



Sam Houston  
State University

**2014-2015**

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**College of Health Sciences**

**Department of Family  
and  
Consumer Sciences**










*Online Assessment Tracking Database*








Sam Houston State University (SHSU)  
*2014 - 2015*

**Dietetics MS**

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<b>Goal</b>	<b>Knowledge &amp; Skills Development</b>  Develop knowledge and skills to meet accreditation standards as a Registered Dietitian (RD).
<b>Objective (L)</b>	<b>Internship/Field Activities</b>  Students will demonstrate knowledge and skills as they participate in internship/field activities that prepare them for entry-level positions as dietitians.
<b>Indicator</b>	<b>RD Preceptor Final Evaluation Of Student Activities</b>  Students complete rotations in three areas: medical nutrition therapy, community, and food service management. At the end of each rotation, the RD preceptor assesses the student's competence and readiness as an entry level dietitian.
<b>Criterion</b>	<b>90% Of Students Scoring At Least A "B" On Final Evaluation Form</b>  90% of students' final evaluation (completed by RD preceptor) will show the student has met the competencies necessary for an entry-level dietitian.
<b>Finding</b>	<b>Final Evaluation Results</b>  All 10 students (100%) made a "B" or higher on their final evaluation form for medical nutrition therapy, community, and foodservice management rotations.
<b>Action</b>	<b>Addressing Final Evaluation Weaknesses</b>  Three students received a "B" in community rotation compared to two students in medical nutrition therapy and 1 student in foodservice management. The new Public Health Nutrition course and other new graduate nutrition courses will help prepare students to meet and exceed competencies at their rotations.  When competencies are not met as indicated by a "C" on the final evaluation form, the DI Director will mentor and guide the student to meet the standards either through course assignments or additional rotation experiences. These assignments can be tailored based on the needs of the individual by evaluation feedback from preceptors.  The verification statement allowing students to sit for the RD exam are not provided until all competencies are met. The competencies are based on requirements for an entry-level dietitian and is formed by regular attendance at and participation in AND-sponsored workshops and webinars regarding expectations of the profession.
<b>Objective (L)</b>	<b>Demonstrated Knowledge And Skills For Entry-level Dietitian</b> 

Students will demonstrate entry-level knowledge and skills to provide dietitian services.

<b>Indicator</b>	<p><b>Mock RD Exam</b> </p> <p>The Mock RD Exam, developed by faculty, has proven, over the past four years it has been used, to be an excellent diagnostic tool as well as a predictor of whether or not the student will pass the National Registration Examination for Dietetics (RD Exam) on the first attempt.</p>
<b>Criterion</b>	<p><b>90% Of Students Score At Least 85% On Mock RD Exam</b> </p> <p>90% of students who exit the program will score 85% or higher on the Mock RD Exam. A passing grade on the Mock RD Exam of 80% or greater is required before a Letter of Verification will be issued; the Letter of Verification must be issued before a student can sit for the National Registration Examination for Dietetics.</p>
<b>Finding</b>	<p><b>Mock RD Exam Results</b> </p> <p>Of the 10 students in the cohort, 8 students scored 85% or higher on the Mock RD Exam. All 10 students passed the Mock RD Exam with at least an 80% and earned their Verification Statement.</p>
<b>Action</b>	<p><b>Mock RD Exam Identified Weaknesses</b> </p> <p>The Mock RD Exam will continue to be used as a method of determining whether students are ready and prepared to take the Registration Examination for Dietetics (RD Exam). Making above the minimum of 80% may indicate students are better prepared to pass the RD exam on the first attempt.</p> <p>To better simulate the actual RD exam, the students will be required to take the Mock RD Exam on the computer instead of the current paper version. There are several computer versions already available for use from the AND and other RD review sites that utilize the same format as the RD exam. The next graduating class will be required to take the Mock RD Exam through one of the approved review sites.</p>
<b>Objective (L)</b>	<p><b>Develop Knowledge &amp; Skills Necessary To Provide Entry Level Services</b> </p> <p>Graduates will demonstrate the knowledge and skills associated with the standards of the Academy of Nutrition and Dietetics (AND).</p>
<b>Indicator</b>	<p><b>National Registration Examination For Dietitians (RD Exam)</b> </p> <p>Graduates who take the National Registration Examination for Dietitians (RD Exam) will pass on the first attempt. This indicator is consistent with the requirements of the Commission on Accreditation Council for Education in Nutrition and Dietetics (ACEND), the accrediting body for the Academy of Nutrition and Dietetics.</p>
<b>Criterion</b>	<p><b>80% Passing On First Administration</b> </p>

The report from Pearson VUE will indicate that after graduating from the program, 80% of first-time test takers on the National Registration Examination for Dietitians (RD Exam) passed the exam.

