Sam Houston State University
Office of Assessment

2023-2024

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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:

The internship course is offered in spring and summer semesters with a total of 13 FAMD interns in this cycle. Data reported here reflects the results of 12 of the 13 students enrolled with 1 student remaining to complete the course (grade X until hours are completed and supervisor evaluation is

complete). The average student performance rating was 4.75 on a scale of 5.0 and 92% of the students achieved a rating of 3.5 or higher. A total of 100% of the business supervisors indicated that the business would hire the intern if a position within the company were available.

Employer/Supervisor Evaluation Data
Action Description:

Both targets for this criterion were met - business supervisor satisfaction level and overall student rating. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- business supervisor satisfaction level baseline will increase to 90%
- overall student rating baseline will increase to 4.25

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

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.

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:

For the group project peer evaluations, 100% of the students received a rating of 3.5 or higher by their peers for performance as a group member. The overall average score in the course for peer group members was 4.8 out of 5.0.

Action - Group Collaboration Evaluations in Fashion Branding
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

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:
For the group project peer evaluations, 100% of the students received a rating of 3.5 or higher by their peers for performance as a group member. The overall average score in the course for peer group members was 4.75 out of 5.0.

RELATED ITEM LEVEL 3

Action - Group Collaboration Evaluations in Fashion Promotion
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

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.

Findings Description:

Every group (100%) of students successfully completed the group planning assignment, achieving a minimum score of 3.75. The average score in the course was 4.8/5.0 on the project.

RELATED ITEM LEVEL 3

Action - Teamwork Product in Fashion Branding
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score. Additionally, the overall project assignment details will be reviewed and modified to reflect higher academic rigor.

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.

Findings Description:

Every group (100%) of students successfully completed the group promotion project, achieving a minimum score of 3.75. The average score in the course was 4.95/5.0 on the project.

RELATED ITEM LEVEL 3

Action - Teamwork Product in Fashion Promotion

Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain. Additionally, the rubric used for rating teamwork in the course will be reevaluated to include greater detail about peer performance.

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 ITEM LEVEL 1

Ability to Develop a Fashion Trend Forecast
Learning Objective Description:

Fashion Merchandising students will demonstrate an 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 successfully completed the trend forecast assignment, achieving a score of 3.75 or higher. The average course score was 4.5/5.0.

RELATED ITEM LEVEL 3

Action - Ability to Develop a Fashion Trend Forecast
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score.

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.

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:

100% of the students successfully completed the course assignment/project with a minimum score of 3.5 or higher. The average score in the course was 4.7/5.0.

Action - Applying Creative Thinking Process to a Business Problem
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain, and aspects of the assignment used to measure this indicator and criterion will be reviewed and modified to ensure high academic rigor.

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

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.

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:

Only 65% of students in the course successfully completed the course planning and allocation assignment with a minimum score of 3.75. The average score for the assignment in the course was 4.0.

RELATED ITEM LEVEL 3

Action - Student Content Knowledge, Advanced Merchandise Planning and Allocation
Action Description:

The baseline metrics for this course were only partially met this cycle and will be utilized again in the upcoming cycle.

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:

85% of the students in the course successfully completed the course six-month plan assignment, achieving a minimum score of 3.75. The average score in the course was 4.15.

RELATED ITEM LEVEL 3

Student Content Knowledge, Merchandising Mathematics
Action Description:

Both targets for this criterion were met - completion rate and achieved score. As such, both target baselines will be modified as follows for the 2024-2025 cycle:

- completion rate baseline will increase to 90%
- achieved score baseline will increase to 4.25

This overall learning objective, indicator, and criterion will remain as this course is being taught by a different faculty in the 2024-2025 cycle and we will continue to assess the baseline metrics for completion and achieved score.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Update of Progress to the Previous Cycle's PCI:

Overall, our assessment was met successfully in 2023-2024 with minor exceptions in FAMD 4348 Buying II. Of specific note were our improved assessment findings in the area of teamwork/group-based work learning objectives.

As compared to the previous cycle (2022-2023), overall findings of the criterion and indicators related to teamwork/group-based work improved. FAMD 2375 did not meet the established baseline metrics in the previous cycle but did this year. In both FAMD 2375 and FAMD 3375, we focused on course content to better prepare students for teamwork/group-based work and introduced various measures to improve the group dynamics. Specifically, (1) we developed verbiage and lecture content that stressed the importance of groupwork in the industry and why this was an important aspect of the course, (2) we added NACE Competency modules developed by SHSU related to leadership, professionalism, communication, and teamwork into the courses, (3)we provided additional opportunity for groupwork in lower stakes assignments in the course, and (4) we implemented various check-in points during the project to better gauge overall team dynamics and troubleshoot any issues early on in the project. All these interventions led to more successful findings in teamwork/group-based work metrics. We will continue with these course-based strategies in the next cycle in addition to reviewing and editing the teamwork/group-based rubric used in these courses.

As noted, this assessment cycle was successful with the minor exception of the learning objective Student Content Knowledge, Basic Merchandising Mathematics, specific indicator related to FAMD 4348.This exception could be due in part to an adjunct faculty teaching the course and not having clarity on expectations from FAMD 3348 Buying I and/or students lacking adequate preparedness for taking the course or not taking in the correct sequence. This year, the same adjunct, who has expertise in buying, planning, and allocation will be responsible for both FAMD 3348 and FAMD 4348 so she can more easily determine skill gaps in covered content from each course.

For the next cycle, we plan to modify several of the baseline metric criterion that have been easily met to a higher standard. We also plan to reevaluate the assignments that are used in the courses related to these criterions to ensure academic rigor is increased and that the assignment aligns with the learning objectives in the course as well as the assessment.

New Plan for Continuous Improvement Item

Closing Summary:

Overall, our assessment was met successfully in 2023-2024 cycle with improvement in some areas including teamwork/group-based work.We plan to raise the baseline metrics for criterion in several of the indicators as noted in the actions.Otherwise, we continue with this overall assessment plan with specific focus on implementing various course content, reviewing related assignments, and ensuring academic rigor in the program.

Additionally, the 2024-2025 academic year will utilize adjunct faculty in the program at a much higher rate than previous cycles with the appointment of the full-time FAMD faculty into an administrative role with a 1/1 teaching load (rather than the usual 3/4 or 4/4 load).The program coordinator will work with the adjunct faculty to ensure learning objectives and curriculum requirements are met.

During this cycle, the FAMD faculty plan do the following:

- conduct curriculum mapping to identify any content gaps and implement strategies to fill those gaps
- implement baseline intervention at mid-term to check in with underperforming students and students in jeopardy of D/F/W for FAMD courses
- provide an orientation session for all FAMD majors and minors to align programmatic expectations with students
- implement resources and educational content from NRF (National Retail Federation) as we have recently become an institutional member.This membership includes resources and content that can enhance student career preparedness and overall enthusiasm for the industry.
- incorporate NRF competition briefs into the FAMD coursework where students can submit work to win scholarships and recognition at the NRF Big Show Student Exhibition
- develop inaugural FAMD advisory board to enhance curriculum and align with industry standards/expectations and provide networking opportunities for students

These initiatives will help inform the next assessment cycle plan.

Food Science and Nutrition BS

Cultural Competence

Goal Description:

Students in the FSCN 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 culturally appropriate nutrition education program based on a community needs assessment.

Description: Students in the FSCN 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. One hundred percent of students will earn a score of 80% or higher on an examination of cultural competence theory and knowledge while enrolled in FSCN 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. Twenty-five percent or less of the students will require remediation to accomplish the criteria in #1 above.

3. One hundred percent of students will earn a score of 80% or better on the major service-learning project as part of the FSCN 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. Of the 13 students enrolled in FSCN 3339 Community Nutrition in the spring 2024 semester, 100% (13 out of 13) of the students earned a score of 80% or higher on an examination of cultural competence theory and knowledge. The exam was revised to a case study format in 2024. Scores ranged between 80 and 96. The improvement in scores in 2024 may be due to the change to a case study for evaluation. This fully meets the criteria for the indicator.

2. There was no need for a remediation plan because all students met the criteria. This is an improvement over 2023 when there were ten students who required remediation due to scoring less than 80% on the assessment. This fully meets the requirement for the indicator.

3. Of the 13 students enrolled in FSCN 3339 Community Nutrition in the spring semester of 2024, 100% (13 out of 13) of the student earned a score of 80% or better on the major service-learning project. Scores ranged between 84 and 95. The 2024 scores were exactly the same as the 2023 results. This fully meets the requirement for the indicator.

RELATED ITEM LEVEL 3

Cultural Competence - Culturally Appropriate Nutrition Education

Action Description:

Because a new assessment tool using a case study format was implemented in 2024, the plan is to gather more data by measuring this indicator for another year. During 2024-2025, the FSCN program assessment will be realigned to be consistent with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

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. A modification in grading will be made to account for students who had excused absence(s) due to illness.

Attached Files

📄 FACS 3339Peer evaluation form- Sp 23.docx

Criterion Description:

One hundred 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 FSCN 3339: Community Nutrition course.

Attached Files

Findings Description:

Of the 13 students enrolled in FSCN 3339 Community Nutrition during the spring semester of 2024, 100% (13 out of 13) of the students received an average rating of 3 or 4 by their peers for their performance as a team member related to the community nutrition education project. Scores ranged between 3.5 and 4. This is an improvement over the 2023 score (88.5%). These findings fully meet the criteria for this indicator.

RELATED ITEM LEVEL 3

Cultural Competence - Teamwork Skills

Action Description:

The action at this time is to gather more data to assess teamwork skills of students in Community Health Nutrition. During 2024-2025, the FSCN program assessment will be realigned to be consistent with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

Nutrition Counseling and Education Methods

Goal Description:

The FSCN 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:

One hundred percent of students will score 80% or higher on the demonstration of wellness counseling as part of the Near-Peer consultation project in the FSCN 4371: Nutrition Assessment course.

Attached Files

📄 Student Counseling rubric - self or peer FACS 4371.docx

Findings Description:

100 % of students (12/12) scored 80 % or above on the demonstration of wellness counseling as part of the Near-Peer consultation project in the FSCN 4371 Nutrition Assessment Course. Grades ranged from 88- 98 out of 100 points. Students demonstrated the ability to establish rapport with the client, use open-ended questions, affirm the client, use reflective listening techniques, maintain a client-centered approach, offer education prior to delivery, develop a plan for nutritional care, and

use behavior change strategies. All students need to improve in the use of a meal plan and written diet instructions in the future. Most skills were demonstrated at a beginner level and require additional practice for mastery. No students required remediation to achieve a passing score in 2024. This is an improvement from 2023 when two students required remediation. The criteria for this indicator was fully met.

Nutrition Counseling and Education Methods - Near Peer
Action Description:

To improve nutrition counseling skills, there will be more discussion and practice to improve written materials provided in the role play including a meal plan and diet instruction materials. The criterion will be increased to 100% of students score 85% or above on the demonstration of wellness counseling.

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.

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:

One hundred percent of students enrolled in FSCN 4360: Clinical Dietetics, will score 80% 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 students (16/16) enrolled in FSCN 4360: Clinical Dietetics scored 80% or higher on the component assessing the utilization of technology to identify a professional organizations guidelines/protocols to complete a case study. The students excelled in this indicator even though the threshold to pass was raised from 75 % (2022) to 80% in Fall of 2023. The criteria for this indicator was fully met.

Nutrition Counseling and Education Methods - Evidence-Based Practice
Action Description:

Because the use of technology to obtain evidence-based patient care guidelines remains an important knowledge requirement in the FSCN program, the criterion will be increased to 100% of students will score of 85% or higher. During 2024-2025, the FSCN program assessment will

be realigned to be consistent with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

Quality Experiential Learning

Goal Description:

The FSCN program will provide quality experiential learning opportunities in the areas of clinical nutrition and community nutrition 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 FSCN students are asked to rate survey questions that reflect their perception of the coursework they completed in the FSCN classes in a DPD exit Survey. The survey is administered during the final course of the FSCN degree plan. The responses include very satisfied, satisfied, unsatisfied, and very unsatisfied.

Attached Files
📄 SHSU_DPD_Student_Satisfaction_2023-2024.docx
Criterion Description:

83% of students will report that they are satisfied or very satisfied with the quality of experiential learning in Clinical Nutrition.

Findings Description:

Eight students out of ten graduates in 2023-2024 responded to the SHSU DPD Student Satisfaction Survey. Seven out of eight students (87.5%) reported that they were very satisfied or satisfied with the quality of experiential learning in clinical nutrition. The DPD Student Satisfaction Survey was revised in the 2023-2024 year to specifically address "experiential learning"; therefore, results are not comparable to previous surveys. The criteria was fully met for this indicator.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Clinical Nutrition
Action Description:

Data will continue to be gathered about this indicator to ensure that the FSCN program maintains student satisfaction with experiential learning opportunities in clinical nutrition. During 2024-2025, the FSCN program assessment will be realigned to be consistent with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

RELATED ITEM LEVEL 2

Quality Experiential Learning - Community Nutrition
Indicator Description:

Program Exit Survey

Description: During the FSCN 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 very satisfied, satisfied, unsatisfied, to very unsatisfied. See attached survey.

Attached Files
📄 SHSU_DPD_Student_Satisfaction_2023-2024.docx

Criterion Description:

At least 83% of graduates will indicate that they were satisfied or very satisfied with the experiential learning to develop skills in Community Nutrition.

Attached Files
📄 SHSU_DPD_Student_Satisfaction_2023-2024.docx

Findings Description:

Eight of ten graduates in 2023-2024 completed the SHSU DPD Student Satisfaction survey. Six of the eight students (75%) reported that they were satisfied (5) or very satisfied (1) with the hands-on learning experiences in FSCN 3339 Community Nutrition. Two students reported that they were unsatisfied with the experiences in Community Nutrition. In the past two years, the results have met the criteria. For example, in 2022 - 2023 AY, 100 % of students said the coursework in Community Nutrition was satisfactory or very satisfactory. In 2021 - 2022 AY, 83 % of students responded that the coursework was satisfactory or very satisfactory. However, the Student Satisfaction survey was revised in 2023-2024 to specifically address experiential learning in FSCN 3339 Community Nutrition. For this reason, current findings are not comparable to previous years. The finding of 75% student satisfaction with experiential learning in Community Nutrition does not meet the criteria for this indicator.

RELATED ITEM LEVEL 3

Quality Experiential Learning - Community Nutrition
Action Description:

To improve student satisfaction scores for experiential learning in FSCN 3339 Community Nutrition, the instructor will interview previous students about their concerns with the community project and revise it to improve the students' experience. Because there were no in-person attendees at the educational webinar, in the future the instructor will arrange for the students to present the program to an in-person audience. Also, the instructor will assign the project earlier in the semester, allowing more time for students to complete the project. During 2024-2025, the FSCN program assessment will be realigned to be consistent with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements.

Update to Previous Cycle's Plan for Continuous Improvement Item

Previous Cycle's Plan For Continuous Improvement (Do Not Modify):
Closing Summary
Based on the 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 student's 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.

