

# Health Sciences, College of

## Curriculum - Preventative Health And Wellness

Goal Description:

The degree programs in the COHS will incorporate relevant preventive health and wellness content that is applicable for the individuals and special populations within their specific discipline.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Curriculum - Preventative Health and Wellness

Performance Objective Description:

A minimum of six academic units of preventive health and wellness content will be required in the curriculum of each undergraduate degree program in the COHS; and a minimum of four academic units of preventive health and wellness content will be required in the curriculum of each graduate degree program in the COHS.

RELATED ITEM LEVEL 2

Curriculum - Preventative Health And Wellness

KPI Description:

The staff in the Dean’s office will ensure that all of the undergraduate degree programs include a minimum of six academic units of preventive health and wellness instruction; and the graduate programs include a minimum of four units of preventive health and wellness instruction in the COHS.

Results Description:

All of the graduate and undergraduate degree programs were reviewed by the assessment coordinator for the COHS to determine if the minimum number of academic units of preventive health and wellness instruction was achieved. This goal was achieved again this year, and every undergraduate and graduate degree program in the COHS has multiple units of instruction that focuses on preventive health and wellness that is relevant to their specific discipline. All of the undergraduate programs in the COHS require KINE 2115: Lifetime Health and Wellness, which has 14 academic units of preventive health and wellness instruction that emphasizes these criteria throughout the span of life.

RELATED ITEM LEVEL 3

Curriculum - Preventative Health and Wellness

Action Description:

The inclusion of course content that focuses on preventive health and wellness is a fundamental principle of each degree program in the COHS. This content area is also required in the degree programs that are seeking accreditation and those working to maintain accreditation. During this assessment cycle, the academic units of preventive and wellness instruction were delineated by undergraduate and graduate programs. The program coordinators and department chairs will review the criteria for this goal for the next assessment cycle to determine if additional academic units of preventive health and wellness instruction need to be increased at both the undergraduate and graduate level. 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.

## Curriculum - Writing Enhanced Courses (W-Courses)

Goal Description:

COHS students will have improved writing skills upon graduation.

RELATED ITEMS/ELEMENTS -----

RELATED ITEM LEVEL 1

Curriculum - Writing Enhanced Courses

Performance Objective Description:

A COHS Writing-enhanced Course (W-Course) Policy will be developed and a static list of COHS writing enhanced courses will be established. Each degree program in COHS will offer six (6) credit hours of writing enhanced courses.

RELATED ITEM LEVEL 2

Curriculum - Writing Enhanced courses

KPI Description:

In response to the university-wide action of writing-enhanced designations being removed from course descriptions and writing-enhanced course policies being handed to the Dean of each college, a COHS W-Course Policy and procedure will be drafted by Associate Dean Dr. Emily Roper and in collaboration with the Dean, Chairs and faculty.

A COHS Writing Enhanced course list will be developed in collaboration with the Dean, Chairs and faculty.

The syllabus of each COHS W-course will be submitted to the Dean's office. A rubric will be developed in which to evaluate the syllabi for specific criteria to meet minimum writing enhanced course standards.

A W-Course Committee of approximately five tenured and/or tenure-track will be developed. Each committee member will be assigned approximately two of the syllabi with instructions to evaluate the syllabi according the rubric. All completed rubrics will be submitted to the Dean's office.

Results Description:

A COHS W-Course Policy was drafted by Dr. Emily Roper. A final version was approved and made effective beginning Spring 2017. A copy of the policy is attached.

A W-course committee was developed. The members are:

Dr. Page Glave, Dr. Daphne Fulton, Dr. G. Kevin Randall, Dr. Emily Roper - Chair, Dr. Anne Stiles, Ms. Kerry Berry - Admin

A list of the COHS W-courses is attached which also includes the reviewers. List is static. At this time, all sections of each course have the writing enhanced designation.

The W-course syllabi review for Fall 2016 was completed. The results were returned to, and discussed with, the respective course instructors.

