



2022-2023



College of Health Sciences

Department of Human Sciences

Fashion Merchandising BS

Applied Professional Competence in Fashion Merchandising

Goal Description:

The Department of Human Sciences will graduate Fashion Merchandising students who meet the technical work expectations of employers during an internship experience within the fashion merchandising industry.

Providing Department: Fashion Merchandising 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). Two questions from this form are used as indicators of essentially an overall supervisor rating of the intern. One question rates the interns on a Likert-type scale of 1.0 to 5.0, with 1.0 being the lowest rating and 5.0 being the highest rating. The second question is a “yes-no” indicator of whether the employer would hire the intern for an entry-level management position if a position was available. The instrument, which includes the supervisor rating of the intern that will be extracted, was developed by representatives of multiple programs within the department. Instruments used by other human 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 Human 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 form are interior design and foodservice management.

Attached Files

 [FACS Internship Form E](#)

Criterion Description:

The program faculty determined that at least 80% of business supervisors of interns would be satisfied with the student's performance. This satisfaction should be evident by an assigned overall rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that the business would hire the intern if a position within the company were available.

Findings Description:

100% of the student interns in the spring and summer semesters were scored above the 3.5 threshold with an average supervisor evaluation as 4.25. Additionally 100% of business supervisors indicated that the business would hire the intern if a position within the company were available.

RELATED ITEM LEVEL 3

Employer/Supervisor Evaluation Data

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. This indicator will continue to be monitored.

Collaboration and Teamwork in Fashion Merchandising

Goal Description:

The Department of Human Sciences will graduate Fashion Merchandising students who are capable of collaboration and teamwork in order to communicate effectively with others in the fashion merchandising industry and understand varying perspectives to enable them to develop efficient and effective creative solutions.

Providing Department: Fashion Merchandising BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Collaboration and Teamwork in Fashion Promotion and Branding

Learning Objective Description:

Fashion Merchandising students will demonstrate collaboration and teamwork through participating in group projects where they communicate effectively with others fashion merchandising students and understand varying perspectives that enable them to develop efficient and effective creative solutions.

RELATED ITEM LEVEL 2

Group Collaboration Evaluations in Fashion Branding

Indicator Description:

In FACS 3375: Fashion Brand Management students participate in group projects where peer evaluations are produced. Peer evaluation forms developed for the group project are completed by each student that allow them to reflect on their own performance as a group member and to provide an evaluation of their peers. A five-point Likert scale ranging from 1.0 - Poor to 5.0 - Exceptional is utilized for the peer evaluation component of the evaluation for the projects. The forms were developed by the faculty member for these specific projects.

Criterion Description:

At least 80% of fashion merchandising students will receive an average rating of 3.0 by their peers for performance as a group member related to the group project in fashion branding.

Findings Description:

87% of of the students in the course were rated above 3.0 by their peers for the group/team-based project with an average rating overall of 4.1.

RELATED ITEM LEVEL 3

Action - Group Collaboration Evaluations in Fashion Branding

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. However, findings do indicate some level of improvement is needed for group/team-based work in the course and new content will be added to the curriculum to improve this. Specifically, recent content developed addressing student learning loss will be implemented in the course including modules on teamwork, communication, and professionalism. This indicator will continue to be monitored.

RELATED ITEM LEVEL 2

Group Collaboration Evaluations in Fashion Promotion

Indicator Description:

In FACS 2375: Fashion Promotions students participate in group projects where peer evaluations are produced. Peer evaluation forms developed for the group project are completed by each student that allow them to reflect on their own performance as a group member and to provide an evaluation of

their peers. A five-point Likert scale ranging from 1.0 - Poor to 5.0 - Exceptional is utilized for the peer evaluation component of the evaluation for the projects. The forms were developed by the faculty member for these specific projects.

Criterion Description:

At least 80% of fashion merchandising students will receive an average rating of 3.5 by their peers for the performance as a group member related to the group project in fashion branding.

Findings Description:

Only 60% of the students in the course received an average rating over 3.5 in the peer evaluation for the group project and the overall average for the course was 3.45, thus this criterion has not been met. This finding suggests that steps should be taken in the course to prepare students for the group work and better align group member expectations for the course going forward.

RELATED ITEM LEVEL 3

Action - Group Collaboration Evaluations in Fashion Promotion

Action Description:

The assessment findings indicate improvement is needed for group/team-based work in the course and new content will be added to the curriculum to improve this. Specifically, recent content developed addressing student learning loss will be implemented in the course including modules on teamwork, communication, and professionalism. This indicator will continue to be monitored.

RELATED ITEM LEVEL 2

Teamwork Product in Fashion Branding

Indicator Description:

In FACS 3375: Fashion Branding students participate in group projects and an evaluation of the product of the teamwork can measure the effectiveness of the communication within the group and student understanding of the varying perspectives that enable them to develop efficient and effective creative solutions in planning a promotional campaign. Using a five-point Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, group developed solutions in planning promotional campaigns will be analyzed from completed assignments.

Criterion Description:

At least 80% of students will successfully complete the group planning assignment and achieve a minimum score of 3.75.

RELATED ITEM LEVEL 3

Action - Teamwork Product in Fashion Branding

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. However, findings do indicate some level of improvement is needed for group/team-based work in the course and new content will be added to the curriculum to improve this. Specifically, recent content developed addressing student learning loss will be implemented in the course including modules on teamwork, communication, and professionalism. This indicator will continue to be monitored.

RELATED ITEM LEVEL 2

Teamwork Product in Fashion Promotion

Indicator Description:

In FACS 2375: Fashion Promotion students participate in group projects and an evaluation of the product of the teamwork can measure the effectiveness of the communication within the group and student understanding of the varying perspectives that enable them to develop efficient and effective creative solutions in planning a promotional campaign. Using a five-point Likert scale with 1.0 being the lowest rating and 5.0 being the highest rating, group developed solutions in planning promotional campaigns will be analyzed from completed assignments.

Criterion Description:

At least 80% of fashion merchandising students will successfully complete the group promotions assignment and achieve a minimum score of 3.75.

RELATED ITEM LEVEL 3

Action - Teamwork Product in Fashion Promotion

Action Description:

The assessment findings indicate improvement is needed for group/team-based work in the course and new content will be added to the curriculum to improve this. Specifically, recent content developed addressing student learning loss will be implemented in the course including modules on teamwork, communication, and professionalism. This indicator will continue to be monitored.

Creative Skills Applied to Fashion Business Acumen

Goal Description:

The Department of Human Sciences will graduate Fashion Merchandising students who have an understanding of the balance between creative and artistic skills and business acumen to develop an inherent sense of understanding the intricacies of the fashion industry.

Providing Department: Fashion Merchandising BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Ability to Develop a Fashion Trend Forecast

Learning Objective Description:

Fashion Merchandising students will demonstratean ability to develop a fashion trend forecast report appropriate to be presented to a fashion retailer. Specifically, students will demonstrate the major methods of customer data collection used by industry for forecasting to develop business decisions, employ appropriate research methodologies to analyze relevant fashion forecasting sources for identifying global trends and synthesize information to profile targeted consumers, consumer shopping preferences, consumer behavior patterns, and their effect on fashion demand.

RELATED ITEM LEVEL 2

Ability to Develop a Fashion Trend Forecast

Indicator Description:

In FACS 3368: Fashion Forecasting, the fashion merchandising students analyze and complete assignments where they apply major methods of customer data collection used by industry for forecasting to develop business decisions, employ appropriate research methodologies to analyze relevant fashion forecasting sources for identifying global trends and synthesize information to profile targeted consumers, consumer shopping preferences, consumer behavior patterns, and their effect on fashion. The student’s successful completion of the analysis and assignment will be measured using a five-point Likert scale with 5.0 – Exceptional analysis and 1.0 – Unsatisfactory analysis. The forms were developed by the faculty member for these specific projects.

Criterion Description:

At least 80% of fashion merchandising students will successfully complete the assignment and achieve a minimum score of 3.75.

Findings Description:

100% of the students completed this assignment and achieved an average score of 4.5 demonstrating a level of mastery of the course content and ability to construct a fashion trend forecast report.

RELATED ITEM LEVEL 3

Action - Ability to Develop a Fashion Trend Forecast

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. This indicator will continue to be monitored.

RELATED ITEM LEVEL 1

Applying Creative Thinking Process to a Business Problem

Learning Objective Description:

Fashion Merchandising students will demonstrate an ability to apply a creative thinking process to a business problem to enhance their application of creative and artistic skills related to business acumen with an inherent sense of understanding the intricacies of the fashion industry.

RELATED ITEM LEVEL 2

Applying Creative Thinking Process to a Business Problem

Indicator Description:

In FACS 4359: Fashion Innovation and Creativity, fashion merchandising students will apply creative and artistic skills and business acumen to develop an understanding the intricacies of the fashion industry through analysis and course assignments. The program faculty determine the success of the student’s ability in completing the analysis and assignment by using a five-point Likert Scale with 5.0 – Exceptional analysis and 1.0 – Unsatisfactory analysis. The forms were developed by the faculty member for these specific projects.