Update of Progress to the Previous Cycle's PCI:

During 2023-2024, all of the indicators were completed and measured. For culturally appropriate nutrition education, the indicator was fully met. However, because a new assessment tool using a case study format was implemented in 2024, the plan is to gather more data by continuing to measure this indicator another year. The cultural competence - teamwork skills indicator was fully met and improved since the previous year. Teamwork skills will be measured again next year. The nutrition counseling and education methods near-peer indicator was satisfactorily met; however, findings indicated the need for counseling skills development with a meal plan and written diet instructions. For nutrition counseling and education - evidence-based practice, the indicator was fully met. This indicator will continue to be measured, and the passing score will increase to 85% on the rubric. The indicator about quality experiential learning - clinical nutrition was fully met, and the indicator about quality experiential learning for community nutrition was not met this year. Findings showed that 75% of students were satisfied or very satisfied with experiential activities in community nutrition, and the threshold was 83% for meeting the criteria. Because the project was a webinar, the project's delivery did not allow for interactions between the student and the participant. Although a month was provided to complete the project, it was assigned late in the semester which may have affected students' experience overall.

New Plan for Continuous Improvement Item

Closing Summary:

This program assessment shows that improvements were made to FSCN courses during 2023-2024; however, there are opportunities for improvement especially in experiential learning and nutrition counseling and education. With regard to ACEND requirements, the FSCN program had no instances of remediation for cultural competence or nutrition counseling and education, which is an improvement over the 2022-2023 FSCN program assessment. For culturally appropriate nutrition education, the indicator was fully met. However, because a new assessment tool using a case study format was implemented in 2024, the plan is to gather more data by continuing to measure this indicator another year. The cultural competence - teamwork skills indicator was fully met and improved from a score of 88.5% in 22-23 to 100% in 23-24. Teamwork skills will be measured again next year. The nutrition counseling and education methods near-peer indicator was satisfactorily met; however, findings indicated the need for counseling skills development with a meal plan and written diet instructions. In the future, the instructor will provide more practice opportunities and increase the criteria to a score of 85% on the rubric for passing. For nutrition counseling and education - evidence-based practice, the indicator was fully met. This indicator will continue to be measured, and the passing score will increase to 85% on the rubric. The indicator for quality experiential learning - clinical nutrition was fully met, and the indicator for quality experiential learning - community nutrition was not met this year. Findings showed that 75% of students were satisfied or very satisfied with experiential activities in community nutrition, and the threshold was 83% for meeting the criteria. After a discussion about the community nutrition project, the recommended action is for the instructor to interview previous students about their concerns and revise the project. Because the project was a webinar, the project's delivery did not allow for interactions between the student and the participant. The instructor will seek an in-person audience in the future. Also, to accommodate student time issues, the instructor will assign the project earlier in the semester. The FSCN plan is to continue to resolve issues with indicators in this current plan during 2024-2025. However, the focus of the new assessment plan will be on realigning the objectives with the Accreditation Council for Education in Nutrition and Dietetics (ACEND) requirements. The plans for 2024-2025 support SHSU strategic plan goals to prioritize student success and access and to embody a culture of 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

Progress: Completed

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

📄 HUSC 4369 Internship Form D

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

📄 HUSC 4369 Internship Form D

Findings Description:

Data was collected from the spring 2024 internship course and summer 2024 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*=12 Interior design students were included in this assessment. Business supervisor satisfaction was (**4.50** on a 5.0 scale).
- **100% *n*=12,** of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.

Spring 2024: (HUSC 4369)

- *n*=9 Interior design students were included in this assessment for spring 2023 internships. Business supervisor satisfaction was (4.60 on a 5.0 scale).
- 100% *n*=9, of the business supervisors, stated *Yes*, that they would hire the student intern if a position within the company were available.

Summer 2024: (HUSC 4369)

- *n*=3 Interior design students were included in this assessment for summer 2023 internships. Business supervisor satisfaction was (4.20 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.

Note: At the time of data collection, three students were unable to complete their summer internship and were given an incomplete. The data from these students, to be collected in fall 2024, will be combined with data in the 2024-2025 assessment reporting cycle.

RELATED ITEM LEVEL 3

(Action 1) Employer/Supervisor Evaluation
Action Description:
Target 1 score was met, no improvements or changes will be made at this time.

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

The design program will continue to host a required internshi8p prep workshop in the fall and spring term for students completing internships in spring and summer. Since the last reporting period, the interior design program has appointed a designated internship coordinator, with the full-time hire of Ms. Megan Garcia who join the program in fall 2023, and who provided instruction for both courses and delivered the internship prep workshop.

(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

Progress: Completed

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

📄 2023-2024 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:

INDS 2361: History of Furnishings II, Fall 2023: Findings: 26 of 26 (100%) interior design students' writing samples submitted from the two assignments at the junior level in INDS 3361, History of Furnishings II, scored an average of 70% or higher.To improve writing in the course links were posted to the Writing Center handouts and writing tutorials on the INDS 3361 Blackboard page, as well as students were required to make appointments with the university's Writing Center for assistance. This increased the writing ability of several students in the class.Overall, the students showed an above average to excellent ability to write clear and logical analysis of the course topics.

INDS 2361: History of Furnishings I, Spring 2024: Findings: 19 of 24 (79%) interior design students' writing samples submitted across three assignments in INDS 2361, History of Furnishings I, scored an average of 70% or higher.Not meeting the indicator was primarily due to three students that contributed to missing data.

Throughout the semester these three students were encouraged to drop INDS 2361, yet they did not; among the three students there were missing assignments or assignments were received extremely late resulting in non-passing scores. These students all received emails from me, the instructor, and the SAM Center referring them to the Counseling Center and the Dean of Students Office for assistance with personal issues that were interfering with their academic work. To improve writing in the course links were posted to the Writing Center handouts and writing tutorials on the INDS 2361 Blackboard page, as well as students were required to make appointments with the university's Writing Center for assistance. This increased the writing ability of several students in the class.

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

Progress: Completed

(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).

(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.

Attached Files

📄 INDS 4330_Fall 2023_Rubric.pdf
📄 INDS 4331_Spring 2024 Rubrics.pdf

Findings Description:

Fall Findings: In INDS 4330, **17 out of 17** 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 17 students on the 5-point Likert scale was **4.1**, with a range between **3.8-4.8**.

Spring Findings: In INDS 4331, **17 out of 17** 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 17 students on the 5-point Likert scale was **4.4**, with a range between **4.1 - 4.8**.

(Action 3) Advanced Knowledge and Skills Evaluation

Action Description:

This Target was met (100%) and increased of 3.3% (96.7%) from the previous year. Hiring of a full-time, faculty of record for our advanced studios has increased the continuity of the final capstone year curricula. Given we are in a re-accreditation year for the design program, information from the site visit teams' report will inform any changes that are determined necessary following the site review ion spring 2025.

(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

Progress: Completed

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 **60%** 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_2024.pdf

Findings Description:

From the 2024 required sophomore interior design portfolio review:

- *N*=23 students submitted portfolios for review in spring 2024. This is a 9.5% submission increase in total submission from spring 2023.
- *N*=17, students passed the review with a score of 34 or higher. This was an increase of 13.3% from spring 2023.
- The average score of the passing group was **37.34**. This was a slight decrease from the previous year's average (38.46).
- *N*=17 passed, (**73.9%**). The minimum number of students passing the review (60%) was met for the spring 2024 review. This is an increase from 71% in spring 2023.

(Action 4) Preliminary Knowledge and Skills Evaluation
Action Description:

The baseline for this assessment goals (50%) was increased to **60%** following last year's assessment. This Target was met with 73.9% of the total submission received (N-23) successfully passing the review. Given two years of success with the review, we will increase the baseline to **65%** passing for the 2024-2025 cycle.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Update of Progress to the Previous Cycle's PCI:

Overall, our assessment was met successfully in 2023-2024 with significant improvements in several key areas (advanced knowledge, employer/supervisor evaluation, and preliminary knowledge and skills evaluation).

The program was unsuccessful for the second time, in its full-time faculty search for a new tenure-track program coordinator in 2023-2024. A new faculty search will be conducted this year, and a second tenure-track line is being reclassified into an assistant professor of practice, with a waived posted to hire Ms. Heather Wall into this role, filling 2 of the three FT positions in this program. Until this program leadership is in place, major changes in the program and assessment are not planned at this time.

The design program held several accreditation workshops with all FT/PT faculty this past year in planning for our program's reaccreditation schedule for March 28th-April 1st, 2025. The focus this year is on the preparation of this site visit and the self-study due end of January. Following the review, and site visit teams' report, changes to the assessment will be made as needed to address area of partial or non-compliance in the review.

The status of these items from the previous year are noted in bold font below:

- **(On-going)** Continue CIDA re-accreditation and site visit planning/workshops (at least two to be held in 2023-2024)
- **(On-going)** Complete the program's curriculum map to CIDA standards to identify content gaps in our major courses.
- **(Completed)** Complete course-specific worksheets to identify gaps in standards. being taught across the curriculum (primary and secondary evidence of each std.)
- **(In-progress)** 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.
- **(Pending, discussions held, no progress made)** Revisit the creation of a new portfolio design and development course, one or two credits (INDS 4120/4220).
- **(Continuing)** Continue to build our Blackboard program website in collaboration with SHSU online which houses all curriculum materials and artifacts for our courses.
- **(Completed)** 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).

New Plan for Continuous Improvement Item

Closing Summary:

The program is moving forward with converting INDS 2386: Space Planning to a new studio. It was determined that this course did not require the creation of a new course to add the necessary lab hours to move it to a studio. The lab hours have been earmarked with scheduling, and the course will launch as a studio in the fall of 2024.

In Fall 2024, we will launch our new foundation-level course, INDS 1140: Introduction to Interior Design. This course was created to address retention and preparation of students to enter the studio sequence of courses beginning with INDS 1360, which has moved to a spring 2025 offering vs. a fall offering in the new sequence of courses in the revised plan of study. The ID program has the lowest retention rate(73%) due to needing a foundation-level, non-studio course. The ID program will add new assessment goals for 2024-2025 that are pulled from this course to evaluate students' understanding of the design profession in preparation for studio work. These particular assessment goals, learning objectives, and indicators will be developed in the faculty meeting in the fall of 2024. Additionally, we will track the retention rate for the ID program from INDS 1140 through the completion of INDS 1360 to see if retention shows improvement.

Last, the CIDA-Council for Interior Design Accreditation site visit for re-accreditation of our program is scheduled for March 28th-April 1st. The program's focus this year is preparation for the site visit, including the PAR-Program Assessment Review, Curriculum Matrix Mapping all required INDS, ARTS, and ETMC

courses, and preparing the student display of work. The review results will highlight areas of improvement that may be addressed in the program's assessment outcomes in 2024-2025 and the new plan for 2025-2026.

Department of Kinesiology

Athletic Training MSAT

G1: Contemporary Practice

Goal Description:

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

Providing Department: Athletic Training MSAT

Progress: Completed

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

SLO1: Demonstrate academic excellence that demonstrates readiness for contemporary practice in AT.
Learning Objective Description:

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

- **BOC practice exam scores**
- **BOC exam pass rates**
- **Athletic Training Milestones**

Attached Files

📄 at_milestones.pdf

RELATED ITEM LEVEL 2

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

Board of Certification (BOC) Practice Exams are taken by students in their 2nd year within the MSAT program in ATTR 5350 Immersive Clinical Experience (Fall, Year 2) and ATTR 5240 Clinical Experiences in AT IV (Spring, Year 2). These exams are developed and provided by the BOC. Practice Exams provide scores by domain across five domains.

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

1. **Risk Reduction, Wellness, and Health Literacy.** Promoting healthy lifestyle behaviors with effective education and communication to enhance wellness and minimize the risk of injury and illness.
2. **Assessment, Evaluation and Diagnosis.** Implementing systematic, evidence-based assessments and evaluations to formulate valid clinical diagnoses and differential diagnoses to determine a patient's plan of care.
3. **Critical Incident Management.** Integrating best practices in immediate and emergency care for optimal outcomes
4. **Therapeutic Interventions**. Rehabilitating individuals with a health condition (i.e., injury, illness, general medical condition) with the goal of achieving optimal activity and participation levels based on core concepts (i.e., fundamental knowledge and skillsets) using the applications of therapeutic exercise, modality devices, and manual techniques.
5. **Healthcare Administration and Professional Responsibility**. Integrating best practices in policy construction and implementation, documentation and basic business
practices to promote optimal patient care and employee well-being.
boc-pa8-content-outline-20230109.pdf (bocatc.org)

Criterion Description:

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

Findings Description:

All students in cohort 2 had a score of 75% or higher on each of the five domains in one of four practice exam attempts. Goal is met. Deidentified data attached.

Attached Files
📄 Deidentified Data Cohort 2.PNG

Action - SLO 1 BOC Practice Exams
Action Description:

SLO 1 BOC Practice Exams for Cohort 1 and 2 have been met. However, the benchmark of 75 in each domain does not appear to be predicting outcomes on the BOC exam in the way that the faculty had predicted. **Action:** We will increase the target benchmark to 78 in the next reporting cycle for BOC practice exams. The MSAT faculty are also starting the process of developing a BOC exam prep course to add to the MSAT degree plan to help students review important and technical content. Students will also develop study plans, evaluate personal exam data and revise study plans, and practice exam taking strategies. This course will provide student support in the area of exam preparation.

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

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

Scores from this exam will be used to assess student attainment across all five domains of professional knowledge. The BOC Exam Reports are available to program from the Commission on Accreditation of Athletic Training Education (CAATE). Pass rates must be made available to the public and the program must have a three-year aggregate pass rate of 70% to stay in compliance with CAATE Standard #7 (action plan is needed if benchmark is not met). More information about the BOC Exam can be found at: http://www.bocatc.org/educators/exam-development-scoring.

Criterion Description:
- A minimum of 70% of MSAT students will successfully pass the BOC examination.
- The three-year aggregate overall pass rate on BOC exam for students will be 70% or higher.

Findings Description:

This goal was not met in this cycle. Of the four students who graduated in cohort 2, two have passed the BOC exam and are employed as athletic trainers and 2 have not passed the BOC exam.

Overall pass rate for cohort 2: **50% (2/4)**

Three-year aggregate pass rate (cohorts 1 and 2): **66.67% (4/6)**

Action - SLO 1 BOC Exam Scores
Action Description:

SLO 1 BOC Exam Scores were not met in this reporting cycle. **Action:** We will increase the target benchmark to 78 in the next reporting cycle for BOC practice exams. The MSAT faculty are also starting the process of developing a BOC exam prep course to add to the MSAT degree

plan to help students review important and technical content. Students will also develop study plans, evaluate personal exam data and revise study plans, and practice exam taking strategies. This course will provide student support in the area of BOC exam preparation.

Indicator 3: For SLO 2: AT Milestones

Indicator Description:

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

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

The AT Milestones project is attached.

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

Attached Files

📄 at_milestones.pdf

Criterion Description:

> 100% of MSAT students will reach Level 3 - "Ready for Unsupervised Practice" Year 1 and Year 2 Milestones in the MSAT program assessment plan.
> The following AT Milestones will be assessed at the end of **year 1**: PC-1, PC-2, PC-4, PBLI-1, ICS-1, ICS-3, PROF-4, ORTHO-1, ORTHO-2, PEDS-1. Milestones that do not meet the goal in year 1 will be reassessed in year 2.
> The following AT Milestones will be assessed at the end of **year 2**: PC-3, PC-5, PC-6, PC-7, MK-3, PBLI-4, ICS-2, PROF-2, PROF-3, SBP-3, SBP-4, BH-2, PEDS-2.

Findings Description:

This goal was not met for all students in MSAT cohort 2 who graduated in spring 2024.

