

Health Sciences, College of
Assessment Plan Summary

Health Sciences, College of

Community Engagement

Goal Description:

As part of the mission of the College of Health Sciences to promote stewardship in the area of health and quality of life to local, regional, national and global communities, we collaborate with community, state, national, and global partners to provide meaningful applied learning opportunities and experiences for all students and faculty.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Community Engagement

Performance Objective Description:

During the 2015-2016 academic year, the COHS will annually conduct at least two health and wellness events within our primary service region, which includes Huntsville and Montgomery County.

RELATED ITEM LEVEL 2

Community Engagement

KPI Description:

The College of Health Sciences will track the number of wellness events hosted with the expectation that at least 2 events will be held by 2016.

Results Description:

The COHS achieved this objective and exceeded the expected amount of coordinating two health and wellness events during the assessment cycle. The major health and wellness events that were conducted in the COHS primary service region included: “Be the Match Donor Registry,” sponsorship of The Woodland’s Summit on Healthcare, sponsorship of the Montgomery County and Walker County United Way Health Initiatives, Huntsville Chamber of Commerce Wellness Fair, ten public school health fairs, two hospital events, and four community events. In addition, the COHS sponsored a week of health presentations and screenings for students during Public Health Week.

RELATED ITEM LEVEL 3

Community Engagement

Action Description:

Participating in quality student-driven community engagement activities that focus on preventive health and wellness is a fundamental principle of each of the departments in the COHS. Results from the assessment cycle indicate that the College of Health Sciences was proactive in the delivery of community engagement activities in the Walker, Montgomery, Harris, and Trinity County areas. The activities were conducted by faculty and students as part of course requirements, ACE coursework, and student organizations. The rationale for the activities were based on need assessments conducted by the students and faculty, and through requests made by various entities in the area. The COHS will continue to maintain updated information relating to preventive health and wellness via the college website. The College of Health Sciences will continue to expand its reach and conduct viable health and wellness events for the public, private, and school sectors in the area.

Diverse Learning Experiences for Students

Goal Description:

Deliver a variety of learning opportunities and strategies to a diverse student population and ensure they can effectively serve diverse communities upon graduation.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Diverse Learning Experiences for Students

Performance Objective Description:

The COHS will facilitate and/or sponsor at least six learning experiences for students that will prepare them to meet the health and educational needs of at-risk, underserved, and minority populations they may encounter in their academic and professional careers.

RELATED ITEM LEVEL 2

Diverse Learning Experiences for Students

KPI Description:

The College of Health Sciences will deliver a minimum of six (6) learning opportunities that enhance students' ability to effectively serve and work with diverse communities. These opportunities can be in the form of workshops, lectures, civic engagements, and/or grants as well as any other forum that supports working with, and for, diverse and underrepresented populations.

Results Description:

The COHS exceeded the expected outcome of delivering a minimum of six learning opportunities for students that would enhance their ability to work and serve diverse populations in a broad spectrum of environments. COHS students were actively engaged in the following diverse learning experiences during the assessment period: student teaching and classroom observations (Physical Education Teacher Education and Family and Consumer Science Generalist students); professional internship programs (all majors with the exception of Nursing, FACS Generalist, and PETE students); study abroad experience in Nicaragua (Nursing students); International Health Sciences Conference (all programs represented); clinical site rotations in communities, schools, clinics, and hospitals (Dietetic and Nursing students); ACE opportunities in COHS classes; participation in health and wellness events; and the THECB funded Collegiate Hispanic African-American Mentoring Program (CHAAMP) and Pathways to Allied Health Success (PALS) grant programs which focus on the integration of student mentoring to underrepresented minority populations.

RELATED ITEM LEVEL 3

Diverse Learning Experiences for Students

Action Description:

This goal has been expanded to include all diverse learning experiences and opportunities for students in the degree programs in the COHS. The college significantly exceeded this goal, and plans to maintain it during the next assessment cycle to include a broadening of the explanation of diverse learning experiences for the students that embrace minority and underrepresented populations conducted in a variety of settings that include the community, school, and health care areas. Opportunities for these experiences include internships, clinical site rotations, student teaching, health fairs, internal and external grants, special projects, research activities, and capstone projects. Preparing students with quality diverse learning opportunities is an accreditation standard and a fundamental principal associated with all of the degree programs in the COHS.