Criterion Description:

To successfully measure the fashion merchandising students’ ability to apply creative and artistic skills and business acumen on FACS 4359: Fashion Innovation and Creativity assignment, at least 80% of fashion merchandising students will score a minimum of 3.5 or higher on a 5.0 scale.

Findings Description:

91% of the students in the course completed the project and achieved an average score of 4.7 demonstrating a high level of mastery of the content and ability to apply creative solutions to business problems in the fashion industry.

RELATED ITEM LEVEL 3

Action - Applying Creative Thinking Process to a Business Problem

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. This indicator will continue to be monitored.

Evaluation of Student Content Knowledge in Merchandising Mathematics

Goal Description:

The Department of Human 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 BS

Progress: Completed

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Demonstration of Student Content Knowledge, Merchandising Mathematics

Learning Objective Description:

Fashion Merchandising students will demonstrate critical thinking and problem solving 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, Advanced Merchandise Planning and Allocation

Indicator Description:

In FACS 4348: Buying II Planning & Allocation students work through advanced problem-solving analysis assignments that measure the students' ability to adequately interpret the influence of merchandise planning and allocation on retail profit and analyze buying patterns and trends, which are reported through the development of merchandise plans and strategies for appropriate allocation of inventory, market buying visits, vendor options, and preparation and management of purchase orders. Using a five-point Likert scale with 1.0 being the lowest rating and 5.0 being the highest rating, student interpretation of influences within merchandise planning and allocation on retail profit and analysis of buying patterns and trends will be measured from completion of a merchandise planning and allocation assignment.

Criterion Description:

At least 80% of fashion merchandising students will successfully complete the course merchandise planning and allocation assignment and achieve a minimum score of 3.75.

Findings Description:

The course FACS 4348 Buying II: Planning and Allocation was not offered in the 2022-2023 academic year and thus no findings can be reported at this time.

RELATED ITEM LEVEL 3

Action - Student Content Knowledge, Advanced Merchandise Planning and Allocation

Action Description:

This indicator will continue to be monitored and evaluated when the course is offered in the 2023-2024 academic year.

RELATED ITEM LEVEL 2

Student Content Knowledge, Basic Merchandising Mathematics

Indicator Description:

FACS 3348: Buying I Merchandise Control contains problem solving analysis assignments that measure the students' ability to adequately synthesize and apply basic construction of a profit and loss statement, calculations for markdowns and markups, inventory valuation, and stock planning for a period of time such as six-months or a season. Using a Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, student learning of basic merchandising mathematics will be measured from completion of a six-month plan assignment.

Criterion Description:

At least 80% of fashion merchandising students will successfully complete the course six-month plan assignment and achieve a minimum score of 3.75.

Findings Description:

84% of the students successfully completed the six-month plan with a score above 3.75 and an overall average score among them as 4.8.

RELATED ITEM LEVEL 3

Student Content Knowledge, Merchandising Mathematics

Action Description:

The assessment findings indicate that students successfully demonstrated an adequate level of content mastery necessary for the major area of study. This indicator will continue to be monitored.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

A fully new developed assessment plan has been put into place for 2022-2023 that more accurately measures student performance and skill level in the program.

This new assessment plan was 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.

This new assessment plan provided a great deal of insight into student skill level and performance on key measures that align with career preparedness and will be used again in the next cycle.

New Plan for Continuous Improvement Item

Closing Summary:

A fully new developed assessment plan has been put into place for 2022-2023 that more accurately measures student performance and skill level in the program. This assessment plan will be utilized again in the next review cycle of 2023-2024.

Results from this assessment plan indicates the primary area of improvement needed is in the teamwork/group-based work in the courses FAMD 2375 Fashion Promotion and FAMD 3375 Fashion Brand Management. FAMD 2375 did not meet the criteria for this measure and new content will be added to both courses in order to improve skills in the area of teamwork/group-based work. Specifically, content developed by the university addressing Learning Loss among students will be utilized. There are resources in the modules that will be utilized including the NACE Competencies modules on communication, leadership, professionalism, and teamwork. These will be added as required content to the courses FAMD 2375 and FAMD 3375 to assist students in developing these skills. Thus, these changes will be made at the curricular level in terms of content added to improve teamwork and collaboration and will be assessed in the same manner.

Future assessment will be made in the same manner as this cycle plan to continue monitoring student skills and career preparedness.

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

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](#)

 [Cultural Competence- Sp 23.pdf](#)

Findings Description:

1. 100 % of students (N = 26) scored an 80 % or higher on an examination of cultural competence theory and knowledge while enrolled in the FACS 3339: Community Nutrition course. This fully meets the criteria for the indicator. The Accreditation Council for Education in Nutrition and Dietetics (ACEND) requires students to participate in remediation opportunities for learning activities when they score below targeted outcomes. Ten students (38%) earned an 80% after remediation of the cultural competence assignment. Prior to ACEND policy changes (2022) which included remediation, 62.5% of students (5/8) earned an 80% or higher on the cultural competence exam. The difference in results between 2022 and 2023 may be due to changes in the instructor's teaching methods and adherence to the new remediation policy from ACEND. ACEND also requires 100% of students to meet the criteria for the indicator.
2. 100 % of students in FACS 3339 earned an 80% or above on the major service-learning project as part of the Community Nutrition course. This fully meets the criteria for the indicator. This is a new indicator in 2023, so there are no previous comparable results. The criteria of 90% was adjusted to 80% to be consistent with current departmental standards for ACEND criteria in this course.

RELATED ITEM LEVEL 3

Cultural Competence - Culturally Appropriate Nutrition Education

Action Description:

The course instructor for FSC 3339 Community Nutrition (Spring 2024) will add a class activity on cultural competence and explain the assignment in more detail to reduce the number of students who required remediation. The goal will change to say "reduce the number of students who require remediation to pass the knowledge exam to 25% of the class." This indicator will continue to be monitored.

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

 [FACS 3339Peer evaluation form- Sp 23.docx](#)

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:

88.5 % of students earned 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. The criteria of 95% was not met for this indicator. One factor that affected the score was student illness and subsequent absenteeism. The average score was a 3.7, and the minimum score was a 2.3. This is a new finding, and data are not available to compare trends.

RELATED ITEM LEVEL 3

Cultural Competence - Teamwork Skills

Action Description:

The instructor for FSCN 3339 Community Nutrition (Spring 2024) will develop a strategy to account for excused student absences due to illness on the peer evaluation - teamwork skills rubric to improve accuracy of the future evaluation of this indicator. This indicator will continue to be monitored.

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

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.

Attached Files

[rubric mock assess and educ-blank.docx](#)

[Student Counseling rubric - self or peer FACS 4371.docx](#)

[Presentation rubricrev4371.docx](#)

Findings Description:

100 % of students (N = 13) earned a "B" or better on the mock nutrition assessment and counseling assignment in the FACS 4371: Nutrition Assessment course. This result meets the criteria for this indicator. Two students met the criteria after participating in remediation to correct the written assignment. ACEND requires remediation policies to provide feedback that promotes knowledge and skills development. This assignment was modified to allow for self-evaluation after the student's nutrition counseling attempt and to include a written and oral presentation. Some students assessed and counseled peers in the course, and other students selected participants outside the classroom. Students were instructed to record their counseling sessions and show short video snips during the presentation, but the participants did not want to be recorded in many cases. Thus, in the future the counseling session will be completed in class. This is a new indicator for assessment and does not have previous data.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Near Peer

Action Description:

The instructor for FSCN 4371 Nutrition Assessment (Spring 2024) will revise the course to include a nutrition counseling session - near peer to occur during class time. This will resolve the students' issues with following directions to record the counseling session. The presentation portion of this assignment will be eliminated to create time for this in-class counseling experience. This indicator will continue to be monitored.

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:

100 % of the students enrolled in FACS 4360: Clinical Dietetics (N = 17) earned a 75% or higher on the component assessing the utilization of technology to identify professional organization guidelines/protocols to complete a case study. The criteria for this indicator was achieved. The criteria was reduced to 75% to meet the standards established for this course according to ACEND policy. Previous scores ranged from 87% - 100% from 2017-2022 for this learning activity.

RELATED ITEM LEVEL 3

Nutrition Counseling and Education Methods - Evidence-Based Practice

Action Description:

Due to 100% of students achieving 75% or higher on this assessment, the instructor for FSCN 4360 Clinical Nutrition (Fall 2023) will increase the threshold score on the Nutrition Counseling and Education Methods - evidence-based practice assignment to 80%. Continue to monitor this indicator.

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

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 degree plan.

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:

- 1. Survey question 1 - 100% (9/9) of students reported they were very satisfied or satisfied with the FACS core coursework at SHSU.
- 2. Survey question 2 - 75% (6/8) of students reported they "strongly agree" or "somewhat agree" that SHSU's Didactic Program in Dietetics prepared them for supervised practice hours and a career as an RD or other food service industry, food science manufacturing, or food distribution employee.