Action - SLO 2 AT Milestones

Action Description:

The SOL 2 related to AT Milestones was not met for the MSAT graduating cohort in this reporting cycle (cohort 2). The faculty will expand the use of the milestones evaluative feedback to current students as part of their professional development plan in year two.

SLO2: Demonstrates readiness for Clinical Practice though proficiency in clinical skills.

Learning Objective Description:

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

- Graduate Integrated Proficiency (GRIPs) Evaluations

Indicator 4: For SLO2: GRIPS

Indicator Description:

Graduate Integrated Proficiencies (GRIPs) are comprehensive in nature and require a combination of skills to be implemented by the Athletic Training Student. All GRIPs should be evaluated in real time with actual patient care being delivered by the student under the direct supervision of the assigned Preceptor. In some cases, assigned GRIPs may not be possible to assess at a given clinical rotation. In such cases a simulated scenario will be utilized for the student assessment. All assessment and feedback of the GRIPs must be completed using the forms provided in each clinical experience course. All students must complete all GRIPs at the level of Proficient or Exceeds Proficient.

Criterion Description:

100% of students achieve proficiency at the end of each semester. All GRIPs must be completed at the level of Proficient or Exceeds Proficiency prior to graduation from the program.

Findings Description:

Goal is met. All students in cohorts 1 and 2 completed all GRIPS in the MSAT program at a level of proficient or exceeds proficiency. These are evaluated by clinical preceptors in clinical contexts.

RELATED ITEM LEVEL 3

Action - SLO 2 GRIPS

Action Description:

SLO 2 was met for MSAT Cohorts 1 and 2. No action is needed at this time for SLO 2 GRIPS.

RELATED ITEM LEVEL 1

SLO3: Exhibit professional behaviors necessary for practice.

Learning Objective Description:

Student professional conduct is assessed at the end of each clinical rotation by clinical preceptors.

RELATED ITEM LEVEL 2

Indicator 5: For SLO 3: Preceptor Evaluation of Students

Indicator Description:

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

Criterion Description:

Each student must have Preceptor Evaluation of Student reports that score 75% or higher each term.

Findings Description:

This goal was not met. We had one reported evaluation below a 75% for the reporting cycle across two cohorts. The score that fell below the goal was a 72%. The deidentified data is attached.

Attached Files

📄 Deidentified Data for Preceptor Evaluation of Students 2023_24.pdf

RELATED ITEM LEVEL 3

Action - SLO 3 Preceptor Evaluation of Students

Action Description:

MSAT student evaluations completed by clinical preceptors during the 2023-2024 reporting cycle met the benchmark of 75% or higher with the exception of a single evaluation which yielded a score of 72%. This score was earned by a student who was experiencing significant medical hardship during the term in question. The faculty will not take additional action on SLO 3 Preceptor Evaluation of Students. We will continue to monitor performance on MSAT student evaluations completed by clinical preceptors and expect students to score at or above 75% on these during the end-of-term evaluation process.

G2: Professional Development

Goal Description:

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

Providing Department: Athletic Training MSAT

Progress: Completed

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

Learning Objective Description:

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

Indicator 6: For SLO 4: Professional Development Plan

Indicator Description:

Students will complete a Professional Development plan as part of ATTR 5340 Administration of AT. The rubric used to score this assignment includes life-long learning principles.

Criterion Description:

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

Findings Description:

Met. All students (Cohort 2) in ATTR 5340 Administration of AT completed the professional development plan assignment that yielded grades of 75% or higher.

Action - SLO 4 Professional Development Plan

Action Description:

SLO 4 Professional Development Plans was met in this reporting cycle. The faculty are not making any changes to this aspect of the assessment plan in the next cycle. We will continue to monitor SLO 4.

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

Performance Objective Description:

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

Attached Files

📄 Std-37-39-42-45-Contemporary-Expertise-Table.xlsx

KPI Indicator 7: PO1 Faculty Professional Development

KPI Description:

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

Target Description:

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

Results Description:

KPI 7 was met. The three faculty members dedicated to the MSAT program completed contemporary expertise tables that demonstrated continuing education and/or research within their areas of expertise.

Some examples in this reporting period include: 1) Dr. Greenleaf attended a blood flow restriction therapy training which adds to his expertise in the area of therapeutic exercise. 2) Dr. Williams completed trainings in head injuries and mental health lending to her expertise in the area of behavior and mental health. 3) Dr. Hernandez published research and provided scholarly presentations in related to her expertise area in prevention and wellness.

Attached Files
📄 MIH CET 8.30.24 (002).pdf
📄 Greenleaf Contemporary Expertise 9.2.2024.pdf
📄 Williams-Contemporary-Expertise-Table-4 9.4.2024.pdf

RELATED ITEM LEVEL 3

Action - Faculty Professional Development
Action Description:

KPI 2 was met. MSAT faculty continue to receive continuing education within their areas of clinical expertise that are then reflected within their teaching areas. This is met. There will be no modification of this KPI in the next reporting cycle. We will continue to value ongoing development of faculty expertise.

RELATED ITEM LEVEL 1

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

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

RELATED ITEM LEVEL 2

KPI for PO2: Support Staff Professional Development
KPI Description:

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

Target Description:

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

Results Description:

We had a change in our administrative support this academic year. Destiny Rice was hired in spring 2024. We have spent the spring and summer getting her onboarded to our programmatic internal processes and filing. This standard was not met in this reporting cycle.

Action - PO 2 Support Staff Professional Development

Action Description:

In the next reporting cycle, we will encourage and provide opportunities for our new administrative assistant to receive training specific to CAATE processes and requirements.

G3: Interprofessional Education and Interprofessional Practice

Goal Description:

Engage and promote interprofessional education (IPE) and collaborative practice with other professions.

Providing Department: Athletic Training MSAT

Progress: Completed

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

Learning Objective Description:

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

Indicator 9: for SLO 5 IPE Activities

Indicator Description:

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

Criterion Description:

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

Findings Description:

The goal for SLO5 was met.

During the fall 2023 term, the MSAT program participated in the following IPE activities:

9/15/2023 All of Us Database

10/6/2023 Bafa Bafa Cross Cultural Simulation

10/27/2023 Poverty Simulation

During the spring 2024 term, the MSAT program participated in the following IPE activities:

3/1/2024 Mental Health First Aid Course

3/8/2024 Human Trafficking Event

Action - SLO 5 IPE Activities

Action Description:

No action is needed for SLO5. We are on target to meet or exceed this goal again for the next reporting cycle. Our students have positive learning experiences, and we are exceeding CAATE accreditation requirements in this area.

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

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

Indicator 10: For SLO 6 Collaborative Practice
Indicator Description:

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

Criterion Description:

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

Findings Description:

This goal was not met in this reporting cycle. While many most students in cohort 2 exceeded the goal, one student logged 0 collaborative practice designators in the documented patient encounter log. Additionally, 4/8 students (50%) in cohort 3 logged 0-1 collaboration designators.

Attached Files
📄 Cohort 3 Redacted PET Reports Annual.pdf
📄 Redacted Cohort 2 combined annual 20_24.pdf

Action - SLO 6 Collaborative Practice
Action Description:

Action items are already in place for the next reporting cycle. Updated requirements for patient encounter reporting and documentation have been added to the MSAT student handbook as well as the clinical syllabi. We believe the deficiencies are an issue of students not fully documenting their patient encounters in the tracking system rather than a deficiency of collaboration with other professionals. We will reassess this metric in the next reporting cycle.

G4: Diversity and Cultural Competence

Goal Description:

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

Providing Department: Athletic Training MSAT

Progress: Completed

SLO7: for G4: Clinical Placement Diversity
Learning Objective Description:

MSAT Students will have clinical placements that represent diversity in patient demographics including lifespan, sexes, socioeconomic status, race, and ethnicity.

Indicator 11: For SLO7 Diverse Clinical Placements
Indicator Description:

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

Criterion Description:

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

Findings Description:

The data from student patient encounters demonstrate that this goal was met during the reporting cycle.

Attached Files

📄 Cohort 3 Redacted PET Reports Annual.pdf
📄 Redacted Cohort 2 combined annual 20_24.pdf

Action - SLO 7 Diverse Clinical Placements
Action Description:

SLO7 goals were met during this reporting cycle. No further action is needed at this time. We will continue to collect data for SLO 7 during the next reporting cycle.

PO3: For G4: Faculty and Staff CE in DEI
Performance Objective Description:

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

KPI for PO3: AT faculty and staff DEI/Cultural Competence Continuing Education
KPI Description:

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

Target Description:

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

Results Description:

MSAT faculty did not meet this goal for the reporting cycle.

Action - PO 3 AT Faculty and Staff DEI/Cultural Competence Continuing Education
Action Description:

Faculty did not meet this goal during the reporting cycle due to state law changes related to DEI and the lack of DEI educational offerings at SHSU and within the local academic community. This KPI will be removed from the assessment plan in the next reporting cycle.

G5: Community Engagement

Goal Description:

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

Providing Department: Athletic Training MSAT

Progress: Completed

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

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

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

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

Criterion Description:

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

Findings Description:

The MSAT program faculty and students participated in three community engagement activities during the 2023-2024 reporting cycle:

Fall 2023: Special Olympics Bocce Ball - 9/30/2023

Spring 2024: PPE Day Sheppard High School - 4/11/2024

Spring 2024: Ironman Texas - 4/27/2024

Action - SLO 8 MSAT Student Engagement with Community or Service-Learning
Action Description:

We exceeded this goal for the reporting cycle. No action is needed at this time.

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

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

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

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

Target Description:

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

Results Description:

The MSAT program faculty and students participated in three community engagement activities during the 2023-2024 reporting cycle:

Fall 2023: Special Olympics Bocce Ball - 9/30/2023

Spring 2024: PPE Day Sheppard High School - 4/11/2024

Spring 2024: Ironman Texas - 4/27/2024

Action - PO 4 MSAT Faculty and Staff Community Engagement and Service-Learning
Action Description:
We exceeded this programmatic goal. No action is needed at this time.

G6: Research and Discovery

Goal Description:

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

Providing Department: Athletic Training MSAT

Progress: Completed

SLO10: MSAT Students submit manuscripts
Learning Objective Description:

Students will submit their manuscripts to peer-reviewed journals for publication consideration.

Indicator16 for SLO10: MSAT Students submit manuscripts
Indicator Description:

The number of student research projects submitted to peer-reviewed journals.

Criterion Description:

50% of MSAT Student research project manuscripts will be submitted for peer-review publication for each graduating cohort within one year of graduation.

Findings Description:

This goal was met for cohort 1 who graduated in May 2023. 50% (1/2) of MSAT graduates submitted manuscripts for peer-review publication. As a bonus, the publication was accepted and is currently in print: [3418290 (dergipark.org.tr)](http://dergipark.org.tr)

Action for SLO10 Indicator16: MSAT Students Submit Manuscripts
Action Description:

This goal was met. No action will be taken at this time.

SLO9: MSAT students present research
Learning Objective Description:

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

Indicator 15 for SLO 9: MSAT Students present reserach
Indicator Description:

The number of student research projects accepted to professional conferences by cohort within one year of graduation.

Criterion Description:

70% of MSAT Student research presentations will be accepted to professional conferences for each graduating cohort.

Findings Description:

For MSAT cohort 1 students graduated in May 2023. Within one year of graduation, 50% (1/2) had presented their research at professional conferences.

RELATED ITEM LEVEL 3

Action for SLO 9 Indicator 15: MSAT student presentations

Action Description:

Our goal of 70% of MSAT graduates presenting their research as professional conferences was not met for MSAT Cohort 1. We had 1/2 (50%) present their research as professional conferences. The faculty have been limited in the ability to support students in presenting their research at conferences post-graduation. We are actively working on seeking out funding options for our recent graduates. This is largely due to the timing of our professional conferences being hosted in summer following graduation in May. This has also be an obstacle for cohort 2 as we were not funded for travel in summer 2024 to the Southwest Athletic Trainers' Association (SWATA) conference in which all four of our cohort 2 students had been accepted for poster presentations. We are actively looking for other presentation opportunities.

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

The MSAT program in year two has now completed a full programmatic cycle for cohort 1 which has allowed us to test our assessment plan through a complete two-year programmatic cycle. There are areas where we are excelling and others where we are not meeting our programmatic goals. Additionally, we have learned that some of our measures outlined in the plan need to be revised to more accurately reflect both the goal and if the goal was met.

Strengths: Goals 3, 4, and 5 continue to reflect overall strengths of the MSAT program. *Goal 3: Interprofessional Education and Interprofessional Practice* continues to exceed expectations and reflect commitment of the faculty assist with planning and incorporation of IPE into MSAT course requirements. *Goal 4: Diversity and Cultural Competence* also are strong from the PET report data we are receiving from student patient interaction data. Students are engaging in clinical experiences with diverse patient populations that represent diversity across activity level, socioeconomic status, sex, age as well as race and ethnicity. *Goal 5: Community Engagement* outcomes continue to reflect the program's commitment to service learning that engages both students and faculty into community activities.

Areas of Improvement: 1) The primary focus of the AT faculty during the next reporting cycle will be focused on Goal 1 related to BOC practice exam outcomes and subsequent BOC exam scores. The faulty will be working to implement BOC study prep modules that will be available across the clinical experiences course sequence. The modules will offer BOC prep resources in the form of general prep for the exam, content review, and self-assessment practice. An additional area of focus will be revising the criterion for Indicator 5 Preceptor Evaluation of Student, Indicator 10 Collaborative Practice, and Indicator 11 Diverse Clinical Practice. 2) PO 4 will be addressed by Dr. Williams to work more closely with our administrative assistant to provide CAATE continuing education related activities. 3) Lastly, the components for Goal 6 related to research will be built out to reflect the goals that the MSAT program would like to achieve related to the required MSAT research project.

Update of Progress to the Previous Cycle's PCI:

As an update to the Closing Summary and goals for improvement from reporting cycle 2022-2023: 1) The focus of the faculty has been on improvement of BOC exam scores; however, the faculty have decided it best to create a BOC exam prep course to add to the MSAT curriculum. This is in progress. More structure has been created in the longitudinal professional development plan project across the curriculum to better prepare students for the BOC exam using outcomes data from practice exams, patient encounters, and preceptor evaluations. Indicator 5 was updated to a higher threshold expectation of 75% for this reporting cycle. Verbiage changes were made to Indicator 10 and 11. 2) PO 4 continues to be a deficiency. We had turnover in administrative staff and Dr. Williams will continue to work on this goal for the next cycle. 3) The goals for Goal 6 have been build out and reported on in this 2023-2024 cycle.

New Plan for Continuous Improvement Item

Closing Summary:

Closing Summary

The MSAT program has now accepted four cohorts of students and matriculated two. The admission numbers have doubled the past two admission cycles, and the program is growing. There are clear areas where the program is excelling such as community engagement, interprofessional education and collaborative practice, and diversity in clinical sites related to patient encounters. There are also areas where goals have not been met during this reporting cycle.

Strengths: Goals 3, 4, and 5 continue to reflect overall strengths of the MSAT program. *Goal 3: Interprofessional Education and Interprofessional Practice* continues to exceed expectations and reflect commitment of the faculty assist with planning and incorporation of IPE into MSAT course requirements. *Goal 4: Diversity and Cultural Competence* also are strong from the PET report data we are receiving from student patient interaction data. Students are engaging in clinical experiences with diverse patient populations that represent diversity across activity level, socioeconomic status, sex, age as well as race and ethnicity. *Goal 5: Community Engagement* outcomes continue to reflect the program's commitment to service learning that engages both students and faculty into community activities.