Innovative Teaching and Research

Goal Description:

Advance evidence-based practices in preventative health and healthcare and pursue innovative ideas for instructional design and delivery in health professions education.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Innovative Teaching and Research

Performance Objective Description:

The COHS strives to have the tenured and tenure-track faculty in each department sponsor, coordinate, participate, and/or publish a minimum of one relevant research activity per academic year. This includes research based grants that require an evidence-based component. The tenure and tenure-track faculty will have an IDEA rating of 80% or higher than the national IDEA data base.

RELATED ITEM LEVEL 2

Innovative Teaching and Research

KPI Description:

The COHS is committed to the promotion of innovative teaching and scholarship among the faculty within each department in the college. In respect to scholarship, the tenured and tenure-track faculty will successfully complete one significant research activity during the assessment cycle. The adjunct, pool, tenured, and tenure-track faculty will receive higher IDEA evaluations than those in the IDEA database and those of the SHSU faculty during the assessment cycle.

Results Description:

The COHS tenured and tenure-track faculty exceeded the objective of sponsoring, coordinating, participating and/or publishing a minimum of one relevant research activity in the assessment cycle. A total of 39 research-based publications, 74 presentations, 19 research-based grants, and two books were documented by the tenured and tenure-track faculty on their FES report during the academic year. This equates to 5.36 activities as compared to 1.5 activities for the previous assessment cycle.

The faculty in the COHS achieved higher teaching evaluations in the IDEA Student Ratings of Instruction when compared to the IDEA database; and they achieved greater than, or equal to, the student ratings of SHSU instructors. When comparing the Summary Evaluation of the Average Scores section that include the indicators of *progress on relevant objectives, excellence of teacher, and excellence of course*, the COHS faculty achieved the following ratings:

Fall 2015 (Raw Scores):

Face-to-Face Courses	Converted (COHS) 58 / 50 (IDEA)	Converted (COHS) 54 / 50 (SHSU)
	5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)
Online Courses	Converted (COHS) 55 / 50 (IDEA)	Converted (COHS) 51 / 50 (SHSU)
	5-Pt Scale (COHS) 4.3 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.3 / 4.3 (SHSU)
Combined Courses	Converted (COHS) 57 / 50 (IDEA)	Converted (COHS) 53 / 50 (SHSU)
	5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)

Spring 2016 (Raw Scores):

Face-to-Face Courses	Converted (COHS) 58 / 50 (IDEA)	Converted (COHS) 54 / 50 (SHSU)
	5-Pt Scale (COHS) 4.5 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.5 / 4.3 (SHSU)
Online Courses	Converted (COHS) 55 / 50 (IDEA)	Converted (COHS) 51 / 50 (SHSU)
	5-Pt Scale (COHS) 4.3 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.3 / 4.3 (SHSU)
Combined Courses	Converted (COHS) 57 / 50 (IDEA)	Converted (COHS) 53 / 50 (SHSU)
	5-Pt Scale (COHS) 4.4 / 3.9 (IDEA)	5-Pt Scale (COHS) 4.4 / 4.3 (SHSU)

RELATED ITEM LEVEL 3

Innovative Teaching and Research

Action Description:

This goal has been expanded to include faculty scholarship and teaching as important data points for the assessment cycle. The faculty in the COHS have significantly improved in their scholarly productivity with the largest percentage of increase resulting in research-based publications and grants. The COHS faculty have continued to receive quality IDEA evaluations, especially in the face-to-face courses. The delivery of quality course-work at the on-line level, will be a special priority for the COHS with the promotion of PACE programs and mentors that are available for all faculty in the college. Quality teaching and scholarship are continuously emphasized in the COHS, and presentations focusing on the IDEA system, excellence in teaching, and achieving promotion and tenure, are scheduled to be conducted during the 2016-2017 academic year.

Preventative Health And Wellness

Goal Description:

Advance the domestic and global health and wellness of individuals and populations.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Preventive Health and Wellness

Performance Objective Description:

The COHS will review and ensure each degree program in the College requires at least six academic units that emphasize preventative health and wellness.

RELATED ITEM LEVEL 2

Health And Wellness Curriculum Review

KPI Description:

The COHS will ensure that a minimum of six academic units of instruction that focus on preventive health and wellness content are provided in each degree program within the college. The facilitation of this content is relevant to the mission of the COHS and is a fundamental element of each degree program in the college.