**Finding****RD Exam Results**

The official results of the cohort that graduated in December 2014 is not available at this time. All 10 graduates have self-reported taking the RD exam within the last eight months. Two of the ten self-reported not passing on the first attempt. Based on the self-report, the pass rate is 80% for this most recent group of graduates, meeting the 80% goal.

**Action****Addressing Identified Weaknesses**

At this point, this criterion appears to have been met for 2014-2015. For the past four years, the pass rate has consistently been at or above 80%. Students must satisfactorily complete all competencies and make an 80% or better on a mock RD exam prior to graduation. To help students prepare for the RD exam, students are required to complete an RD review course prior to graduation. All students are encouraged to take the RD exam in a timely manner (within 3 months) after graduation.

The DI Director, graduate faculty, and preceptors are continuing to provide case studies, journal articles, and discussions/lectures specific to the area of Medical Nutrition Therapy, Food Service Management, and Community Nutrition to help increase knowledge and application of material. A graduate course in Public Health Nutrition has been added to the MS in Dietetics curriculum starting Fall 2015 and three other nutrition-specific graduate courses will be added as well in the 2015-2016 year.

**Goal****Supervised Practice**

Students in the Combined MS and Dietetic Internship Program will progress through supervised practice in clinical, community and foodservice rotations and a curriculum that will augment knowledge and increase skills to promote excellence in research and dietetic practice.

**Objective (L)****Scheduled Rotations And Research Activities**

Students will demonstrate practical and critical thinking skills from each scheduled rotation and research activity. Rotations are in various clinical, community, food service, and research settings and total 1,200 hours over three long semesters. Content and activities in the rotations are designed to meet the requirements of the accrediting body, the Accreditation Council for Education in Nutrition and Dietetics.

**Indicator****Program Exit Survey**

At the completion of the program, an exit survey will be given within two weeks of graduation. The exit survey will be used to measure students' feelings of success with the

program by evaluating program goals and activities used to meet the competencies.

**Criterion**

**90% Of Students Met Goals** 🔑

90% of the students will indicate on an exit survey completed at the end of the program that, through program goals, they have acquired practical and critical thinking skills and provide a rating of satisfactory or higher on the survey.

**Finding**

**Progression/Successful Completion** 🔑

100% of the 10 students graduating in December of 2014 successfully completed their rotations and the exit survey. Eight of the 10 students (80%) indicated that all the rotations were satisfactory for achieving their goals and acquiring appropriate skills. The highest satisfaction was with the foodservice management rotation and the lowest satisfaction was with their community rotations.

**Action**

**Progression/Successful Completion** 🔑

All 10 students of the cohort completed the program by December 2014. The activities and projects completed during rotations have been revised to improve the experience the student receives.

For this cohort, 80% of students indicated they met their goals during the program. Incoming students create goals they want to achieve throughout the program at DI orientation in August. The DI Director will continue to review the goals with each student and provide feedback on whether or not the goals are realistic and in the scope of the program.

## Previous Cycle's "Plan for Continuous Improvement"

This stringent, professional graduate program, with the benchmark measure (pass rate on the RD Exam at the first attempt) at 100% for this cohort, continues to do well. The program continues to exceed the 80% first time pass rate for the RD exam. A new cohort of 10 students has been matched with the program for Fall 2014. The GRE scores for the new cohort are comparable with the group that graduated December 2013. The GRE score continues to be an excellent predictor of successful passage of the RD Exam.

New sites are currently being obtained for clinical rotations for the upcoming year. Finding a new site and getting a contract signed takes 3 to 6 months. New preceptor sites allow for more diverse experiences for the interns.

To continue to strengthen the program and retain high passage rate on the RD Exam at the first attempt, the DI Director will meet with the interns every two weeks and provide additional education in the areas of clinical nutrition, community, and food service management through assignments and case studies. The DI Director is also monitoring the intern's portfolios every semester to ensure that all competencies are being met. If the intern does not successfully complete a rotation, then additional assignments and/or additional rotation experience will be required.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The graduates in 2014 met the 80% first time pass rate benchmark measure for the RD exam. A new cohort of 10 students has been matched to the program for Fall 2015. The GRE scores for the new cohort are lower than the previous cohort but above the 295 set for the program.