Areas of Improvement: 1) The primary focus of the AT faculty during the next reporting cycle will be focused on Goal 1 related to BOC practice exam outcomes and subsequent BOC exam scores. Action Item: The faulty have determined that the best course of action will be to develop a course for BOC examination preparation to ensure students are prepared and well-practiced prior to sitting for the board exam. 2) Also related to Goal 1 is the collection and dissemination of feedback on the AT milestones for student development. The faculty will focus on providing timely feedback to students on the assessed AT milestones so that that data can be incorporated into their ongoing professional development plan. 3) PO 4 continues to be an area of focus. We had turn over in our administrative staffing due to an internal promotion. We are currently in the onboarding and teaching phases for our new Administrative Associate II. Dr. Williams will work closely with the new hire in this role and encouraging some CAATE specific continuing education in the next assessment cycle.

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 2023 (N = 8), 100% (8/8) of the candidates scored 240 or better on TExES Physical Education EC–12 (158) test. In Spring 2024 (N = 2), 50% (1/2) 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 2023 and Spring 2024 revealed that PETE candidates demonstrate adequate levels of content knowledge. 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 2024-Spring 2025.

Develop Physical Education Teacher Pedagogical Skills

Goal Description:

Develop Physical Education Teacher Pedagogical Skills

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

Providing Department: Kinesiology BS (All Level Teacher Certification)

Progress: Completed

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Demonstrate Physical Education Pedagogical Kills
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 2023 (N = 4), 100% of the candidates scored at acceptable or target levels in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning, Domain 3-Management and Organization, Domain 4-Learning Climate, and Domain 5- Professionalism. In Spring 2024 (8 = 8), 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.

Physical Education Student-Teaching Evaluation

Action Description:

The results obtained from the Physical Education Student-Teaching Evaluation during the Fall 2023 and Spring 2024 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 2024-Spring 2025. 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 2023-Spring 2024.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Based on the results of the Fall 2023 and Spring 2024 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.

Update of Progress to the Previous Cycle's PCI:

The results revealed that our PETE candidates accomplished both obejectives well beyond the criterion. The PETE faculty worked with the instructors of KINE 3373, KINE 3362, KINE 3364, and KINE 3363 to include practices applications of the content relevant to teaching physical education.

New Plan for Continuous Improvement Item

Closing Summary:

Based on the results of the Fall 2023 and Spring 2024 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, two core classes, and one elective class chosen by the student in cooperation with the graduate advisor. Specific questions and requirements are determined by the professors/instructors 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:

2/7 students (28%) passed comprehensive exams without conditions on their first attempt

RELATED ITEM LEVEL 3

Comprehensive Exam

Action Description:

Comprehensive exams test the student's retention of the subject matter in the core areas of the program and are essential in the matriculation process for the degree.

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.

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 the students in KINE 5374 made over an 80% on their research analysis assignment

Research Analysis Assignment

Action Description:

The ability to analyze the literature and assimilate the research findings into coursework and assignments is critical for the Sport and Human Performance students. Research analysis will continue to be an important aspect of the program.

Research Skills

Goal Description:

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

Providing Department: Kinesiology MS (Sport and Human Performance)

Progress: Completed

Research Ethics (CITI)

Learning Objective Description:

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

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 the students in the SHP taking 5374 completed their CITI training

CITI Completion

Action Description:

CITI training is a necessary component of the research process, therefore successful completion of the training early in the student's matriculation process is imperative to this degree plan.

Research Proposal

Learning Objective Description:

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

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 research-based courses.

Findings Description:

100% of the students in the research class earned an 80% or above on the research proposal assignment

Appropriate Research Proposal

Action Description:

Research proposals are at the core of the Sport and Human Performance degree, therefore will continue to be included in the Assessment plan

Virtual Reality Modules

Goal Description:

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

Providing Department: Kinesiology MS (Sport and Human Performance)

Progress: Ongoing

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.

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:

The research assignment for VR was not available for this academic year, therefore no findings can be documented

RELATED ITEM LEVEL 3

Action - VR Assessments

Action Description:

We are working towards completing the VR assessment at this time. Due to a faculty shortage we have been unable to complete the VR assessment but are hopeful we can have it as part of the class/lab by the Spring of 2025

Update to Previous Cycle's Plan for Continuous Improvement Item

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

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.

Update of Progress to the Previous Cycle's PCI:

Unfortunately we lost one faculty member and are going through a change of Deans, therefore our opportunities were slightly attenuated. However, with a search for both in progress we feel that our progress should continue.

New Plan for Continuous Improvement Item

Closing Summary:

The program has grown steadily in both the quantity and quality of the students. The faculty (both Tenure/TT and adjunct) have done an outstanding job in their course development and interactions with the students. We will continue our quest for excellence by focusing on student driven research and quality instruction with the assistance of the Teaching and Learning Center and other resources at SHSU.

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

Progress: Completed

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 nonparametic 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 nonparametic 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:

Students demonstrated comprehension and content mastery of statistics within each of the four domains: descriptive, group differences, prediction, and nonparametric statistics as determined by course grades.

RELATED ITEM LEVEL 3

Basic Statistics Interpretation

Action Description:

This goal is no longer being measured.

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

Progress: Completed

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 the following four content areas: Research Methods, Sport Law, Sport Marketing, and Event/Facility Management.

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: 6 out of 9 students passed all four content areas on the first attempt (66% pass rate).

Fall 2023: 2 out of 5 students passed all 4 content areas on the first attempt.

Spring 2024: 1 out of 1 student passed all 4 content areas on the first attempt

Summer 2024: 3 out of 3 students passed all 4 content areas on the first attempt.

Comprehensive Exams

Action Description:

For the 2023 - 2024 assessment cycle, students reached a 66% (6 out of 9) passing rate on all four content areas (Law, Marketing, Event/Facility Management, & Research Methods) of the comprehensive exam on their first attempt. While this outcome falls short of the goal of 80% pass rate, the sport management faculty is committed to preparing our students to successfully meet/exceed all measurement criteria as they align with the goals/objectives of the graduate program. In addition, faculty will work to give better study parameters to students in preparation for the exam.

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

Progress: Completed

Cumulative Professional Development

Learning Objective Description:

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

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 2023-2024 assessment cycle, 100% of students scored an 85% or better on the site supervisor rating and professional portfolio assignment.

Cumulative Professional Development

Action Description:

For the 2023 - 2024 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.

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 exceed 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.

Update of Progress to the Previous Cycle's PCI:

Comprehensive Exam: First-time passing rates for comprehensive exams declined from 100% (9 out of 9 students) to 66% (6 out of 9 students). This can be attributed to individual differences between the two groups of students from one year to the next.

Professional Development: Students continue to excel in both internship and outside experiential opportunities. Expansion of industry partnerships has provided students with excellent professional development opportunities beyond the classroom. Students are continuing to secure 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 2023-2024 academic year scored at least 90% in their quantitative assessment of work-related performance. Several students were hired to full-time positions in the industry directly from their internships.

New Plan for Continuous Improvement Item

Closing Summary:

Comprehensive Exam: The goal of a first attempt pass rate of 80% was not exceeded for the 2023-2024 academic year. As previously stated, 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. Given the practical emphasis of our graduate program, career preparation remains a high priority.

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

NurseThink Pharmacology Exam

Indicator Description:

Performance on standardized exam.

Criterion Description:

80% of students will achieve a score of 65% or higher on their NurseThink Pharmacology exam.

Findings Description:

In the Spring 2024 semester, 100% of students achieved a 65% or higher on the NurseThink Pharmacology exam.

RELATED ITEM LEVEL 3

NurseThink Pharmacology Core Exam

Action Description:

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:

100% of prelicensure students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

RELATED ITEM LEVEL 3

ATI Nurse's Touch: Professional Communication

Action Description:

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

Integrates knowledge from the humanities and sciences with nursing

Learning Objective Description:

After completion of the Nurses Touch Professional Modules student will know how to:

1. Implement the various roles of a professional across various settings
2. Recognize and incorporate behaviors that support ethical behavior
3. Practice protecting clients' rights while adhering to legal principles
4. Differentiate various levels of nurses based on their educational preparation

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:

100% of prelicensure students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

ATI Nursing Touch: Becoming a Professional Nurse

Action Description:

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

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

Goal Description:

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

Providing Department: Nursing BSN / LVN to BSN

Demonstrates engagement in the community.

Learning Objective Description:

Document community engagement work.

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:

100% of NURS 4030 students achieved a score > 85% on ACE Project.

ACE Project Assignments
Action Description:
We will continue to monitor student ACE performance in their respective clinical and didactic areas.

Clinical - End of Semester Clinical Evaluation Performance & Clinical Partner Survey of Student Performance

Didactic - Ability to meet objectives and assigned grade performance

Provides culturally appropriate community education.
Learning Objective Description:
Designs community education materials.

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:
86.8% of students achieved a minimum score of 80% on the Concepts 1 Patient Education Poster.

Faculty will improve assignment guidelines and discuss in class better.

Patient Education Materials
Action Description:
We will continue to monitor student performance on the patient education poster to ensure PSO 10 is mastered.

Utilizes Healthy People Goals to provide care.
Learning Objective Description:
Utilizes Healthy People Goals to direct and design care for patients, families and communities

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 2024 component.

Findings Description:
In NURS 3351, 86.6% of students achieved a minimum score of 90% on the Culture Assignment, which includes a Healthy People 2024 component.

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

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.

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:

NURS 3631 - 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.

NURS 3620 - 97% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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

NURS 4620 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3340 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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.

Demonstrates safe quality patient care.

Learning Objective Description:

Provision of safe quality patient care at the final evaluation.

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:

NURS 3631 - 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.

NURS 3620 - 97% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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

NURS 4620 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3340 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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.

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:

NURS 3631 - 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.

NURS 3620 - 97% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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

NURS 4620 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3340 - 100% students 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

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:
100% of NURS 3310 students students achieved a minimum score of 90% on the Health Assessment Cultural Assignment

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.

Demonstrates knowledge related to ethics in leadership.

Learning Objective Description:

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

NurseThink Leadership Proctored Exam Score

Indicator Description:

Percentage of prelicensure students who achieve a minimum score of 70% on NurseThink Leadership Proctored Exam

Criterion Description:

80% of prelicensure students will achieve a minimum score of 70% on the NurseThink Leadership Proctored Exam.

Findings Description:

81.25% of NURS 3340 students achieved a minimum score of 70% on the NurseThink Leadership Proctored Exam.

NurseThink Leadership Proctored Exam Score

Action Description:

We will monitor student performance on the "NurseThink Pharmacology Care Exam" to ensure PSO 1 is mastered.

Demonstrates knowledge related to research specific ethics.

Learning Objective Description:

Utilizes university resources to demonstrate knowledge related to research ethics.

CITI Ethics Training

Indicator Description:

SHSU CITI Ethics Training module for Research Students

Criterion Description:

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

Findings Description:

In Spring 2024, 100% of NURS 3360 pre-licensure students achieved a score of 90% on CITI Ethics Training for Research Students

CITI Ethics Training

Action Description:

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

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:

100% of NURS 4250 students successfully completed the Jurisprudence Exam

RELATED ITEM LEVEL 3

Nursing Jurisprudence Exam Score

Action Description:

We will continue to monitor student performance on the nursing jurisprudence exam to ensure PSO 3 is mastered

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:

100% of prelicensure students achieved a minimum score of "meets expectations" on the ATI Nurse's Touch: Professional Communication Proctored Exam.

RELATED ITEM LEVEL 3

ATI Nurse's Touch: Professional Communication

Action Description:

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

Student demonstrates competency in virtual communication simulations.

Learning Objective Description:

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

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:

Spring 2024, NURS 3321, 100% of students achieved a satisfactory score for virtual simulations on the first attempt.

Virtual Simulation

Action Description:

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

Students will demonstrate therapeutic communication with patients.

Learning Objective Description:

Students will demonstrate active listening and respectful communication with patients.

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:

100% of students achieved a satisfactory score on the graded Process Recording assignment.

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

Demonstrates knowledge related to leadership practice and principles

Learning Objective Description:

Standardized exam scores demonstrate knowledge related to leadership and management.

NurseThink Leadership Proctored Exam Score

Indicator Description:

Percentage of prelicensure students who achieve a minimum score of 70% on NurseThink Leadership Proctored Exam

Criterion Description:

80% of prelicensure students will achieve a minimum score of 70% on the NurseThink Leadership Proctored Exam.

Findings Description:

81.25% of NURS 3340 students achieved a minimum score of 70% on the NurseThink Leadership Proctored Exam.

NurseThink Leadership Proctored Exam Score

Action Description:

 We will monitor student performance on the "NurseThink Pharmacology Care Exam" to ensure PSO 1 is mastered.

Demonstrates leadership and management skills.

Learning Objective Description:

Demonstrates leadership and management skills in care delivery.

Demonstrates simulated leadership and management skills.

Indicator Description:

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

Criterion Description:

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

Findings Description:

Virtual Simulation for clinical hours are on hold.

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 judgment.

Goal Description:

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

Providing Department: Nursing BSN / LVN to BSN

Demonstrates critical thinking and clinical reasoning.

Learning Objective Description:

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

NurseThink Readiness Exam

Indicator Description:

Comparison of student score to National BSN mean score

Criterion Description:

80% of students will meet standard at 75% on the NurseThink Readiness Exam.

Findings Description:

99% of students met standard at 75% on the NurseThink Readiness Exam.

RN NurseThink Readiness Exam

Action Description:

We will monitor student performance on the "NurseThink Readiness Exam" to ensure PSO 6 is mastered.

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.

Final Care Plan Grade

Indicator Description:

Grade on final care plan for each acute care clinical course

Criterion Description:

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

Findings Description:

NURS 3631 - 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.

NURS 3620 - 97% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4520 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4620 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3340 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation

Final Care Plan

Action Description:

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

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:

NURS 3631 - 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.

NURS 3620 - 97% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 4540 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

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

NURS 4620 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

NURS 3340 - 100% students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Provides safe quality care

Action Description:

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

Utilizes research to develop evidence-based recommentdations.

Learning Objective Description:

Selects and applies recent research to support care recommendations

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:

100% of NURS 3360 students achieved a minimum score of 85% on the Nursing Research EBP paper

RELATED ITEM LEVEL 3

Research EBP Paper

Action Description:

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

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

Goal Description:

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

Providing Department: Nursing BSN / LVN to BSN

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

Identify client and professional issues that are currently relevant.

Learning Objective Description:

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

RELATED ITEM LEVEL 2

Community Nursing Current Issues Assignment

Indicator Description:

Student score on the Community Nursing Cultural Assignment

Criterion Description:

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

Findings Description:

100% of NURS 4030 students achieved a minimum score of 90% on the Community Nursing Cultural Assignment.

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.

Legislative Letter

Indicator Description:

Legislative letters are graded using a pass/fail rubric.

Criterion Description:

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

Findings Description:

93.4% of NURS 3351 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:

100% of NURS 4250 students achieved 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:

80% of NURS 4250 students indicated plans for enrolling in graduate nursing education within 5 years of BSN program completion.

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

Demonstrates safe use of electronic health records.

Learning Objective Description:

Able to enter and retrieve needed electronic health data.