These findings average to 88% satisfaction and meet the criteria for this indicator. Previous data for question 2 shows 87% (average of students with a satisfactory response or better in 2019-2022). The Annual Satisfaction Survey was revised during 2022-2023 to comply with ACEND requirements, but it retained the questions about satisfaction with SHSU and departmental coursework. Because

the revised survey went online in the Spring 2023, the data for this indicator was compiled from both online and written sources. The online results are uploaded. A minimum knowledge survey was not available to assess FSN course content knowledge.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Clinical Nutrition

Action Description:

The criteria will change to 83% of students will report they are satisfied or very satisfied with quality experiential learning - clinical nutrition. As of Fall 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student enrolled in the DPD curriculum. Since this is a new policy, the Director for the FSCN's DPD will educate students about the ACEND guidelines related to KRDNs at the beginning of each semester at the DPD meetings. By the end of Fall 2023, the Director of the FSCN DPD will implement KRDN tracking in Blackboard for online student access to KRDN tracking scores. This indicator will continue to be monitored.

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:

100 % (9/9) students who responded to the 2022-2023 Annual Survey rated FACS 3339 Community Nutrition as satisfactory or very satisfactory. This represents 8 online responses (attached, highlighted) plus one written response. Community Nutrition includes experiential learning projects that involve fieldwork and in-class experiences. These findings met the criteria for the indicator related to experiential learning in Community Nutrition. In 2021-2022, 83% (5/6) students who responded reported they were very satisfied or satisfied with the Community Nutrition course.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Community Nutrition

Action Description:

The criteria will change to 83% of students will report they are satisfied or very satisfied with the experiential learning for community nutrition. As of Fall 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student enrolled in the DPD curriculum. Since this is a new policy, the Director for the FSCN's DPD will educate students about the ACEND guidelines related to KRDNs at the beginning of each

semester at the DPD meetings. By the end of Fall 2023, the Director of the FSCN DPD will implement KRDN tracking in Blackboard for online student access to KRDN tracking scores. This indicator will continue to be monitored.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

During the 2022-2023 year, there were many changes in the FSCN program including hiring a new Program Director for the DPD and implementing ACEND 2022 new standards for Knowledge Requirements for Dietitians/Nutritionists (KRDNs). The assessment goals for 2022-2023 were met except for the score for peer evaluation for teamwork skills was impacted due to excused absences. The new ACEND remediation policy was used throughout the year and provided students with additional opportunities to meet KRDNs. This improved assessment scores because course instructors provided additional education and assessment opportunities resulting in 100% of students passing assessments for culturally appropriate nutrition education, nutrition counseling and education methods-near peer, and nutrition and counseling methods - evidence-based practice. Survey responses on the DPD Graduate Satisfaction Survey showed 88% satisfaction (threshold 80%) with experiential learning activities and knowledge gained in the DPD. One hundred percent of students rated Community Nutrition as satisfactory or very satisfactory. Improvements in the 2022-2023 FSCN program aligned with SHSU strategic plan goals including: to recruit, retain, graduate, and empower students to drive sustainable growth, eliminate opportunity and achievement gaps, and academic excellence for students enrolled in the FSCN program.

New Plan for Continuous Improvement Item

Closing Summary:

Based on the previous plan (2022-2023) for Continuous Improvement in FSCN, several actions will be taken to address the findings and to improve the program while adhering to ACEND standards for accreditation. In FSCN 3339-Community Nutrition, the criteria for cultural competence knowledge was

met; however, 38% of students required remediation in cultural competence to pass the assessment. This year the course instructor will add a class activity on cultural competence and explain the material in more detail prior to the exam. Our accrediting body, ACEND, requires 100% of students to meet the knowledge requirements, so future evaluation of the goal will be to reduce the number of students requiring remediation to 25% of the class. If students have better understanding of cultural competence theory/knowledge, they may pass the exam on the first attempt which would improve the efficiency of student and instructor efforts related to assessing students' cultural competence. Also, the goal for teamwork skills in cultural competence was not achieved due to absenteeism for illness, so the instructor will develop a plan to account for excused student absences when calculating scores on the peer evaluation - teamwork skills form for future evaluation of this indicator.

To improve the quality of the assessment process for nutrition counseling knowledge - near peer, the students will demonstrate nutrition counseling with a near peer during class time in FSCN 4371 Nutrition Assessment. The presentation portion of this assignment will be eliminated to create time for this in-class counseling demonstration. Since 100% of students achieved 75% or higher on the utilization of technology to identify evidence-based protocols for nutrition counseling and education in FSCN 4360 Clinical Dietetics, the expected grade for this assessment will be increased to 80% in 2023-2024.

The students' perceptions of quality experiential learning in clinical and community nutrition met the threshold, so the goal will be increased to 83% of students reporting they are satisfied or very satisfied on ratings for the graduating students survey. Since June of 2022, Knowledge Requirements for Registered Dietitian/Nutritionists (KRDNs) have been assessed and tracked for each student in the DPD curriculum. Professors identify students who do not meet KRDN assessment goals and provide opportunities for remediation by providing additional instruction and assessments. To increase student satisfaction with experiential learning in clinical and community nutrition, the DPD Director will implement online access via Blackboard to KRDN assessment scores for students. Students will be able to track achievement of KRDN's and identify opportunities for improvement through remediation. Making this information accessible to students will validate their accomplishment of ACEND-required knowledge standards and promote achievement of a verification statement for application to post-baccalaureate supervised practice. The plans for 2023-2024 support SHSU strategic plan goals to recruit, retain, graduate, and empower students to drive sustainable growth; eliminate opportunity and achievement gaps; and, promote academic excellence.

Interior Design BA/BS

(Goal 1) Internship Supervisor Evaluation (4369)

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

(Learning Objective 1) Demonstration of Applied Professional Competence (Internship)

Learning Objective Description:

The interior design student will demonstrate professional competence and the ability to apply the technical knowledge and design skills learned in various courses of interior design in an internship practicum course completed in the final semester of their senior year in the design major.

RELATED ITEM LEVEL 2

(Indicator 1) 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 rate their satisfaction with 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 employees' 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 the spring 2023 internship course and summer 2023 internship course. The assessment target (in **bold** type) combines two academic terms, however, data for each term is reported below to further expand upon the performance of students between the two terms the internship course is offered.

Overall Target Assessment: (HUSC 4369 Internship)

- $N=14$ Interior design students were included in this assessment. Business supervisor satisfaction was (4.36 on a 5.0 scale).
- **86% $n=12$** , of the business supervisors, stated Yes, that they would hire the student intern if a position within the company were available, and **14% $n=2$** stated No.

Spring 2023: (HUSC 4369)

- $N=11$ Interior design students were included in this assessment for spring 2023 internships. Business supervisor satisfaction was (4.27 on a 5.0 scale).
- 82% $n=9$, of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available. $n=2$ stated *No*.

Summer 2023: (HUSC 4369)

- $N=3$ Interior design students were included in this assessment for summer 2023 internships. Business supervisor satisfaction was (4.66 on a 5.0 scale).
- 100% $n=3$, of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available. 0% stated *No*.

RELATED ITEM LEVEL 3

(Action 1) Employer/Supervisor Evaluation

Action Description:

The baseline score for **Target 1** was just below the threshold (86% vs. 90%). Given that 2 students of the 14 in the internship practicum were noted by supervisors they would not hire. Feedback from the internship supervisor evaluations will be used to help students prepare in advance for their internship course. The feedback we received for these two students was around soft skills (see below):

Supervisor Feedback for Student Intern 1: *"The intern struggled a bit with follow through and ambitiousness. My goal was to provide clear instructions on any individual task, and while she excelled with small tasks, I'd like to see a better grasp of the bigger picture. For example, occasionally I'd put together a large To-Do List for the team and it would've been great if the intern said "I'll take on X, Y and Z" rather than separately having to ask her to do those tasks. If they improve in these areas I think they could be very successful."*

Supervisor Feedback for Student Intern 2: *"Listening skills needed improvement. When given a task at hand, she would always say "ok, ok" while the description of the task was given, however, the follow through was incomplete and/or incorrect multiple times."*

Additional career and internship preparation are being explored in the program, including the fall internship prep meeting and the possibility of a new 1-credit hour course on portfolio design and development, resume building, interviewing, and communication skills for the workplace. Seniors would take the course in the fall before their spring or summer internship. A new full-time faculty in the design program began implementation of increased oral presentations and defense of the final capstone project in the spring of 2023, which are now being video recorded for students to self-assess their speaking and nonverbal behavior in front of a live jury of design professionals. We have found the soft skills issue across all our program in the department, and have set a 2022-2023 goal to host a career symposium in April 2024 to better prepare our students for the workplace.

Target 2 score was met, no improvements or changes will be made at this time.

(Goal 2) Student Content Writing Skills (WE Courses)

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

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

(Learning Objective 2) 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 demonstrating writing quality associated with the program's CIDA accreditation standards.

Attached Files

 [2022 fl 2023 sp Assessment for ID rubrics for writing proficiency.pdf](#)

RELATED ITEM LEVEL 2

(Indicator 2) Content Writing Skills Evaluation

Indicator Description:

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), the assessment of interior design student writing skills is derived from proficiency in writing in designated WE-writing enhanced courses; *FACS 2361: History of Furnishings I* and *FACS 3361: History of Furnishings II*. Using rubrics from these courses, the professor will evaluate the student's writing ability.