Results Description:

The COHS Curriculum Committee has reviewed all of the degree programs in the college to determine if there was a minimum of six academic units of instruction that focused on preventive health and wellness. The COHS has achieved this objective. Every degree program in the COHS has multiple units of instruction that focuses on preventive health and wellness. The MS in Sport Management, the BS in Fashion Merchandising, and the BS in Interior Design were thoroughly reviewed, and the coordinators of the programs provided an overview of the preventive health and wellness content that was emphasized in the degree.

RELATED ITEM LEVEL 3

Preventive Health and Wellness

Action Description:

The inclusion of course content that focuses on preventive health and wellness is a fundamental principle of each of the departments in the COHS. This content area is also required in the degree programs that are seeking accreditation and those working to maintain accreditation. The annual review of the curriculum will continue to be conducted and verified by the program coordinator, and reported to the assessment coordinator for the COHS.

Professionalism

Goal Description:

Ensure that all students acquire the knowledge, habits, skills and attitudes of a minimally competent interdisciplinary health professional upon graduation.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Annual Professionalism Event

Performance Objective Description:

COHS will conduct at least one event annually that promotes professionalism in the health-related professions.

RELATED ITEM LEVEL 2

Successful Professionalism Event

KPI Description:

COHS will conduct one campus or local event that promotes professionalism for students, faculty and staff in the health sciences.

Results Description:

The COHS exceeded this objective for the assessment cycle. The goal of hosting one annual event that promoted professionalism was surpassed at the college and department level. The fall and spring college retreats included a professionalism component that emphasized the importance of preparing our students with the skills and dispositions they need in the current workforce. Class lectures, course units, and presentations that promoted professional development were conducted for undergraduate and graduate students; the college tenure and tenure-track faculty and adjuncts; and the college staff. Additionally, the CHAAMP and PALS grant programs provide professional development skills for the COHS student mentors and the grant participants.

RELATED ITEM LEVEL 3

Annual Professionalism Event

Action Description:

Results from the assessment indicate that the College of Health Sciences has exceeded this goal, and the number of professional related events conducted by the college will be increased during the next assessment cycle. The professional development of students, faculty, and staff will remain a primary goal of the COHS each year. The College feels these events are critical to the successful completion of internship, student-teaching, and civic engagement activities conducted by our students. In addition, the College feels that these activities need to include the faculty, staff, and student workers that represent the COHS and are committed to providing resources to achieve this goal.

RELATED ITEM LEVEL 1

Evidence-based Model Of Professionalism And Professional Conduct/Ethics

Performance Objective Description:

COHS will establish an evidence-based model of professionalism and professional conduct/ethics for the health professions.

RELATED ITEM LEVEL 2

Evidence-based Model of Professionalism and Professional Conduct/Ethics

KPI Description:

COHS will complete a white paper on the topic of professionalism in health-related professions, with specific recommendations for ensuring that students gain a strong sense of professionalism.

Results Description:

The COHS is continuing to work on the evidence-based model of professionalism. The COHS faculty who coordinate the professionalism attribute for the COHS have compiled a “COHS Professionalism Best Practices” notebook that includes lectures, activities, and resources that have been used by faculty in the college during their professional development units. The information in the notebook was shared with Dr. Hoyt by Mr. James Landa in Spring, 2016. The related objectives that focus on professionalism will be discussed for possible realignment during the fall retreat in August.

RELATED ITEM LEVEL 3**Evidence-based Model of Professionalism and Professional Conduct/Ethics****Action Description:**

Results from the assessment indicate that the College of Health Sciences has initiated activities and a notebook related to professional development; however, the first phase of the model has yet to be developed. The college will continue to work on this model through the assessment of course content, internship and student teaching evaluations, and student organization activities that relate to the professional conduct and ethical practices. The College will continue to complete Phase I of this model by end of the 2016-2017 academic year.

RELATED ITEM LEVEL 1**Faculty Publications On Professionalism****Performance Objective Description:**

COHS faculty will collectively publish on the topic of professionalism in peer-reviewed journals annually.

RELATED ITEM LEVEL 2**Publication Tracking****KPI Description:**

A team of COHS faculty will submit annually a manuscript for acceptance in a peer-reviewed publication on the topic of health sciences professionalism.

Results Description:

The COHS did not achieve this goal for the assessment cycle. Several papers were submitted for publication during the cycle, but were not published during the year. Student-based professional development presentations were conducted at national and state conferences and in area settings by the COHS faculty. The related objectives that focus on professionalism will be discussed for possible realignment during the fall retreat in August and with the faculty and chairs in the COHS. Additionally, the college is developing a metric for the tracking and measurement of this goal as it relates to every degree program and faculty in the college.