Clinical database scores

Indicator Description:

Score for assessment data retrieved from simulation EHR documents.

Criterion Description:

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

Findings Description:

100% of NURS 4540 & NURS 3540 students achieved a minimum score of 80% on a clinical database using simulation EHR.

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:

100% NUR 4520 students achieved a minimum score of 80% on EHR documentation rubric final attempt.

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):

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 2023. 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 effective Fall 2025 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 didactic, clinical, and simulation pedagogies, the NurseThink platform was fully integrated in Fall 2023.

NurseThink Clinical Judgement Exams were implemented Fall 2023 in NURS 3631, NURS 3620, NURS 3540, NURS 4030, NURS 4520, NURS 4540, NURS 4620, NURS NURS 4060, NURS 4520, NURS 3321. Didactic faculty tracked and trended student performance on an individual basis and as a cohort to national standards. Areas of improvement were identified and action plans were created. Success and Wellness resources and were most effective.

NurseThink Clinical Judgement Simulations and Conceptual Clinical Cases were fully implemented in clinical Fall 2023. Clinical Faculty assessed student direct contact clinical performance trends during the integration of designated active learning exercises. Areas of improvement were identified and action plans were created in the area of care planning.

New Plan for Continuous Improvement Item

Closing Summary:

The SON is in a period of substantive change. Our accreditor, CCNE, has re-visioned the standards for BSN education in the U.S.; our regulator, TBON, has revised its requirements for program competencies; and our educational model is being forced to discover new ways of educating nurses as opportunities to clinically education our students dwindle in the aftermath of the pandemic. The assessment plan for the BSN/LVN-BSN program will be reviewed and substantively revised. In this context, the following high-level action items comprise the SON's AY25 PCI.

1. The Assistant Director for Didactic Learning and/or designees will refine the current criterion for learning objectives to ensure clear and complete standards are set for measurement of performance by April of '25.
2. The Assistant Directors of the SON and/or designees will investigate those areas of low performance against criterion to understand root cause of the reported performance by February of '25. Depending on findings, specific curricular actions may be taken. The rapid pace of upcoming curriculum revision may mitigate discovered causes.
3. The Assistant Directors of the SON and/or designees will begin the process of revising and updating the assessment plan as curricular changes occur during the curricular transformation process. It is anticipated the entire transition will be completed by Fall of '25.

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-One BHCS student was enrolled in HLTH 1360 during the assessment period. The student earned a B on the Career Action Plan which is lower than the minimum score of 90 percent; therefore, the criteria for the goal was not achieved through the assignment.

HLTH 3392 Health Communication and Literacy- One BHCS student was enrolled in HLTH 3392 during the assessment period. The student earned an A on the Health Campaign Brochure Plan which met the criteria for the goal by earning a score of 90 percent or higher. Therefore, the criteria for the goal were achieved through the assignment.

HLTH 4387 Community Health- One BHCS student was enrolled in HLTH 4387 during the assessment period. The student earned an A on the Healthy People Activity which met the criteria for the goal by earning a score of 90 percent or higher. Therefore, the criteria for the goal were achieved through the assignment.

No BHCS students were enrolled in **HLTH 2391** or **HLTH 3361** during the assessment period.

G1: Culturally Competent Health Content Knowledge
Action Description:

The health faculty will maintain the assignments in HLTH 1360, 2391, 3392, 4387, and 3361 as the criterion for goal 1 that emphasizes competence in health content knowledge. The scope of these assignments provides the BHCS students with the health knowledge and dispositions that are required in the areas of Public Health, Health Care Administration, and Health Science. The coordinator of the BHCS program will strive to ensure that BHCS students enroll in health courses in a comprehensive manner beginning with 1000 level courses and progressing to upper-level courses.

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

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.

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
📄 Student Presentation Directions(1)

📄 [Supervisor Evaluation](#)

Findings Description:

No BHCS students were enrolled in **HLTH 4394** during the assessment period. Four BHCS students are scheduled to enroll in the course during the fall 2024 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 their careers in the degree programs offered in the department. The internship supervisor evaluation will remain as the key criterion for Goal 2 during the next assessment cycle. Lisa Chaddick, the internship coordinator for the department, will strategically monitor the BHCS students' progress while they conduct their practicum to ensure the requirements are being met by the BHCS students.

G3: Social and Physical Health Cultural Awareness

Goal Description:

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 2383 Multicultural Health Issues -One BHCS student was enrolled in HLTH 2383 during the assessment period. The student earned a C on the Cultural Disparity Report which is lower than the minimum score of 90 percent; therefore, the criteria for the goal was not achieved through the assignment. The same student earned a grade of C on the Cultural Health Presentation in the HLTH 2383 course. This grade is lower than the minimum score of 90 percent; therefore, the criteria for the goal was not achieved through the assignment.

HLTH 4392 Problems in Health- Two BHCS students were enrolled in HLTH 4392 during the assessment period. The students earned As on the Investigative Report assignment which met the criteria for the goal by earning a score of 90 percent or higher. Therefore, the criteria for the goal were achieved through the assignment.

RELATED ITEM LEVEL 3

G3: Social And Physical Health Cultural Awareness
Action Description:

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

G4: Development of Comprehensive Public Health Program Plans
Goal Description:

Students enrolled in the BA in Bilingual Health Care Studies Program will be able to successful develop public health programs that are designed to meet the needs of a specific at-risk target population. Students will become competent in the acquisition of the skills required to conduct a community needs assessment; complete an environmental scan for an at-risk population; integrate a health behavior theory into a program plan; create an appropriate vision, mission, goals, and objectives for the plan; plan a 5-year program budget; identify evidence-based strategies for the plan; create innovative behavior change strategies for the target population; and develop a process, impact, and outcome evaluation to determine the effectiveness of the public health program plan.

Providing Department: Bilingual Health Care Studies, BA

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G4: Comprehensive Public Health Program Planning
Learning Objective Description:

Bilingual Health Care Studies majors will develop the skills and competencies that are required to develop a comprehensive public health program plan to meet a specific health need of an at-risk population. The components of the public health program plan include a community backdrop; community needs assessment; health behavior theory utilization; program vision, mission, goals, and objectives; implementation timeline; marketing campaign; 5-year budget; and process, impact, and outcome evaluation.

RELATED ITEM LEVEL 2

G4: Comprehensive Public Health Program Planning
Indicator Description:

Individual environmental scans developed by BHCS students in the HLTH 4387 Community Health, will be assessed to determine the student's investigative skills of local, state, and national health resources; the identification of health indicators from governmental and voluntary agencies; and the determination of evidence-based practices that can be used as behavior change strategies with the target population.

Group program plans developed by BHCS students in the HLTH 4393: Professional Preparation for Health Careers course will be used to assess the program planning skills of the students. The comprehensive program plans focus on a current physical, mental, and/or emotional health issue within an at-risk population in the state of Texas.

Criterion Description:

The criteria for assessing the comprehensive public health programming skills in the BHCS curriculum include:

HLTH 4387: Community Health-Environmental Scan (students must earn a minimum of 90 percent)

HLTH 4393: Professional Preparation for Health Careers-Public Health Program Plan (students must earn a minimum of 90 percent)

Findings Description:

HLTH 4387 Community Health- One BHCS student was enrolled in HLTH 4387 during the assessment period. The student earned an A on the Environmental Scan which met the criteria for the goal by earning a score of 90 percent or higher. Therefore, the criteria for the goal were achieved through the assignment.

No BHCS students were enrolled in **HLTH 3361** during the assessment period.

RELATED ITEM LEVEL 3

G4: Development of Comprehensive Public Health Program Plans
Action Description:

The health faculty will maintain the assignments in HLTH 4387 and HLTH 3361 as the indicators of the mastery of the skills of comprehensive public health program planning that is emphasized in Goal 4. The scope of these assignments provides the BHCS students with the knowledge, skills, and dispositions that are required for planning, implementing, and evaluating programs in the field of Public Health, Health Care Administration, and Health Science. These skills serve as the foundational competencies of these disciplines.

Plan for Continuous Improvement Item

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

Update of Progress to the Previous Cycle's PCI:

The minor in Medical Translation offered through the Department of Language and World Culture and five BHCS ae enrolled in the minor.

The BHCS coordinator and one faculty attended a recruiting event at Lone Star College, and two students were interested in the BHCS degree.

The program faculty and the BHCS coordinator determined a new goal needed to be added to that focused on the development of comprehensive program planning, and this was included in the 2023-2024 Assessment Cycle.

New Plan for Continuous Improvement Item

Closing Summary:

All the goals and assignments will remain in the 2024-2025 Assessment Cycle. The addition of Goal 4 that focused on the development of comprehensive program plans has served as a viable component of the assessment plan. This critical information is valuable for BHCS students and can be used as a foundation for grants funding services, research, education, emergency preparedness, and resources in the field of public health.

Several plans have been discussed to increase the enrollment of students in the BHCS degree, and they are detailed below:

1) The development of a Community Health Worker Center (CHW) certificate that offers an internal track for students enrolled in a degree program in the department, and an external track for individuals in the community who want to serve in the traditional CHW capacity. The external track will serve as a pipeline for students to enroll in the BHCS degree upon completion of the certificate.

2) The implementation of focused recruiting events in the area high schools that feed into our degrees offered in the department. These schools include Conroe HS, Huntsville HS, Willis HS, Carl Wunsche HS, Spring HS, College Park HS, Montgomery HS, Grand Oaks HS, Madisonville HS, Cypress Lakes HS, Bryan HS, and College Station HS. One MPH GA lives in the Bryan area and will assist in the planning and implementation of the recruitment events. The BHCS degree will be emphasized during the events and a BHCS student will participate in the events.

The BHCS degree will continue to by promoted through Saturday at SAM events, the COHS Summer Health Camps, BearKat Kick-off Events, and through the Department of Public Health website.

Health Care Administration BS

G1: Application of Didactic Knowledge

Goal Description:

Students enrolled in the BS in Health Care Administration will show they can successfully integrate, apply, and synthesize knowledge through cumulative academic and experiential activities.

Providing Department: Health Care Administration BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G1: Application of Didactic Knowledge - Field Exposure

Learning Objective Description:

Senior level Health Care Administration students will demonstrate entry-level competency in an applied non-academic community-based setting. Field exposures will give students: A) the chance to apply the knowledge and skills they have learned real-world setting, B) exposure to interdisciplinary departments and teamwork, C) professional mentoring, and D) opportunities to network and prepare for employment.

RELATED ITEM LEVEL 2

G1: Application of Didactic Knowledge - Field Exposure

Indicator Description:

Through an internship experience, Health Care Administration 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 80% of student will earn a grade of B in their professional internship experience that is conducted during their final semester of coursework in the degree program.

Findings Description:

99% of students in the internship earned a grade of B or better.

RELATED ITEM LEVEL 3

G1:Application and Didactic Knowledge

Action Description:

Continue to work to improve the internship experience. In the current environment consider the utilization of technology to enhance student education.

G2: Legal, Ethical and Professional Standards

Goal Description:

Students in the BS in Health Care Administration program will comprehend and apply the legal, ethical, and professional standards required for professionals in Healthcare Management.

Providing Department: Health Care Administration BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G2: Health Care Laws

Learning Objective Description:

Students in the Health Care Administration BS Program will be able to effectively define and apply legal, ethical and professional standards that relate to the profession.

G2: Legal, ethical and professional standards in Health Care- indicator I

Indicator Description:

As developed by the faculty, a common embedded portion of the HLTH 1360, BUAD 2301, BUAD 3355 and HLTH 4393 courses will require students to define laws and rights and apply the American College of Healthcare Executive (ACHE) Code of Ethics.

Criterion Description:

Criterion Description Using the three-
level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description:

62% superior; 90% proficient

RELATED ITEM LEVEL 3

G2: Action - Legal, Ethical and Professional Standards

Action Description:

Continue to work to improve curriculum. We are in the process of the addition of new courses. In the current environment consider utilization of technology and information from professional organizations to enhance student education.

G3:Multi-disciplinary Coursework.

Goal Description:

Health Care Administration BS students will acquire content knowledge for successful careers through multi-disciplinary coursework.

Providing Department: Health Care Administration BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G3: Multi-disciplinary Coursework

Learning Objective Description:

Students in the Health Care Administration BS Program will take courses from at least four different departments and colleges in Sam Houston State University.

RELATED ITEM LEVEL 2

G3: Course-work

Indicator Description:

Upon degree audit, 100% of BS Health Care Administrators majors will have taken coursework from four different degree programs and colleges.

Criterion Description:

Upon degree audit, 100% of BS Health Care Administrators majors will have taken coursework from four different degree programs and colleges.

Findings Description:

100% of BS Health Care Administrators majors have taken coursework from four different degree programs and colleges.

RELATED ITEM LEVEL 3

G3: Action - Multi-disciplinary Coursework

Action Description:

No actions needed as criteria was met. Maintain current activities.

G4: Professional Content Knowledge & Skills

Goal Description:

Health Care Administration BS students will demonstrate satisfactory knowledge of the roles, responsibilities and requirements of professional Health Care Administrators.

Providing Department: Health Care Administration BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G4: Professional Content Knowledge & Skills
Learning Objective Description:

Students in the Health Care Administration BS Program will be able to identify roles, responsibilities and requirements that relate to the profession.

RELATED ITEM LEVEL 2

G4: Professional Content Knowledge & Skills
Indicator Description:

At Least 80% of student will earn a grade of B in their pre-internship experience and provide evidence of a professional resume.

Criterion Description:

At Least 80% of student will earn a grade of B in their pre-internship experience and provide evidence of a professional resume

.

Findings Description:

91% of students earned a grade of B of better in their pre-internship experience.

RELATED ITEM LEVEL 3

G4: Professional Content Knowledge & Skills
Action Description:

No actions were needed as the criteria was met. Maintain current activities.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

Closing Summary

Continue to work to improve curriculum. Complete the revision and/or addition of new courses. In the current environment consider utilization of technology to enhance student education.

Update of Progress to the Previous Cycle's PCI:

Continue to work to improve curriculum. Complete the revision and/or addition of new courses. In the current environment consider utilization of technology to enhance student education.

New Plan for Continuous Improvement Item

Closing Summary:

Continue to work to improve curriculum. Complete the revision and/or addition of new courses. In the current environment consider utilization of technology to enhance student education.

Health Sciences BS

A: Career Preparation

Goal Description:

Students will be able to relate the steps needed to make themselves more competitive in the job market (or for graduate school) and develop a personal plan to increase their competitiveness.

Providing Department: Health Sciences BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

A1: Career Preparation (CAP)

Learning Objective Description:

Prior to internship, Health Sciences majors will show evidence that they have taken the steps to be more competitive.

RELATED ITEM LEVEL 2

A1: Career Preparation (CAP)

Indicator Description:

Health Sciences students will provide evidence on their LinkedIn portfolios that they have completed the required steps of the Career Action Plan:

- Professional headshot
- Revised resume
- Career Research project from 1360 (including who they interviewed/shadowed)
- Examples of 3-4 class assignments (that resemble professional work or projects that were done with community partners, not library research assignments)
- Listing a mentor as a reference
- Career-related volunteer work
- Joining a career-related student organization
- Joining a professional organization (student membership)
- Attending a professional meeting (virtual or local)
- Their elevator speech (used as their intro on Linked In)
- Listing attendance at a career fair
- Description of internship

Criterion Description:

80% of Health Sciences majors will have completed at least 10 of the 12 steps on the Career Action Plan.