Attached Files

 [2022 2023 Rubrics for Writing Enhanced Assessment FACS 2361 FACS 3361.docx](#)

Criterion Description:

At least 80% of interior design students submitting writing proficiency work will have an average evaluation of 70% or higher as reported for each of the two courses noted above.

Findings Description:

FACS 2362: 91% of 23 interior design students' writing samples submitted across three assignments in FACS 2361, History of Furnishings I, scored an average of 70% or higher. One of the two students, who did not have a writing score of 70% or higher, missed submitting one of the writing assignments, and the other consistently performed at the 70% level or slightly below. This student was referred to the university's Writing Center for assistance.

FACS 3361: 91% of 23 interior design students' writing samples submitted from the two assignments in FACS 3361, History of Furnishings II, scored an average of 70% or higher. One of the two students, who did not have a writing score of 70% or higher, missed submitting one of the writing assignments. The second student turned in one of the assignments late along with a Letter from the Dean of Students Office making it only eligible for 50% of the points.

Attached Files

 [2022 fall 2023 spring ID Writing Assessment \(002\).pdf](#)

RELATED ITEM LEVEL 3

(Action 2) Content Writing Skills Evaluation

Action Description:

No actions will be taken at this time, the program and faculty of record for our WE courses will continue our assessment as it is currently stated for the next assessment cycle.

(Goal 3) Student Knowledge and Skills of Advanced Content (Senior Studios)

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

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

(Learning Objective 3) Demonstration of Advanced Knowledge and Skills

Learning Objective Description:

Interior design student preparation to enter their spring internship followed by the interior design profession will be demonstrated by evidence shown through the completion of their final design projects with advanced technical knowledge and skills necessary for entry-level interior design positions following the successful completion of their final two senior studios, 4330 (fall semester) and 4331 (spring semester).

RELATED ITEM LEVEL 2

(Indicator 3) 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 that leads to an entry-level position is based on the satisfactory application of advanced technical knowledge and skills exhibited in senior-level projects. The final senior projects in 4330 and 4331 will be used to assess overall advanced design skills and knowledge with the application of evidence-based design, space planning, and communication of design solutions through design development drawings, 2D and 3D renderings, and construction drawings. The professor will evaluate the student's work using a rubric with scores converted to a 5-point scale with 1.0 being the lowest and 5.0 being the highest.

Criterion Description:

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:

Fall 2022 Findings: In FACS 4330, $n=14$ of $N=15$ students enrolled in the course scored 80% or higher (93.3%) using the attached rubric for Advanced Knowledge and Skills. The average assessed score of the 15 students on the 5-point Likert scale was 4.1, with a range between 3.4-4.7.

Spring 2023 Findings: In FACS 4331, 15 out of 15 students enrolled in the course scored 80% or higher (100%) using the attached rubric for Advanced Knowledge and Skills. The average assessed score of the 15 students on the 5-point Likert scale was 4.3, with a range between 3.8-4.8.

Overall Findings: The Target was successfully met. Senior interior design students enrolled in their final year of advanced studio courses fall and spring, scored 80% or higher (**96.7%**) with an average of **4.22** on a 5.0 scale, and an overall capstone project score range between 3.4-4.8.

Attached Files

RELATED ITEM LEVEL 3

(Action 3) Advanced Knowledge and Skills Evaluation

Action Description:

No actions will be taken at this time, the Target was successfully met. The interior design program and a new full-time faculty of record for our senior capstone courses on advanced knowledge and skills will continue the assessment as it is currently stated for the next assessment cycle.

(Goal 4) Student Knowledge and Skills of Foundations Content (Pre-major)

Goal Description:

To prepare interior design students to meet the knowledge and skills expectations at the junior-level, students will master foundational level technical knowledge and skills (1000-2000) in order to progress to advanced holistic design applications.

Providing Department: Interior Design BA/BS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

(Learning Objective 4) Demonstration of Preliminary Knowledge and Skills

Learning Objective Description:

The interior design program will assess the student's progress in the program to advanced studio courses through a sophomore portfolio review conducted by faculty and external industry professionals. Students who are prepared to enter the junior level in the interior design program will demonstrate a mastery of foundation-level technical knowledge and skills necessary to develop more advanced holistic design applications.

RELATED ITEM LEVEL 2

(Indicator 4) 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:

A minimum of 50% of the interior design students submitting their portfolios for the required sophomore portfolio review will pass the review with a **minimum rating of 34** (0-48 scale) for their total combined score between reviewers and among the twelve skills assessed.

Attached Files

 [Portfolio Assessment and Review Rubric_2022.pdf](#)

Findings Description:

From the 2023 required sophomore interior design portfolio review:

- $N=22$ students submitted portfolios for review, one submission did not meet the requirements. $N=21$ is a 5% submission increase from 2022.
- $N=15$, students passed the review with a score of 34 or higher.
- The average score of the passing group, $N=15$ met the minimum score of 34 or higher = **38.46**. An increase from 38.05 in 2022, and 36.77 in 2021.
- $N=15$ passed, (71%). The minimum number of students passing the review (50%) was met for the spring 2023 review.

Attached Files

 [Scoring Rubric.pdf](#)

RELATED ITEM LEVEL 3

(Action 4) Preliminary Knowledge and Skills Evaluation

Action Description:

The program and faculty saw improvements made in our foundation course this past year as evident in the outcomes of our sophomore portfolio review where preliminary knowledge and skills are assessed. Curriculum changes were made from the previous year to help increase our numbers. Our Target was met with 71% passing of the 22 students who submitted, far exceeding our baseline of 50% and the overall evaluation score of students being 38.46 to our baseline of 34.

We will increase our baseline pass rate from 50% to 60% for the upcoming year as a new Target to achieve.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

Our mid-accreditation report was reviewed by the CIDA accreditation board and the subsequent letter was received confirming and reaffirming our progress toward our next six-year reaccreditation visit scheduled for spring 2025.

The ID program faculty continued with a one-day workshop in spring 2023 as part of the work and preparation for our following accreditation review. We initiated our curriculum map of course content to the accreditation standards and will continue this work in 2023-224.

Team-based projects were implemented in INDS 3337, INDS 3360, and INDS 4330. These were successful, specifically in helping students work with peers and navigating the challenges associated with work distribution, conflict resolution, and fulfilling duties in team-based learning. These team projects will be integrated into those courses for the 2023-2024 year.

We received a letter of notification from the Department of Art that a 10-year reaccreditation with NASAD was received.

Curriculum titles and descriptions for the courses listed were completed to add clarification of the courses' purpose and to address accreditation standards in 2022-2023, in addition to moving to program-specific prefixes (INDS from FACS). These are in the 2023-2024 catalog year:

- INDS 1360: Applied Design Theory
- INDS 2364: Materials & Sources
- INDS 3332: Lighting Design for Interiors
- INDS 3365: Digital Drawing for ID II
- INDS 3377: Interior Codes & Standards

The program has decided not to move forward with converting 2386 to a new studio at this time, and with our subsequent accreditation occurring soon.

The program initiated the development of the new 1-credit hour portfolio course but has not moved forward with its submission at this time. We will reassess in fall 2023 if we wish to continue to pursue this course. We successfully submitted a new 1-credit hour Introduction to Interior Design course through the curriculum review cycle (INDS 1140), and this course will be offered to start in fall 2024.

The final senior capstone studio, INDS 4331, saw a change in emphasis as part of several major curriculum revisions. It was decided to put an emphasis on healthcare design in this course. In addition to addressing the skills required for work, this also builds a further connection to the College of Health Sciences. This practice area is among the top five globally in the architecture & design industry. The course's capstone projects will change each year to address various contemporary issues in healthcare design; the spring 2023 launch was centered on the creation of a clinic for kids with neurodiversity.

Last, the construction and renovation of a new senior design studio space was completed in spring 2023. This project began in the fall of 2020. The space helps support our seniors by providing an engaging classroom modeling after an architecture and design office, broken into different zones for learning, teaching, and working. The state-of-the-art space will not only help with student success and preparation for the workplace upon graduation but also provide necessary updates to our classrooms and labs for recruitment and retention.

New Plan for Continuous Improvement Item

Closing Summary:

Overall, our assessment was met successfully in 2022-2022 with minor exceptions to two students' internship site responses to hiring the students following their experience. This will be addressed in our fall and spring internship prep meetings with additional content on expectations when on the job.

The program was unsuccessful in its full-time faculty search for a new tenure-track program coordinator in 2022-2023. The last semester of program leadership was December 2021, which has presented a challenge for the program. Without this program leadership, those duties have fallen to the department chair. The department was successful in hiring a new FT Assistant Professor of Practice to assist with program growth. A new faculty search will be conducted this year. Until this program leadership is in place, major changes in the program and assessment are not planned at this time.