RELATED ITEM LEVEL 3**Faculty Publications on Professionalism****Action Description:**

The COHS will continue to maintain the promotion of professionalism through the inclusion of all of the elements relating to faculty scholarship during the next assessment cycle. These elements include research and non-research based publications; research abstracts; state, national and international presentations; and internal and external grants. The addition of these types of scholarship will provide a greater venue that promotes the importance of the professional develop of students in the areas that relate to the specific disciplines in the college.

RELATED ITEM LEVEL 1**Integration Of Professionalism Into The Curriculum****Performance Objective Description:**

By 2016, COHS will ensure that learning outcomes related to professionalism will be incorporated into all COHS major courses.

RELATED ITEM LEVEL 2**Curriculum Review****KPI Description:**

The COHS Academic Quality and Success Committee will review all of the COHS major courses to evaluate whether they include professionalism-related outcomes. Recommendations will be presented to incorporate outcomes wherever deficient.

Results Description:

The COHS has achieved this objective, and all of the major degree courses have been reviewed and include professional development attributes in the course units. The goal of developing programs, course units, and activities that promote the professional development of students is part of the culture in the COHS. This goal is reinforced through accreditation organizations, the work force, and the foundational principles of the university and the college.

The COHS committee structures were revised in fall 2015 and in spring 2016. This change lead to the review of the major courses being conducted by the COHS Curriculum Committee, the chairs, and the Associate Dean who coordinates college assessment.

RELATED ITEM LEVEL 3**Integration of Professionalism into the Curriculum****Action Description:**

The inclusion of course content that focuses on the professional development of students is a fundamental principle of each of the departments in the COHS. This specialized content area is also required in the degree programs that are seeking accreditation and

those working to maintain accreditation. Emphasis will be made to promote professional development opportunities for all students through the event coordinator for the COHS, the program coordinators, and the department chairs. The annual review of the curriculum will continue to be conducted and verified by the program coordinator and reported to the assessment coordinator for the COHS.

RELATED ITEM LEVEL 1

Student Code Of Conduct Policy Development

Performance Objective Description:

All COHS degree program coordinators will have developed a student code of conduct policy and handbook to promote professional behaviors and ethics.

RELATED ITEM LEVEL 2

Student Code Of Conduct Policy Implementation

KPI Description:

In the first year, at least one half of the COHS degree programs will adopt a code of conduct, distribute the code to all students via an e-handbook, and implement the code of conduct. It is expected that all COHS degree program coordinators will have codes of conduct in place by 2016.

Results Description:

The COHS is making progress in the achievement of this objective. All of the degree programs that are accredited, or seeking accreditation, have a student code of conduct that is sanctioned by the accrediting organization. The programs seeking and/or are accredited that mandate a code of conduct for students are:

- * Athletic Training
- * Physical Education/Teacher Education
- * Healthcare Administration
- * Public Health
- * Nursing
- * Dietetics
- * Fashion Merchandising
- * Interior Design
- * Family and Consumer Sciences Educator Preparation

This objective will be reviewed by the chairs and their faculty to determine if the departments wish to have an overarching code of conduct for their programs that are not accredited, or have a code of conduct developed for each degree area.

RELATED ITEM LEVEL 3

Student Code of Conduct Policy Implementation

Action Description:

Results from the assessment indicate that the College of Health Sciences has not achieved 100% of this goal. The accredited programs in the Departments of Kinesiology, Family and Consumer Sciences, and the School of Nursing have codes of conduct in place for their students which are maintained by the program coordinators. The Department of Population Health is seeking accreditation in the Public Health and Health Care Administration programs, and a student code of conduct is an element that is required by their accrediting agency. The coordinators of these two programs are working to promote and maintain the student codes of conducts in these two areas. The remaining programs are working on these policies and practices for their majors. The College will maintain this goal and plans to have a code of conduct in place by fall 2017 for all degree programs in the COHS.

RELATED ITEM LEVEL 1

Student Organization Promotion

Performance Objective Description:

COHS will encourage each program to have student organizations that promote professionalism.

RELATED ITEM LEVEL 2

Tracking Professionalism-Focused Student Organizations

KPI Description:

In the first year, COHS will establish approved student organizations for at least half of all the College's degree programs with the expectation that by 2016 all programs will have their own student organizations focused on professionalism.

