SLO8: For G5: MSAT Students will participate in community engagement or service-learning activities**

**Learning Objective Description:**

MSAT Students will participate in community engagement or service-learning activities that include collaboration with community partners.

RELATED ITEM LEVEL 2

**Indicator 13: For SLO 8: MSAT Student Engagement with Community or Service-Learning**

**Indicator Description:**

The number of community engagement and service-learning experiences that students participate in will be counted on an annual basis for each reporting cycle.

**Criterion Description:**

MSAT Students will participate in a minimum of one community engagement or service-learning experience annually/each reporting cycle.

**Findings Description:**

MSAT First-Year students along with Drs. Greenleaf, Hudson, and Bunn attended and participated in the Texas Tactical Games in October 2021.

RELATED ITEM LEVEL 1

**PO4: For G5: MSAT Faculty and Staff Athletic Trainers will engage and supervise students who are participating in community engagement/service-learning experiences.**

**Performance Objective Description:**

MSAT Faculty and Staff Athletic Trainers will engage and supervise students who are participating in community engagement/service-learning experiences within the Greater Houston Community.

RELATED ITEM LEVEL 2

**KPI Indicator 14: For PO 4 MSAT Faculty and Staff Community Engagement and Service-Learning**

**KPI Description:**

The number of community engagement and service-learning experiences that faculty and staff athletic trainers participate in and supervise MSAT students will be counted on an annual basis for each reporting cycle.

**Criterion Description:**

MSAT Faculty and Staff will participate and supervise MSAT students in a minimum of one community engagement/service-learning experience each reporting cycle.

**Results Description:**

First-Year MSAT Students were supervised by Dr. Greenleaf and Dr. Hudson at the Texas Tactical Games held in Conroe, Tx.

**G6: Research and Discovery**

**Goal Description:**

Conduct student-led research by allowing students to become creative in their discovery of new and ever advancing knowledge

**Providing Department:** Athletic Training MSAT

**Progress:** Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**SLO9 for Goal 6: MSAT Students will present research at professional conferences**

**Learning Objective Description:**

Students will present their research projects at professional conferences after completing their research project requirement for the program.

RELATED ITEM LEVEL 2

**Indicator 15: For SLO 9 Student Research Presentations**

**Indicator Description:**

The number of student research projects accepted to professional conferences by cohort.

**Criterion Description:**

80% of MSAT Student research presentations will be accepted to professional conferences for each graduating cohort.

**Findings Description:**

The program is not able to report this data on this reporting cycle. Cohort 1 students will present their research projects in year 2 which will be during the 2022-2023 reporting cycle.

**New Update to Previous Cycle's Plan for Continuous Improvement Item**

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

This is a new program/plan for the 2021-2022 assessment cycle.

**Update of Progress to the Previous Cycle's PCI:**

This is a new program/plan for the 2021-2022 assessment cycle.

**New Plan for Continuous Improvement Item**

**Closing Summary:**

The first year of the MSAT has been one of tremendous growth. Many processes have been developed and implemented. However, not all items in this plan and represented in the MSAT framework have been evaluated to date. Below is a summary of programmatic strengths and areas of improvement per the findings in this plan.

Strengths: 1) The MSAT faculty have worked collectively to adopt the AT Milestones assessment and have determined the first set of ten milestones that were assessed at the end of year 1 for cohort 1. The MSAT faculty are currently reviewing and reporting their preferences for the next set to be evaluated at the end of year 2. We expect to have this decision made in time for the Oct 1 deadline for 2022-2023 plans (GOAL 1). 2) Dr. Greenleaf has worked exceptionally hard to assemble the GRIP assessments for the clinical education portion of the program. These GRIP assessments must provide a means for evaluating all clinical skills in the CAATE educational standards. A team approach which has been inclusive to faculty with expertise in the given areas has yielded a robust assessment strategy for the clinical education component. These GRIP assessments will be continually reassessed and modified to meet the accreditation requirements and needs of the program. Dr. Greenleaf will lead this effort (GOAL 1). 3) Interprofessional education continues to be a strength for the program. MSAT students and faculty have completed three or more IPE activities in each long semester. These IPE initiatives have involved faculty and staff from the following programs: Doctor of Osteopathic Medicine, Master of Science in Dietetics and Dietetic Internship, Bachelor of Science in Nursing, and Master of Public Health (GOAL 3). 4) Faculty are prioritizing DEI initiatives and achieving, and in many cases exceeding the programmatic benchmark tied to DEI continuing education. All faculty met or exceeded the two DEI CE activities per academic year (GOAL 4). 5) In terms of community engagement, the program is meeting the goal of one community outreach event annual which includes participation of both faculty and students. Dr. Greenleaf has done an excellent job of identifying clinical education learning opportunities which also meet this goal. In the upcoming reporting cycle, we will be working with Special Olympics for our community outreach activity (GOAL 5).

Areas of Improvement: 1) The AT Milestones assessment and strategy rolled out a bit slowly in this assessment cycle and was not as robust as we had set out to achieve in our plan. Dr. Williams and the faculty have a clear goal, expectation, and timeline moving forward into the next assessment cycle (GOAL 1). In the area of clinical patient/client and population diversity (SLO 7), Drs. Greenleaf, Williams, and Hudson will need to continue collaborating to identify areas of deficiency and work as a collaborative faculty team to modify clinical placements and utilize clinical simulations to shore up deficiencies. The process for addressing weak areas pertaining to this goal was established late in this reporting cycle and needs further work (GOAL 4).

# Kinesiology BS (All Level Teacher Certification)

## Develop Physical Education Teacher Content Knowledge

### Goal Description:

The Physical Education Teacher Education (PETE) program will develop competent levels of physical education teacher content knowledge that will enable PETE candidates to be a successful teachers in preK-12 schools. The PETE program is nationally accredited program by the Council for the Accreditation of Educator Preparation (CAEP) and Society of Health and Physical Educators of America (SHAPE). This goal is aligned with SHAPE 2017 Standard 1. Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

**Providing Department:** Kinesiology BS (All Level Teacher Certification)

**Progress:** Ongoing

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Demonstrate Physical Education Teacher Content Knowledge

#### Learning Objective Description:

PETE candidates will be able to demonstrate adequate levels of movement skills knowledge, health-related physical fitness knowledge, and physical education programming knowledge. (Note. Adequate level is defined in the criterion section).

#### RELATED ITEM LEVEL 2

### TExES Physical Education EC-12 (158) Test

#### Indicator Description:

All PETE candidates in the state of Texas seeking physical education certification must pass the TExES Physical Education EC-12 test in order to be eligible for initial licensure. The TExES Physical Education EC-12 test consists of 90 multiple choice questions (80 scored questions and 10 nonscorable, pilot questions). The scoring scale for the test ranges from 100-300, with 240 representing the minimum passing score. The TExES Physical Education EC-12 test contains 3 domains and 13 competencies: I) Movement Skills and Knowledge (competencies 001-005), II) Health-Related Physical Fitness (competencies 006-009), and III) The Physical Education Program (competencies 010-013). The test is designed to assess the knowledge and skills in the content area of physical education.

#### Criterion Description:

Eighty percent of the PETE candidates will score 240 (70%) or better on TExES Physical Education EC–12 (158) test. Note that 80% passing rate on the test is required by CAEP/SHAPE accreditation. The PETE program considers 80% to be an adequate level of content knowledge.

#### Findings Description:

In Fall 2021 (N =15), 67% (10/15) of the candidates scored 240 or better on TExES Physical Education EC–12 (158) test whereas in Spring 2022 (N = 15), 80% (12/15) of the candidates scored 240 or better. Note that 240 represents the minimum score to pass the TExES Physical Education EC–12 (158) test.

#### RELATED ITEM LEVEL 3

### TExES Physical Education EC12 (158) Test

#### Action Description:

The results obtained from the TExES Physical Education EC–12 (158) test during the Fall 2021 are alarming, but not surprising given that all candidates in the program were affected by the COVID-19 pandemic. It is also important to note that historically teacher candidates in the program have met the established criterion. Therefore, the PETE faculty suggests that the results of the Fall 2021 are an outlier. However, the Spring 2022 results suggest that the majority of our candidates have adequate levels of content knowledge to teach in preK-12 schools. The PETE faculty suggests that PETE candidates are provided with practical applications of the content in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology

related to children and youth in physical education. In addition, the PETE faculty suggest providing review materials to assist teacher candidates on the TExES Physical Education EC-12 (158) test. The criterion will be maintained for Fall 2022-Spring 2023.

## **Develop Physical Education Teacher Pedagogical Skills**

### **Goal Description:**

#### **Develop Physical Education Teacher Pedagogical Skills**

The PETE program will develop competent levels of physical education pedagogical skills (i.e., teacher behaviors) that will enable PETE candidates to be successful physical education teachers in preK-12 schools. This goal is aligned with SHAPE 2017 Standards 3, 4, 5, and 6.

**Providing Department:** Kinesiology BS (All Level Teacher Certification)

**Progress:** Ongoing

#### **RELATED ITEMS/ELEMENTS**

##### **RELATED ITEM LEVEL 1**

#### **Demonstrate Physical Education Pedagogical Skills**

##### **Learning Objective Description:**

PETE candidates will be able to demonstrate adequate levels of the following pedagogical skills: planning and instruction, evidence of student-learning, management and organization, learning climate, and professionalism. (Note. Adequate level is defined in the criterion section).

##### **RELATED ITEM LEVEL 2**

#### **Physical Education Student-Teaching Evaluation**

##### **Indicator Description:**

The Physical Education Student-Teaching Evaluation is used in the student-teaching experience (CISE 4392, CISE 4394, and CISE 4396) to assess PETE candidates' pedagogical skills. The NASPE Physical Education Teacher Evaluation Tool (2007) was adapted for use in our program. The tool is designed to assess pedagogical skills in the real setting. In general, PETE candidates enroll in student teaching their final semester. Individual items are listed in five domains that assess pedagogical skills. The following five domains are assessed: 1) Planning and Instruction, 2) Evidence of Student-Learning, 3) Management and Organization, 4) Learning Climate, and 5) Professionalism. PETE candidates in physical education have two-seven week placements with full-day schedule at an elementary and secondary schools. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements assess PETE candidates.

##### **Criterion Description:**

Eighty percent of the physical education teacher education candidates will score 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool. The PETE program considers a score of 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool to be an adequate level of pedagogical skill.

##### **Findings Description:**

Examination of the data shows that in Fall 2021 (N = 11), 100% of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning, Domain 3-Management and Organization, Domain 4-Learning Climate, and Domain 5-Professionalism. In Spring 2022 (N = 11), 100% of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning, Domain 3-Management and Organization, Domain 4-Learning Climate, and Domain 5-Professionalism.

##### **RELATED ITEM LEVEL 3**

#### **Physical Education Student-Teaching Evaluation**

##### **Action Description:**

The results obtained from the Physical Education Student-Teaching Evaluation during the Fall 2021 and Spring 2022 suggest that an overwhelming majority of our candidates have adequate levels of pedagogical skills to teach in preK-12 schools. Based on the results, the PETE faculty feels that the criterion should be maintained for the Fall 2022-Spring 2023. The PETE faculty suggests maintaining the use of peer-teaching and field-based experiences in courses such as KINE 4369 Adapted Physical Activity, KINE 4364 Fitness Education, KINE 4363 Elementary Physical Education, KINE 3375 Secondary Physical Education, and KINE 3368 Skill Themes and Movement Concepts. These learning experiences provide authentic opportunities for the application of the content and pedagogical skills before candidates are placed in student-teaching. The criterion will be maintained for Fall 2022-Spring 2023.

## **New Goal Item**

**Providing Department:** Kinesiology BS (All Level Teacher Certification)

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

### **Closing Summary**

Based on the results of the Fall 2020 and Spring 2021 assessment data, the following adjustments should be made to enhance the PETE candidates' physical education content knowledge, pedagogical knowledge, and pedagogical content knowledge: (a) PETE candidates should be provided opportunities to apply the theoretical knowledge learned in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology in the context of teaching school physical education, (b) PETE candidates should perform and teach rather than only perform learning activities in KINE activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113, KINE 2114), (c) PETE candidates should perform video-based self-assessments of teaching performance when in field-based experiences, (d) PETE candidates should be required to plan and implement an unit of instruction during their placement of student-teaching, (f) require a student-teaching supervisor with background in physical education to assist and support PETE candidates during student-teaching and (g) identify quality physical education programs in which our candidates can be placed for student-teaching.

### **Update of Progress to the Previous Cycle's PCI:**

The results revealed that our teacher education candidates accomplish accomplished objective 1 well beyond the criterion. However, the results revealed that teacher education candidates failed to reach the criterion for objective 1. The PETE faculty should work with the instructors of KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology to include practical applications of the content relevant to teaching physical education.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

Based on the results of the Fall 2021 and Spring 2022 assessment data, the following adjustments should be made to enhance our physical education content knowledge, pedagogical knowledge, and pedagogical content knowledge: (a) PETE candidates should be provided opportunities to apply the theoretical knowledge learned in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology in the context of teaching school physical education, (b) PETE candidates should perform and teach rather than only perform learning activities in KINE activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113, KINE 2114), (c) PETE candidates should perform video-based self-assessments of teaching performance when in field-based experiences, (d) PETE candidates should be required to plan and implement an unit of instruction during their placement of student-teaching, (f) require a student-teaching supervisor with background in physical education to assist and support PETE candidates during student-teaching, (g) identify quality physical education programs in which our candidates can be placed for student-teaching, and (h) provide review materials to assist teacher candidates on the TExES Physical Education EC-12 (158) test.