No major changes will be made at this time to the interior design assessment plan given the program is near its next accreditation site visit. Generally, the work leading up to this review begins three years prior, which faculty implemented and began last year, the focus for 2023-2024, and fall of 2024 will be the required work in preparation for the next accreditation review in spring 2025, which includes:

- Continue CIDA re-accreditation and site visit planning/workshops (at least two to be held in 2023-2024)
- Complete the program's curriculum map to CIDA standards to identify content gaps in our major courses.
- Complete course-specific worksheets to identify gaps in standards. being taught across the curriculum (primary and secondary evidence of each std.)
- Begin data collection and a preliminary draft of our PAR-Program Area Report for CIDA reaccreditation. This is not due until 6-weeks before the visit, but takes considerable time to write.
- Revisit the creation of a new portfolio design and development course, one or two credits (INDS 4120/4220).
- Continue to build our Blackboard program website in collaboration with SHSU online which houses all curriculum materials and artifacts for our courses.
- Continue building documentation of all guest speakers, field trips, event participation of our students, and community engagement among all courses and student organizations to illustrate where we are engaging our students with the profession and practitioners. This report needs to represent the last three years leading up to the site visit. (2022-2025).

All of these efforts will involve full-time and part-time faculty in the design program, and the department chair. The outcomes of this work will inform assessment changes for the 2024-2025 cycle.

Department of Kinesiology

Kinesiology BS

Career Knowledge

Goal Description:

Students in the BS in Kinesiology program will learn about a variety of career options in the field of Kinesiology.

Providing Department: Kinesiology BS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Career Knowledge

Learning Objective Description:

Students in the BS in Kinesiology program will be able to demonstrate knowledge of a chosen career within the field of Kinesiology.

RELATED ITEM LEVEL 2

Career Knowledge

Indicator Description:

Students in KINE 1331 (Foundations of Kinesiology) will complete a career exploration project which includes three components: (a) students conduct a professional interview with a professional in their chosen field/career choice, (b) research paper on their chosen career, and (c) research presentation that incorporates both the interview information and research paper.

Criterion Description:

70% of students in the BS in Kinesiology degree program will earn a C or better on the three components of the career exploration project in KINE 1331.

Findings Description:

Over 70% of students earned a C or better on the three components of the career exploration project in KINE 1331

RELATED ITEM LEVEL 3

Career Knowledge

Action Description:

Students in the BS in Kinesiology program will learn about a variety of career options in the field of Kinesiology.

Content Knowledge

Goal Description:

Students in the BS in Kinesiology program will be able to demonstrate sub-discipline knowledge of Kinesiology.

Providing Department: Kinesiology BS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

Content Knowledge

Learning Objective Description:

Students in the BS in Kinesiology program will gain content knowledge of motor learning, physiology of exercise, functional kinesiology, and assessment of kinesiology.

RELATED ITEM LEVEL 2

Content Knowledge

Indicator Description:

Final grades in KINE 3362 (Functional Kinesiology), KINE 3363 (Assessment of Kinesiology), KINE 3364 (Motor Learning), and KINE 3373 (Physiology of Exercise) will be used to assess BS in Kinesiology students' content knowledge of Kinesiology.

Criterion Description:

70% of students in the BS in Kinesiology degree program will earn a C or better on their final course grade in KINE 3362, KINE 3363, KINE 3364, and KINE 3373.

Findings Description:

Over 78% of students in the BS in Kinesiology degree program earned a C or better on their final course grades in KINE 3362, KINE 3363, KINE 3364, and KINE 3373.

RELATED ITEM LEVEL 3

Content Knowledge

Action Description:

Students in the BS in Kinesiology program will be able to demonstrate sub-discipline knowledge of Kinesiology.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

The Kinesiology BS plan for continuous improvement is to continue to monitor the core Kinesiology class block as well as the foundational Kinesiology course. We believe the students are obtaining the goals of a baseline career and overall content knowledge and will continue to monitor the final grades and career project grades. Kinesiology faculty teaching 1331 are working to develop a pilot program for Faculty-Student mentorship so we can begin to monitor students after taking 1331, data will include matriculation through the Kinesiology program. This pilot program will begin within the next year.

Update of Progress to the Previous Cycle's PCI:

The pilot program launched in the spring of 2023 as a blackboard group to encourage student mentorship and aid students with where their knowledge of sub-kinesiology disciplines. We had our first group event "Pizza with Professors" which encouraged students to come and meet the faculty and gain understanding on the different aspects of Kinesiology and the courses/majors/minors/career paths offered within the department.

New Plan for Continuous Improvement Item

Closing Summary:

We are going to continue the Kinesiology student-mentor group growth on blackboard and have more student-faculty events to involve students in the department and encourage them to increase their sub-discipline knowledge.

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: Completed

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/SAHPE accreditation. The PETE program considers 80% to be an adequate level of content knowledge.

Findings Description:

In Fall 2022 (N = 8), 75% (6/8) of the candidates scored 240 or better on TExES Physical Education EC–12 (158) test. In Spring 2023 (N = 4), 75% (3/4) of the candidates also 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 2022 and Spring 2023 revealed that PETE candidates demonstrate adequate levels of content knowledge. However, the passing rate is below established criterion. To improve the TExES Physical Education EC–12 (158) passing rate, the PETE faculty need to identify areas of weakness and adjust our teaching approach to address these weak areas. Specifically, the PETE faculty should be able to conduct more frequent formative assessment to reinforce learning. In addition, the PETE faculty should provide individualized support for those students facing challenges on the TExES Physical

Education EC–12 (158) test. The PETE faculty can also offer review sessions for PETE students. Additionally, 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. PETE faculty should work closely with the Kinesiology subdisciplinary areas to address these areas of weakness. The 80% passing rate criterion will be maintained for Fall 2023-Spring 2024.

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)

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 2022 (N = 17), 100% of the candidates scored at acceptable or target levels in items associated with Domain 2-Evidence of Student-Learning and Domain 4-Learning Climate. However, it was found that 94% (16/17) of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction and Domain 3-Management and Organization. In addition, 82% (14/17) of the candidates scored at acceptable or target levels in items associated with Domain 5- Professionalism. In Spring 2023 (N = 14), 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 2022 and Spring 2023 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 2023-Spring 2024. However, the PETE faculty are concerned with the result of Domain 5-professionalism in Fall 2022 as 82% (14/17) of the candidates scored at acceptable or target levels. This result is lower than previous years in this domain and will closely monitor the areas of professionalism. The PETE faculty will be more proactive in creating professionalism, etiquette, communication in the classroom, peer teaching, and field-based experiences in courses, including 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 PETE candidates to practice professionalism. 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. Such criterion will be maintained for Fall 2022-Spring 2023.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

The results revealed that our teacher education candidates did not accomplish the 80% passing rate criterion established by the PETE program for objective 1. However, the results revealed that teacher education candidates reached the criterion for objective 2. 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.

Update of Progress to the Previous Cycle's PCI:

Based on the results of the Fall 2022 and Spring 2023 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 a 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 test, (i) offer access to professional development such as SHAPE America and TAHPERD that focus on

classroom management, lesson planning, and student assessment, and (j) foster a culture of collaboration among PETE teacher candidates, allowing them to share ideas, challenges, and success. Such collaboration can lead to a supportive network.

New Plan for Continuous Improvement Item

Closing Summary:

Based on the results of the Fall 2022 and Spring 2023 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 a 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 test, (i) offer access to professional development such as SHAPE America and TAHPERD that focus on classroom management, lesson planning, and student assessment, and (j) foster a culture of collaboration among PETE teacher candidates, allowing them to share ideas, challenges, and success. Such collaboration can lead to a supportive network.

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)

Progress: Completed

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:

80% (8/10) of graduating students successfully completed comprehensive exams in their graduating semester.

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Comprehensive exams continue to be an integral part of the program. The importance of retaining core knowledge areas will continue to be emphasized in the SHP program.

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)

Progress: Completed

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:

100% of students in the SHPO program completed the research analysis assignment with an 80% grade or better in KINE 5374

RELATED ITEM LEVEL 3

Research Analysis Assignment

Action Description:

As previously indicated, research is a core component of the SHP program and the development of proposals and methodology will remain a key aspect of the SHP 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)

Progress: Completed

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:

100% of KINE SHP students completed the CITI training in KINE 5374 class

RELATED ITEM LEVEL 3

CITI Completion

Action Description:

We maintain the importance of utilizing CITI training for our students and will continue to utilize this as a requirement of the 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:

100% of students in KINE 5374 made an 80% or better in their research proposal

RELATED ITEM LEVEL 3

Appropriate Research Proposal

Action Description:

As research is a foundational aspect of the SHP program, we will continue to emphasize the importance of developing research and mandate a research proposal be included as a portion of the research class.

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: On Hold

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:

0% passed on the VR modules as we were not able to implement them in this academic year. We have new faculty in Fall 2023 that will instrumental in assisting with implementation

RELATED ITEM LEVEL 3

Action - VR Assessments

Action Description:

Ww were unable to implement the VR aspects of the program this year. We have hired two new faculty to assist in developing this aspect of the program, and hope to have progress and implementation by next year.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

We continue to build on our positives from the 22-23 academic year and with the addition of two key faculty we believe that SHP's growth and success will continue in the 23-24 academic year.

New Plan for Continuous Improvement Item

Closing Summary:

The addition of two faculty as well as the support from the Chair of the Department and the Dean's office offer SHP an opportunity to continue to excel, both from the teaching and research aspect but also with the continued education of our students.

