

Meta-assessment Analysis Report for the
College of Health Sciences

Please return the completed report back to the Office of Assessment
by **March 22, 2024.**

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Assessment is an essential best-practice in higher education that helps programs determine whether key objectives are being met, identify areas for improvement, and develop actions to improve program effectiveness. Meaningful and effective assessment is the cornerstone of many discipline-specific accreditations, as well as our university's regional accrediting body, the Southern Association of Colleges and Schools Commission on Colleges.

Meta-assessment serves two critical roles for the college and the university. First, it provides valuable feedback to units regarding ways in which they may continue to improve their annual assessment processes. Second, it provides college and university leaders with a way to observe the overall quality of assessment processes for their units. The purpose of this report is to detail the meta-assessment process utilized by the College of Health Sciences, the college's plan for distributing the completed meta-assessment rubrics to their departments and programs, the assessment strengths observed within the reviewed assessment plans, the areas for improvement of assessment practices, the strategies for implementing those improvements, and the training or resources needed to implement those strategies.

Section 1: Description of Meta-assessment Methodology Employed by the College

For the 2022-2023 meta-assessment cycle, COHS began planning in November 2023, with a review of the programs to be assessed and the meta-assessment committee membership. The college meta-assessments are on a three-year rotation, with a third of the programs being evaluated each year. The administrative coordinator from the Dean's office communicated with the three department chairs and one program director within the college to replace members of the college meta-assessment committee whom rotated off the committee at the close of the previous assessment cycle. Each of the college's departments and school are represented, and the current members on the committee include:

- Tabbetha Lopez (HUSC)
- Chris Greenleaf (KINE)
- Berna Rahi (HUSC)
- Mario Munoz (KINE)
- Daphne Fulton (HLTH)
- Erica Pasquini (KINE)
- Yue Xie (HLTH)
- Kelly Zinn (NURS)
- Stephen Brown (HLTH)
- Hope Jackson (NURS)

Of the ten-member COHS meta-assessment committee, all members hold a Doctorate level degree in their area of teaching and research. Each committee member received their assigned programs and meta-assessment documents via Teams, along with additional rubric examples and general assessment procedural information during this period. The 10-member committee assessed a total of ten programs, each member responsible for three programs.

Section 2: Plan for Distributing Completed Rubrics to Units

The administrative coordinator provided the meta-assessment rubrics and summaries of the written comments to each of the chairs and program director. An explanation was given on how the data were to be used, and the chairs were then tasked with reviewing the findings with their program coordinators and faculty. The meta-assessments were reviewed by the respective programs concerning the accuracy and applicability of the results and to determine what aspects can be implemented and addressed in the future. The goal is for each department to use the findings from the meta-assessments each year to make improvements on their degree program assessments and the overall departmental assessments. Each chair and director was asked to provide feedback based on three specific questions:

- (1) *How does the meta-assessment review accurately reflect the actual assessment plans for the programs and departments?*
- (2) *Which areas of assessment does the department plan on updating/changing as a result of the meta-assessment review?*
- (3) *How is the assessment process being used to improve student performances or outcomes?*

Due to the volume of mixed reviews provided by the college committee, the department chairs and director provided mixed responses to the questions. The feedback is provided below from each department and school for each of the three questions:

- (1) *How does the meta-assessment review accurately reflect the actual assessment plans for the programs and departments?*

Department of Human Sciences

- Family and Consumer Sciences BA/BS: This program underwent a phased, three year closure, and official closed on May 31, 2023. There has been no reported assessment of the program since the 2019-2020 year.
- Fashion Merchandising BS: The meta-assessment provided valuable feedback and general commentary on the assessment plan. It accurately reflects the actual assessment plan.
- Food Service Management, BA BS: The comments align with the assessment and identify areas that could be improved. However, the program has had no full-time dedicated faculty or program leadership in over five years. The assessment for this program underwent updates in 2020-2021. This 2023-2024 year, the Learning Objective “Menu and Purchasing” and indicator “Cycle Menu, Purchasing Plan, and Equipment and HACCP” assessment was modified from 100% of majors to meet all three parts satisfactorily to 80% was done due to unmet assessment in the prior year, and to allow from tracking progress with a lower baseline. Due to the program’s future (see #2

below), this data will only be collected in the current cycle.