# Kinesiology MS (Sport and Human Performance)

## Knowledge, Skills, and Abilities

### Goal Description:

The Kinesiology MS (Sport and Human Performance) program will emphasize the knowledge, skills, and abilities that are needed by professionals in sport and human performance.

**Providing Department:** Kinesiology MS (Sport and Human Performance)

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Knowledge (Comps)

#### Learning Objective Description:

Graduating students in the Kinesiology MS (Sport and Human Performance) program will demonstrate appropriate knowledge in Kinesiology.

#### RELATED ITEM LEVEL 2

#### Comprehensive exams

#### Indicator Description:

Graduating students in the Kinesiology MS (Sport and Human Performance) program will take comprehensive exams covering research methods and three content areas chosen by the student in cooperation with the graduate advisor. Specific questions and requirements are determined by the professors of the chosen content areas.

#### Criterion Description:

At least 80% of graduating students in the Kinesiology MS (Sport and Human Performance) program will pass comprehensive exams without conditions on their first attempt.

#### Findings Description:

3 of the 14 students (21%) passed comprehensive exams without conditions on their first attempt.

#### RELATED ITEM LEVEL 3

#### Comprehensive Exam

#### Action Description:

Greater emphasis will be placed on the importance of these exams as a capstone project. Also, we will work with SHSU online to reopen the classes for the students to utilize for studying purposes before the exams.

## Problem Solving and Reasoning

### Goal Description:

The Kinesiology MS (Sport and Human Performance) program will emphasize problem solving and reasoning skills related to sport and human performance.

**Providing Department:** Kinesiology MS (Sport and Human Performance)

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

#### Evaluation of Peer-Reviewed Research

#### Learning Objective Description:

Students in the Kinesiology MS (Sport and Human Performance) program will demonstrate appropriate evaluation of peer-reviewed research in kinesiology.

#### RELATED ITEM LEVEL 2

#### Research Analysis Assignment

#### Indicator Description:

Students will complete a research analysis assignment evaluating peer-reviewed research on a topic of choice. A rubric developed by program faculty will be used to assess the student's evaluation of the research.

**Criterion Description:**

At least 80% of students in the Kinesiology MS (Sport and Human Performance) program will earn at least 80% on the research analysis assignment in selected courses.

**Findings Description:**

28 of 31 students (90%) enrolled in KINE 5374 earned a grade of 80% or above on their research assignment

RELATED ITEM LEVEL 3

**Research Analysis Assignment**

**Action Description:**

Continued emphasis will be placed on maintaining a research analysis assignment in the program

**Research Skills**

**Goal Description:**

The Kinesiology MS (Sport and Human Performance) program will emphasize the research skills appropriate for professionals in sport and human performance.

**Providing Department:** Kinesiology MS (Sport and Human Performance)

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Research Ethics (CITI)**

**Learning Objective Description:**

Students in the Kinesiology MS (Sport and Human Performance) program will demonstrate knowledge of appropriate research ethics.

RELATED ITEM LEVEL 2

**CITI Completion**

**Indicator Description:**

Students in the Kinesiology MS (Sport and Human Performance) program will complete the Collaborative Institutional Training Initiative (CITI) ethical research training required by Sam Houston State University Institutional Review Board/Protection of Human Subjects. This training is completed one time and is good for 5 years. Students will be required to submit documentation of completed training each semester.

**Criterion Description:**

All (100%) of Kinesiology MS (Sport and Human Performance) program students will complete CITI training. Documentation will be submitted in at least one course per semester.

**Findings Description:**

31/31 (100%) enrolled in KINE 5374 completed their CITI training

RELATED ITEM LEVEL 3

**CITI Completion**

**Action Description:**

Continued emphasis will be laced on maintaining CITI completion early in the SHP program

RELATED ITEM LEVEL 1

**Research Proposal**

**Learning Objective Description:**

Students in the Kinesiology MS (Sport and Human Performance) program will create an appropriate research proposal.

RELATED ITEM LEVEL 2

Appropriate Research Proposal

Indicator Description:

Students in the Kinesiology MS (Sport and Human Performance) program will create a research proposal evaluating the current literature, identifying purpose and hypotheses, detailed methods, and expected findings on a topic of choice. A rubric developed by program faculty will be used to assess the research proposals.

Criterion Description:

At least 80% of students in the Kinesiology MS (Sport and Human Performance) program will earn at least 80% on the research proposal in selected courses.

Findings Description:

27/31 (87%) of students enrolled in KINE 5374 made an 80 or above on their research proposal

RELATED ITEM LEVEL 3

Appropriate Research Proposal

Action Description:

Continued emphasis will be placed on SHP students developing an appropriate research proposal early in the program

Virtual Reality Modules

Goal Description:

The Kinesiology Sport and Human Performance program will utilize Virtual Reality (VR) and Augmented Reality (AR) to assist students with their understanding of laboratory based performance measurements, equipment, and research procedures.

Providing Department: Kinesiology MS (Sport and Human Performance)

Progress: Ongoing

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Gaining Laboratory and Research Skills through virtual experiences

Learning Objective Description:

Students will participate and engage in VR and AR learning modules to gain laboratory and research skills.

RELATED ITEM LEVEL 2

VR assessments

Indicator Description:

Students will complete assessments at the end of each learning module.

Criterion Description:

80% of students will pass with a grade of 80% or higher on the learning modules.

Findings Description:

No students completed a VR assessment

RELATED ITEM LEVEL 3

Action - VR Assessments

Action Description:

At this time VR has not been completed due to faculty shortage. The Department has a search beginning Fall 22 for a Motor Learning/Biomechanics Instructor that the department hopes can take a lead role in the VR development

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

While results were favorable for the program, we anticipate even greater progress towards goals in the post COVID era. Teaching methods will be evaluated by the Chair of the Department, and increased communication regarding assessment will be facilitated by the Graduate Coordinator.

#### **Update of Progress to the Previous Cycle's PCI:**

Emphasis will be placed on assisting students with comprehensive exams in order to increase initial pass rate. Program is growing and progress toward goals has overall been positive. Increased communication between SHP faculty will be emphasized to ensure students are making adequate progress toward matriculating through the program.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

The SHP program has overall experienced a positive year - greater emphasis placed on various aspects of student growth and experiences will highlight our 2022-23 academic priorities.

# Sport Management MS

## Basic Statistics Interpretation

### Goal Description:

MS in Sport Management students will be able to interpret basic statistical findings.

**Providing Department:** Sport Management MS

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Basic Statistics Interpretation

#### Learning Objective Description:

Sport Management students will demonstrate a comprehensive knowledge of descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chisquare).

#### RELATED ITEM LEVEL 2

### Basic Statistics Interpretation

#### Indicator Description:

Assignments developed by program faculty will assess students' ability to correctly interpret statistical findings that emerge from analysis conducted in SPSS. Students will be distributed a dataset and will be asked to execute different methods of analysis to address appropriate research questions. Students will then complete written assignments that address each particular type of analysis, which will then be evaluated by a rubric developed by program faculty.

#### Criterion Description:

Students must correctly complete each of the statistics assignments attached to this objective with 80 percent accuracy. There will be a total of four assignments that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chisquare). In each case, the expectation is that the student will achieve a minimum of 80 percent mastery on each assignment, not a cumulative 80 percent on the four assignments.

#### Findings Description:

Due to staffing shortages, this course was moved online for Fall 2021 and taught by an exercise science faculty member. As such, there are no findings to report.

#### RELATED ITEM LEVEL 3

### Basic Statistics Interpretation

#### Action Description:

Given the course delivery method/staffing changes, this particular goal was not directly measured for Fall 2021. However, comprehensive exam results suggest most graduates have a basic understanding of general statistics and can interpret quantitative findings appropriately. Plans have been implemented to directly measure this outcome for Fall 2022. As such, we will continue monitoring this goal for the upcoming assessment cycle.

## Comprehensive Exams

### Goal Description:

Sport Management students will demonstrate mastery of four key content areas within the M.S. in Sport Management program.

**Providing Department:** Sport Management MS

## RELATED ITEMS/ELEMENTS -----

### RELATED ITEM LEVEL 1

#### Comprehensive Exams

##### Learning Objective Description:

M.S. in Sport Management students will be able to demonstrate mastery of content areas that are a part of their curriculum. Students are tested on four content areas, of which Research Methods is a required content area for every student.

### RELATED ITEM LEVEL 2

#### Comprehensive Exams

##### Indicator Description:

Sport Management program faculty will serve as readers of each content area response to determine whether a student has successfully mastered that area. Readers will be responsible for questions from courses they have taught and/or their content area expertise. There are three evaluative possibilities for each response: **Pass, Conditional Pass, and Fail. Conditional Pass** and **Fail** ratings on the initial attempt will require an oral defense, written response, or complete rewrite of the response, which is at the discretion of the reader.

##### Criterion Description:

At least 80% of the M.S. in Sport Management candidates will pass all four content areas of the Comprehensive Exams on their initial attempt. The candidate must receive a **Pass** rating on all four areas of their initial attempt. A **Conditional Pass** rating on the initial attempt will be treated as not meeting the criterion.

##### Findings Description:

**Total: 11 out of 15 students passed all four content areas on the first attempt (73% pass rate).**

Fall 2021: 5 out of 9 students passed all 4 content areas on the first attempt.

Spring 2022: 4 out of 4 students passed all 4 content areas on the first attempt.

Summer 2022: 2 out of 2 students passed all 4 content areas on the first attempt.

*15 out of 15 students successfully passed all 4 content areas of the comprehensive exam within 2 attempts.*

### RELATED ITEM LEVEL 3

#### Comprehensive Exams

##### Action Description:

For the 2021 - 2022 assessment cycle, students reached a 73% (11 out of 15) passing rate on all four content areas (Law, Marketing, Event/Facility Management, & Research Methods) of the comprehensive exam on their first attempt. While this outcome falls short of the goal of 80% pass rate, the sport management faculty is committed to preparing our students to successfully meet/exceed all measurement criteria as they align with the goals/objectives of the graduate program.

## Cumulative Professional Development

### Goal Description:

Sport Management students will be able to use their acquired knowledge, skills, and experience in a field experience setting.

**Providing Department:** Sport Management MS

## RELATED ITEMS/ELEMENTS -----

### RELATED ITEM LEVEL 1

#### **Cumulative Professional Development**

##### **Learning Objective Description:**

Sport Management students will demonstrate their comprehension and application of numerous course concepts through internships.

### RELATED ITEM LEVEL 2

#### **Cumulative Professional Development**

##### **Indicator Description:**

Students will be able to demonstrate professional competency in an applied setting. Students will engage in a variety of assignments including monthly blogs, weekly internship logs, and a cumulative reflection paper in order to demonstrate summary professional development. The cumulative portfolio is evaluated via a rubric established by program faculty. Students' cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

##### **Criterion Description:**

Students' final internship evaluation from the site supervisor must reach a minimum of an 85% rating. Additionally, the professional portfolio and all accompanying assignments presented by the student must also attain a minimum of an 85% rating.

##### **Findings Description:**

For the 2021-2022 assessment cycle, 100% of students scored an 85% or better on the site supervisor rating and professional portfolio assignment.

### RELATED ITEM LEVEL 3

#### **Cumulative Professional Development**

##### **Action Description:**

For the 2021 - 2022 assessment cycle, students exceeded program goals of at least 85% pass rate on both site supervisor and professional portfolio evaluations. All students (15/15) earned at least a grade of 90% on both components of the internship evaluation. The efforts to maintain this passing rate will be emphasized for the upcoming academic year.

## **Research Skills And Practices**

### **Goal Description:**

Sport Management students will be able to demonstrate appropriate research skills and practices.

**Providing Department:** Sport Management MS

## RELATED ITEMS/ELEMENTS -----

### RELATED ITEM LEVEL 1

#### **Research Skills And Practices**

##### **Learning Objective Description:**

Sport Management students will be able to format references in scholarly works in the correct APA format.

### RELATED ITEM LEVEL 2

#### **Research Skills And Practices**

##### **Indicator Description:**

A rubric developed by the program faculty will be used to assess students' research skills regarding properly formatting references using APA. Students will be distributed a comprehensive list of references. Students must follow APA format when formatting these references. Students must use the Publication Manual of the American Psychological Association (6th ed.) for proper formatting. Students must organize these sources into a 'References' page similar to what you would see at the end of an article or research manuscript.



**Criterion Description:**

At least 80% of students who complete the Sport Management program will score 90% or better on the first attempt for the APA formatting assignment.

**Findings Description:**

Due to staffing shortages, this course was moved to an online format and taught by an exercise science faculty member. As such, students were not tested/measured over the APA formatting assignment aligned with this objective.