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 taught outside the discipline 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 2022. However, comprehensive exam results suggest all graduates have a basic understanding of general statistics and can interpret quantitative findings appropriately.

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: 9 out of 9 students passed all four content areas on the first attempt (100% pass rate).

Fall 2022: 6 out of 6 students passed all 4 content areas on the first attempt.

Spring 2023: no students took the comprehensive exam

Summer 2023: 3 out of 3 students passed all 4 content areas on the first attempt.

RELATED ITEM LEVEL 3

Comprehensive Exams

Action Description:

Total: 9 out of 9 students passed all four content areas on the first attempt (100% pass rate).

Fall 2022: 6 out of 6 students passed all 4 content areas on the first attempt.

Spring 2023: no students took the comprehensive exam

Summer 2023: 3 out of 3 students passed all 4 content areas on the first attempt.

Based on these results, no action is needed, at this time, to improve learning outcomes.

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 2022-2023 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 2022 - 2023 assessment cycle, students exceeded program goals of at least 85% pass rate on both site supervisor and professional portfolio evaluations. All students who completed the practicum 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 taught outside the discipline 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 aligned with a previous faculty member's class assignment. This particular outcome is no longer being measured.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The 2022-2023 assessment cycle marked the first academic year in program history in which all students (9 of 9) successfully passed the comprehensive exams on the first attempt. It's unclear why this occurred. This outcome could be attributed to one or more of the following:

1. relatively small sample size
2. prior knowledge of the 4 comprehensive exam questions (we have used the same questions for a number of years)
3. student knowledge/academic achievement
4. individual differences compared to previous cohorts
5. improved preparation/instruction by faculty

With respect to assessment of professional development, students excelled in both internship and outside experiential opportunities. Expansion of industry partnerships has provided students with excellent professional development opportunities beyond the classroom. More students are securing high profile internships to satisfy their practicum requirements. Internship supervisor feedback and assessment of student performance within the practicum exceed program goals. All students (100%) who completed their internship for the 2022-2023 academic year scored at least 90% in their quantitative assessment of work-related performance. In addition to required practicums, 8 graduate students were hired for season-long (5 home games) paid internships with the XFL Houston Roughnecks.

New Plan for Continuous Improvement Item

Closing Summary:

Comprehensive Exam: The goal of a first attempt pass rate of 80% was exceeded for the 2022-2023 academic year. As previously stated in the update of progress to the previous cycle's PCI, this outcome is likely due to one or more factors. While this outcome is encouraging, more data is needed to justify raising standards above 80% due to the following: 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 continued effort will be made to examine the quality of student responses on the comprehensive exam.

Professional Development: As previously acknowledged, students are continuing to gain excellent industry experience through internship opportunities and sport industry experiences. A significant emphasis is placed on preparing students to exceed expectations in their various internship roles. As a graduate program, we have an excellent reputation among our industry partners. In fact, several internship sites have indicated that they prefer our graduate students when hiring for industry positions. This has collateral impact on our 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 made 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 continue to develop 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:

Fall 2022 & Spring 2023 NURS 3351 - 100% of students achieved a score of 80% or higher in the average of their ATI Pharmacology Made Easy 3.0 tutorial exam

RELATED ITEM LEVEL 3

NurseThink Pharmacology Core Exam

Action Description:

In Fall 2023 the SON transitioned from ATI to NurseThink Standardized Tests. This is the first group of students to take this assessment. We will monitor student performance on the "NurseThink Pharmacology Care Exam" 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:

Fall 2022 (cohort 24) 99.8% of prelicensure students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

Spring 2023 (cohort 25) 100% of prelicensure students achieves 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:

Fall 2022 (cohort 24) 100% of student nurses achieved a score of "meets expectations" on the ATI Nurses Touch: Becoming a Professional Nurse.

Spring 2023 (cohort 25) 100% of students achieved a score of "meets expectations" on the ATI Nurses Touch: Becoming a Professional Nurse.

RELATED ITEM LEVEL 3

ATI Nursing Touch: Becoming a Professional Nurse

Action Description:

Open Check Documentation is due 2 weeks after the close date of assessment on Sunday at 23:59.

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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:

Fall 2022 NURS 4030 (cohort 21) 100% of students achieved a minimum score of 85% on the ACE project assignment

Spring 2023 NURS 4030 (cohort 22) 100% of students achieved a minimum score of 85% on the ACE project assignment

Fall 2022 NURS 3540

Spring 2023 NURS 3540 (cohort 23) 100% of students achieved a minimum score of 85% on the ACE project assignment.

Fall 2022 NURS 4530 (cohort 21) 100% of students achieved a minimum score of 85% on the ACE project assignment

Spring 2023 NURS 4530 (cohort 22) 100% of students achieved a minimum score of 85% on the ACE project assignment

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:

Fall 2022 (cohort 24)- 100% of students achieved a minimum score of 80% on the Concepts 1 Patient Education Poster

Spring 2023 (cohort 25) 100% of students achieved a minimum score of 80% on the Concepts 1 Patient Education Assignment.

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:

Fall 2022 (cohort 24) 93% of students achieved a minimum score of 90% on the Culture Assignment, which included a Healthy 2020 component.

Spring 2023 (Cohort 25) 100% of students achieved a minimum score of 90% on the Cultural Assignment, which included a Health 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.

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:

Fall 2022 NURS 4030 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 4030 (cohort 22) 100% of students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 NURS 3631 (cohort 23) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 3631 (cohort 24) 96% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 (cohort 23) NURS 3620 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 3540 (cohort 23) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (Cohort 21) Spring 2023 NURS 3631 (cohort 22) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4620 (cohort 21) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 3340 (cohort 21) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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:

Fall 2022 NURS 4030 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 4030 (cohort 22) 100% of students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 NURS 3631 (cohort 23) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 3631 (cohort 24) 96% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 (cohort 23) NURS 3620 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Spring 2023 NURS 3540 (cohort 23) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (Cohort 21) Spring 2023 NURS 3631 (cohort 22) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4620 (cohort 21) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 3340 (cohort 21) 100% of student achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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:

Fall 2023 NURS 3631 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Spring 2023 NURS 3631 (cohort 23) 96% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 23) & Spring 2023 NURS 3631 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 23) & Spring 2023 NURS 3620 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4030 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4520 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4540 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4250 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4620 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 3340 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

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:

Spring 2023 NURS 3310 (cohort 24) 95% of students 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:

New course faculty. Will continue to assess student knowledge deficits and create learning activities to support student success.

Fall 2022, 22.9% of prelicensure students achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

Spring 2023, 37.5% of prelicensure students achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

RELATED ITEM LEVEL 3

NurseThink Leadership Proctored Exam Score

Action Description:

In Fall 2023 the SON transitioned from ATI to NurseThink Standardized Tests. This is the first group of students to take this assessment. 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:

Fall 2022 & Spring 2023 100% of prelicensure 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:

Fall 2022 & Spring 2023 100% (cohort 20 & cohort 21) 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 AY24.

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:

Fall 2022 (cohort 24) 99.8% of prelicensure students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

Spring 2023 (cohort 25) 100% of prelicensure students achieves 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:

Fall 2022 (cohort 23) NURS 3321 - 90% of students achieved a satisfactory score for virtual simulations on the first attempt

Spring 2023 (cohort 24) NURS 3321 - 92% of students achieved a satisfactory score for virtual simulations on the first attempt

Spring 2023 NURS 3540- 95% of students achieved a satisfactory score for virtual simulations on the first attempt

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:

Fall 2022 (cohort 22) & Spring 2023 (cohort 23) NURS 3540 - 100% of students 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:

New course faculty. Will continue to assess student knowledge deficits and create learning activities to support student success.

Fall 2022, 22.9% of prelicensure students achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

Spring 2023, 37.5% of prelicensure students achieved a minimum score of Level 2 on the ATI Leadership Proctored Exam.

RELATED ITEM LEVEL 3

NurseThink Leadership Proctored Exam Score

Action Description:

In Fall 2023 the SON transitioned from ATI to NurseThink Standardized Tests. This is the first group of students to take this assessment. 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

RELATED ITEM LEVEL 3

Demonstrate simulated leadership and management skills

Action Description:

We will assess student leadership and management skills as charge nurses through Simulation pedagogy.

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:

Fall 2022 NURS 4250 (cohort 20) 66% of students achieved at least a baseline score of the national BSN mean on the ATI RN Comprehensive Predictor Exam

Spring 2023 NURS 4250 (cohort 21) 71% of students achieved at least a baseline score of the national BSN mean on the ATI RN Comprehensive Predictor Exam

Spring 2023 - more students scored a Level 0 than any other cohort before.

Fall 2022 reported 7 students at risk of passing NCLEX, this cohort had 11 at risk.

Provide feedback to ATI 3 day live NCLEX instructor on opportunities for improvement to be focused on during live review session.

RELATED ITEM LEVEL 3

RN NurseThink Readiness Exam

Action Description:

In Fall 2023 the SON transitioned from ATI to NurseThink Standardized Tests. This is the first group of students to take this assessment. We will monitor student performance on the "NurseThink Readiness" to ensure PSO 1 is mastered.