Department of Kinesiology

- Athletic Training, MSAT: This accurately reflects plans for MSAT as they have a growing need and clear indicators given by their governing body.
- Sport Management, MS: The meta-assessment for Sport Management focuses on the graduate program while the department is in the works to develop an undergraduate degree as well. The comprehensive exams might need to be reevaluated.
- Human Performance and Wellness Management, BS: This program has changed over the past few years and the assessment accurately reflects the current state of the program.
- Kinesiology, BS: This reflects the plan to continue moving forward with the BS in KINE, since this program is a basic program in the department and not a specific content major it has a wide array of coursework, thus is harder to monitor than specific programs.

Department of Public Health

- Bilingual Health Care Studies, BA: The meta-assessment review provides an accurate representation of the assessment plans for the Bachelor of Science in Bilingual Health program at Sam Houston State University. It comprehensively outlines the program's student learning outcomes, measurement tools, data collection methods, and result analysis protocols. Specifically, the document details the program's aims to equip graduates with proficiency in other languages skills relevant to healthcare settings, as well as a robust understanding of cultural competency principles for ensuring effective cross-cultural communication and care delivery.
The assessment measures delineated, including evaluations of oral proficiency exams, written assignments, clinical experiences, and competency-based exams, directly align with these overarching goals. The cyclical process for data analysis, implemented annually by program faculty, allows for continuous improvement based on evidence of student performance trends. Collectively, the rigorous assessment plan thoroughly captures the program's mission to develop graduates capable of navigating the linguistic and cultural nuances inherent in providing high-quality, equitable healthcare services to diverse patient populations. The meta-assessment review accurately conveys the programmatic priorities and comprehensive strategies for ensuring these objectives are met.
- Health Care Quality and Safety Certificate: The meta-assessment review provides a comprehensive and accurate depiction of the robust assessment protocols employed by

the Department of Public Health to evaluate student learning outcomes and ensure program efficacy. The review captures the multi-layered approach of integrating formative and summative assessments strategically throughout the curricula to measure attainment of core competencies.

Specifically, it outlines the use of diverse assessment methods such as examinations, research projects, fieldwork evaluations, professional certification exam performance, and culminating capstone experiences. These measures directly align with and evaluate the stated program learning outcomes spanning public health sciences, quantitative analysis, communication, cultural awareness, professionalism, and applied practice experiences.

Moreover, the meta-assessment details the criteria and benchmarks upon which student performance data is systematically analyzed on an annual basis by departmental faculty committees. This evidence-based review process allows for data-driven decisions to evolve curricula and pedagogical approaches in accordance with observed learning trends.

The cyclical nature of this comprehensive assessment plan, comprising multiple empirical measurement tools, analysis of aggregate findings, and enacted curricular enhancements, is precisely encapsulated in the meta-assessment review. This overarching self-study ethos reflects the department's unwavering commitment to providing a rigorous, relevant, and continuously improving academic experience.

- Public Health MPH: The meta-assessment review comprehensively and precisely captures the multi-faceted assessment protocols implemented within our Master of Public Health (MPH) program. It provides a transparent portrayal of the robust strategies employed to continuously evaluate student learning outcomes, ensure pedagogical efficacy, and maintain strategic alignment with workforce demands and current practice standards.

The review meticulously delineates the diverse array of direct and indirect assessment measures embedded throughout the MPH curriculum. These include examinations, applied practice experiences, integrative learning projects, culminating scholarly work, and preceptor evaluations. Collectively, these instruments provide a 360-degree view of student mastery across the full breadth of core public health competencies.

Moreover, the meta-assessment explicitly details the benchmarks and criteria upon which student artifacts are quantitatively and qualitatively analyzed to identify performance trends, curricular gaps, and areas for improvement. It conveys the evidence-based approach of collating, synthesizing, and responding to these findings through an annual review process overseen by departmental faculty and advisory councils.

The cyclical nature of assessment, evaluation, data-driven enhancement, and re-assessment accurately depicted in this review epitomizes the MPH program's unwavering commitment to a culture of continuous quality improvement. This systematic feedback loop ensures our academic offerings remain rigorous, relevant, and capable of developing eminently prepared public health professionals.