**RELATED ITEM LEVEL 3****Research Skills and Practices****Action Description:**

This goal/objective was not measured for the Fall 2021 semester. Therefore, the same improvement strategies as noted in the last assessment cycle (2020 - 2021) will carry over to the upcoming assessment cycle (2022 - 2023).

**Update to Previous Cycle's Plan for Continuous Improvement Item****Previous Cycle's Plan For Continuous Improvement (Do Not Modify):****Closing Summary**

As a program, we are in a holding pattern. Data collected from the previous academic year will not be utilized to develop a new plan for continuous improvement due to its questionable reliability. Instead, we will resume our plan from the previous (pre-pandemic) academic year. If reliable data is collected from the 2021-2022 academic year, it will, once again, give us a baseline from which to assess progress and develop a strategic plan to improve the program.

**Update of Progress to the Previous Cycle's PCI:**

Given the challenges of the previous assessment cycle and a lack of reliable data due to the pandemic, there is no update of progress to report.

**New Plan for Continuous Improvement Item****Closing Summary:**

**Comprehensive Exam:** The goal of a first attempt pass rate of 80% was not met during the last assessment cycle. This is likely due to several factors. First, it's always challenging to establish measurement criteria and expectations for a different group of students each year. Individual differences play a major role in assessment outcomes for any test. Second, continuous improvement plans for the same group of subjects from one cycle to the next is a best practice approach. However, the challenge of setting improvement goals from one academic year to the next with a completely different group of students is difficult and should be acknowledged as such. Rather than focus strictly on a quantification of improvement, a concerted effort will be implemented to examine the quality of student responses on the comprehensive exam.

**Professional Development:** Students are continuing to gain excellent industry experience through internship opportunities through the program. A significant emphasis is placed on preparing students to exceed expectations in their various internship roles. This has collateral impact on the individual students as well as the reputation of our program which, in turn, benefits future SHSU sport management students looking to secure employment opportunities in the field. Efforts will be expanded to continue building our internship site network and preparing our students to meet/exceed expectations. Career oriented workshops and career preparation advising are two dimensions to add to our existing efforts to better serve the needs of our students.

# **School of Nursing**

# Nursing BSN / LVN to BSN

## PSO 1. Liberal Arts + Nursing Science = Professional Holistic Nursing

### Goal Description:

Integrate knowledge from liberal arts studies and nursing science to practice professional nursing in a holistic caring manner.

**Providing Department:** Nursing BSN / LVN to BSN

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

**Demonstrates integration of science knowledge with nursing care.**

### Learning Objective Description:

Performance on nationally standardized testing.

#### RELATED ITEM LEVEL 2

**ATI Pharmacology Made Easy 3.0**

### Indicator Description:

Performance on standardized exam.

### Criterion Description:

80% of students will achieve a score of 80% or higher on the average of their ATI Pharmacology Made Easy 3.0 tutorial tests.

### Findings Description:

In the Spring 2022 semester 100% of NURS 3321 (Pharmacology) students achieves a score of 80% or higher on their ATI Pharmacology Made Easy 3.0 tutorial tests.

#### RELATED ITEM LEVEL 3

**ATI Pharmacology Made Easy 3.0**

### Action Description:

We will continue to monitor student performance on "ATI Pharmacology Made Easy 3.0" to ensure PSO 1 is mastered.

#### RELATED ITEM LEVEL 1

**Demonstrates knowledge about principles of communication.**

### Learning Objective Description:

Demonstrates knowledge about principles of communication with patients, families.

#### RELATED ITEM LEVEL 2

**ATI Nurse's Touch: Professional Communication**

### Indicator Description:

Percentage of prelicensure students who achieve a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

### Criterion Description:

85% of prelicensure students will achieve a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

### Findings Description:

In the Spring 2022 semester 96.25% of NURS 3351 students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

RELATED ITEM LEVEL 3

ATI Nurse's Touch: Professional Communication

Action Description:

We will continue to monitor student performance on "ATI Nurse's Touch" to ensure PSO 1 and 4 are mastered.

RELATED ITEM LEVEL 1

Integrates knowledge from the humanities and sciences with nursing

RELATED ITEM LEVEL 2

ATI Nurse Touch: Becoming a Professional Nurse

Indicator Description:

Students' level of knowledge will be directly related to their score on the ATI Nurse Touch: Becoming a Professional Nurse score

Criterion Description:

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse

Findings Description:

In the Spring 2022 semester 98.7% of NURS 3351 students achieved a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse exam.

RELATED ITEM LEVEL 3

ATI Nursing Touch: Becoming a Professional Nurse

Action Description:

We will continue to monitor student performance on "ATI Nurse's Touch" to ensure PSO 1 and 4 are mastered.

PSO 10. Provide health promotion and disease and injury prevention, across the lifespan for individuals, families and groups.

Goal Description:

Promote health and prevent disease and injury across the lifespan for individuals and groups.

Providing Department: Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrates engagement in the community.

Learning Objective Description:

Document community engagement work.

RELATED ITEM LEVEL 2

ACE Project Assignments

Indicator Description:

Course ACE Projects

Criterion Description:

Percentage of students who achieve a minimum score of 85% on ACE project assignments.

Findings Description:

In the Spring 2022 semester 100% of NURS 4540 (Maternal/Newborn) students achieved a minimum score of 85% on the ACE project.

In the Spring 2022 semester 100% of NURS 4030 (Community) students achieved a minimum score of 85% on the ACE project.

In Spring 2022 semester, 100% of NURS 3540 (Psych/Mental health) students achieved a minimum score of 85% on the ACE Project.

#### RELATED ITEM LEVEL 3

##### **ACE Project Assignments**

##### **Action Description:**

We will continue to monitor student performance in ACE project assignments to ensure PSO 10 is mastered.

#### RELATED ITEM LEVEL 1

**Provides culturally appropriate community education.**

##### **Learning Objective Description:**

Designs community education materials.

#### RELATED ITEM LEVEL 2

##### **Patient Education Materials**

##### **Indicator Description:**

Concepts 1 Patient Education assignment

##### **Criterion Description:**

90% of students will achieve a minimum score of 80% on the Concepts 1 Patient Education Poster.

##### **Findings Description:**

In the Spring 2022 semester, 100% of NURS 3351 students achieved a minimum score on the Concepts I patient Education poster.

#### RELATED ITEM LEVEL 3

##### **Patient Education Materials**

##### **Action Description:**

We will continue to monitor student performance on the patient education poster to ensure PSO 10 is mastered.

#### RELATED ITEM LEVEL 1

**Utilizes Healthy People 2020 Goals to provide care.**

##### **Learning Objective Description:**

Utilizes Healthy People 2020 Goals to direct and design care for patients, families and communities

#### RELATED ITEM LEVEL 2

##### **Healthy People Paper**

##### **Indicator Description:**

Culture Assignment

##### **Criterion Description:**

Percentage of students who achieve a minimum score of 90% on the Culture Assignment, which includes a Healthy People 2020 component.

##### **Findings Description:**

In the Spring 2022 semester 78.75% of NURS 3351 students achieved a minimum score of 90% on the Culture Assignment, which includes Healthy People 2020 component.

### RELATED ITEM LEVEL 3

#### Healthy People Paper

##### Action Description:

We will continue to monitor student performance on the Healthy People Paper to ensure PSO 10 is mastered. We will also clarify the criterion in AY23.

## **PSO 2. Provide safe quality patient care through collaboration with patients and members of inter-professional healthcare delivery team.**

### Goal Description:

Demonstrates knowledge and skills to provide safe quality care.

**Providing Department:** Nursing BSN / LVN to BSN

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

**Demonstrates inter-professional collaboration with members of the healthcare delivery team.**

##### Learning Objective Description:

Provision of care which involves other members of the healthcare delivery team.

#### RELATED ITEM LEVEL 2

**Collaboration with members of inter-professional team.**

##### Indicator Description:

Grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

##### Criterion Description:

Percentage of students who achieve a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

##### Findings Description:

For the Spring 2022 semester the students from the following courses achieved a 100% grade on their clinical evaluation tool for collaboration with members of the interprofessional health care delivery team at final evaluation.

NURS 4620 (Adult Health II), NURS 4030 (Community), NURS 4540 (Maternal/Newborn), NURS 3620 (Adult Health I), NURS 3540 (Psych/Mental Health),

### RELATED ITEM LEVEL 3

**Collaboration with members of inter-professional team.**

##### Action Description:

We will continue to monitor student performance on the clinical evaluation tool to ensure PSO 2 is mastered.

#### RELATED ITEM LEVEL 1

**Demonstrates safe quality patient care.**

##### Learning Objective Description:

Provision of safe quality patient care at the final evaluation.

#### RELATED ITEM LEVEL 2

**Collaboration with members of inter-professional team.**

##### Indicator Description:

Grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

**Criterion Description:**

Percentage of students who achieve a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

**Findings Description:**

For the Spring 2022 semester the students from the following courses achieved a 100% grade on their clinical evaluation tool for collaboration with members of the interprofessional health care delivery team at final evaluation.

NURS 4620 (Adult Health II), NURS 4030 (Community), NURS 4540 (Maternal/Newborn), NURS 3620 (Adult Health I), NURS 3540 (Psych/Mental Health),

RELATED ITEM LEVEL 3

**Collaboration with members of inter-professional team.**

**Action Description:**

We will continue to monitor student performance on the clinical evaluation tool to ensure PSO 2 is mastered.

RELATED ITEM LEVEL 2

**Provides safe quality care**

**Indicator Description:**

Grade on clinical evaluation tool for safe quality patient care at final evaluation

**Criterion Description:**

Percentage of students who achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation

**Findings Description:**

In the Spring 2022 semester 100% of students in the following courses achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

NURS 4620 (Adult Health II), NURS 4030 (Community), NURS 4540 (Maternal Newborn), NURS 3620 (Adult Health I), NURS 3540 (Psych Mental Health)

RELATED ITEM LEVEL 3

**Provides safe quality care**

**Action Description:**

We will continue to monitor student performance on the clinical evaluation tool to ensure PSO 2 is mastered.

**PSO 3. Demonstrate ethical accountability and legal responsibilities recognizing cultural parameters and professional nursing standards of practice.**

**Goal Description:**

Demonstrates knowledge of cultural influences in ethical and legal issues, ethics in leadership and research, and legal role responsibilities for professional nurses.

**Providing Department:** Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Demonstrates awareness of the role of culture in ethical and legal issues.**

**Learning Objective Description:**

Incorporates cultural information in designing care for patients, families and communities.



#### RELATED ITEM LEVEL 2

##### **Health Assessment Cultural Assignment**

###### **Indicator Description:**

Percentage of students who will achieve a minimum score of 90% on the Health Assessment Cultural Assignment

###### **Criterion Description:**

80% of students will achieve a minimum score of 90% on the Health Assessment Cultural Assignment

###### **Findings Description:**

In the Spring 2022 semester 80% of NURS 3310 (Health Assessment) student achieved a minimum score of 90% on the Health Assessment Cultural Assignment.

#### RELATED ITEM LEVEL 3

##### **Health Assessment Cultural Assignment**

###### **Action Description:**

We will continue to monitor student performance on the health assessment cultural assignment to ensure PSO 3 is mastered.

#### RELATED ITEM LEVEL 1

**Demonstrates knowledge related to ethics in leadership.**

###### **Learning Objective Description:**

Utilizes School of Nursing resources to demonstrate knowledge related to ethical leadership.

#### RELATED ITEM LEVEL 2

##### **ATI Leadership Proctored Exam Score**

###### **Indicator Description:**

Percentage of prelicensure students who achieve a minimum score of Level 2 on ATI Leadership Proctored Exam

###### **Criterion Description:**

80% of prelicensure students will achieve a minimum score of Level 2 on the ATI Leadership Proctored Exam.

###### **Findings Description:**

In the Spring 2022 semester 39% of student in NURS 4060 achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

#### RELATED ITEM LEVEL 3

##### **ATI Leadership Proctored Exam Score**

###### **Action Description:**

Findings were reviewed with the course faculty member and we will review course content to strengthen opportunities for improvement.

#### RELATED ITEM LEVEL 1

**Demonstrates knowledge related to research specific ethics.**

###### **Learning Objective Description:**

Utilizes university resources to demonstrate knowledge related to research ethics.

#### RELATED ITEM LEVEL 2

##### **CITI Ethics Training**

###### **Indicator Description:**

SHSU CITI Ethics Training module for Research Students

###### **Criterion Description:**

Percentage of pre-licensure students who achieve a score of 90% on CITI Ethics Training for Research Students

**Findings Description:**

In the Spring 2022 semester 100% of all NURS 3360 (Research) students achieved a score of 90% on CITI Ethics Training for Research Students

RELATED ITEM LEVEL 3

**CITI Ethics Training**

**Action Description:**

We will continue to monitor student performance on "CITI Ethics Training" to ensure PSO 3 is mastered.

RELATED ITEM LEVEL 1

**Demonstrates knowledge related to the legal responsibilities of a registered nurse**

**Learning Objective Description:**

Utilizes State of Texas resources to demonstrate knowledge related to the legal responsibilities of a registered nurse.