Attached Files

[!\[\]\(a870788d6ed9b8fd294b7654a8c8526b\_img.jpg\) W-course policy - COHS](#)

[!\[\]\(de95854c7ee024cfadc48187bbb781b2\_img.jpg\) Rubric Wcourse Syllabi COHS Spring 2017](#)

RELATED ITEM LEVEL 3

**Curriculum - Writing Enhanced Courses**

**Action Description:**

The W-Course Policy has been written, approved and enforced beginning Summer 2017.

The W-Course List will be reviewed annually as a matter of regular business in the Dean's office to determine whether or not courses need to be added or deleted; however, a full assessment will not be necessary for each assessment cycle.

The Dean's office will establish procedures and training to assure that all COHS faculty have appropriate w-course training to assure syllabi and course content meet the criteria set out by the Dean's office. The procedures and trainings will occur as a matter of regular business in the Dean's office and will not be assessed at each assessment cycle.

**Diverse Learning Experiences for Students**

**Goal Description:**

Deliver a variety of learning opportunities and strategies that incorporate serving diverse populations and communities.

RELATED ITEMS/ELEMENTS- -----

RELATED ITEM LEVEL 1

**Diverse Learning Experiences - Community Engagement**

**Performance Objective Description:**

During the 2016-17 academic year, COHS students will organize, promote, and facilitate at least two health and wellness events that will reach a diverse population on and/or off campus.

RELATED ITEM LEVEL 2

**Diverse Learning Experiences - Community Engagement**

**KPI Description:**

Department Chairs will provide data to the Dean regarding faculty and student participation in community engagement activities. This data will be compiled into a report for assessment and accreditation purposes.

**Results Description:**

The COHS met the criteria established in Objective I of the goal. Departments reported 28 different health and wellness activities conducted during the assessment cycle that included students, faculty, and staff. COHS students, faculty, and staff 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 and Costa Rica(Nursing students); 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 - Community Engagement**

**Action Description:**

The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean’s office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college.

Community engagement and service activities are embedded in the health sciences disciplines. The COHS will continue to promote and support these activities and involve the faculty, staff, and students within the college. A total of 11 courses in the COHS have the ACE designation, and students have planned and facilitated health related activities to at-risk populations in the Walker, Montgomery, and Trinity County communities.

RELATED ITEM LEVEL 1

**Diverse Learning Experiences - Student Organizations**

**Performance Objective Description:**

All COHS degree-seeking students will have a relevant COHS student organization for which they can become involved. The student organizations will benefit the degree options facilitated in the COHS departments.

RELATED ITEM LEVEL 2

Diverse Learning Experience - Student Organizations

KPI Description:

Department Chairs will provide data to the Dean regarding student membership in student organizations. This data will be compiled into a report for assessment and accreditation purposes.

Results Description:

The COHS met the criteria established in Objective 2 of the goal. There are 11 registered student organizations within the COHS, and each department provides experiential learning activities through these organizations that provides students with an opportunity for the career they are seeking upon graduation. 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 – KinesiologyHealth, Recreation Association for Sam Houston, and SMASH – Sport Management Alliance at Sam Houston.

RELATED ITEM LEVEL 3

Diverse Learning Experiences - Student Organizations

Action Description:

The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean’s office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college.

Student organizations serve as a viable opportunity for COHS students to gain professional skills, develop networks, conduct community engagement activities, and learn the competencies associated with their future profession. The departments within the COHS will continue to provide diverse learning opportunities for their students through service activities that are offered through the student organizations.

RELATED ITEM LEVEL 1

Diverse Learning Experiences - Study Abroad

Performance Objective Description:

COHS will promote and encourage students to participate in study abroad experiences that focus on preventative health and wellness with global partners in international settings.

RELATED ITEM LEVEL 2

Diverse Learning Experience - Study Abroad

KPI Description:

A minimum of eight (8) COHS students will complete at least one study abroad experience during the 2016-17 academic period.

COHS will collaborate with global partners to develop study-abroad applied learning opportunities for students with the focus on health and quality of life for rural communities in other countries.