Results Description:

Each of the eleven student organizations in the COHS promotes professionalism in their by-laws, sponsoring affiliation, and activities. Professional development is a foundational principle of the COHS degree programs and the related student organizations. These student organizations include:

- * American Society of Interior Designers
- * FACS Teachers Association of Texas
- * Fashion Merchandising Club
- * KONu – FACS National Honor Society
- * SHSU Student Dietetic Association
- * Student Event Planning Association
- * Student Nursing Association
- * STT – Nursing International Honor Society
- * Eta Sigma Gamma – National Health Honor Society
- * KHRASH – Kinesiology, Health, Recreation Association for Sam Houston
- * SMASH – Sport Management Alliance at Sam Houston.

This objective will be revised to state that “the student organizations in the COHS will continue to promote the professional development of its members and the profession of the specific discipline of the organization.”

RELATED ITEM LEVEL 3

Student Organization Promotion
Action Description:

This professionalism related item will continue to be included in the COHS goals. As indicated in the results section, all of the student organizations promote the aspects of professional development in their national and/or local bi-laws. Several of the honorary organizations, such as FACS National Honor Society, Eta Sigma Gamma, and STT, require specific activities that prepare student members to meet the professional demands related to their future careers.

Student Participation in Study Abroad

Goal Description:

The COHS will promote study abroad experiences for students that focus on preventive health and wellness with partner institutions in international settings.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Student Participation In Study Abroad
Performance Objective Description:

COHS will encourage its students to annually complete a short-term study abroad or internship experience in another country focused on preventative health and wellness.

RELATED ITEM LEVEL 2

Student Participation In Study Abroad/Internships
KPI Description:

COHS expects that a minimum of 8 students will complete at least one study abroad experience in the first year with the expectation that eventually 20 students will complete study abroad or internship experiences annually.

Results Description:

One international articulation agreement was developed by the COHS and approved by the President during the assessment cycle. The agreement is between the Universidad de Iberoamerica (UNIBE) and all of the degree programs in the COHS.

Several international study abroad experiences were conducted during the assessment cycle. In summer, 2016, one nursing faculty supervised five junior and senior level nursing students in a medical study program in Nicaragua. The study was a joint venture with 12 members of the Huntsville Rotary Club. The focus of the study was to interact with the Nicaraguan medical community and provide training and care to the patients in medical and village health facilities.

In fall 2015, the COHS launched the first Annual International Health Sciences Conference in Costa Rica. The collaborative conference was hosted by UNIBE Medical School with participation from Latin-American countries and SHSU. The COHS delegation included 22 students and 20 faculty. The delegation conducted student and faculty presentations, participated in civic engagement activities, toured community health centers, parks, schools, and hospitals and made plans for future collaborative research endeavors.

RELATED ITEM LEVEL 3

Student Participation in Study Abroad

Action Description:

The COHS will continue to pursue opportunities at the international level that will prepare students to effectively work with diverse populations. The College is committed to developing new international partnerships with universities, businesses, and medical facilities that will enhance the professional development of students, as well as the citizens, of the host countries. Collaborative study abroad discussions have taken place between the COHS and the COSET and CHSS to incorporate these opportunities with related degree programs in these colleges. Several program areas in the COHS are investigating “Glo-cal (global-local) Study Experiences” that focus on the needs of specialized populations that exist within the US.

Update to Previous Cycle's Plan for Continuous Improvement

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

The College of Health Sciences is pleased with the overall results of the 2015-2015 OATDB Cycle Findings. A total of seven goals were identified by the COHS for the OATDB cycle with relative objectives within each goal category.

Goal I focused on *Preventive Health and Wellness* with five objectives exceeding the expected results. One objective, that of the creation, development, and maintenance of the COHS website, is categorized as making progress. The COHS is committed to the delivery of a current website that will attract future students, faculty, and the attention of our alumni, as well as include current health and wellness statistics and information. Goal 2 focused on *Professionalism* with two objectives being met and six objectives being categorized as making progress. Significant steps have been made in the achievement of the objectives relating to the website development, the evidence-based model of professionalism, the professionalism white paper, the student code of conduct, branding of the COHS, and faculty publications on professionalism. This goal will remain as a high priority for the COHS and further emphasis on the achievement of the goal will be made to the faculty and chairs in the COHS. Further, a systematic reporting process for the work that has been made to achieve this goal is now in place to capture the relevant data associated with the objectives. Goal 3 focused on Diversity, and the COHS exceed the expected results of the related objective. This goal will also remain as a high priority for the college during the next OATDB cycle. Goal 4 focused on *Community Engagement*, and the COHS exceeded the expected results of the related objective. The indicator related to community engagement will be increased during the next OATDB cycle. Goal 5 focused on *Innovation and Research*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle. Goal 6 focused on *Faculty Recruitment and Retention*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle. Goal 7 focused on *Enrollment and Resource Management*, and the COHS exceeded the expected results of the related objective. This goal will remain as a high priority for the college during the next OATDB cycle and will include funding and resource allocations in the form of gifts and donations.