RELATED ITEM LEVEL 2

**Nursing Jurisprudence Exam Score**

**Indicator Description:**

Texas Board of Nursing Jurisprudence Exam completion

**Criterion Description:**

100% successful completion of the Jurisprudence Exam

**Findings Description:**

In Spring 2022, 100% of NURS 4250 (Concepts II) students successfully completed the Jurisprudence exam.

RELATED ITEM LEVEL 3

**Nursing Jurisprudence Exam Score**

**Action Description:**

We will continue to monitor student performance on the nursing jurisprudence exam to ensure PSO 3 is mastered. We will also clarify the criterion in AY23.

**PSO 4. Use therapeutic communication during interactions with patients, families, groups and colleagues.**

**Goal Description:**

Demonstrates principles of communication and therapeutic communication when engaging in professional activities.

**Providing Department:** Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Demonstrates knowledge about principles of communication.**

**Learning Objective Description:**

Demonstrates knowledge about principles of communication with patients, families.

RELATED ITEM LEVEL 2

**ATI Nurse's Touch: Professional Communication**

**Indicator Description:**

Percentage of prelicensure students who achieve a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

**Criterion Description:**

85% of prelicensure students will achieve a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

**Findings Description:**

In the Spring 2022 semester 96.25% of NURS 3351 students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

**RELATED ITEM LEVEL 3**

**ATI Nurse's Touch: Professional Communication**

**Action Description:**

We will continue to monitor student performance on "ATI Nurse's Touch" to ensure PSO 1 and 4 are mastered.

**RELATED ITEM LEVEL 1**

**Student demonstrates competency in virtual communication simulations.**

**Learning Objective Description:**

Student demonstrates competency in virtual communication simulations on the first attempt.

**RELATED ITEM LEVEL 2**

**Virtual Simulation**

**Indicator Description:**

Score on virtual simulation first attempt

**Criterion Description:**

85% of students will achieve a satisfactory score for virtual simulations on the first attempt

**Findings Description:**

In the Spring 2022 semester, 100% of students in the following courses achieved a satisfactory score for virtual simulations on the first attempt.

NURS 4540 (Maternal Newborn), NURS 3540 (Psych Mental Health), NURS 3321 (Pharmacology)

**RELATED ITEM LEVEL 3**

**Virtual Simulation**

**Action Description:**

We will continue to monitor student performance in virtual simulation to ensure PSO 4 is mastered.

**RELATED ITEM LEVEL 1**

**Students will demonstrate therapeutic communication with patients.**

**Learning Objective Description:**

Students will demonstrate active listening and respectful communication with patients.

**RELATED ITEM LEVEL 2**

**Process Recording**

**Indicator Description:**

Score on graded process recording assignment

**Criterion Description:**

95% of students will achieve a satisfactory score on the graded Process Recording

**Findings Description:**

In the Spring 2022 semester 100% of students in NURS 3540 (Psych Mental Health) achieved a satisfactory score on the graded Process Recording.

**RELATED ITEM LEVEL 3**

**Process Recording**

**Action Description:**

We will continue to monitor student performance on the process recording assignment in NURS 3540 to ensure PSO 4 is mastered.

## **PSO 5. Demonstrate professional leadership and management skills in the delivery of nursing care.**

### **Goal Description:**

Integrates leadership and management principles in the delivery of nursing care.

**Providing Department:** Nursing BSN / LVN to BSN

### **RELATED ITEMS/ELEMENTS -----**

#### **RELATED ITEM LEVEL 1**

**Demonstrates knowledge related to leadership practice and principles**

#### **Learning Objective Description:**

Standardized exam scores demonstrate knowledge related to leadership and management.

#### **RELATED ITEM LEVEL 2**

**ATI Leadership Proctored Exam Score**

#### **Indicator Description:**

Percentage of prelicensure students who achieve a minimum score of Level 2 on ATI Leadership Proctored Exam

#### **Criterion Description:**

80% of prelicensure students will achieve a minimum score of Level 2 on the ATI Leadership Proctored Exam.

#### **Findings Description:**

In the Spring 2022 semester 39% of student in NURS 4060 achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

#### **RELATED ITEM LEVEL 3**

**ATI Leadership Proctored Exam Score**

#### **Action Description:**

Findings were reviewed with the course faculty member and we will review course content to strengthen opportunities for improvement.

#### **RELATED ITEM LEVEL 1**

**Demonstrates leadership and management skills.**

#### **Learning Objective Description:**

Demonstrates leadership and management skills in care delivery.

#### **RELATED ITEM LEVEL 2**

**Demonstrates simulated leadership and management skills.**

#### **Indicator Description:**

Completes instructor selected Swift River Modules in the final semester. Swift River modules include prioritization and delegation to ancillary staff in the modules.

#### **Criterion Description:**

Complete 2 hours of instructor selected Swift River Modules during the final semester with a passing score > 80 each clinical day

#### **Findings Description:**

We did not utilize Swift River Modules in AY22.

RELATED ITEM LEVEL 3

**Demonstrate simulated leadership and management skills**

**Action Description:**

We will remove this item from future assessment plans since it is no longer used.

**PSO 6. Provide safe patient care using evidence-based practice and clinical reasoning.**

**Goal Description:**

Utilizes evidence-based practice principles and clinical reasoning to provide safe care.

**Providing Department:** Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Demonstrates critical thinking and clinical reasoning.**

**Learning Objective Description:**

Demonstrates knowledge of evidence-based practices, and correct application of critical thinking and clinical reasoning.

RELATED ITEM LEVEL 2

**RN Comprehensive Predictor Exam**

**Indicator Description:**

Comparison of student score to National BSN mean score

**Criterion Description:**

80% of students will achieve at least a baseline score of the national BSN mean on the ATI RN Comprehensive Predictor Exam

**Findings Description:**

In the Spring 2022 semester, 71.8% of students achieved at least a baseline score of the national BSN mean on the ATI RN Comprehensive Predictor Exam.

RELATED ITEM LEVEL 3

**RN Comprehensive Predictor Exam**

**Action Description:**

Findings were reviewed with the course faculty member and we will review course content to strengthen opportunities for improvement.

RELATED ITEM LEVEL 1

**Demonstrates planning and delivery of safe, evidence-based care.**

**Learning Objective Description:**

Development of an evidence-based final care plan/ concept map in each acute care clinical course.

RELATED ITEM LEVEL 2

**Final Care Plan/ Concept Map Grade**

**Indicator Description:**

Grade on final care plan/concept map for each acute care clinical course

**Criterion Description:**

90% of prelicensure students will achieve a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

**Findings Description:**

100% of prelicensure students achieved a minimum grade of 80% on the final care plan/concept map in each acute care clinical course.

NURS 4620, NURS 4540, NURS 3540, NURS 3620, NURS 3631

### RELATED ITEM LEVEL 3

#### **Final Care Plan/Concept Map Grade**

##### **Action Description:**

We will continue to monitor student performance on the final care plan/concept map to ensure PSO 6 is mastered.

### RELATED ITEM LEVEL 2

#### **Provides safe quality care**

##### **Indicator Description:**

Grade on clinical evaluation tool for safe quality patient care at final evaluation

##### **Criterion Description:**

Percentage of students who achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation

##### **Findings Description:**

In the Spring 2022 semester 100% of students in the following courses achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

NURS 4620 (Adult Health II), NURS 4030 (Community), NURS 4540 (Maternal Newborn), NURS 3620 (Adult Health I), NURS 3540 (Psych Mental Health)

### RELATED ITEM LEVEL 3

#### **Provides safe quality care**

##### **Action Description:**

We will continue to monitor student performance on the clinical evaluation tool to ensure PSO 2 is mastered.

### RELATED ITEM LEVEL 1

#### **Utilizes research to develop evidence-based recommendations.**

##### **Learning Objective Description:**

Selects and applies recent research to support care recommendations

### RELATED ITEM LEVEL 2

#### **Research EBP Paper**

##### **Indicator Description:**

Nursing Research Evidence Based Practice Paper (EBP) grade

##### **Criterion Description:**

90% of students will achieve a minimum score of 85% on the Nursing Research EBP paper

##### **Findings Description:**

In the spring 2022 semester, 100% of NURS 3360 students achieved a minimum score of 85% on the Nursing Research EBP paper.

### RELATED ITEM LEVEL 3

#### **Research EBP Paper**

##### **Action Description:**

We will continue to monitor student performance on the Research EBP paper to ensure PSO 6 is mastered.

## **PSO 7. Advocate for clients and the nursing profession considering healthcare system practices, health policies, and global healthcare factors.**

##### **Goal Description:**

Considers healthcare system practices, health policies, and global healthcare factors when advocating for clients, communities and the profession.

**Providing Department:** Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Identify client and professional issues that are currently relevant.**

**Learning Objective Description:**

Discuss current issues in community health nursing, and how they impact the profession and patient advocacy.

RELATED ITEM LEVEL 2

**Community Nursing Current Issues Assignment**

**Indicator Description:**

Student score on the Community Nursing Current Issues Assignment

**Criterion Description:**

60% of students will achieve a minimum score of 90% on the Community Nursing Current Issues Assignment.

**Findings Description:**

In the Spring 2022 semester 100% of NURS 4030 students achieved a minimum score of 90% on the Community Nursing Current Issues Assignment: Community Assessment & Infographic

RELATED ITEM LEVEL 3

**Community Nursing Current Issues Assignment**

RELATED ITEM LEVEL 2

**Legislative Letter**

**Indicator Description:**

legislative letter

**Criterion Description:**

90% of students will achieve a minimum score of 85% on the legislative letter

**Findings Description:**

In the Spring 2022 semester, 100% of NURS 3351 (Concepts I) students achieved a minimum score of 85% on the legislative letter.

RELATED ITEM LEVEL 3

**Legislative Letter**

**Action Description:**

We will continue to monitor student performance on the legislative letter to ensure PSO 7 is mastered.

**PSO 8. Develop a plan for lifelong learning and provide a foundation for professional growth.**

**Goal Description:**

Demonstrate the importance of lifelong learning as a foundation for professional growth.

**Providing Department:** Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Develop a plan for professional growth.**

**Learning Objective Description:**

Develop a written plan for professional growth.



RELATED ITEM LEVEL 2

Career Packet

Indicator Description:

Grade on Concepts 2 Career Packet

Criterion Description:

90% of students will achieve a minimum score of 90% on the Concepts 2 career packet.

Findings Description:

In Spring 2022 100% of students in NURS 4250 (Concept II) achieved a minimum score of 90% on the Concept 2 career packet.

RELATED ITEM LEVEL 3

Career Packet

Action Description:

We will continue to monitor student performance on "Career Packet" to ensure PSO 8 is mastered.

RELATED ITEM LEVEL 1

Identifies a plan for graduate nursing education.

Learning Objective Description:

Identifies a plan for graduate nursing education within 5 years of BSN program completion.

RELATED ITEM LEVEL 2

Graduate Education Plans

Indicator Description:

Students planning to enroll in graduate nursing education within 5 years of graduation

Criterion Description:

50% of students will indicate plans for enrolling in graduate nursing education within 5 years of BSN program completion.

Findings Description:

In Spring 2022, 86% of students indicated plans to enroll in graduate nursing education with 5 years of BSN completion.

RELATED ITEM LEVEL 3

Graduate Education Plans

Action Description:

We will continue to monitor exit survey data to ensure students meet PSO 8.

PSO 9. Demonstrate competency with technology and information management in the delivery of safe care.

Goal Description:

Integrates technology and information management to deliver safe care.

Providing Department: Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstrates safe use of electronic health records.

Learning Objective Description:

Able to enter and retrieve needed electronic health data.

RELATED ITEM LEVEL 2

Clinical database scores

Indicator Description:

Score for assessment data retrieved from facility EHR documents.

**Criterion Description:**

The students will achieve a minimum score of 80% on a clinical database using facility EHR.

**Findings Description:**

In the Spring 2022 semester students in the following courses achieved a minimum of 80% on a clinical database using facility EHR:

NURS 4520 (Pediatrics) - 90%, NURS 4540 - 100%

NURS 3540 (Psych/Mental Health), NURS 3620, & NURS 4620 - Feedback received that not all facilities allow student access to EHR.

**RELATED ITEM LEVEL 3**

**Clinical database scores**

**Action Description:**

We will continue to monitor student performance using the facility EHR to ensure PSO 9 is mastered in NURS 4520 and NURS 4540. Feedback received that not all facilities allow student access to EHR for NURS 3540, NURS 3620, and NURS 4620.

**RELATED ITEM LEVEL 2**

**EHR Documentation**

**Indicator Description:**

EHR rubric (final)

**Criterion Description:**

Percentage of students achieving minimum score of 80% on EHR documentation rubric final attempt.

**Findings Description:**

In Spring 2022, 100% of students in the following courses achieved a minimum core of 80% on EHR documentation rubric final attempt.

NURS 4540 (Maternal Newborn), NURS 4520 (Pediatrics), NUR 3631 (Fundamentals).