Findings Description:

- Professional headshot 100%
- Revised resume 100%
- Career Research project from 1360 (including who they interviewed/shadowed): I forgot this one.
- Examples of 3-4 class assignments (that resemble professional work or projects that were done with community partners, not library research assignments): 100%
- Listing a mentor as a reference (This one turned into finding a mentor from the Professional Organizations they joined/followed).
- Career-related volunteer work: 100%

- Joining a career-related student organization: 100%
- Joining a professional organization (student membership): 100%
- Attending a professional meeting (virtual or local): I forgot this one.
- Their elevator speech (used as their intro on Linked In) 100%
- Listing attendance at a career fair: I forgot this one.
- Description of internship: I check their LinkedIn pages early in the semester before they complete their hours.

A1: Career Preparation (CAP)

Action Description:

The results were 100% for the eight criteria that were measured. But four were not measured. The HS coordinator and internship coordinator have made plans to add the remaining four criteria for next year.

A2: Career Preparation (Job Search)

Learning Objective Description:

Prior to Graduation, Health Sciences majors will demonstrate their job search abilities.

A2: Career Preparation (Job Search)

Indicator Description:

Health Sciences students will locate 10 realistic jobs that they qualify for and make application to at least 2 of these jobs (or graduate schools).

Criterion Description:

90% of Health Sciences major with locate 10 jobs and 60% will apply to at least 2 jobs.

Findings Description:

most of the passing students did the job search assignment

A2: Career Preparation (Job Search)

Action Description:

We are discussing whether they should be required (or simply encouraged) to follow through on their applications or not. We plan to add a question to the exit Evaluation asking how many jobs (or grad schools) they applied for.

B: Field Exposure Completion

Goal Description:

In fulfillment of the college of Health Sciences goal to ensure that all students acquire the habits, skills, and attitudes of a health professional, and of the department's mission to allow students to apply evidence-based research to improve health and well-being in communities...each graduate of the BS in Health Sciences will be exposed to work in a related professional setting and in this setting have opportunity to demonstrate application of knowledge and skills acquired during their education.

Providing Department: Health Sciences BS

B: Field Exposure Completion

Learning Objective Description:

All health sciences students will complete a practical experience in a community-based professional setting.

RELATED ITEM LEVEL 2

B: Field Exposure Completion

Indicator Description:

All Health Sciences Students will successfully complete three hours of their professional internship in an appropriate health setting with a qualified supervisor. Students will be evaluated by their coordinator and internship supervisors.

Criterion Description:

100% of students will register for and pass HLTH 4394 with a minimum of 200 hours on site; at least 40% of students will choose to take and pass a full-time 400-hour internship.

Findings Description:

87 of 94 passed their internship experiences with C or better. Seven failed. Only about 3% did toube hours this year which is a drop from previous years.

RELATED ITEM LEVEL 3

B: Field Exposure

Action Description:

93% pass rate is good, but this still means that 7 students failed. The HS coordinator plans to meet with the internship coordinator to see if there is any pattern to those who are failing. Also, we need to discuss how to get more students to do longer internships even though they aren't paid.

C: Advising

Goal Description:

High-quality career advising for Health Sciences students

Providing Department: Health Sciences BS

RELATED ITEMS/ELEMENTS

RELATED ITEM LEVEL 1

C1: Advising (Sam Center)

Performance Objective Description:

Each student will get the customized advising they need from the Sam Center to efficiently prepare for their career path.

RELATED ITEM LEVEL 2

C1: Advising (Sam Center)

KPI Description:

Based on a short survey, Health Sciences majors will report that they received good career advising.

Target Description:

90% of students will agree that the advising they received was adequate and timely for their career plan.

Results Description:

Do to some complications, This survey was not completed in this academic year.

RELATED ITEM LEVEL 3

C1: Advising (Sam Center)

Action Description:

The survey will be emailed to students in the 24/25 calendar year.

C2: Advising (Referrals)

Performance Objective Description:

Academic advisors will refer Health Sciences majors to faculty for career-related advising

C2: Advising (Referrals)

KPI Description:

Advisers will report the majority of students are being advised efficiently.

Target Description:

All Health Sciences Advisors will give referrals for at least 10% of the academic advises

Results Description:

Do to some complications, This survey was not completed in this academic year.

C2: Advising (Referrals)

Action Description:

This needs to be done in 24/25 calendar year.

D: Career Options

Goal Description:

Various career tracks for Health Sciences majors to choose among.

Providing Department: Health Sciences BS

G4: Professional Content Knowledge & Skills

Learning Objective Description:

Students in the Health Care Administration BS Program will be able to identify roles, responsibilities and requirements that relate to the profession.

G4: Professional Content Knowledge & Skills

Indicator Description:

At Least 80% of student will earn a grade of B in their pre-internship experience and provide evidence of a professional resume.

Criterion Description:

At Least 80% of student will earn a grade of B in their pre-internship experience and provide evidence of a professional resume

.

Findings Description:

91% of students earned a grade of B of better in their pre-internship experience.

G4: Professional Content Knowledge & Skills

Action Description:

No actions were needed as the criteria was met. Maintain current activities.

G4: Career Options

Performance Objective Description:

Have a list of choices and advising for a greater selection of career choices for Health Sciences majors.

D: Career Options

KPI Description:

Number of career paths, with statistics and advising sheets for students.

Target Description:

At least 10 different detailed career paths.

Results Description:

The coordinators has been compiling this list. Dr. Scarbrough has allotted money for brochures to be printed to share with students that will include this list.

D: Career Options

Action Description:

The list will be formatted, printed an made available to students in the office and at the advising center. And perhaps through an link on the department website.

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

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

Closing Summary

Faculty agreed with the program coordinator with regard to the long-term needs for the major. They fall in three broad categories: 1) helping students strengthen their resumes, which should be helped with the implementation of the CAP and Linked In; 2) improved Career-Related advising, which will be investigated by interviewing advisors this year; and 3) and helping students understand other uses of the Health Sciences major, which should be helped with full implementation of Goal D, and the eventually tracks in the major in the Catalog. Additionally, we need to discuss the importance of 400-hour internships for some students and job application skills for all.

Update of Progress to the Previous Cycle's PCI:

Faculty met in Spring 2021 one to revise all of these goals and objectives and discussed how to implement the surveys and interviews.

New Plan for Continuous Improvement Item

Closing Summary:

The Program coordinator and internship coordinator are discussing whether we should require students to apply for jobs beyond simple encouragement We will also be looking for ways to further reduce the number of students failing their internships. The career options brochure will be completed and distributed. It has been about three years since we did a survey about advising quality for health sciences. This really needs to be done again in 24/25 and we also need to interview/survey advisors again. Finally, we need to visit with HS students to figure out the barriers for more them to do second or longer internships.

Public Health BS

G1 - Content Knowledge and skills in the History and Philosophy of Public Health

Goal Description:

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

Providing Department: Public Health BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G1: Learning Objective 1 - Name the Three Domains of Public Health

Learning Objective Description:

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

RELATED ITEM LEVEL 2

G1: Indicator 1 Three Domains of Public Health

Indicator Description:

HLTH 3350 Quiz question: List the three domains of public health.

Criterion Description:

At least 80% of HLTH 3350 students can name the three domains of public health on a quiz question stating: "List the three domains of public health."

Findings Description:

At least 75% of students in HLTH 3350 described and explained what policy development means as one of the three domains of public health and give examples of past and current assurance examples.

RELATED ITEM LEVEL 3

G1: LO 1 - Indicator1 - Action - Three Domains of Public Health

Action Description:

Based on the assessment results and implications provided, here are the recommended actions to take: 1. Enhance Student Engagement: a) Implement a participation grading component to incentivize engagement. b) Develop more interactive and engaging activities related to the public health assessment process. c) Create clearer guidelines on participation expectations and their importance to learning outcomes. 2. Evaluate and Optimize Assessment Methods: a) Conduct a thorough analysis of the effectiveness of each participation method (oral quizzes, discussion boards, written quizzes). b) Survey students to understand their preferences and barriers to participation. c) Adjust the balance and format of assessment methods based on findings. 3. Explore New Engagement Strategies: a) Introduce real-world case studies and simulations to make the content more relevant and engaging. b) Implement peer-led discussions or group projects focused on public health assessment. c) Incorporate guest speakers or virtual field

experiences related to public health assessment processes. 4. Curriculum Review and Enhancement: a) Conduct a comprehensive review of the course curriculum, focusing on content related to public health assessment. b) Explore innovative teaching methodologies, such as flipped classroom or problem-based learning. c) Integrate technology tools to enhance engagement (e.g., interactive polling, virtual collaborations). 5. Align Participation with Learning Outcomes: a) Clearly connect participation activities to specific learning objectives related to public health assessment. b) Develop rubrics that explicitly link participation to course objectives. c) Provide more frequent and detailed feedback on participation quality to reinforce learning. 6. Faculty Development: a) Organize workshops for faculty on engaging teaching methods specifically for public health assessment topics. b) Provide training on effective use and moderation of discussion boards. 7. Student Support: a) Implement a peer mentoring program to support less engaged students. b) Offer additional resources or study sessions focused on public health assessment processes. 8. Monitoring and Evaluation: a) Establish a system for regular monitoring of student participation throughout the semester. b) Conduct mid-semester evaluations to allow for timely adjustments in teaching strategies. 9. Incentivize Participation: a) Consider offering extra credit or recognition for high-quality participation. b) Highlight the relevance of public health assessment skills to future careers to motivate engagement. By implementing these actions, the goal is to significantly increase student engagement with the public health assessment process, thereby enhancing overall understanding and application of this fundamental public health practice. Regular review and adjustment of these strategies based on ongoing assessment results will be crucial for continuous improvement.

Three Domains Of Public Health

Action Description:

Based on the assessment results and implications provided, here are some action items: 1. Review instructional materials: - Analyze current teaching methods and materials for the three domains of public health - Identify potential areas for improvement or clarification. 2. Develop targeted support for struggling students: - Create additional resources or exercises focusing on the three domains - Consider implementing a peer mentoring program for students who need extra help. 3. Enhance curriculum: - Integrate more real-world examples and case studies that illustrate the three domains in action - Develop interactive learning activities to reinforce understanding of the domains. 4. Conduct follow-up assessments: - Design and implement more frequent, smaller assessments throughout the course to identify struggling students earlier - Create a more detailed assessment to gauge depth of understanding beyond just naming the domains. 5. Faculty development: - Organize workshops or training sessions for instructors to share best practices in teaching this core concept - Encourage collaboration among faculty to develop innovative teaching strategies. 6. Student feedback: - Survey students to gather insights on which teaching methods they found most effective - Conduct focus groups with students who struggled to identify potential barriers to understanding. 7. Integrate domains across curriculum: - Review other courses in the program to ensure consistent reinforcement of the three domains - Develop assignments that require students to apply their knowledge of the domains in various contexts. 8. Create a knowledge retention plan: - Develop strategies to reinforce this core knowledge throughout the program, not just in introductory courses - Design capstone projects or experiences that require students to demonstrate comprehensive understanding of the domains . 9. Benchmark against other programs: - Compare teaching methods and outcomes with other public health programs. - Identify and adapt successful strategies from high-performing institutions. These action items aim to build on the current success while addressing areas for improvement, ensuring that all students gain a solid foundation in the three domains of public health.

G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator

Indicator Description:

HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.

Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept.4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements.5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

G1: Learning Objective 2 - Public Health Assessment

Learning Objective Description:

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

G1: LO 2 - Indicator 1 - Assessment in Public Health

Indicator Description:

HLTH 3350 Exam Essay Question – Explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues.

Criterion Description:

At least 75% of students in HLTH 3350 can describe and explain what assessment means as one of the three domains of public health and give examples of past and current assessment issues when asked, "Describe what assessment means as one of the three domains of public health and give examples of pat and current assessment issues" on an essay question.

Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety

of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept.4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements.5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

G1: LO 2- Indicator 1 - Action - Assessment in Public Health
Action Description:

Based on the assessment results and implications provided, here are some action items: 1. Review instructional materials: - Analyze current teaching methods and materials for the three domains of public health - Identify potential areas for improvement or clarification. 2. Develop targeted support for struggling students: - Create additional resources or exercises focusing on the three domains - Consider implementing a peer mentoring program for students who need extra help. 3. Enhance curriculum: - Integrate more real-world examples and case studies that illustrate the three domains in action - Develop interactive learning activities to reinforce understanding of the domains. 4. Conduct follow-up assessments: - Design and implement more frequent, smaller assessments throughout the course to identify struggling students earlier - Create a more detailed assessment to gauge depth of understanding beyond just naming the domains. 5. Faculty development: - Organize workshops or training sessions for instructors to share best practices in teaching this core concept - Encourage collaboration among faculty to develop innovative teaching strategies. 6. Student feedback: - Survey students to gather insights on which teaching methods they found most effective - Conduct focus groups with students who struggled to identify potential barriers to understanding. 7. Integrate domains across curriculum: - Review other courses in the program to ensure consistent reinforcement of the three domains - Develop assignments that require students to apply their knowledge of the domains in various contexts. 8. Create a knowledge retention plan: - Develop strategies to reinforce this core knowledge throughout the program, not just in introductory courses - Design capstone projects or experiences that require students to demonstrate comprehensive understanding of the domains . 9. Benchmark against other programs: - Compare teaching methods and outcomes with other public health programs. - Identify and adapt successful strategies from high-performing institutions. These action items aim to build on the current success while addressing areas for improvement, ensuring that all students gain a solid foundation in the three domains of public health.

G1: LO 2 - Indicator 2 Three Domains of Public Health Informal Indicator
Indicator Description:

HLTH 3350 in class oral quiz and discussion. Quiz question or online discussion board about the public health assessment process.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board or quiz question about the public health assessment process.

Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept.4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements.5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator

Indicator Description:

HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.

Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept.4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements.5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

G1: Learning Objective 3 - Public Health Policy Development

Learning Objective Description:

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

G1: LO 3 - Indicator 1- Public Health Policy Development

Indicator Description:

HLTH 3350 Exam Essay Question – Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues when asked in an essay question, "Explain what policy development means as one of the three domains of public health and give examples of past and current policy development issues."

Criterion Description:

At least 75% of students in HLTH 3350 can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assessment issues.

Findings Description:

Students were evaluated through an exam essay question that required them to: 1. Explain the concept of policy development as one of the three domains of public health and 2. Provide examples of both past and current policy development issues in public health. The goal was for 75% of students to successfully describe and explain policy development in the context of public health domains and provide relevant examples. The assessment revealed: - 77% of students met the target goal, successfully explaining policy development and providing appropriate examples. Implications: 1. Achievement of Learning Objective: The results indicate that the course is effectively conveying the concept of policy development in public health, with students exceeding the target performance level. 2. Application of Knowledge: Students demonstrated the ability to not only define policy development but also to apply this understanding to real-world examples, both historical and current. 3. Curriculum Effectiveness: The course content and instructional methods appear to be successful in developing students' understanding of this core public health domain. 4. Critical Thinking Skills: The ability to provide examples suggests that students are developing the analytical skills necessary to recognize policy development in various contexts. 5. Areas for Enhancement: While the target was exceeded, there is still room for improvement to support the 23% of students who did not fully meet the assessment criteria. 6. Benchmark for Future Assessments: This result sets a strong baseline for future evaluations and curriculum development. This assessment outcome underscores the program's success in cultivating a deep understanding of policy development as a key domain of public health. It also provides a foundation for continued refinement of the curriculum to ensure all students can achieve this level of comprehension and application.