Department Chairs will provide data to the Dean regarding student and faculty participation in study abroad activities. This data will be compiled into a report for assessment and accreditation purposes.

Results Description:

The COHS met the criteria established in Objective 3 of the goal. During the assessment cycle, the School of Nursing participated in a study abroad trip to San Jose’, Costa Rica and Leon, Nicaragua. A total of eight students and two faculty studied in Nicaragua, and a total of eleven students and two faculty studied in Costa Rica. Students and faculty participated in regional health activities, observed care in hospitals and clinics, and provided education to the indigent populations within these developing countries.

RELATED ITEM LEVEL 3

Diverse Learning Experiences - Study Abroad

Action Description:

The COHS is committed to providing diverse learning opportunities and experiences to students enrolled in the degree programs within the college. All of the objectives were met in this goal, and the college will continue to build upon this goal each year in an effort to enhance the knowledge, skills, and dispositions that are required for each specific discipline. The Dean’s office has established new assessment protocols that will streamline reporting process to the assessment coordinator in the college. 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. The Office of International Programs is working with the COHS to develop opportunities for students to experience cultural immersion programs within the State of Texas as well as out of country.

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 Research

Performance Objective Description:

The tenure and tenure-track faculty in each department shall 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-base component.

RELATED ITEM LEVEL 2

Innovative Research

KPI Description:

In respect to scholarship, the tenured and tenure-track faculty will successfully complete one significant research activity during the assessment cycle.

Results Description:

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. The 35 tenured and tenure-track faculty on their FES report documented the following totals:

- \* Peer-reviewed Publications - 52
- \* Presentations - 72
- \* Research-based Grants - 14
- \* Juried Exhibitions - 4
- \* Juried Collection - 1

This equates to 4.10 activities as compared to 5.36 activities for the previous assessment cycle (Note: The number of faculty increased from 28 to 35 during the 2016-2017 cycle).

RELATED ITEM LEVEL 3

Innovative Research

Action Description:

Beginning 2017-18, COHS will begin tracking faculty teaching scores, research, and service in order to develop internal historical data on all faculty, to determine areas of weaknesses, and to develop strategies to overcome those weaknesses. The COHS will create a database of faculty Research per academic year. The database will be updated annually to track types of, and numbers of research being accomplished by individual faculty and COHS as a whole. This will also work in conjunction with our efforts in obtaining funding for new research opportunities.

The pursuit of quality faculty scholarship has been emphasized within the college that is discipline specific. Writing Accountability Groups, research clusters, and college-wide presentations focusing on scholarship were implemented to improve faculty scholarship during the assessment cycle. In addition, several senior faculty serve as mentors to junior faculty to assist them in their research endeavors.

RELATED ITEM LEVEL 1

Innovative Teaching

Performance Objective Description:

The tenure and tenure-track faculty will have an IDEA rating higher than the national IDEA database.

RELATED ITEM LEVEL 2

Innovative Teaching

KPI Description:

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 faculty in the COHS achieved higher teaching evaluations in the IDEA Student Ratings of Instruction when compared to the IDEA database with a summative average of 4.3 to 4.2 respectively. When comparing the Summary Evaluation of the Average Scores section that include the indicators of *progress on relevant objec ves, excellence of teacher, and excellence of course*, the COHS faculty achieved the following ratings:

Overall Outcomes	Unit Average	IDEA Average
Progress of Relevant Objectives	4.2	4.1
Excellence of Teacher	4.2	4.3
Excellence of Course Summary	4.3	4.2
Evaluate on	4.3	4.2

RELATED ITEM LEVEL 3

Innovative Teaching

Action Description:

This important goal has been achieved during the previous two assessment cycles; however, the goal will remain as an integral data point for the college. Excellence in teaching is a priority in the COHS, and presentations focusing on the IDEA system and on-line teaching have been made during the year. Senior faculty continue to serve as peer mentors to junior faculty to help them improve their teaching scores.