**RELATED ITEM LEVEL 3**

**EHR Documentation**

**Action Description:**

We will continue to monitor student performance on the EHR rubric to ensure PSO 9 is mastered in NURS 4540 (Maternal Newborn), NURS 4520 (Pediatrics), NUR 3631 (Fundamentals).

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

**Closing Summary**

The SON is in a period of rapid and substantive change. In addition to internal shifts such as restructuring in Spring/Summer '21 and strategic planning in Fall '21/Spring '22, major external shifts are taking place. Our accreditor, CCNE, has re-visioned the standards for BSN education in the U.S.; our regulator, TBON, has revised its requirements for program competencies; and our educational model is being forced to discover new ways of educating nurses as opportunities to clinically education our students dwindle in the aftermath of the pandemic. The assessment plan for the BSN/LVN-BSN program will likely need to be reviewed and substantively revised. In this context, the following high-level action items comprise the SON's AY22 PCI.

1. The Assistant Director for Didactic Learning and/or designees will refine the current criterion for learning objectives to ensure clear and complete standards are set for measurement of performance by April of '22.
2. The Enrollment Planning and Assessment Coordinator will review and reduce the length of the current BSN/LVN-BSN annual assessment by splitting the 10 goals over a 3-year cycle or other approach which satisfies the intent to improve the efficiency of the assessment process by May of '22.
3. The Assistant Directors of the SON and/or designees will investigate those areas of low performance against criterion to understand root cause of the reported performance by February of '22. Depending on findings, specific curricular actions may be taken. The rapid pace of upcoming curriculum revision may mitigate discovered causes.
4. The Assistant Directors of the SON and/or designees will begin the process of revising and updating the assessment plan as curricular changes occur during the curricular transformation process. It is anticipated the entire transition will be completed by Fall of '23.

#### **Update of Progress to the Previous Cycle's PCI:**

1. In Spring 2022, the Assistant Director for Didactic Learning met with the AD of clinical and SIM and Course and Clinical coordinators to review and refine learning objectives to ensure standards were clear and standards were set for measurement by April 2022.
2. In Spring 2022, The Enrollment Planning and Assessment Coordinator reviewed the BSN/LVN-BSN annual assessment and split the 10 goals over a 3-year cycle.
3. The AD of Didactic and Clinical reviewed End of Semester Course Reports to investigate low performing areas. Meetings were set with specific course coordinators to establish root cause and solutions. In all opportunities for improvement, it was established a transition to the NurseThink platform will be beneficial for clinical judgment and NGN NCLEX success.
4. The Assistant Directors and Curriculum Committee initiated the curriculum transformation process in Spring 2022. Dr. Amy Hall from NurseTim Consultancy was hired as a subject matter expert to assist with curriculum redesign and assessment planning. Curricular work was completed by an adhoc committee in Summer 2022 and has been continued into the Fall 2022 semester.

#### **New Plan for Continuous Improvement Item**

##### **Closing Summary:**

The SON continues to prepare for curriculum change to meet new accreditation standards (AACN) which places a high emphasis on clinical judgement and the new NCLEX model (NGN NCLEX) which assesses clinical judgment. To best align a model which threads didactic, clinical, and simulation pedagogies, the decision was made to transition our assessment and testing platform, ATI, to the NurseThink Platform. The ATI contract ends August 2023. In Spring 2022, NurseThink Clinical Judgement Exams was introduced to faculty and will be implemented in Fall 2022. NurseThink Clinical Judgement Simulations were introduced and will be implemented in Fall 2022. In Spring 2023, the last of the NurseThink platform will be implemented, The Notebook and Conceptual Clinical Cases, which will allow us to begin new established clinical judgement testing, assessment, and feedback by Fall 2023.

# **Department of Population Health**

# Bilingual Health Care Studies, BA

## Goal 1: Culturally Competent Health Content Knowledge

### Goal Description:

Each student enrolled in the BA in Bilingual Health Care Studies (BHCS) Program will be proficient in health content knowledge in the critical areas of disease awareness and prevention, ethical considerations and practices, culturally competent communication skills, and health program planning.

**Providing Department:** Bilingual Health Care Studies, BA

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Culturally Competent Health Content Knowledge

#### Learning Objective Description:

Students enrolled in the BA in Bilingual Health Care Studies Program will be able to comprehend and demonstrate the cultural aspects of health content knowledge in regard to diseases, ethical standards, communication skills, and health program planning.

#### RELATED ITEM LEVEL 2

### Culturally Competent Health Content Knowledge

#### Indicator Description:

A group of exam questions, cumulative course grades, course projects, and demonstrations in several courses in the BHCS curriculum, will be used to assess the student's health content knowledge.

#### Criterion Description:

The criteria for assessing proficient mastery of health content knowledge in the BHCS curriculum include:

HLTH 1360 Introduction to Health Education and Health Careers Code of Ethics/Bioethical Activity Plan (students must score a minimum of **90 percent**)

HLTH 3391 Study of Human Diseases: Cumulative course grade (students must earn a grade of **B or higher**)

HLTH 3392 Communication Skills for Health Education: Health Campaign Brochure Plan (students must score a minimum of **90 percent**)

HLTH 4387 Community Health: Healthy People activity (students must score a minimum of **90 percent**)

HLTH 4393 Principles and Practices of Community Organization and Community Development: Health Program Plan (students must score a minimum of **90 percent**)

#### Findings Description:

HLTH 1360 Introduction to Health Education and Health Careers: There were no BHCS students enrolled in the course during the assessment cycle.

HLTH 3391 Study of Human Diseases: There was one BHCS student enrolled in HLTH 3391 during the assessment cycle. The student earned a grade of A in the course; therefore, the goal was achieved with 100 percent of the students earning a score of 90 percent or higher on the assignments for the course.

HLTH 3392 Communication Skills for Health Education: There were five BHCS students enrolled in HLTH 3391 during the assessment cycle. A total of four students (80 percent) earned a grade of A in the course, and one student (20 percent) earned a grade of B on the Health Brochure Campaign Plan. The goal was achieved with 100 percent of the students earning a score of 90 percent or higher on the Health Brochure Campaign Plan.

HLTH 4387 Community Health: There were six BHCS students enrolled in HLTH 4387 during the assessment cycle. A total of five students (84 percent) earned a grade of A on the Healthy People Activity, and one student (16 percent) earned a grade of C on the assignment. The goal was not achieved during the assessment cycle with only 84 percent of the students earned a grade of 90 or higher on the assignment.

HLTH 4393 Principles and Practices of Community Organization and Community Development: There were three BHCS students enrolled in HLTH 4393 during the assessment cycle. The three students (100 percent) earned a grade of A on the Health Program Plan. The goal was achieved with 100 percent of the students earning a score of 90 percent or higher on the Health Program Plan assignment.

RELATED ITEM LEVEL 3

Culturally Competent Health Content Knowledge  
Action Description:



The health faculty will keep the assignments in HLTH 1360, 3391, 3392, 4387, and 4393 as the criterion for goal 1 that indicates competence in health content knowledge. The scope of these assignments provides the BHCS with the health content that is required in the areas of Public Health, Health Care Administration, and Health Science. The coordinator of the BHCS program will strive to ensure that BHCS students enroll in health courses in a comprehensive manner beginning with 1000 level courses and progressing to upper level courses.

Goal 2: Professional Development and Practices

Goal Description:

Each student enrolled in the BA in Bilingual Health Care Studies (BHCS) Program will demonstrate professional attributes and competence of their acquired knowledge, skills, and experiences in their professional internship setting.

Attached Files

-  [Supervisor Evaluation](#)
-  [Student Presentation Directions\(1\)](#)

Providing Department: Bilingual Health Care Studies, BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Professional Development and Practices  
Learning Objective Description:

BHCS students will be able to successfully use their acquired knowledge, skills, and experience in an internship setting. BHCS students enrolled in HLTH 4394 will be able to demonstrate professional competency in an applied setting. Students will engage in a variety of assignments including weekly internship logs, and a cumulative reflection project in order to demonstrate a summary of professional development. The cumulative project is evaluated via a rubric established by program faculty. Students’ cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

RELATED ITEM LEVEL 2



Professional Development and Practices  
Indicator Description:

Students enrolled in HLTH 4394 must earn a cumulative grade of 85 on their internship supervisor evaluation, daily and weekly internship logs, and their professional internship summary project.

**Criterion Description:**

Health BA students enrolled in HLTH 4394 will achieve a minimum of an 85 % rating on their final internship evaluation from their site supervisor. Additionally, the student's summary project must also attain a minimum of an 85 percent rating.

Attached Files

-  [Student Presentation Directions\(1\)](#)
-  [Supervisor Evaluation](#)

**Findings Description:**

There were five BHCS students enrolled in HLTH 4394 during the assessment cycle. A total of four students (80 percent) earned a grade of A in the course, and one student (20 percent) earned a grade of C on their internship supervisor evaluation, daily and weekly internship logs, and their professional internship summary project. The goal was not achieved during the assessment cycle with only 80 percent of the students earning a grade of 85 or higher on the internship experience.

RELATED ITEM LEVEL 3

**Professional Development and Practices**

**Action Description:**

The professional internship that students conduct in HLTH 4394 serves as the culminating event of their academic coursework and prepares them for their careers in the degree programs offered in the department. The internship supervisor evaluation will remain as the key criterion for Goal 2 during the next assessment cycle. Lisa Chaddick, the internship coordinator for the department, will strategically monitor the BHCS students’ progress while they conducting their practicum to ensure the requirements are being met by the BHCS students.

**Goal 3: Social And Physical Health Cultural Awareness**

**Goal Description:**

Each student enrolled in the BA in Bilingual Health Care Studies (BHCS) Program will demonstrate their awareness of the social, physical, economic, religious, and geographic variables that affect the quality of health for underrepresented populations and aliens who strive to receive health care services in the United States.

**Providing Department:** Bilingual Health Care Studies, BA

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Social And Physical Health Cultural Awareness**

**Learning Objective Description:**

Students enrolled in the BA in Bilingual Health Care Studies Program will be able to successfully teach and conduct presentations to other students the various barriers that prevent underrepresented populations from having accessibility to health services. In addition, these students will teach their peers about the social, physical, economic, religious, and geographic factors that affect the overall health status of aliens who strive to receive health care in the United States.

RELATED ITEM LEVEL 2

**Social And Physical Health Cultural Awareness**

**Indicator Description:**

Individual and group reports and presentations that are required in HLTH 2383: Multicultural Health Issues and HLTH 4392: Independent Study in Health, will be used to assess the student’s overall knowledge of underrepresented populations and their quality of health variables.

**Criterion Description:**



The criteria for assessing Social and Physical Health cultural attributes of various populations in the BHCS curriculum include:

HLTH 4392 Independent Study in Health: Investigative Report (student must earn a minimum of 90 percent)

HLTH 2383 Multicultural Health Issues: Cultural Disparity Report (student must earn a minimum of 90 percent)

HLTH 2383 Multicultural Health Issues: Cultural Health Presentation (student must earn a minimum of 90 percent)

Attached Files

 [Project Rubric](#)

### **Findings Description:**

HLTH 4392: Independent Study in Health: There were four BHCS students enrolled in HLTH 4392 during the assessment cycle. A total of three students (75 percent) earned a grade of A on the Investigative Report assignment, and one student (25 percent) earned a grade of B on the assignment. The goal was achieved with 100 percent of the students earning a score of 90 percent or higher on the Investigative Report assignment.

HLTH 2383 Multicultural Health Issues: There were no BHCS students enrolled in HLTH 2387 during the assessment cycle.

### **RELATED ITEM LEVEL 3**

### **Social And Physical Health Cultural Awareness**

#### **Action Description:**

The health faculty will keep the assignments in HLTH 2387 and 4392 as the indicators of the content mastery of Goal 3. The scope of these assignments provides the BHCS with the social and physical cultural awareness that is required in the areas of Public Health, Health Care Administration, and Health Science. The coordinator of the BHCS program will provide students enrolled in HLTH 4392 with valuable investigative and applied practical experiences that promote cultural awareness in the field of health.

## **Plan for Continuous Improvement Item**

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

#### **Closing Summary**

#### **Plan for Continuous Improvement:**

The three goals will remain in place, and an additional goal will be added to the assessment plan. This goal will focus on the development and improvement of the written and public speaking skills of the BHCS students. All the academic success programs are operational in both the online and face-to-face format and attending these workshops will be a priority with the students. In addition, the program coordinator will address these marketable skills in individual and group meeting with the BHCS students.

Ms. Lisa Clarkson has agreed to serve as an advocate and mentor for the BHCS students to help foster these skills in the students. She will also assist in the recruiting efforts for the BHCS studies students in the spring semester.

The minor in Medical Translation was approved by The THECB and will begin to enroll students in January 2022. This minor will enhance the professional medical translation skills within the BHCS students. In addition, the new minor will enhance the collaborative professional expertise of the faculty in the Department of Population Health and in the Department of Languages and World Culture.

### **Update of Progress to the Previous Cycle's PCI:**

No BHCS students enrolled in the Minor in Medical Translation in the spring and summer 2022 semesters. The Department of Language and World Culture began a marketing campaign to promote the minor during the spring 2022 semester, and the results of this focused campaign should increase the enrollment in the new minor.