- (2) *Which areas of assessment does the department plan on updating/changing as a result of the meta-assessment review??*

Department of Human Sciences

- Family and Consumer Sciences BA/BS: N/A
- Fashion Merchandising BS: The reviewer provided valuable feedback, particularly in regards to using higher order Bloom's Taxonomy and suggested adding additional objective measures to some of the findings. These will be addressed in the assessment plan update based on this commentary.
- Food Service Management, BA BS: There will be no updates to the assessment for the 2024-2025 academic year. The program is being pulled from the 2024-2025 catalog, and new students are still waiting to be admitted through Apply Texas into the program. The program is held due to long-term low enrollment and needing more resources (faculty) to support it. The assessment for the second learning objective does not apply to the course FSMG 3445, which will not be offered next year with the program on hold. We will continue to report data for Demonstration of Applied Professional Competence, assessed through our internship program HUSC 4369, should the remaining students near program completion complete this course during the next cycle.

Department of Kinesiology

- Athletic Training, MSAT: While many individuals suggested cutting back on KPI's this is unrealistic for the MSAT program, there are a few small suggestions that MSAT can take into account, such as adding a clear indicator for G5 SLO8.
- Sport Management, MS: The focus of much of the reviewers comments seems to be on the comprehensive exams, which I believe could use update as well. We can continue to look into making the exams more beneficial for the students.
- Human Performance and Wellness Management, BS: The reviewers focus on the minimalism of the document and that many of the targets are not clear, the goals should be reviewed and updated based on the reviewers comments.
- Kinesiology, BS: The reviewers focus on providing more specificity and to increase the goals instead of keeping the "minimum" requirements for an established program. I think these can be implemented within coming cycles as we re-evaluate the overall KINES B.S.

Department of Public Health

- Bilingual Health Care Studies, BA: The meta-assessment review has prompted the Bachelor of Science in Bilingual Health program to implement several enhancements to our assessment protocols moving forward. Firstly, we plan to incorporate a detailed description of the summative project assigned to assess linguistic and cultural competencies. This will provide vital context for interpreting student performance data. Additionally, we will explicitly articulate how the chosen assessment activity aligns with specific course and program learning outcomes. Establishing this clear linkage ensures we accurately measure intended competencies.

Furthermore, our reports will feature transparent data visualization allowing stakeholders to quickly analyze whether target benchmarks were achieved. Simultaneously, we will identify areas where additional cultural integration may elevate student preparedness for serving diverse patient populations.

By implementing these changes, our assessment practices will adhere to best practices for evidence-based program evaluation and continuous improvement. Collectively, these updates will yield richer insights into student learning, pinpoint curricular areas requiring refinement, and ultimately strengthen our ability to develop eminently qualified bilingual healthcare professionals.
- Health Care Quality and Safety Certificate: Based on the insights garnered from the meta-assessment review, the Department of Public Health has identified areas to refine our assessment protocols moving forward. One key enhancement will involve implementing a more structured and standardized approach to evaluating student writing proficiencies across the curriculum.

Specifically, we will clearly define the types of written assignments, such as research reports, policy briefs, and health education materials, that will be used as assessment artifacts. Rubrics with explicit criteria tied to rhetorical effectiveness, evidence-based argumentation, coherence, disciplinary conventions, and other relevant factors will be developed.

Applying these calibrated rubrics consistently will allow for systematic data collection and quantitative scoring of student writing performances. This standardized process will yield robust Analytics that can be regularly analyzed to identify strengths, deficiencies, and longitudinal trends related to achieving our written communication learning outcomes.

The evidence derived from this updated writing assessment methodology will directly inform potential curricular modifications, such as incorporating additional technical writing modules, implementing writing-intensive course requirements, or scaling supplemental support resources and skill-building workshops.

Collectively, this strategy optimizes our ability to thoroughly assess student capabilities, pinpoint areas requiring further development, and ultimately enhance our graduates' written communication competencies to align with current workforce demands and professional standards in the field of public health.
- Public Health MPH: The meta-assessment review has highlighted opportunities for the department to refine our assessment protocols moving forward. A key area we aim to

enhance is establishing more explicit alignment between specific assessment artifacts and the targeted learning outcomes they intend to measure.

Concretely, we will map signature assignments and projects across the curriculum to the core competencies they are designed to evaluate. Comprehensive rubrics will then be developed that articulate the performance criteria and proficiency benchmarks students must demonstrate through those assessments.

For example, quantitative literacy may be assessed through a biostatistics course's data analysis project, with an accompanying rubric outlining expectations for areas such as dataset manipulation, appropriate statistical test selection, accurate interpretation of outputs, and cogent communication of findings.

By transparently defining these assessment instruments and their grounding in tangible artifacts, we can streamline data collection processes and distill richer, more substantive insights into student learning. The evidence will reveal performance trends and potential curricular gaps that can be systematically addressed through instructional revisions.