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:

Fall 2022 NURS 3631 - 96% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Spring 2023 NURS 3631 - 100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Spring 2023 NURS 3540 -100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Fall 2022 NURS 3620 - 99% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Spring 2023 NURS 3620 - 97% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Fall 2022 & Spring 2023 NURS 4540 - 100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Fall 2022 & Spring 2023 NURS 4520 - 100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Fall 2022 & Spring 2023 NURS 4620 - 100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Fall 2022 & Spring 2023 NURS 3340 - 100% of prelicensure students achieved a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

RELATED ITEM LEVEL 3

Final Care Plan

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:

Fall 2023 NURS 3631 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Spring 2023 NURS 3631 (cohort 23) 96% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 23) & Spring 2023 NURS 3631 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 23) & Spring 2023 NURS 3620 (cohort 24) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4030 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4520 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 22) & Spring 2023 NURS 4540 (cohort 23) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4250 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 4620 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

Fall 2022 (cohort 20) & Spring 2023 NURS 3340 (cohort 21) 100% of students achieved a passing grade on the clinical evaluation tool for safe quality patient care at final evaluation.

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:

Fall 2022 and Spring 2023 100% of 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:

Fall 2022 NURS 4030 - 100% of students will achieve a minimum score of 90% on the Community Nursing Current Issues Assignment.

Spring 2023 NURS 4030 - 59% of students achieved a minimum score of 90% on the Community Nursing Current Issues Assignment.

Student rationale for not doing so well is because they did so poorly on the exam it stressed them out. They also indicated that they would have preferred a specific start time for ATI instead of rolling in. In the future, any back to back exams will have a hard stop and start.

RELATED ITEM LEVEL 3

Community Nursing Current Issues Assignment

Action Description:

We will continue to monitor student performance on the community current issue assignment to ensure PSO 7 is mastered.

RELATED ITEM LEVEL 2

Legislative Letter

Criterion Description:

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

Findings Description:

Fall 2022 NURS 3351 - 100 % of students achieved a minimum score of 85% on the legislative letter

Spring 2023 NURS 3351 - 96% of 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:

Fall 2022 NURS 4250 - 89% of students will achieve a minimum score of 90% on the Concepts 2 career packet.

Spring 2023 NURS 4250 - 90% of students will achieve a minimum score of 90% on the Concepts 2 career packet.

RELATED ITEM LEVEL 3

Career Packet

Action Description:

We will continue to monitor student performance on "Career Packets" 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:

Spring 2023 NURS 4250 -15% of students indicate plans for enrolling in graduate nursing education within 5 years of BSN program completion.

RELATED ITEM LEVEL 3

Graduate Education Plans

Action Description:

Post baccalaureate student Graduate education planning data will continue to be gather from the Senior II student exit exam.

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:

Spring 2023 NURS 3631 - 100% students achieved a minimum score of 80% on a clinical database using facility EHR.

Spring 2023 NURS 3540 - 100% students achieved a minimum score of 80% on a clinical database using facility EHR.

Fall 2022 NURS 4520 - 100% students achieved a minimum score of 80% on a clinical database using facility EHR.

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:

Spring 2023 NURS 3631 - 100% of students achieved a minimum score of 80% on EHR documentation rubric final attempt.

RELATED ITEM LEVEL 3

EHR Documentation

Action Description:

We will continue to monitor student performance using the EHR tutor in the Simulation Lab to ensure PSO 9 is mastered in all clinical courses.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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 (NGNCLEX) 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.

Update of Progress to the Previous Cycle's PCI:

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 (NGNCLEX) which assesses clinical judgment. To best align a model which threads didactic, clinical, and simulation pedagogies, the SON will transition from ATI, to the NurseThink Clinical Judgment Platform and Assessments effective Fall 2023. Students will utilize NurseThink Clinical Judgement Simulations, Conceptual Case studies, and NCLEX Conceptual Review Guide to cultivated clinical judgement skills which will facilitate practice readiness. Student will take NurseThink specialty assessments to assess competence.

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 (NGNCLEX) 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 were introduced to faculty and were implemented in Fall 2022. NurseThink

Clinical Judgement Simulations were introduced and implemented in Fall 2022. In Spring 2023, the last of the NurseThink textbooks were implemented, The Notebook and Conceptual Clinical Cases, which will allow us to begin new established clinical judgement testing, assessment, and feedback by Fall 2023. In Fall 2023 NurseThink Clinical Judgment Standardized exams will replace ATI standardized exam and we eagerly await student performance metrics.

Department of Public Health

Bilingual Health Care Studies, BA

G1: 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

G1: 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 regarding diseases, ethical standards, communication skills, and health program planning.

RELATED ITEM LEVEL 2

G1: 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 Fundamentals of Health Promotion and Health Careers: Career Action Plan (students must score a minimum of **90 percent**)

HLTH 2391 Study of Human Diseases: Cumulative course grade (students must earn a grade of **B or higher**)

HLTH 3392 Health Communication and Literacy: 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 Professional Preparation for Health Careers: Health Program Plan (students must score a minimum of **90 percent**)

Findings Description:

HLTH 1360 Fundamentals of Health Promotion and Health Careers: There was one BHCS student enrolled in HLTH 1360 during the assessment cycle. The student earned a grade of B on the Career Action Plan assignment; therefore, the goal was not achieved.

HLTH 2391 Study of Human Diseases: There were no BHCS students enrolled in the course during the assessment cycle.

HLTH 3392 Health Communication and Literacy: There were no BHCS students enrolled in the course during the assessment cycle.

HLTH 4387 Community Health: There were no BHCS students enrolled in the course during the assessment cycle.

HLTH 4393 Professional Preparation for Health Careers: Health Program Plan (students must score a minimum of **90 percent**) There were two BHCS students enrolled in HLTH 4393 during the assessment cycle. One student earned an A on the Health Program Plan, and the other student earned a B on the assignment. The goal was not achieved during the assessment cycle with only one student (50 percent) earning a grade of A on the assignment.

RELATED ITEM LEVEL 3

G1: Culturally Competent Health Content Knowledge

Action Description:

Upon review of the results of Goal 1, the health faculty will keep the assignments in HLTH 1360, 2391, 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 work to ensure that BHCS students enroll in health courses in a comprehensive manner beginning with 1000 level courses and progressing to upper-level courses.

G2: 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, dispositions, 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

G2: Professional Development and Practices

Learning Objective Description:

BHCS students will successfully apply their acquired knowledge, dispositions, skills, and experience in an internship setting. BHCS students enrolled in HLTH 4394: Internship Program 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 to demonstrate a summary of professional development. The cumulative project is evaluated via a rubric established by program faculty. The student’s cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

RELATED ITEM LEVEL 2

G2: 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 BHCS students enrolled in HLTH 4394 will achieve a minimum of 85 percent rating on their final internship evaluation from their site supervisor. Additionally, the student's summary project must also attain a minimum rating of 85 percent.

Attached Files

[!\[\]\(c8d96c8885d3000a912c2582004aed63_img.jpg\) Student Presentation Directions\(1\)](#)

[!\[\]\(919a2cb85b99741a73c0c31a427236a8_img.jpg\) Supervisor Evaluation](#)

Findings Description:

HLTH 4394 Internship Program: One BHCS was enrolled in HLTH 4394 during the assessment period. The goal was achieved with the student earning a grade of A on their internship supervisor evaluation, daily and weekly internship logs, and professional internship project.

An additional three students are enrolled in HLTH 4394 during the summer 2023 semester.

RELATED ITEM LEVEL 3

G2: Professional Development and Practices

Action Description:

The professional internship the BHCS students conduct in HLTH 4394 serves as the culminating event of their academic coursework and prepares them for 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 conduct the practicum to ensure the requirements of the internship are successfully met by the BHCS students.

G3: 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 under-represented populations, migrants, and refugees 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

G3: Social and Physical Health and 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 their peers which focus on the various barriers that prevent under-represented populations from having accessibility to health services. In addition, these students will educate their peers about the social, physical, economic, religious, and geographic factors that affect the overall health status of migrants and refugees who attempt to receive health care in the United States.

RELATED ITEM LEVEL 2

G3: Social and Physical Health and Cultural Awareness

Indicator Description:

Individual and group reports and presentations that are required in HLTH 2383: Multicultural Health Issues and HLTH 4392: Problems in Health, will be used to assess the student’s overall knowledge of under-represented populations and the quality of health variables for vulnerable at-risk populations.

Criterion Description:

The criteria for assessing social and physical health and cultural attributes of various populations in the BHCS curriculum include:

HLTH 4392 Problems 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](#)

 [Project Instructions Alejandro.docx](#)

 [Spring 19 Wallace HLTH 2383.xlsx](#)

Findings Description:

HLTH 4392 Problems in Health: Investigative Report-A total of four BHCS were enrolled in HLTH 4392 during the assessment period. All of the students earned an A on the Investigative Report assignment. The goal was achieved with 100 percent of the BHCS students earning a minimum of 90 percent on the assignment.