The BHCS coordinator has developed an affiliation agreement with the Texas Familia Council in Montgomery County which will support BHCS interns and promote the program with agencies in the area. The director of the council is affiliated with Montgomery County Public Health District.

Lisa Chaddick and the BHCS coordinator will attend recruiting and college night activities during the spring semester to increase the number of students enrolled in the program. Ms. Chaddick is now working at The Woodland's Center which is strategically located to visit the high schools in the Montgomery County area.

The goals and assignments will remain in the next assessment cycle. The program faculty will continue to monitor the communication skills of the BHCS students and work with them on an individual basis to improve their verbal communication skills. The faculty determined this individual approach was a more impactful and customized strategy to assist the students enrolled in the program.

### **New Plan for Continuous Improvement Item**

#### **Closing Summary:**

No BHCS students enrolled in the Minor in Medical Translation in the spring and summer 2022 semesters. The Department of Language and World Culture began a marketing campaign to promote the minor during the spring 2022 semester, and the results of this focused campaign should increase the enrollment in the new minor.

The BHCS coordinator has developed an affiliation agreement with the Texas Familia Council in Montgomery County which will support BHCS interns and promote the program with agencies in the area. The director of the council is affiliated with Montgomery County Public Health District.

Lisa Chaddick and the BHCS coordinator will attend recruiting and college night activities during the spring semester to increase the number of students enrolled in the program. Ms. Chaddick is now working at The Woodland's Center which is strategically located to visit the high schools in the Montgomery County area.

The goals and assignments will remain in the next assessment cycle. The program faculty will continue to monitor the communication skills of the BHCS students and work with them on an individual basis to improve their verbal communication skills. The faculty determined this individual approach was a more impactful and customized strategy to assist the students enrolled in the program.

# Public Health BS

## Goal 1. Content Knowledge and skills in the History and Philosophy of Public Health

### Goal Description:

*In fulfillment of the Provost's strategic plan to promote delivery of a rigorous, contemporary curriculum, the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health (CEPH) accreditation, each graduate of the BS in Public Health will be proficient in the history and philosophy of public health including its three core functions of public health: assessment, policy development and planning, and assurance. The core functions of public health provide a foundation for any public health activity and are used by public health practitioners on a regular basis.*

**Providing Department:** Public Health BS

### RELATED ITEMS/ELEMENTS -----

#### RELATED ITEM LEVEL 1

### Content Knowledge and skills—Public Health Policy Development (Objective 3)

#### Learning Objective Description:

*By completion of the BS in Public Health, all graduates will be able to illustrate policy development in public health. The development of health policy is often difficult to understand especially as it pertains to past and current health issues. Understanding the channels of health policy development and its use in improving public health is crucial for public health practitioners.*

#### RELATED ITEM LEVEL 2

### Content Knowledge and Skills—Public Health Policy Development (Indicator a)

#### Indicator Description:

*HLTH 1360 Exam Essay Question – Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues when asked in an essay question, “Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues.”*

#### Criterion Description:

*At least 75% of students in HLTH 1360 can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assessment issues.*

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#### Findings Description:

88% of students taking a quiz were able to successfully answer these questions of policy development and the three domains of public health as well as correctly identify past and current assessment issues.

#### RELATED ITEM LEVEL 3

### Action Public Health Policy

#### Action Description:

This activity has been switched to HLTH 3350 where it will be discussed in detail and be a question on a quiz.

#### RELATED ITEM LEVEL 2

### Public Health Policy Development Informal Indicator (Indicator 2)

#### Indicator Description:

*HLTH 1360 in class oral quiz and discussion or online discussion board about board about public health policy development.*

### **Criterion Description:**

*At least 50 % of HLTH 1360 will participate in in-class oral quiz or online discussion board about public health policy development*

### **Findings Description:**

Using a polling method in the face-to-face class, 85% of students participated in the quiz and 97% of online students participated in the online discussion board regarding health policy development.

#### **RELATED ITEM LEVEL 3**

### **Action Public Health Policy Development Informal Indicator**

#### **Action Description:**

This activity has been switched to HLTH 3350 where it will be discussed in detail and be either an oral quiz or discussion board.

#### **RELATED ITEM LEVEL 1**

### **Content Knowledge and Skills --Name the Three Domains of Public Health. (Objective 1)**

#### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to define the three domains of public health. The three domains of public health lay a groundwork for all of the essential services in public health. Public health professionals and CEPH, our accrediting agency, consider them a foundation for all public health activities.*

#### **RELATED ITEM LEVEL 2**

### **Content Knowledge and Skills—Three Domains of Public Health (Indicator 1)**

#### **Indicator Description:**

*HLTH 1360 Quiz question: List the three domains of public health.*

### **Criterion Description:**

*At least 80% of HLTH 1360 questions can name the three domains of public health on a quiz question stating: “List the three domains of public health.”*

### **Findings Description:**

Findings: 82% of students in HLTH 1360 answered this quiz question correctly. Two students failed to record an answer for this question and two students did not take the quiz.

#### **RELATED ITEM LEVEL 3**

### **Action Content Knowledge and skills in the History and Philosophy of Public Health**

#### **Action Description:**

To ensure completion of this activity by all of the students, we are switching this activity to an oral quiz or online discussion board and it will now be in HLTH 3350.

#### **RELATED ITEM LEVEL 1**

### **Content Knowledge and Skills—Public Health Assurance (Objective 4)**

#### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to illustrate assurance in public health.*

#### **RELATED ITEM LEVEL 2**

### **Content Knowledge and Skills—Public Health Assurance (Indicator a)**

#### **Indicator Description:**

*HLTH 1360 Exam Essay Question – Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples when asked the following question on an essay exam: “Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples.*

### **Criterion Description:**

*At least 75% of students in HLTH 1360 can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assurance examples.*

**Findings Description:**

89% of students in HLTH 1360 described and explained what policy development means as one of the three domains of public health and correctly identified examples of past and current assurance examples.

**RELATED ITEM LEVEL 3****Public Health Assurance****Action Description:**

Due to this being required for accreditation, we will keep this portion of the assessment but are moving it to HLTH 3350 where this will be discussed in depth.

**RELATED ITEM LEVEL 2****Content Knowledge and Skills—Public Health Policy Assurance Informal Indicator (Indicator b)****Indicator Description:**

*HLTH 1360 in class oral quiz and discussion or online discussion board about public health assurance.*

**Criterion Description:**

*At least 50 % of HLTH 1360 will participate in in-class oral quiz or online discussion board about public health assurance.*

**Findings Description:**

95% of students in HLTH 1360 participated in face-to-face discussion and an online discussion about health policy assurance.

**RELATED ITEM LEVEL 3****Action Public Health Policy Assurance Informal Indicator B****Action Description:**

This activity has been switched to HLTH 3350 where it will be discussed in detail and be either an oral quiz or discussion board.

**RELATED ITEM LEVEL 1****Content Knowledge and skills - Public Health Assessment (Objective 2)****Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to illustrate how to do a basic assessment of past and current issues in public health. As one of the three domains of public health, assessment gathers information including statistical data and firsthand knowledge from people living in a community to determine the major health risks and problems. Without assessment, public health professionals would have no knowledge of what the problems in public health are.*

**RELATED ITEM LEVEL 2****Content Knowledge and Skills—Assessment in Public Health (Indicator 1)****Indicator Description:**

*HLTH 1360 Exam Essay Question – Explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues.*

**Criterion Description:**

*At least 75% of students in HLTH 1360 can describe and explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues when asked, “Describe what assessment means as one of the three domains of public health and give examples of past and current assessment issues” on an essay question.*

.

**Findings Description:**

84% of students in HLTH 1360 explained the correct concept of assessment receiving full credit for the question. Two students received partial credit for this question.

RELATED ITEM LEVEL 3

Action Public Health Assessment

Action Description:

To ensure completion of this activity by all of the students, we are switching this activity to an oral quiz or online discussion board and it will now be in HLTH 3350.

RELATED ITEM LEVEL 2

Content Knowledge and Skills—Three Domains of Public Health Informal Indicator (2)

Indicator Description:

*HLTH 1360 in class oral quiz and discussion or online discussion board about the public health assessment process.*

Criterion Description:

*At least 50 % of HLTH 1360 will participate in in-class oral quiz or online discussion board about the public health assessment process.*

.

Findings Description:

Taking an online poll in the face-to-face HLTH 1360 classes, over 90% of students answered these questions correctly and all of the students who participated in the online discussion board correctly identified concepts in the public health assessment process. Four students were absent from the face-to-face class.

RELATED ITEM LEVEL 3

Action Three Domains of Public Health Informal (indicator 2)

Action Description:

This activity has been switched to HLTH 3350 where it will be discussed in detail and be either an oral quiz or discussion board.

Goal 2 Content Knowledge and skills in the Social Determinants of Health

Goal Description:

*In fulfillment of the Provost’s strategic plan to promote delivery of a rigorous, contemporary curriculum, the department’s mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health accreditation, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in the socioeconomic, behavioral, biological, environmental and other factors that impact human health and contribute to health disparities. Public health professionals spend a large portion of their time and efforts addressing the social determinants of health since they are a large influence on the nation’s and an individual’s health. Public health practitioners need to know these basic concepts in order to be a competent member of the public health workforce.*

Providing Department: Public Health BS

Progress: Draft

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Identify and explain the social determinants of health Objective #1

Learning Objective Description:

*By completion of the BS in Public Health, all graduates will identify and explain the social determinants of health and their importance to public health. Often the social determinants are as important if not more important than genetics and biology. Public health practitioners must be able to enter a community and identify which of the social determinants of health contribute to public health.*

#### RELATED ITEM LEVEL 2

##### **Identification of the Social Determinants of Health (Indicator a)**

###### **Indicator Description:**

*Students in HLTH 3360 can identify and explain the social determinants of health.*

###### **Criterion Description:**

*At least 75% of students in HLTH 3360 can identify and explain the social determinants of health when asked to answer the following question on an essay: “to identify and explain the social determinants of health and their importance to public health.”*

###### **Findings Description:**

85% of students in HLTH 1360 correctly identified and explained the social determinants of health in an essay.

#### RELATED ITEM LEVEL 3

##### **Action Identification of the Social Determinants of Health criterion 2**

###### **Action Description:**

Due to this being required for our accreditation, we will keep this portion of the assessment for next year and it will continue to be an essay question.

#### RELATED ITEM LEVEL 2

##### **Identification of the Social Determinants of Health Informal Assessment (Indicator B)**

###### **Indicator Description:**

*HLTH 1360 in class oral quiz and discussion or online discussion board about board about the social determinants of health.*

###### **Criterion Description:**

*At least 50 % of HLTH 1360 will participate in in-class oral quiz or online discussion board about the social determinants of health.*

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###### **Findings Description:**

75% of students in both the face-to-face classes and the online class participated in the in-class oral quiz and the online discussion board about the social determinants of health.

#### RELATED ITEM LEVEL 3

##### **Identification of the Social Determinants of Health Informal Assessment Criterion 2**

###### **Action Description:**

Due to this being required for our accreditation, we will keep this portion of the assessment for next year but it will be an essay question.

#### RELATED ITEM LEVEL 1

##### **Identify and explain ways to positively influence the social determinants of health (Objective # 2)**

###### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will identify and explain ways to positively influence the social determinants of health to improve the nation's public health. Only knowing the social determinants of health does not help the public health professional. He/she must be able to know techniques used in the past and present to address them in order to improve the nation's public health.*

## RELATED ITEM LEVEL 2

### Identification of the Social Determinants of Health Informal Assessment (Indicator B)

#### Indicator Description:

*HLTH 1360 in class oral quiz and discussion or online discussion board about board about the social determinants of health.*

#### Criterion Description:

*At least 50 % of HLTH 1360 will participate in in-class oral quiz or online discussion board about the social determinants of health.*

.

#### Findings Description:

75% of students in both the face-to-face classes and the online class participated in the in-class oral quiz and the online discussion board about the social determinants of health.

## RELATED ITEM LEVEL 3

### Identification of the Social Determinants of Health Informal Assessment Criterion 2

#### Action Description:

Due to this being required for our accreditation, we will keep this portion of the assessment for next year but it will be an essay question.

## RELATED ITEM LEVEL 2

### Influencing the Social Determinants of Health (Indicator A)

#### Indicator Description:

*Students will write an essay on positive ways to influence the social determinants of health.*

#### Criterion Description:

*At least 75% of all students in HLTH 3360 will identify and explain ways to positively influence the social determinants of health to improve the nation's public health when asked the following question as an essay: "identify and explain ways to positively influence the social determinants of health to improve the nation's public health."*

#### Findings Description:

This question presented a bigger challenge for our students than previous ones but we did meet our criterion indicator. 79% of all students in HLTH 3360 explained ways to positively influence the social determinants of health to improve the nation's public health.

## RELATED ITEM LEVEL 3

### Identification of the Social Determinants of Health Informal Assessment Criterion 2

#### Action Description:

Due to this being required for our accreditation, we will keep this portion of the assessment for next year but it will be an essay question.