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 2015-2016 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 1 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.

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

The College of Health Sciences is pleased with the overall results of the 2016-2017 CampusLab Cycle Findings. Four goals were established for the 2016-2017 assessment period as reflected below:

Goal 1: Diverse Learning Experiences with a focus on community engagement, student organizations, and study abroad experiences;

Goal 2: Innovative Teaching and Research with a focus on discipline specific faculty scholarship and excellence in teaching;

Goal 3: Preventive Health and Wellness with a focus on program curriculum that is aligned with applicable health and wellness content for specific disciplines; and

Goal 4: Writing Enhanced Courses with a focus on the enhancement of student writing skills through writing enhanced opportunities for students.

During the assessment cycle, the COHS implemented a structured submission cycle that includes a timeline that is unique to the college and relates to the course rotations of the various degree programs. Also, an assessment coordinator has been identified in the college whose primary responsibility is to ensure that assessment and accreditation data is captured and reported to the necessary administrative personnel and agency/organization. The assessment coordinator has worked with the program coordinators and department chairs to ensure that the 2016-2017 data is reflective of the college and department goals and KPIs, and the student learning outcomes associated with each degree program in the college. The importance of assessment has been continuously emphasized at the college, department, and program levels throughout the college.

### **Plan for Continuous Improvement for 2017-18**

#### **Closing Summary:**

The College of Health Sciences will continue to maintain the aforementioned goals during the 2017-2018 assessment cycle with possible revisions of the objectives within each goal. These revisions will result from feedback generated by the program faculty, program coordinators, department chairs, and the Dean's office.

Goal 1 focused on *Diverse Learning Experiences*. The goal was achieved at all levels of objectives and KPIs 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. Special attention will be given to increase the study abroad and cultural immersion experiences for students in the COHS.

Goal 2 focused on *Innovative Teaching and Research*. The research component of the goal was achieved by the tenured and tenure-track faculty, and the teaching component of the goal was achieved by all of the adjunct, tenure, and tenure-track faculty. Again, this year, directed assistance will be given to the successful instruction of on-line courses during the next assessment cycle.

Goal 3 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. Courses taught at the undergraduate and graduate level will be assessed for this valuable content during the next cycle.

Additional Goals:

Goal 4: Staff and Faculty Development. The COHS will strive to enhance the professional development of the staff and faculty. These initiatives will ultimately improve work productivity for the staff, and teaching and research activities for the faculty.

Goal 5: Learning Communities: a) The COHS will evaluate the retention rate and GPAs of the first learning community cohort that began Fall 2017. b) The COHS will collaborate with various departments across campus to determine the feasibility of establishing a learning community for Pre-Nursing students and/or medically-oriented students.

In addition to these five goals, the COHS received the Educational Advisory Board (EAB) Academic Performance Solutions Report, the COHS experienced a 19.4 percent increase in three-year growth in attempted credit hours by college. This was the largest rate of growth in the university for the three-year period; and compares to the growth rate of CJ (4.5 percent), COBA (4.5 percent), CFAMC (2.6 percent), COSET (1.9 percent), CHSS (0.4 percent), and COE (-4.3 percent). The median course completion rates by the college was 96.4 percent for majors enrolled in degrees offered in the college and 100 percent for students enrolled in courses required for majors outside of the college (EAB refers to this group as *service majors*). This completion rate for the COHS was aligned with the other colleges in the university.

The college had the lowest amount of non-research direct costs when compared to other colleges (\$9.2 million dollars). Non-research direct costs include employee benefits, non-instructor salaries, general operating expenses and instructor salaries. The non-research costs associated with other colleges in the university were COSET (\$21.7 M), CHSS (\$20.9 M), COBA (\$19.1 M), CJ (\$15.2 M), and CFAMS (\$14.3 M). The COHS will continue to pursue these impressive rates during the next academic year. Promotion and discussion of the EAB results will be shared with donors and administrators in an effort to provide additional faculty, staff, and research related resources for the degree programs in the college.

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