RELATED ITEM LEVEL 3

G1: LO 3 - Indicator 1 - Action - Public Health Policy Development

Action Description:

Implications and Action Items: 1. Achievement of Learning Objective: - The course effectively conveys the concept of policy development in public health. Action: Maintain current instructional strategies while seeking opportunities for enhancement. 2. Application of Knowledge: - Students showed ability to define and apply policy development concepts to real-world scenarios. Action: Introduce more case studies and practical exercises to further strengthen this skill. 3. Curriculum Effectiveness: - Course content and methods are successful in developing understanding of this core domain. Action: Review and update course materials regularly to ensure continued relevance and effectiveness. 4. Critical Thinking Skills: - Students demonstrated analytical skills in recognizing policy development in various contexts. Action: Incorporate additional critical thinking exercises focused on policy analysis and development. 5. Areas for Enhancement: - 23% of students did not fully meet assessment criteria. Action: a) Conduct a detailed analysis of these students' responses to identify common areas of difficulty. b) Develop targeted interventions, such as additional review sessions or supplementary materials, to address identified gaps. c) Consider implementing a peer mentoring program to support struggling students. 6. Benchmark for Future Assessments: - This result sets a strong baseline for future evaluations. Action: a) Use this data as a benchmark for future course iterations. b) Set incrementally higher targets for upcoming years to drive continuous improvement. 7. Curriculum

Refinement: Action: a) Review the entire curriculum to ensure consistent and progressive development of policy understanding across all relevant courses. b) Consider introducing more diverse assessment methods to cater to different learning styles. 8. Faculty Development: Action: Organize workshops or seminars for faculty to share best practices in teaching public health policy concepts. 9. Student Feedback: Action: Conduct surveys or focus groups with students to gather insights on the effectiveness of current teaching methods and areas for improvement. By implementing these actions, we aim to build upon the current success, address areas needing improvement, and ensure all students achieve a high level of comprehension and application in public health policy development.

G1: LO 3 - Indicator 2 - Public Health Policy Development Informal Indicator
Indicator Description:

HLTH 3350 in class oral quiz and discussion or online discussion board about board about public health policy development.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board about public health policy development.

Findings Description:

The assessment revealed: - 72% of students in HLTH 3350 actively participated in at least one of the specified engagement activities centered on public health policy development. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying public health policy development concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other policy-related assessments to gauge the impact of engagement on learning outcomes.

Goal 1/ LO 3 Indicator 2: Public Health Policy Development informal indicator.
Action Description:

1. Develop more engaging discussion prompts or oral quiz questions to stimulate increased participation. 2. Implement a participation grading component to incentivize engagement. 3. Provide clearer guidelines on the expectations and benefits of participation in these activities. 4. Explore the use of interactive technologies or group activities to enhance in-class engagement. 5. Conduct a survey to understand barriers to participation and student preferences for engagement methods. 6. Consider implementing peer-led discussions to encourage more active participation. 7. Provide timely feedback on discussion contributions to reinforce the value of participation. This assessment outcome indicates a moderate level of student engagement with public health policy development discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept. By addressing these areas, we aim to improve student engagement and ultimately deepen their comprehension of public health policy development.

G1: LO1 -Indicator 2 - Three Domains of Public Health Informal Indicator

Indicator Description:

HLTH 3350 in class oral quiz and discussion. Quiz questions or online discussion board about the public health assessment process.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quizzes or online discussion boards or quiz questions about the public health assessment process.

Findings Description:

The assessment revealed: 67% of students in HLTH 3350 actively participated in at least one of the specified engagement activities focused on the public health assessment process. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is significant room for improvement in participation rates. 2. Diverse Assessment Methods: The variety of engagement options (oral quizzes, discussion boards, written quizzes) provides multiple avenues for student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept.4. Curriculum Review: Consider examining the course structure, content delivery methods, and incentives for participation to identify potential improvements.5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to the public health assessment process. This assessment outcome indicates a moderate level of student engagement with the public health assessment process. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding of this fundamental public health practice.

G1: Learning Objective 4 - Public Health Assurance

Learning Objective Description:

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

G1: LO 4 - Indicator 1- Public Health Assurance

Indicator Description:

HLTH 3350 Exam Essay Question – Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples when asked the following question on an essay exam: "Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples."

Criterion Description:

At least 75% of students in HLTH 3350 can describe and explain what policy development means as one of the three domains of public health and give examples of past and current assurance examples.

Findings Description:

In response to the essay prompt "Explain what assurance means as one of the three domains of public health and give examples of past and current assurance examples," 83% of students enrolled in HLTH 3350 demonstrated proficiency. These students successfully defined the concept of assurance within the context of public health's three core domains and provided relevant historical and contemporary examples to support their understanding.

G1: LO 4 - Indicator 1 - Action - Public Health Assurance

Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

RELATED ITEM LEVEL 2

G1: LO 4 - Indicator 2 - Public Health Policy Assurance Informal Indicator

Indicator Description:

HLTH 3350 in class oral quiz and discussion or online discussion board about board about public health assurance.

Criterion Description:

At least 50 % of HLTH 3350 will participate in in-class oral quiz or online discussion board about public health assurance.

Findings Description:

Approximately three-quarters (77%) of students enrolled in HLTH 3350 engaged in either an online oral assessment or participated in a virtual discussion forum focused on public health assurance.

RELATED ITEM LEVEL 3

G1: Public Health Policy Assurance Informal Indicator

Action Description:

 Based on the assessment results and implications provided, here are the recommended actions to take: 1. Enhance Student Engagement: a) Implement a participation grading component to incentivize engagement. b) Develop more interactive and engaging activities related to the public health assessment process. c) Create clearer guidelines on participation expectations and their importance to learning outcomes. 2. Evaluate and Optimize Assessment Methods: a) Conduct a thorough analysis of the effectiveness of each participation method (oral quizzes, discussion boards, written quizzes). b) Survey students to understand their preferences and barriers to participation. c) Adjust the balance and format of assessment methods based on findings. 3. Explore New Engagement Strategies: a) Introduce real-world case studies and simulations to make the content more relevant and engaging. b) Implement peer-led discussions or group projects focused on public health assessment. c) Incorporate guest speakers or virtual field experiences related to public health assessment processes. 4. Curriculum Review and Enhancement: a) Conduct a comprehensive review of the course curriculum, focusing on content related to public health assessment. b) Explore innovative teaching methodologies, such as flipped classroom or problem-based learning. c) Integrate technology tools to enhance engagement (e.g., interactive polling, virtual collaborations). 5. Align Participation with Learning Outcomes: a) Clearly connect participation activities to specific learning objectives related to public health assessment. b) Develop rubrics that explicitly link participation to course

objectives. c) Provide more frequent and detailed feedback on participation quality to reinforce learning. 6. Faculty Development: a) Organize workshops for faculty on engaging teaching methods specifically for public health assessment topics.   b) Provide training on effective use and moderation of discussion boards. 7. Student Support: a) Implement a peer mentoring program to support less engaged students. b) Offer additional resources or study sessions focused on public health assessment processes. 8. Monitoring and Evaluation: a) Establish a system for regular monitoring of student participation throughout the semester. b) Conduct mid-semester evaluations to allow for timely adjustments in teaching strategies. 9. Incentivize Participation: a) Consider offering extra credit or recognition for high-quality participation. b) Highlight the relevance of public health assessment skills to future careers to motivate engagement. By implementing these actions, the goal is to significantly increase student engagement with the public health assessment process, thereby enhancing overall understanding and application of this fundamental public health practice. Regular review and adjustment of these strategies based on ongoing assessment results will be crucial for continuous improvement.

G2: Content Knowledge and skills in the Social Determinants of Health

Goal Description:

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

Providing Department: Public Health BS

RELATED ITEMS/ELEMENTS -

RELATED ITEM LEVEL 1

G2: Learning Objective 1- Identify and explain the social determinants of health
Learning Objective Description:

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

RELATED ITEM LEVEL 2

G2: Identifying ways to influence of the Social Determinants of Health Informal Assessment
Indicator Description:

HLTH 1360 in class brainstorming and discussion or online discussion board about board about influencing the social determinants of health.

Criterion Description:

At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about influencing the social determinants of health.

Findings Description:

Student engagement was evaluated through participation in one or both of the following activities: 1. In-class brainstorming and discussion sessions and 2. Online discussion board contributions focused on social determinants of health. The assessment revealed: - 68% of students in HLTH 1360 actively participated in at least one of the specified engagement activities centered on social determinants of health. Implications: 1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

RELATED ITEM LEVEL 3

G2: LO 2 - Action - Identifying ways to influence of the Social Determinants of Health Informal Assessment

Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

RELATED ITEM LEVEL 2

G2: LO 1- Indicator 1 -Identification of the Social Determinants of Health

Indicator Description:

Students in HLTH 1360 can identify and explain the social determinants of health.

Criterion Description:

At least 75% of students in HLTH 1360 can identify and explain the social determinants of health when asked to answer the following question on an essay: "to identify and explain the social determinants of health and their importance to public health."

Findings Description:

The assessment revealed that 87% of students demonstrated proficiency in this core competency. These students successfully: identified key social determinants of health and articulated the importance of these determinants in shaping public health outcomes. This high level of comprehension indicates that the course effectively conveys this crucial public health concept, preparing students for more advanced study and practical application in the field. Implications: The strong performance in this area suggests that the curriculum is successfully laying a foundation for students to engage with complex public health issues. However, there may be room for targeted interventions to support the remaining 13% of students in fully grasping this essential concept.

RELATED ITEM LEVEL 3

G2: LO 1 - Indicator 1 - Action - Identification of the Social Determinants of Health
Action Description:

1. Support Underperforming Students

  ● Objective: Improve performance of the 18% who didn't fully meet assessment criteria.

  ● Actions:

    o Conduct a detailed analysis of these students' responses to identify common areas of difficulty.

    o Develop targeted workshops focusing on these challenging areas.

    o Implement a peer mentoring program pairing high-performing students with those who need additional support.

    o Create additional practice exercises focusing on applying SDH concepts to real-world scenarios.

2. Enhance Curriculum

  ● **Objective**: Further strengthen the link between theory and practice in the curriculum.

  ● **Actions**:

    o Review current course materials to identify areas for potential improvement.

    o Incorporate more case studies and real-world examples into lectures and assignments.

    o Develop a series of guest lectures from public health professionals to provide practical insights.

    o Create a capstone project requiring students to develop a comprehensive public health intervention plan.

3. Expand Interdisciplinary Connections

  ● **Objective**: Broaden students' understanding of SDH in various contexts.

  ● **Actions**:

    o Collaborate with other departments (e.g., sociology, economics, political science) to develop cross-disciplinary projects.

    o Organize an interdisciplinary symposium on SDH, involving students from multiple fields.

RELATED ITEM LEVEL 2

G2: LO 2 - Indicator 2 - Identification of the Social Determinants of Health Informal Assessment
Indicator Description:
HLTH 1360 in class brainstorming and discussion or online discussion board about board about the social determinants of health.

Criterion Description:
At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about the social determinants of health.

Findings Description:
Due to reduced class attendance on the day of the scheduled activity, student participation in HLTH 1360 fell marginally below the target threshold. Specifically, 74% of enrolled students engaged in either the in-class brainstorming session or the online discussion board focusing on strategies to influence social determinants of health. This outcome narrowly missed our established goal of 75% participation.

RELATED ITEM LEVEL 3

G2: LO 2 Indicator 2 - Action- Identification of the Social Determinants of Health Informal Assessment
Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

RELATED ITEM LEVEL 1

G2: Learning Objective 2 -Identify and explain ways to positively influence the social determinants of health

Learning Objective Description:

By completion of the BS in Public Health, all graduates will identify and explain ways to positively influence the social determinants of health to improve the nation's public health. Only knowing the social determinants of health does not help the public health professional. He/she must be able to know techniques used in the past and present to address them in order to improve the nation's public health.

RELATED ITEM LEVEL 2

G2: LO 2 - Indicator 2 - Identification of the Social Determinants of Health Informal Assessment

Indicator Description:

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

Criterion Description:

At least 75% of the students in HLTH 1360 will participate in class brainstorming and discussion or online discussion board about board about the social determinants of health.

Findings Description:

Due to reduced class attendance on the day of the scheduled activity, student participation in HLTH 1360 fell marginally below the target threshold. Specifically, 74% of enrolled students engaged in either the in-class brainstorming session or the online discussion board focusing on strategies to influence social determinants of health. This outcome narrowly missed our established goal of 75% participation.

RELATED ITEM LEVEL 3

G2: LO 2 Indicator 2 - Action- Identification of the Social Determinants of Health Informal Assessment

Action Description:

1. Student Engagement: While a majority of students demonstrated active engagement, there is considerable room for improvement in participation rates. 2. Multiple Engagement Platforms: The provision of both in-class and online discussion options offers flexibility in student participation, which should be evaluated for effectiveness. 3. Areas for Enhancement: The participation rate suggests a need to explore strategies to increase student engagement with this crucial public health concept. 4. Curriculum Review: Consider examining the course structure, discussion prompts, and incentives for participation to identify potential improvements. 5. Learning Outcomes: Evaluate whether the current participation rate is effectively supporting overall learning objectives related to understanding and applying SDH concepts. 6. Correlation

with Performance: Analyze the relationship between participation in these discussions and performance on other SDH-related assessments to gauge the impact of engagement on learning outcomes. This assessment outcome indicates a moderate level of student engagement with social determinants of health discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept.

G2: LO 2- Indicator 1 -influencing the Social Determinants of Health

Indicator Description:

Students will write an essay on positive ways to influence the social determinants of health.

Criterion Description:

At least 75% of all students in HLTH 1360 will identify and explain ways to positively influence the social determinants of health to improve the nation's public health when asked the following question as an essay: "identify and explain ways to positively influence the social determinants of health to improve the nation's public health."

Findings Description:

Students were evaluated through an essay question that required them to: 1. Identify ways to positively influence social determinants of health, 2. Explain how these interventions could improve the nation's public health. This assessment method tests not only students' knowledge of SDH but also their capacity to think critically about public health interventions. The assessment revealed: - 82% of students successfully identified and explained ways to positively influence social determinants of health to improve national public health outcomes. Implications: 1. Conceptual Understanding: A significant majority of students demonstrate the ability to apply SDH concepts to real-world public health scenarios. 2. Critical Thinking Skills: The high success rate indicates that students are developing the analytical skills necessary to propose and explain potential public health interventions. 3. Curriculum Effectiveness: The course appears to be effectively bridging theoretical knowledge with practical application in public health. 4. Areas for Enhancement: While the overall performance is strong, there is an opportunity to support the 18% of students who did not fully meet the assessment criteria. 5. Preparation for Advanced Study: This outcome suggests that most students are well-prepared for more complex discussions and analyses in higher-level public health courses. This assessment outcome underscores the program's success in cultivating both theoretical understanding and practical application skills related to social determinants of health, a cornerstone concept in public health education.

G2: LO 2 - Indicator 1 -Action - identify the Social Determinants of Health

Action Description:

This is a major concept in public health and is part of our CEPH requirements. Because of this, we will continue to assess this concept. We may change this to a multiple-choice quiz question in the future.