## RELATED ITEM LEVEL 3

### Action Identify and explain ways to positively influence the social determinants of health Obj 2

#### Action Description:

Due to this being required for our accreditation, we will keep this portion of the assessment for next year and it will continue to be an essay question. We will cover this next year more thoroughly and include an active learning component in teaching this concept.

## Goal 3: Basic Concepts of Public Health Communication

### Goal Description:



*In fulfillment of the Provost’s strategic plan to promote delivery of a rigorous, contemporary curriculum, the department’s mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health accreditation, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in the basic concepts of public health communication. As seen in public health history, health communication is a dynamic part of any public health practitioner’s practice. Competent communication skills are necessary for any public health dissemination.*

**Providing Department:** Public Health BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Basic Concepts of Public Health Communication: Public Health Information. (objective #2)**

**Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to locate, access, use, evaluate and synthesize public health information. Often, public health information is difficult for the lay public to understand. Public Health professionals must be able to locate accurate and factual information (data), know how to use that particular data and what it means and then be able to disseminate that information to the public in a meaningful manner. CEPH, our accrediting agency, expects this of all students graduating with a BS in Public Health*

RELATED ITEM LEVEL 2

**Public Health Newsletter (Indicator A)**

**Indicator Description:**

*Students in HLTH 3392 will create a written newsletter to disseminate public health information the student researched. See the attached rubric.*

**Criterion Description:**

*At least 75% Students in HLTH 3392 will score an 80% or above on the Newsletter*

**Findings Description:**

85% of students in HLTH 3392 scored a grade of 80% or above on the Newsletter assignment. One student did not participate in this assignment.

RELATED ITEM LEVEL 3

**Action Public Health Newsletter (Indicator A)**

**Action Description:**

Due to the importance of being able to communicate health issues to our accreditation, we will keep this portion of the assessment as is.

RELATED ITEM LEVEL 2

**Public Health Newsletter Rough Draft (Indicator B)**

**Indicator Description:**

*Students in HLTH 3392 will research and create a rough draft of a newsletter targeting a population with health information to better the population health. They will work with their instructor to develop the information they researched, how to develop an outline and how to create a newsletter rough draft.*

**Criterion Description:**

*At least 80% of students in HLTH 3392 will work with the instructor to create a rough draft of a newsletter targeting a population with health information to better the population health. Their instructor will work with them to develop an outline and rough draft.*

**Findings Description:**

97% of students in HLTH 3392 created a rough draft of a newsletter targeting a specific population with health information to better the population health.

### RELATED ITEM LEVEL 3

#### **Action Public Health Newsletter Rough Draft (Indicator B)**

##### **Action Description:**

*Since this activity helps students learn to organize their thoughts and to put them on paper in a meaningful manner, we will keep this portion of the assessment.*

### RELATED ITEM LEVEL 1

#### **Learning Objective 1: Public Health Communication**

##### **Learning Objective Description:**

*By completion of the BS in Public Health, all graduates will be able to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. One of the largest factors facing today's public health workforce is how to disseminate public health information in order to give the public tools it can use to improve or maintain its health. This has been especially demonstrated in recent public health issues. Using the appropriate channels, messages, and wording can create a much more meaningful way to reach the public.*

### RELATED ITEM LEVEL 2

#### **Public Health Communication: Health Communications Instagram Campaign (Indicator B)**

##### **Indicator Description:**

*The use of various types of media has proven to be very important to public health and is a requirement for CEPH accreditation. Students in HLTH 3392 learn to and develop Instagram campaigns using three graphics with messages to create positive health behavior changes. They may choose any non-copyrighted graphic or create one of their own and submit their reason for choosing those graphics and wording for their particular audience.*

##### **Criterion Description:**

*At least 75% of HLTH 3392 students will earn a grade of 80% or better on an Instagram campaign to promote positive health behavior change.*

##### **Findings Description:**

98% of all students in HLTH 3392 earned a grade of 95% or better on an Instagram campaign to promote positive health behavior change.

### RELATED ITEM LEVEL 3

#### **Action Public Health Communication: Health Communications Instagram Campaign (Indicator B)**

##### **Action Description:**

Due to the importance of the effective use of social media to our accreditation, we will keep this portion of the assessment as is.

### RELATED ITEM LEVEL 2

#### **Public Health Communication: Health Communications PSA (Indicator A)**

##### **Indicator Description:**

*Students in HLTH 3392 learn a variety of ways to communicate health information in meaningful ways. One of those ways includes developing public service announcements (PSA). When developing a PSA, students must research the audience and the subject, decide the best channel to reach the audience, determine the proper wording, and show the ability to create a successful PSA to reach their particular audience.*

##### **Criterion Description:**

*At least 75% of students in HLTH 3392 will earn a grade of 80% or better on a Public Service Announcement to disseminate public health information.*

##### **Findings Description:**

98% of students in HLTH 3392 earned a grade of 90% or better on a PSA to disseminate public health information. One student did not participate in the assignment

#### RELATED ITEM LEVEL 3

### Action Health Communications PSA

#### Action Description:

Due to the importance of this issue to our accreditation, we will keep this portion of the assessment as is.

## Update to Previous Cycle's Plan for Continuous Improvement Item

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

#### Closing Summary

This is a new assessment using new goals and objectives for the BS in Public Health program. Since the last one was so difficult to understand and unwieldy, we scrapped the last assessment and started over from the beginning. These are goals and objectives that are required by the Council on Education for Public Health (CEPH), our accreditation agency.

#### Update of Progress to the Previous Cycle's PCI:

***Continuous Plan for Improvement:*** *In the 2022 – 2023 school year, we plan to finish a curriculum map of all of the courses taught in the BS in Public Health program in order to ensure all of our accreditation criteria are met. With this mapping, instructors will know the semester before they teach the class, exactly what assessment criteria will be collected instead of waiting until the semester starts to include it in their syllabi. This will include instructions on how to conduct an informal poll of students in face-to-face classes and how to record those results for the assessment process instead of relying on memory. We will also start implementing reporting assessment results at the end of each semester instead of waiting for the end of the school year. This should ensure that all assessment criteria are being measured and collected in a timely manner. We will also put more emphasis on teaching the Social Determinants of Health in HLTH 3360 in order to make sure we are meeting our student learning objectives.*

## New Plan for Continuous Improvement Item 2021-2022

#### Closing Summary:

This will be complete when Dr. Fulton returns from her research in Paris.

# Public Health MPH

## Goal 1: Foundational Public Health Knowledge

### Goal Description:

The content of the MPH program ensures that all MPH students are grounded in the foundational public health knowledge that is acquired in the five core content areas of public health: Biostatistics, Health Services Administration, Social and Behavioral Health, Epidemiology, and Environmental Health (CEPH 2016 Accreditation Criteria-D-1).

**Providing Department:** Public Health MPH

### RELATED ITEMS/ELEMENTS

#### RELATED ITEM LEVEL 1

### Learning Objective 1: Foundational Public Health Knowledge

#### Learning Objective Description:

MPH students will select methods to evaluate public health programs for at-risk populations in the community (CEPH 2016 Accreditation Criteria-D2: Planning and Management to Promote Health).

#### RELATED ITEM LEVEL 2

### Indicator, Criterion, and Findings Item 3: Foundational Public Health Knowledge

#### Indicator Description:

MPH students enrolled in the HLTH 6396: Health Planning and Evaluation (Pre-Internship) course, will develop a process, impact, and outcome evaluation for a public health program in the community. The comprehensive evaluation plan will be aligned with a public health program using the PRECEDE and PROCEED framework.

#### Criterion Description:

MPH students will work in teams to develop a comprehensive program evaluation that includes a process, impact, and outcome component. Eighty-five percent of the students in each team will earn a grade of 90 or higher in the development of the evaluation plan.

#### Findings Description:

A total of 15 students were enrolled in HLTH 6396 during the assessment cycle; 12 students earned a grade of A (80 percent) on the comprehensive program evaluation and 3 students earned a grade of B (20 percent) on the comprehensive program evaluation. Learning objective 1 of the goal was achieved with 100 percent of the students earning a grade of B, or higher on the comprehensive program evaluation assignment.

#### RELATED ITEM LEVEL 3

### Foundational Public Health Knowledge

#### Action Description:

The public health faculty determined that the knowledge and skills provided in this goal are critical in the professional development of graduate students seeking a MPH degree. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master's level students are competent in the skills of developing and administering program evaluations; analyzing the data from the evaluations; and revising health programs per the results of the evaluation.

#### RELATED ITEM LEVEL 1

### Learning Objective 2: Foundational Public Health Knowledge

#### Learning Objective Description:

MPH students will design a population-based policy, program, project, or intervention that addresses the educational, health, and financial needs of an at-risk population in the community (CEPH 2016 Accreditation Criteria-D2: Planning and Management to Promote Health).

#### RELATED ITEM LEVEL 2

### **Indicator, Criterion, Findings 2: MPH Foundational Competencies**

#### **Indicator Description:**

MPH students enrolled in the HLTH 6352: Public Health Grant Writing course, will work in teams to investigate a grant that can be submitted to the funding agency that provides a targeted plan to address the educational, health, and financial needs of an at-risk population in the community. The components of the grant include a narrative, program justification, vision, mission, goals, objectives, timeline, budget, evaluation plan, marketing plan, targeted strategies, and a sustainability plan.

#### **Criterion Description:**

MPH students will work in teams to develop a program grant that is “submit ready” for an agency/organization that will improve the health knowledge and outcomes of an at-risk population. Ninety percent of the MPH students in each team will earn a grade of 90 or higher on the development of the grant in the course.

#### **Findings Description:**

A total of 14 students were enrolled in HLTH 6352 during the assessment cycle; 14 students earned a grade of A (100 percent) on the public health grant development assignment. Learning objective 2 of the goal was achieved with 100 percent of the students earning a grade of B, or higher on the public health grant development assignment.

#### RELATED ITEM LEVEL 3

### **Action Foundational Public Health Knowledge obj 2**

#### **Action Description:**

The public health faculty determined that the knowledge and skills provided in this goal is critical in the professional development of graduate students seeking a MPH. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master’s level students are competent in developing public health related grants in a comprehensive manner. The public health faculty have experience developing, submitting, and administering large international, national, state, and local grants. These faculty have integrated the phases of grant management with MPH students which has resulted in numerous research articles, scholarly presentations, and GA positions in the department.

#### RELATED ITEM LEVEL 1

### **Learning Objective 3: Foundational Public Health Knowledge**

#### **Learning Objective Description:**

MPH students will investigate the means by which structural bias, social inequities, and racism undermine health and create challenges in achieving health equity at organizational, community, and societal levels (CEPH 2016 Accreditation Criteria-D2: Public Health and Health Care Systems).

#### RELATED ITEM LEVEL 2

### **Indicator Description 1: Foundational Public Health Knowledge**

#### **Indicator Description:**

Assessing the resources and needs in an at-risk population via the development of an environmental will require MPH students enrolled in the HLTH 6396: Health Planning and Evaluation (Pre-Internship) course to investigate the economic, health, geographic, financial, cultural, and political variables in a community.

#### **Criterion Description:**

MPH students will develop an environmental scan that reflects the economic, health, geographic, financial, cultural, and political variables in a community and use this information from to develop a needs assessment for an at-risk population within the community. Ninety percent of the MPH students will earn a grade of 90 or higher on the development of the environmental scan and the needs assessment.

**Findings Description:**

A total of 15 students were enrolled in HLTH 6396 during the assessment cycle; 12 students earned a grade of A (80 percent) on the needs assessment/environmental scan project and 3 students earned a grade of B (20 percent) on the environmental scan project. Learning objective 3 of the goal was achieved with 100 percent of the students earning a grade of B, or higher on the environmental scan project.

**RELATED ITEM LEVEL 3**

**Foundational Public Health Knowledge obj 3**

**Action Description:**

The public health faculty determined that the knowledge and skills provided in this goal is critical in the professional development of graduate students seeking a MPH degree. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master's level students are competent in the development of community needs assessments and environmental scans with under-represented populations who may be at risk for discrimination, unjust and unfair treatment, and have the potential to be victims of racial inequities.

**RELATED ITEM LEVEL 2**

**Indicator Description 2: Foundational Public Health Knowledge**

**Indicator Description:**

Assessing the resources and needs in an at-risk population via the development of an environmental will require MPH students enrolled in the HLTH 6396: Health Planning and Evaluation (Pre-Internship) course to investigate the economic, health, geographic, financial, cultural, and political variables in a community.

**Criterion Description:**

MPH students will develop an environmental scan that reflects the economic, health, geographic, financial, cultural, and political variables in a community and use this information from to develop a needs assessment for an at-risk population within the community. Ninety percent of the MPH students will earn a grade of 90 or higher on the development of the environmental scan and the needs assessment.

**Findings Description:**

A total of 15 students were enrolled in HLTH 6396 during the assessment cycle; 12 students earned a grade of A (80 percent) on the environmental scan project and 3 students earned a grade of B (20 percent) on the environmental scan project. Learning objective 3 of the goal was achieved with 100 percent of the students earning a grade of B, or higher on the environmental scan project.