The College will continue to work with Jeff Roberts in an effort to train the new program coordinators and chairs in the COHS. The College is committed to the achievement of the seven established goals and will continue to promote their importance to the faculty, staff, and students in the COHS.

Update of Progress to the Previous Cycle's PCI:

The seven 2014-2015 assessment cycle goals have been collapsed into five overarching goals for the COHS. During the 2014-2015 cycle, there was extensive overlap and duplication of the objectives related to the seven goals. The 2015-2016 goals now focus on Community Engagement; Diverse Learning Experiences for Students; Innovative Teaching and Research; Preventive Health and Wellness with related items that include: Health and wellness curriculum review, and Student participation in study abroad; and Professionalism with related items that include: Annual professionalism event, Evidence-based model of professionalism and professional conduct/ethics, Faculty publications on professionalism, Integration of professionalism into the curriculum, Student code of conduct policy implementation, and Student organization promotion.

The goals and objectives that were not met during the assessment period were important, but not necessary, for the critical growth of the degree programs in the COHS. The primary focus of the college was to enhance the number, and quality, of the degree programs through the recruiting and hiring of qualified faculty; the acquisition of new office and classroom spaces for the courses taught in the college; and the hiring of new department chairs for each of the departments in the college. There were also changes in the leadership of several departments that created a lapse in the collection and reporting of the assessment data. In addition, the administration of the college has been re-aligned and now allows for a focused approach to the realistic goals that the college needs to attain and maintain during the next and subsequent assessment cycles.

Plan for Continuous Improvement

Closing Summary:

The College of Health Sciences is pleased with the overall results of the 2015-2016 OATDB-CampusLab Cycle Findings. As mentioned in the previous section of the document, the college goals have been compressed from seven to five goals to reflect a more realistic plan for the operation of the college:

Goal I focused on *Community Engagement* and was achieved at all levels of college activities. This goal is an integral component of the culture of the COHS and will remain active for the next assessment period.

Goal 2 focused on creating *Diverse Learning Experiences for Students* and was achieved by all of the departments, and the college during the assessment cycle. This goal is an integral component of the culture of the COHS and will remain active for the next assessment period.

Goal 3 focused on *Innovative Teaching and Research*. The research component of the goal was achieved by the tenured and tenure-track faculty, while the teaching component of the goal was achieved by all of the adjunct, tenure, and tenure-track faculty. Attention will be given to the successful instruction of on-line courses during the next assessment cycle.

Goal 4 focused on *Preventive Health and Wellness*. The curriculum review component of the goal was achieved during the assessment cycle and will remain an integral part of the program review process. The student participation in study abroad experiences was also achieved. This component of the goal is critical for the professional success of the COHS students and will remain active for the next assessment period.

Goal 5 focused on Professionalism and will require some revisions during the next assessment cycle. The COHS will increase the number of professional events conducted during the next assessment cycle, and will continue to require professional development course content in all of the degree programs within the college. The student organizations within the college will continue to promote professional development with their respective members in the next cycle. The evidence-based model of professionalism, the development of a student code of conduct at the program and college level, and the publications relating to professionalism developed by the faculty, are areas that will be targeted for improvement and/or revised for the next assessment cycle.

The COHS has made the following changes in the assessment process for the next cycle:

- 1-The establishment of a new assessment and reporting timeline that correlates with the academic calendar year;
- 2-the delegation of administrative duties in the COHS that will create a systematic approach to the tracking and reporting of consistent data;
- 3-the tracking and reporting of relevant goals that enhance student learning outcomes; and
- 4-the tracking and reporting of data that is required, and can be used, as metrics in degree specific accreditation reports.

The COHS will continue to work with Jeff Roberts in the reporting of important assessment data that is required for SACS and other degree specific accrediting organizations. The College is committed to the achievement of the five established goals and will continue to promote their importance to the faculty, staff, and students in the COHS.