HLTH 2383 Multicultural Health Issues: Cultural Disparity Report- There were no BHCS students enrolled in the course during the assessment cycle.

HLTH 2383 Multicultural Health Issues: Cultural Health Presentation- There were no BHCS students enrolled in the course during the assessment cycle.

RELATED ITEM LEVEL 3

G3: Social And Physical Health Cultural Awareness

Action Description:

Upon review of the results of Goal 3, the health faculty will maintain the assignments in HLTH 2387 and 4392 to serve as indicators of content mastery in Goal 3. The scope of these assignments provides the BHCS students 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 ensure the students enrolled in HLTH 4392 and HLTH 2387 are aware of the importance and applicability of these assignments in their professional careers.

Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

The additional goal to improve the public speaking and writing skills for the BHCS students is pending. The current plans are to incorporate this goal in the HLTH 3392 course during the next assessment period.

The Academic Success Center has been reorganized and has a focus on recuperating learning loss associated with the pandemic and the isolation of students. Peer counselors, workshops, and virtual presentations are now available for faculty and students.

Ms. Clarkson is working remote in the Woodlands area which serves to accommodate the geographic limitations of the BHCS students. They can meet with her at The Woodlands Center to discuss their degree path and their internship experience.

The minor in Medical Translation is now listed in the academic catalog as a viable minor. Currently, three BHCS students have selected this minor for their degree.

New Plan for Continuous Improvement Item

Closing Summary:

An additional goal (number 4) will be added during the next assessment cycle to help the BHCS students improve their writing and public speaking skills. The *Newsletter*, *Final Presentation* and *Project, PSA, and Formal Letter* assignments in HLTH 3392 will be assessed in this additional goal.

Goals 1, 2, and 3 will remain in the BHCS assessment plan for the next cycle.

The program coordinator will refer the BHCS students to the academic success programs provided by the university in the face-to-face and virtual format. These programs are designed to enhance student's knowledge, attitudes, and marketable skills and prepare them for the professional health workforce at the state and national levels.

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.

Several new recruiting activities will be implemented this year to increase the enrollment in the BHCS program. Two MPH students will assist with this initiative, and a new adjunct in the department has agreed to assist in recruiting activities for the program.

The minor in Medical Translation will continue to be promoted with the BHCS major in cooperation with the Department of Languages and World Culture.

Health Care Quality and Safety MS

G1: Health care Leadership skills

Goal Description:

Leaders in healthcare quality and safety require skills and knowledge in managing change.

Providing Department: Health Care Quality and Safety MS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

G1: Health care leadership skills

Learning Objective Description:

MS in Health Care Quality and Safety students will demonstration knowledge and understanding in leading change.

RELATED ITEM LEVEL 2

G1: Health Care Leadership skills

Indicator Description:

Health Care Change Leadership skills: One major component of the degree program is to allow students to be familiarized with change management techniques. One common task that is required of a leader manage organizational change and motivate employees to adapt change. Students will be required to write an essay on how to manage change.

Criterion Description:

85% of the student will score at least 80% on the combined paper and speech scoring.

Findings Description:

All the enrolled students successfully completed healthcare leadership paper.

RELATED ITEM LEVEL 3

G1: Health Care Leadership Skills

Action Description:

Indicators and goals will be revised for the coming year to streamline the competency skills.

G2: Ethical Issues in Health Care

Goal Description:

Leaders in healthcare quality and safety require skills and knowledge in leadership and management ethics.

Providing Department: Health Care Quality and Safety MS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

G2: Ethical Issues in Health Care

Learning Objective Description:

MS in Health Care Quality and Safety students will investigate ethical issues in health care leadership.

RELATED ITEM LEVEL 2

G2: Ethical Issues in Health Care

Indicator Description:

Reading, viewing, and writing assignments in HLTH 5355 – Health Services Administration will require students to identify factors which influence personal positions and beliefs and explain multiple viewpoints of various controversial and ethical issues facing today’s healthcare leader.

Criterion Description:

A topical paper will be assigned and 85% of the students will score 80% or above on this assignment

Findings Description:

All the enrolled students successfully obtained grades of B or higher in HLTH 5355 course including course discussions.

RELATED ITEM LEVEL 3

G2: Ethical Issues in Health Care

Action Description:

Indicators and goals will be revised for the coming year to streamline the competency skills.

G3: Professional Application of didactic knowledge

Goal Description:

Leaders in healthcare quality need applied practical knowledges and skills in healthcare leadership, quality and safety.

Providing Department: Health Care Quality and Safety MS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

G3: Professional application of didactic knowledge

Learning Objective Description:

MS in Health Care Quality and Safety students will apply professional didactic knowledge of their graduate program in their professional internship experience.

RELATED ITEM LEVEL 2

G3: Professional application of didactic knowledge

Indicator Description:

Through an internship experience, Health Care Quality and Safety students will demonstrate that they can synthesize, integrate, and apply their acquired knowledge and skills as the academic capstone to their learning experience.

Criterion Description:

At Least 85% of student will earn a grade of B in their professional internship experience.

Findings Description:

All the enrolled students successfully completed their capstone projects and earned A's.

RELATED ITEM LEVEL 3

G3: Professional application of didactic knowledge

Action Description:

Indicators and goals will be revised for the coming year to streamline the competency skills.

G4: Increase Program Enrollment

Goal Description:

All academic programs have desired enrollment sizes to justify financial viability in addition to the goal of teaching and preparing students for their future career roles.

Providing Department: Health Care Quality and Safety MS

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

G4: Request fund to market the program and increase enrollment

Learning Objective Description:

The desired enrollment size for the MS in health care quality and safety program is between 15 and 25 students.

RELATED ITEM LEVEL 2

G4: Increase Program enrollment

Indicator Description:

Performance indicators are # of applicants, # of accepted and # of enrollment. To determine effective marketing tools, Accepted Student Questionnaire shall be given to students at beginning of first semester in program with a question about "where did they hear about the program?"

Criterion Description:

The targets are > 15 applicants, >=10 accepted into the program, >= 8 enrolled for 2018-2019.

Market tool: % of enrollees responded > 80%

Findings Description:

5 students graduated during Fall 2022 with two new enrollments. Currently, the program has 13 students with 13 applicants.

RELATED ITEM LEVEL 3

G4: Increase Program Enrollment

Action Description:

Meetings have been initiated with SHSU Online for program marketing and recruiting efforts.

New student enrollments should be increasing from 2023 through 24.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

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.

Update of Progress to the Previous Cycle's PCI:

Continue for 22-23. Dr. Joshi started the coordination role on 9/1/22. Synergies will be developed to streamline the application, admission process, advising, and student support for HCQS and MPH students. Effective Fall 2023, common course will be used for biostatistics (HLTH 5378). Effective Spring 2023, capstone / internship course (HLTH 5397) will be integrated across HCQS and MPH programs. These initiatives will lead to better student retention, recruitment, and graduation rates. The program will work closely with SHSU online team to implement program marketing efforts.

New Plan for Continuous Improvement Item

Closing Summary:

No change to existing plan. Continue for 22-23. Dr. Joshi started the coordination role on 9/1/22. Synergies will be developed to streamline the application, admission process, advising, and student support for HCQS and MPH students. Effective Fall 2023, common course will be used for biostatistics (HLTH 5378).

Effective Spring 2023, capstone / internship course (HLTH 5397) will be integrated across HCQS and MPH programs. These initiatives will lead to better student retention, recruitment, and graduation rates. The program will work closely with SHSU online team to implement program marketing efforts.

Public Health MPH

G1: 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

G1: 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

G1: 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 32 students have registered for HLTH 6396 from Fall 2022 through Summer 2023 semesters. All the enrolled students have successfully completed their evaluation plans.

RELATED ITEM LEVEL 3

Action - Foundational Public Health Knowledge

Action Description:

Indicators and goals will be updated for the coming year. They will be aligned with CEPH competencies and relevant courses in the program.

G2: 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 ITEM LEVEL 1

G2: 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

G2: MPH Foundational Competencies

Indicator Description:

Reading, viewing, and writing assignments in HLTH 5355: 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:

All students enrolled in HLTH 5355 have obtained a grade of B or greater on their reflective summaries.

RELATED ITEM LEVEL 3

Action - MPH Foundational Competencies

Action Description:

Indicators and goals will be updated for the coming year. They will be aligned with CEPH competencies and relevant courses in the program.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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 in 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.

Update of Progress to the Previous Cycle's PCI:

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 started to 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. The delivery of the MPH program is proposed to move from an executive hybrid delivery format to an online format during the 2023-24

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. A proposal to initiate a new concentration in the area of epidemiology is also being worked out. This new concentration and online course delivery is expected to increase enrollment to the program.

New Plan for Continuous Improvement Item

Closing Summary:

The MPH program has transitioned to 100% online starting Fall 2023. The program is actively working with SHSU Online and all courses have been built on Blackboard as 100% online. Landing pages have been updated as well as the admission process for international students. A new 4+1 proposal has been submitted for approval to be implemented in Spring 2024 that will enable recruiting students from the BS Public Health program. Marketing strategies have been developed with SHSU Online marketing team.