**RELATED ITEM LEVEL 3**

**Foundational Public Health Knowledge obj 3**

**Action Description:**

The public health faculty determined that the knowledge and skills provided in this goal is critical in the professional development of graduate students seeking a MPH degree. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master's level

students are competent in the development of community needs assessments and environmental scans with under-represented populations who may be at risk for discrimination, unjust and unfair treatment, and have the potential to be victims of racial inequities.

#### RELATED ITEM LEVEL 2

### **Indicator Description Item 1: MPH Foundational Competencies**

#### **Indicator Description:**

Reading, viewing, and writing assignments in HLTH 5335: Health Services Administration, will require MPH students to identify factors which influence personal positions and beliefs relating to controversial and ethical issues in the health field that serve as barriers for health equity and accessibility for individuals.

#### **Criterion Description:**

MPH students will participate in public health opportunities that serve to enhance their ability to perform effectively in teams in community engagement activities, public health simulation events, and/or real-time public health events each academic year. Through the use of a reflective summary, 90 percent of the students will earn a grade of 90 or higher in the inter-professional practice activity that are guided by the MPH faculty each year.

#### **Findings Description:**

A total of 19 students were enrolled in HLTH 5335 during the assessment cycle; 10 students earned a grade of A (53 percent) on the health equity reflective summary and 9 students earned a grade of B (47 percent) on the health equity reflective summary. Learning objective 1 of the goal was achieved with 100 percent of the students earning a grade of B, or higher on the health equity reflective summary.

#### RELATED ITEM LEVEL 3

### **MPH Foundational Competencies**

#### **Action Description:**

The public health faculty determined that the knowledge and skills provided in this goal is critical in the professional development of graduate students seeking a MPH degree. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master's level students synthesize the value of working with diverse organizations in communities that collaborate to provide equitable public health services to under-represented populations.

#### RELATED ITEM LEVEL 1

### **Performance Objective 1: Growth of Master of Public Health (MPH) Program**

#### **Performance Objective Description:**

The THECB allowed graduate students to transfer into the new MPH program to enroll in fall 2020 courses. In an effort to earn the MPH degree, students (N=22) enrolled in the MS in Health program during this time were given the option to transfer into the new degree program. A total of 21 MS students (95 percent) opted to transfer to the MPH degree, leaving one student to complete the MS degree. Thus, the MPH program started with 21 students, and they are required to complete the MPH degree by the end of the 2022 academic year.

In order to be in compliance with the program guidelines, 100 percent (N=21) of the MS in Health transfer students will complete their MPH degree by the end of the 2022 academic year.

#### RELATED ITEM LEVEL 2

### **KPI I: Growth of Master of Public Health (MPH) Program**

#### **KPI Description:**

The number of graduate students enrolled in the MPH program will increase during the 2021-2022 assessment cycle.

#### **Results Description:**

A total of 46 students applied for the MPH program during the assessment cycle. The mean enrollment in the fall 2021, spring 2022, and summer 2022 semesters was 28. During this same period, five (5) students deferred their enrollment due to complications acquiring their student Visa, and seven (7) students withdrew from the program because of various family, medical, vocational situations. A total of fourteen (14) students graduated from the MPH program during the assessment cycle. These numbers indicate a true increase in enrollment from the 2020-2021 cycle which included the MS in Health students transferring into the MPH program in fall 2020. Thus, the KPI was met indicating an increase in enrollment in the MPH program.

RELATED ITEM LEVEL 3

**Growth of Master of Public Health (MPH) Program**

**Action Description:**

The public health faculty were pleased with the enrollment growth and retention rate of the students in the MPH program. The faculty and administrative staff in the department want to maintain this KPI during the next assessment cycle, and they are committed to promote the program to undergraduate students and other students expressing interest in a graduate public health degree.

**Goal 2: MPH Foundational Competencies**

**Goal Description:**

The content of the MPH program ensures that all MPH students demonstrate competency in the traditional public health core knowledge areas that include: Biostatistics, Health Services Administration, Social and Behavioral Health, Epidemiology, and Environmental Health (CEPH 2016 Accreditation Criteria-D-2-Interprofessional Practice).

**Providing Department:** Public Health MPH

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

**Learning Objective 1: MPH Foundational Competencies**

**Learning Objective Description:**

MPH students will investigate the means by which structural bias, social inequities, and racism undermine health and create challenges in achieving health equity at organizational, community, and societal levels (CEPH 2016 Accreditation Criteria-D2: Public Health and Health Care Systems).

RELATED ITEM LEVEL 2

**Indicator, Criterion, and Findings Item 3: MPH Foundational Competencies**

**Indicator Description:**

Reading, viewing, and writing assignments in HLTH 5335: Health Services Administration, will require MPH students to identify factors which influence personal positions and beliefs relating to controversial and ethical issues in the health field that serve as barriers for health equity and accessibility for individuals.

**Criterion Description:**

MPH students will participate in public health opportunities that serve to enhance their ability to perform effectively in teams in community engagement activities, public health simulation events, and/or real-time public health events each academic year. Through the use of a reflective summary, 90 percent of the students will earn a grade of 90 or higher in the inter-professional practice activity that are guided by the MPH faculty each year.

**Findings Description:**

A total of 19 students were enrolled in HLTH 5335 during the assessment cycle; 10 students earned a grade of A (53 percent) on the health equity reflective summary and 9 students earned a grade of B (47 percent) on the health equity reflective summary. Learning objective 1 of the goal was achieved with



100 percent of the students earning a grade of B, or higher on the health equity reflective summary.

#### RELATED ITEM LEVEL 3

### **MPH Foundational Competencies**

#### **Action Description:**

The public health faculty determined that the knowledge and skills provided in this goal is critical in the professional development of graduate students seeking a MPH degree. The faculty were pleased with the results of the goal, and the objective will remain as a criterion in the next assessment cycle. The CEPH 2016 and 2021 accreditation criteria require that master's level students synthesize the value of working with diverse organizations in communities that collaborate to provide equitable public health services to under-represented populations.

#### RELATED ITEM LEVEL 1

### **Performance Objective 2: Sustained graduation rates of MPH students**

#### **Performance Objective Description:**

The CEPH requires graduate public health programs to maintain a minimum graduation rate of 70 percent for full-time (six hours per semester) students entering the program within a 2.5-year period. The Population Health program faculty seek to attain this graduation rate for MPH students attending the program on a full-time basis.

The MPH program will achieve an overall graduation rate of 70 percent or greater for students enrolled in the program within a 2.5 year period.

#### RELATED ITEM LEVEL 2

### **KPI 2: Sustained graduation rates of MPH students**

#### **KPI Description:**

The graduation rates of students completing the MPH program will meet the minimum rate required for the accreditation of Schools of Public Health and Public Health Programs by the Council on Education for Public Health (CEPH 2016 Accreditation Criteria-B2).

#### **Results Description:**

A total of 4 (four) students graduated from the MPH program during the assessment cycle. These four students enrolled and completed the MPH program within the designated 2.5 year period. These four graduates did not include the MS in Health students who transferred into the MPH program in fall 2020. These four graduates entered the MPH program in fall 2020; and one student graduated in spring 2022, and three students graduated in summer 2022. Thus, KPI 2 was met, and the MPH program did achieve an overall graduation rate of 70 percent or greater for students enrolled in the program within a 2.5-year period.

#### RELATED ITEM LEVEL 3

### **Sustained graduation rates of MPH students**

#### **Action Description:**

The public health faculty were pleased with the graduation rate of the students in the MPH program. The faculty and administrative staff in the department want to maintain this KPI during the next assessment cycle, and they are committed to provide students with the academic resources they require to ensure the successful completion of the MPH degree within a 2.5 year period.

## **Update to Previous Cycle's Plan for Continuous Improvement Item**

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

#### **Closing Summary**

The KPI's for the MPH program will remain during the next assessment cycle as they are critical form program growth and for accreditation purposes. Recruiting efforts for the program will be made through the COHS under the guidance of Dr. Zapalac, Karen Leonhart, and through our faculty, students, and staff.

### **Goal 1: Foundational Public Health Knowledge**

**This goal will remain in the assessment plan during the next academic year as it is critical for CEPH accreditation. Additional assignments from new MPH courses will be included in the related learning objectives for this goal. Several new courses have been offered to students during the assessment cycle and include: Immigrant and Refugee Health, Leadership for Health Professionals, Community Health, Research Methods, Public Health Biostatistics, Epidemiology, and Environmental Health. Two new courses will be included in the assessment plan for each learning objective during the next cycle. Findings from these assignments will be used as findings for the CEPH accreditation report.**

## **Goal 2: MPH Foundational Competencies**

**This goal will remain in the assessment plan during the next academic year as it is critical for CEPH accreditation. Additional assignments from new MPH courses will be included in the related learning objectives for this goal. Several new courses have been offered to students during the assessment cycle and include: Immigrant and Refugee Health, Leadership for Health Professionals, Community Health, Research Methods, Public Health Biostatistics, Epidemiology, and Environmental Health. Two new courses will be included in the assessment plan for each learning objective during the next cycle. Findings from these assignments will be used as findings for the CEPH accreditation report.**

### **Update of Progress to the Previous Cycle's PCI:**

The department and the public health program faculty are committed to ensure the graduate students enrolled in the MPH program are equipped with the knowledge, skills, and dispositions that are required to be successful professionals in the field of public health. To ensure this overall commitment, the following improvements in the graduate programs in the department will be implemented during the next assessment cycle:

Effective September 1, 2022, Dr. Praphul Joshi will serve as the graduate coordinator for the MPH and the Health Care Quality and Safety programs. Having one overarching graduate coordinator will streamline the program application and interview process, the course registration process, and the communication and academic progress of the graduate students in the department. Dr. Joshi served as the MPH coordinator at his previous university and developed a comprehensive online program with 100-plus students is continuous enrollment each academic year.

The delivery of the MPH program will move from an executive hybrid delivery format to an online format during the academic year. This change in the facilitation of the program will allow graduate students who work full-time to have flexibility with the completion of course assignments. In addition, the online format will allow international students to enroll in the program without having to seek a student visa and an I-20 to enroll in academic programs in the US, therefore increasing program enrollment.

Effective September 1, 2022, the Department of Population Health name has changed to the Department of Public Health. This new name is more identifiable with potential students and is recognized in more universities as a department. Additionally, the term public health is internationally recognized due to the COVID-19 pandemic.

## **New Plan for Continuous Improvement Item**

### **Closing Summary:**

The MPH program has continued to be successful in regard to program enrollment, student graduation, student retention, and the cumulative GPA of the students enrolled in the program.

The KPI's for the MPH program will remain during the next assessment cycle as they are critical form program growth and for accreditation purposes. Recruiting efforts for the program will be made through the COHS under the guidance of Dr. Zapalac, Karen Leonhart, and through our faculty, students, and staff.

### **Goal 1: Foundational Public Health Knowledge**

This goal will remain in the assessment plan during the next academic year as it is critical for CEPH accreditation. Additional assignments from new MPH courses will be included in the related learning objectives for this goal. Several new courses have been offered to students during the assessment cycle and include: Immigrant and Refugee Health, Leadership for Health Professionals, Community Health, Research Methods, Public Health Biostatistics, Epidemiology, and Environmental Health. Two new courses will be included in the assessment plan for each learning objective during the next cycle. Findings from these assignments will be used as findings for the CEPH accreditation report.

### **Goal 2: MPH Foundational Competencies**

This goal will remain in the assessment plan during the next academic year as it is critical for CEPH accreditation. Additional assignments from new MPH courses will be included in the related learning objectives for this goal. Several new courses have been offered to students during the assessment cycle and include: Immigrant and Refugee Health, Leadership for Health Professionals, Community Health, Research Methods, Public Health Biostatistics, Epidemiology, and Environmental Health. Two new courses will be included in the assessment plan for each learning objective during the next cycle. Findings from these assignments will be used as findings for the CEPH accreditation report.

The program goals and related student learning objectives will remain as priority areas for the MPH program during the next assessment cycle. The KPI's will also remain as indicators of the MPH program success. Goal 1 and 2, and KPI 1 and 2 are driven by the CEPH 2016 accreditation criteria.

The department and the public health program faculty are committed to ensure the graduate students enrolled in the MPH program are equipped with the knowledge, skills, and dispositions that are required to be successful professionals in the field of public health. To ensure this overall commitment, the following improvements in the graduate programs in the department will be implemented during the next assessment cycle:

Effective September 1, 2022, Dr. Praphul Joshi will serve as the graduate coordinator for the MPH and the Health Care Quality and Safety programs. Having one overarching graduate coordinator will streamline the program application and interview process, the course registration process, and the communication and academic progress of the graduate students in the department. Dr. Joshi served as the MPH coordinator at his previous university and developed a comprehensive online program with 100-plus students is continuous enrollment each academic year.

The delivery of the MPH program will move from an executive hybrid delivery format to an online format during the academic year. This change in the facilitation of the program will allow graduate students who work full-time to have flexibility with the completion of course assignments. In addition, the online format will allow international students to enroll in the program without having to seek a student visa and an I-20 to enroll in academic programs in the US, therefore increasing program enrollment.

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