Implementing this updated model will elevate the intentionality and robustness of our assessment practices. Fortifying these empirically grounded feedback loops will continually enhance the quality and relevance of our programs in developing eminently prepared public health professionals.

- (3) *How is the assessment process being used to improve student performances or outcomes?*

Department of Human Sciences

- Family and Consumer Sciences BA/BS: N/A
- Fashion Merchandising BS: The assessment plan provided valuable feedback about skills needed in the program and are guiding actions on how to best improve for the future.
- Food Service Management, BA BS: Faculty have adjusted course learning objectives and provided additional feedback to students, including setting new “coaching” sessions with students during faculty office hours and promoting team-based learning with the assignment, in-class presentations, and additional classroom discussion to provide intermittent feedback as students’ progress on relative assignments tied to the assessment plan. These modifications were planned by the faculty member of record for this program; however, due to his resignation at the end of August 2023, these adjustments may not have been made. An adjunct faculty were assigned to courses in this program for fall 2024; and no courses were offered in spring 2024 due to lack of enrollment and inability to recruit qualified faculty to teach in the program.

Department of Kinesiology

- Athletic Training, MSAT: To continue to work towards program growth and clear standards for students to work towards accreditation.
- Sport Management, MS: As mentioned, an updated comprehensive exam will benefit student outcome and retention on materials.
- Human Performance and Wellness Management, BS: Having clear targets of students (percentage) with 85% in the course/on assignments on higher will increase student involvement and retention. Including more “wellness” in the program will also provide wider knowledge for the students.
- Kinesiology, BS: Our current focus is on retention and students feeling included in the program even though they do not generally take our classes until later in the academic career, a large portion of the assessment surrounding the pilot of our blackboard group and the events surrounding that platform. As that platform grows, it will alter our assessment plan as well as continue to focus on student retention.

Department of Public Health

- Bilingual Health Care Studies, BA: The Department of Public Health employs a comprehensive assessment process to continuously monitor and enhance student learning outcomes and career preparedness. Our multi-faceted approach provides robust data on student performance across key competency areas, allowing us to evaluate the effectiveness of our curricula and instructional strategies. Empirical evidence is systematically collected through an array of formative and summative assessments embedded throughout the degree plan, including examinations, projects, fieldwork evaluations, and culminating capstone experiences. This data undergoes rigorous quantitative and qualitative analysis by faculty members and advisory boards to identify potential gaps or areas for improvement. The assessment findings directly inform an evidence-based decision-making process to update course content, refine teaching methodologies, integrate emerging best practices, and provide targeted student support resources where needed. Monitoring and applying these analytics in a cyclical manner enables us to be responsive and ensure our pedagogical approaches optimally prepare students for success in their public health careers. Ultimately, our assessment protocols reflect our department's commitment to continuous quality improvement in facilitating exceptional learning experiences. By maintaining tight alignment between instruction and workforce demands, we equip our graduates with the robust skills and competencies to thrive as impactful public health practitioners and leaders.
- Health Care Quality and Safety Certificate: The Department of Public Health employs a comprehensive assessment process to continuously monitor and enhance student

learning outcomes and career preparedness. Our multi-faceted approach provides robust data on student performance across key competency areas, allowing us to evaluate the effectiveness of our curricula and instructional strategies.

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Section 3: Observed Strengths within College Assessment Plans

Assessments are annually reviewed at the program and departmental level with the continuous goal of improving processes within every program and department. The COHS maintains a dedicated focus placing assessment as a priority item. Improvements have been made in each of the departments, as the COHS Office of the Dean continues to support their efforts. Several degree programs in the college are nationally accredited and serve as quality programs within their disciplines. These programs are the BS in Kinesiology (All-Level Teacher Certification), BS in Nursing, the combined MS in Dietetics and Dietetic Internship Program, the BS in Human Sciences (Interior Design), and the MS in Athletic Training (Kinesiology). The chairs, program directors, and program faculty strive to have their programs remain accredited, which includes a strong commitment to assessment.

The COHS 2022-2023 meta-assessment overall average was 3.10, with individual averages ranging from 1.83 (findings/results HLTH) to 3.83 (goals and pre PCI KINE, see Appendix A). This is a small to trivial decrease from the previous year's score of 3.17. With a score of two defined as 'minimally compliant' and a three defined as 'good,' the 3.10 demonstrates stability in the assessments for the college with evidence for warranted continued development.