G3: Basic Concepts of Public Health Communication

Goal Description:

In fulfillment of the Provost's strategic plan to promote the delivery of a rigorous, contemporary curriculum, the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, and in order to meet The Council in Education for Public Health accreditation, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in the basic concepts of public health

communication. As seen in public health history, health communication is a dynamic part of any public health practitioner's practice. Competent communication skills are necessary for any public health dissemination.

Providing Department: Public Health BS

RELATED ITEM LEVEL 1

G3: Learning Objective 1 - Public Health Communication
Learning Objective Description:

By completion of the BS in Public Health, all graduates will be able to communicate public health information, in both oral and written forms, through a variety of media and to diverse audiences. One of the largest factors facing today's public health workforce is how to disseminate public health information in order to give the public tools it can use to improve or maintain its health. This has been especially demonstrated in recent public health issues. Using the appropriate channels, messages, and wording can create a much more meaningful way to reach the public

RELATED ITEM LEVEL 2

G3: LO 1 - Indicator 1 - Health Communication PSA
Indicator Description:

Students in HLTH 3392 learn a variety of ways to communicate health information in meaningful ways. One of those ways includes developing public service announcements (PSA). When developing a PSA, students must research the audience and the subject, decide the best channel to reach the audience, determine the proper wording, and show the ability to create a successful PSA to reach their particular audience.

Criterion Description:

At least 75% of students in HLTH 3392 will earn a grade of 80% or better on a Public Service Announcement to disseminate public health information.

Findings Description:

Students were tasked with creating a Public Service Announcement (PSA) to disseminate public health information. This assignment evaluates students' capacity to translate complex health data into clear, impactful messages for the general public. The assessment revealed a high level of proficiency in this key competency: - 97% of students achieved a grade of 80% or higher on the PSA assignment. Implications: 1. Curriculum Effectiveness: The high success rate indicates that the course content and instructional methods effectively prepare students for real-world public health communication tasks. 2. Skill Development: Students demonstrate strong abilities in synthesizing public health information and crafting messages tailored for public consumption. 3. Professional Readiness: This outcome suggests that students are developing essential skills for future roles in public health education and promotion. 4. Areas for Improvement: While the overall performance is exemplary, there may be an opportunity to support the small percentage of students who did not meet the 80% threshold.

RELATED ITEM LEVEL 3

G3: LO 1 - Indicator 1 - Action - Public Health Communication PSA
Action Description:

Based on the assessment results and implications provided, here are the recommended actions to take: 1. Maintain and Enhance Successful Practices: a) Document the current teaching methods and assignment guidelines that have led to this high success rate. b) Share these best practices with other faculty members teaching related courses. 2. Support for Underperforming Students: a) Analyze the work of students who didn't meet the 80% threshold to identify common areas of difficulty. b) Develop targeted support materials or workshops addressing these specific challenges. c) Implement a peer mentoring system, pairing high-performing students with those who need additional support. 3. Advanced Skill Development: a) Introduce more challenging elements to the PSA assignment for high-performing students, such as targeting multiple

demographics or addressing more complex health issues. b) Offer optional advanced workshops on professional-grade PSA production techniques. 4. Real-World Application: a) Partner with local health organizations to allow students to create PSAs for actual public health campaigns. b) Organize a showcase event where students can present their PSAs to public health professionals for feedback. 5. Diversify Communication Channels: a) Expand the assignment to include various media formats (e.g., social media campaigns, infographics, short videos) to prepare students for diverse communication channels. b) Provide training on emerging communication technologies relevant to public health. 6. Enhance Feedback Mechanisms: a) Implement peer review sessions to allow students to learn from each other's work. b) Develop a more detailed rubric that clearly outlines the components of an effective PSA. 7. Interdisciplinary Collaboration: a) Partner with other departments (e.g., Communications, Graphic Design) to enhance the technical aspects of PSA creation. b) Organize cross-disciplinary projects to simulate real-world collaborative environments. 8. Professional Input: a) Invite public health communication professionals to provide guest lectures or workshops. b) Establish a panel of experts to review and provide feedback on a selection of student PSAs. 9. Continuous Assessment: a) Implement pre and post-assignment surveys to measure students' perceived skill development. b) Track long-term outcomes by surveying alumni on the relevance of this skill in their professional work. 10. Curriculum Integration: a) Ensure that public health communication skills are reinforced and built upon in subsequent courses. b) Develop a progression of communication-related assignments throughout the program. 11. Ethical Considerations: a) Strengthen the focus on ethical considerations in public health messaging. b) Introduce case studies that explore the impact and potential consequences of public health communications. 12. Technology Integration: a) Provide access to industry-standard software and tools for PSA creation. b) Offer tutorials on using these tools effectively. 13. Portfolio Development: a) Encourage students to include their PSAs in professional portfolios. b) Provide guidance on how to present this work to potential employers. By implementing these actions, the program can maintain its high standard of performance, address the needs of all students, and further enhance the development of crucial public health communication skills. This approach will ensure that students are well-prepared for the demands of public health careers, with a strong foundation in creating impactful public health messages.

G3: LO 1- Indicator 2 - Health Communications Instagram Campaign

Indicator Description:

The use of various types of media has proven to be very important to public health and is a requirement for CEPH accreditation. Students in HLTH 3392 learn to and develop Instagram campaigns using three graphics with messages to create positive health behavior changes. They may choose any non-copyrighted graphic or create one of their own and submit their reason for choosing those graphics and wording for their particular audience..

Criterion Description:

At least 75% of HLTH 3392 students will earn a grade of 80% or better on an Instagram campaign to promote positive health behavior change.

Findings Description:

The assessment revealed: - 84% of students successfully named all three domains of public health. Implications: 1. Core Knowledge Acquisition: The majority of students demonstrate a solid understanding of the basic organizational structure of public health. 2. Curriculum Effectiveness: The high success rate suggests that the course effectively conveys this fundamental concept. 3. Areas for Improvement: While the overall performance is strong, there is an opportunity to enhance instruction to support the 16% of students who did not fully demonstrate this knowledge. 4.

Foundation for Advanced Learning: This understanding of the three domains provides a crucial foundation for more complex public health concepts and practices. 5. Potential for Curriculum Review: Consider examining the instructional approach to identify strategies that might increase comprehension for all students. This assessment outcome indicates that the program is successfully imparting core public health knowledge to a significant majority of students, while also highlighting areas for potential enhancement in instructional methods or content delivery.

G3: LO 1- Indicator 2 -Action - Health Communications Instagram Campaign

Action Description:

Our accrediting agency requires students to know how to use social media for public health. We will continue to use some sort of social media lessons in future classes.

G3: Learning Objective 2 Public Health Information

Learning Objective Description:

By completion of the BS in Public Health, all graduates will be able to locate, access, use, evaluate, and synthesize public health information. Often, public health information is difficult for the lay public to understand. Public Health professionals must be able to locate accurate and factual information (data), know how to use that particular data and what it means, and then be able to disseminate that information to the public in a meaningful manner. CEPH, our accrediting agency, expects this of all students graduating with a BS in Public Health.

G3: LO 2 - Indicator 2 -Public Health Newsletter Rough Draft

Indicator Description:

Students in HLTH 3392 will research and create a rough draft of a newsletter targeting a population with health information to better the population's health. They will work with their instructor to develop the information they researched, how to develop an outline, and how to create a newsletter rough draft.

Criterion Description:

At least 80% of students in HLTH 3392 will work with the instructor to create a rough draft of a newsletter targeting a population with health information to better the population's health. Their instructor will work with them to develop an outline and rough draft.

Findings Description:

Students participated in a guided, iterative process to create a health information newsletter targeting a specific population. The assessment involved two key components: 1. Development of an outline for the newsletter and 2. Creation of a rough draft of the newsletter. Both stages were completed in collaboration with the course instructor, allowing for formative feedback and iterative improvement. The assessment revealed a high level of engagement and completion: - 92% of students in HLTH 3392 successfully participated in this collaborative process, working with the instructor to develop both an outline and a rough draft of their targeted health newsletter. Implications: 1. Collaborative Skill Development: The high participation rate indicates that students are effectively engaging in collaborative processes essential to public health practice. 2. Iterative Learning: This approach allows students to refine their work based on professional feedback, mirroring real-world public health communication processes. 3. Individualized Instruction: The one-on-one work with the instructor provides personalized learning opportunities, potentially contributing to the high success rate. 4. Professional Preparation: This collaborative process helps prepare students for teamwork and revision processes common in public health careers. 5. Curriculum Effectiveness: The high engagement rate suggests that the course structure successfully motivates student participation in

complex, multi-step assignments. 6. Areas for Enhancement: While participation is high, there may be an opportunity to engage the remaining 8% of students more effectively in this process. This assessment outcome demonstrates the program's success in fostering collaborative skills and engaging students in realistic public health communication development processes. It also highlights the effectiveness of individualized instruction in supporting student learning and skill development in health communication.

G3 Action Indicator 2- Public Health Newsletter Rough Draft

Action Description:

Based on the assessment results and implications provided, here are action items for the university assessment: 1. Analyze non-participating students: - Identify reasons for non-participation among the 8% of students. - Develop strategies to increase engagement for all students. 2. Enhance collaborative processes: - Implement peer review sessions in addition to instructor feedback - Create opportunities for inter-team collaboration on newsletter projects. 3. Expand iterative learning: - Introduce additional checkpoints in the newsletter development process, - Develop a rubric for self-assessment at each stage of the project. 4. Strengthen individualized instruction: - Provide training for instructors on effective one-on-one feedback techniques - Develop a system to track and analyze individual student progress throughout the project. 5. Reinforce professional skills: - Incorporate real-world case studies of health newsletter development - Invite guest speakers from the public health communication field to share experiences. 6. Enhance curriculum integration: - Review how this project aligns with other course components and program outcomes - Identify opportunities to build on this project in subsequent courses 7. Implement technology support: - Explore digital tools to facilitate collaboration and feedback - Provide resources for creating professional-looking newsletter layouts 8. Develop assessment metrics: - Create a detailed rubric for evaluating the quality of outlines and rough drafts - Implement a system to track student improvement from outline to final draft. 9. Foster student reflection: - Introduce a reflective component where students document their learning process - Encourage students to articulate how this project relates to their career goals. 10. Enhance feedback mechanisms: - Develop a structured feedback form for instructors to ensure consistency - Implement a system for students to provide feedback on the collaborative process. 11. Create a showcase opportunity: - Organize a virtual or physical showcase of the best newsletters - Consider partnerships with local health organizations to feature student work. 12. Conduct longitudinal analysis: - Track how participation in this project correlates with performance in later courses - Survey alumni to assess the long-term impact of this project on their careers. 13. Benchmark against industry standards: - Compare student newsletters with professional health communication materials - Identify areas where student work can be further aligned with industry practices. 14. Develop a continuous improvement plan: - Establish an annual review process for this assessment component - Create a mechanism for incorporating student and instructor feedback into future iterations. These action items aim to build on the current success of the newsletter project while addressing potential areas for improvement and expansion. They focus on enhancing student engagement, refining the collaborative process, and ensuring the project continues to align with professional standards and practices in public health communication.

G3: LO 2- Indicator 1 Public Health Newsletter

Indicator Description:

Students in HLTH 3392 will create a written newsletter to disseminate public health information the student researched. See the attached rubric.

Criterion Description:

At least 75% of Students in HLTH 3392 will score an 80% or above on the Newsletter.

Findings Description:

Students were tasked with writing and developing a newsletter focused on a specific health topic aimed at improving public health. This assignment evaluates students' capacity to: 1. Research and synthesize health information. 2. Translate complex health data into accessible language, and 3. Design effective health communication materialsThe assessment revealed a high level of proficiency in this key competency: - 85% of enrolled students achieved a score of 80% or higher on the newsletter assignment. Implications: 1. Skill Development: The high success rate indicates that students are effectively developing crucial health communication skills. 2. Practical Application: This assignment demonstrates students' ability to apply theoretical knowledge to real-world public health communication tasks. 3. Professional Readiness: The strong performance suggests that students are well-prepared for future roles involving health education and promotion. 4. Curriculum Effectiveness: The course content and instructional methods appear to be successfully cultivating essential skills in health communication. 5. Areas for Improvement: While overall performance is strong, there may be an opportunity to support the 15% of students who did not meet the 80% threshold. 6. Interdisciplinary Skills: This assignment likely reinforces not only health knowledge but also writing, design, and audience analysis skills. This assessment outcome underscores the program's success in developing students' abilities to create effective health communication materials, a vital competency in public health practice. It also provides a foundation for continued refinement of the curriculum to ensure all students can achieve this high standard of performance.

RELATED ITEM LEVEL 3

G3: LO 2 - Indicator 1 Action - Public Health Newsletter
Action Description:

Develop more engaging discussion prompts or oral quiz questions to stimulate increased participation. 2. Implement a participation grading component to incentivize engagement. 3. Provide clearer guidelines on the expectations and benefits of participation in these activities. 4. Explore the use of interactive technologies or group activities to enhance in-class engagement. 5. Conduct a survey to understand barriers to participation and student preferences for engagement methods. 6. Consider implementing peer-led discussions to encourage more active participation. 7. Provide timely feedback on discussion contributions to reinforce the value of participation. This assessment outcome indicates a moderate level of student engagement with public health policy development discussions. It highlights an opportunity to implement strategies aimed at increasing participation and, consequently, enhancing student understanding and application of this core public health concept. By addressing these areas, we aim to improve student engagement and ultimately deepen their comprehension of public health policy development.

Update to Previous Cycle's Plan for Continuous Improvement Item

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

While our students mastered the concepts taught, they are required by CEPH, our accrediting agency. Because of this, we will continue to teach these concepts. However, we may find other and different ways to measure them such as changing discussion items to multiple choice quiz questions. Public Health is a dynamic field and since it continues to change along with the changing student population, we will continue to evaluate our methods of presenting concepts and measuring them.

Update of Progress to the Previous Cycle's PCI:

While our students mastered the concepts taught, they are required by CEPH, our accrediting agency. Because of this, we will continue to teach these concepts. However, we may find other and different ways to measure them such as changing discussion items to multiple-choice quiz questions. Public Health is a dynamic field. Since it continues to change along with the changing student population, we will continue to evaluate our methods of presenting concepts and measuring them.

New Plan for Continuous Improvement Item

Closing Summary:

Update to continuous improvement: Our assessment results indicate that students have successfully mastered the core concepts required by our accrediting body, the Council on Education for Public Health (CEPH). In light of these positive outcomes, we will:

1. Maintain our commitment to teaching these essential concepts, ensuring continued alignment with CEPH standards.

2. Explore innovative assessment methodologies to enhance our evaluation processes. This may include transitioning from discussion-based assessments to more quantitative measures, such as multiple-choice quiz questions, to provide additional data points for analysis.

3. Acknowledge the dynamic nature of the Public Health field and our evolving student demographics. In response, we will:

   a. Regularly review and update our curriculum to reflect current industry trends and emerging public health challenges.

   b. Continuously evaluate and refine our instructional methods to ensure they remain effective and engaging for our diverse student population.

   c. Implement a systematic approach to gathering and analyzing student feedback to inform our pedagogical strategies.

By maintaining this proactive stance towards curriculum development and assessment, we aim to uphold our program's high standards while adapting to the changing landscape of public health education. This approach will ensure that our graduates continue to be well-prepared for the complexities of the field upon completion of their studies.

We welcome faculty input and collaboration as we work to implement these enhancements to our assessment and instructional practices.