HUSC

- Goals, objectives, and indicators/KPI were among the highest scores for this department. The two ongoing programs assessed from this department (BS Fashion Merchandising and BA/BS Food Service Management) both averaged scores above 3.30.
- Feedback from reviewers complimented the structure of the goals and learning objectives, the ease of understanding the indicators, and that the goals are meaningful and related to employment after the program.

HLTH

- The MPH and the BA in Bilingual Healthcare Studies were both above 3.0.
- The MPH scored high on plans for continuous improvement and received positive feedback in this area. Reviewers also commented on the clarity of goals and objectives in this program.
- The BA in Bilingual Healthcare Studies received high scores and positive feedback for clarity in goals and objectives, as well as providing clear key performance indicators for the program.

KINE

- The MSAT, MS in Sport Management, and BS in Human Performance and Wellness management all averaged a score above 3.0.
- The MSAT program scored on goals, actions, pre PCI, and PCI. Reviewers commented on the clarity of the goals and the comprehensiveness of the assessment plan.
- The MS in Sport Management showed very high scores in goals and pre PCI. Reviewers commented that the goals covered all aspects of graduate studies, from research skills to professional development and that the provided explanations for the new success rates in the program.

Section 4: Observed Weaknesses within College Assessment Plans

The lowest scores in this year's assessment cycle come from the BA/BS in Family and Consumer Sciences (a program that has now graduated its last student and will no longer be in the catalog) and the Healthcare Quality and Safety certificate.

HUSC

- Scores related to the now closed program of the BA/BS in Family and Consumer Sciences will not be discussed.
- Staffing and enrollment issues and goals not aligning with objectives were cited for BA/BS Food Service Management.

HLTH

- The Healthcare Quality and Safety certificate averaged a score of 1.0 for findings/results. Reviewers commented that the scores were low in this section because the program was new and didn't have any findings to report yet. This same issue was noted for low scores related to improvements from the previous cycle.
- The BA in Bilingual Healthcare Studies showed weak areas related to findings/results and criterion targets. Reviewers commented that the chosen cut-off points for student success is still needed and that there was no clear data explaining whether targets were met.

KINE

- The BS in Kinesiology had a low overall score of 2.85. Reviewers were particularly critical of the action plan being vague, emphasizing learning objectives rather than action items, generality of key performance indicators, and no intention for improvement from the previous assessment cycle.
- The BS in Human Performance and Wellness Management had low scores for findings/results and actions. Reviewers commented that the plan did not provide findings to all KPIs and vagueness in the actions and goals.
- The MS in Sport Management also had low scores for findings/results and actions. Reviewers were critical of no future plan being provided when findings couldn't be reported and missing actions for some of the goals.

The points identified as weaknesses will be areas in which the COHS will focus on the coming assessment cycle. Some of the gaps observed reflect the need for additional meta-assessment training for the committee, and faculty, which is addressed in the following section.

Section 5: Strategies Needed to Address Identified Weaknesses

For the next assessment cycle, COHS will continue to provide training opportunities for all program coordinators and faculty and reiterate the importance of assessment and how to make

meaningful improvements. All program coordinators will be offered training on the assessment process and support provided by the Dean's office. Specific emphasis will be placed on reporting findings and results, differentiating learning objectives and action items, and creating future plans that align with the results.

The COHS offers guidance to program coordinators with their Anthology Planning assessment reports to improve the consistency between sections and provide clarity regarding the justification for selecting specific indicators. Program coordinators are asked to keep in mind when writing their assessments that not all reviewers will have expertise in their program area. COHS will continue to ensure that program coordinators provide robust details and clear procedures as we seek to improve all assessment areas. Additionally, we should identify the connection between indicators and criteria to provide a clear justification as to why these have been selected.

COHS has set up the meta-assessment committee with members on a staggered three-year rotation, ensuring that we have experienced reviewers there to help new members from each department, each year. The current committee members will also be surveyed to obtain feedback for improving next year's process.

Section 6: Training/Resources Needed to Implement the College's Improvement Strategy

COHS recommends departments, specifically program coordinators, to receive short videos on how to navigate the system, and then be able to reach out and ask questions as needed. There is also a recommendation for further instruction on the use and input into the Anthology Planning for all individuals utilizing the system. We will also consider reaching out to the Assessment team for a customized workshop related to development of learning objectives, action plans, and presentation of findings/results.

For the next meta-assessment cycle, we will obtain feedback from the current committee and tailor training to fit the needs and schedules of COHS faculty reviewers.