The DI Director was unable to obtain new clinical sites. Completing the re-accreditation process in 2014 (re-accreditation was granted June 2015) with no course release was time consuming and did not allow for regular program maintenance. However, one clinical site was identified in the Spring 2015 and the contract is pending.

The DI Director was able to meet regularly with the students during the Fall 2014 semester. Limited meetings occurred during the Spring 2015 semester due to time needed to match new students to the program.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

With the first time pass rate lower than in previous years, the DI Director is requiring the next cohort to take the Mock RD Exam offered by either the AND or an approved review site. This is to mimic the actual RD Exam format and questions.

The DI Director has received a course release for the Fall 2015 semester. Part of this time will be used to recruit new sites for students, especially in the area of medical nutrition therapy.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*

**Family And Consumer Sciences BA/BS**

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<b>Goal</b>	<b>Employer/Supervisor Feedback</b>   The Department of Family and Consumer Sciences will graduate general Family and Consumer Sciences majors who perform well in employment positions within the field
<b>Objective (L)</b>	<b>Demonstration Of Applied Professional Competence</b>  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 family-and-consumer-sciences-related positions.
<b>Indicator</b>	<b>Employer/Supervisor Evaluation</b>   Supervisor evaluation form for general family and consumer sciences interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form used as indicators are essentially overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-yes, hire with reservations-no" indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all family and consumer sciences students are evaluated in this way except for the teacher certification students who are evaluated by the teachers supervising their methods courses. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer sciences 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 Family and Consumer 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 same form are interior design, fashion merchandising, and food service management.
<b>Criterion</b>	<b>Employer/Supervisor Ratings At Least 3.5</b>  80% of business supervisors of family and consumer sciences interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.
<b>Finding</b>	<b>Employer/Supervisor Ratings Of 3.5 Or Better</b>  There were 21 students who graduated with the Family and Consumer Sciences degree for the 2014-2015 assessment cycle. Of these 21 students, three received a rating of 3 - 3.2 (14%) which is still considered a "Good" rating. Six interns received a rating of 3.8 - 4 (29%), and

two 9%) received a rating of 4.5. There were 10 students (48%) who received a rating of 5 or 5+. Therefore, the percentage who received a rating of 3.5 or better (18 students) was 86%, and this criterion was met.

**Finding**

**80% Of Supervisors Would Hire Intern** 🔑

Of the 21 students who received degrees in Family and Consumer Sciences during the 2014-2015 assessment cycle, 18 (86%) would be hired by their internship supervisor for a suitable entry-level opening. The other students (three or 14%) would be eligible to be hired "with reservations" meaning that more experience and training is needed. Therefore, this criterion is met.

**Action**

**Employer/Supervisor Ratings Of 3.5 Or Better** 🔑

Overall, business supervisors, student teacher supervisors, and others who are supervising Family and Consumer Sciences interns are pleased with the students who working under their supervision. The lowest rating that was assigned was a 3 which is still indicates satisfactory performance ("Good"). Perhaps the most appropriate action for this goal and its accompanying objective would be to change the criterion level to a "3.0 or better" rather than "3.5 or better."

**Goal**

**Student Knowledge Of Content Area** 🔑

The Department of Family and Consumer Sciences will graduate General Family and Consumer Sciences majors who have an in-depth knowledge of the content areas of the major.

**Objective (L)**

**Demonstration Of Content-Area Knowledge And Skills** 🔑

Students graduating from the family and consumer sciences program will demonstrate the knowledge and skills necessary for entry-level management in family-and-consumer-sciences-related positions.

**Indicator**

**Analysis Of Logs To Determine Student Knowledge And Skills** 🔑

For many years, Family and Consumer Sciences graduating seniors completed an Exit Survey consisting of demographic data, professional goals, and a series of multiple choice and short-answer questions, all designed to determine whether the student had retained information from the courses over the four-year Family and Consumer Sciences program. However, the department decided that this survey did not discriminate well and therefore a rubric was designed that could be applied to internship logs with the goal of determining what students had retained from their course work and applied during the internship experience.

**Criterion**

**Analysis Of Logs To Determine Student Knowledge And Skills** 🔑

Based on a rubric developed in-house, 90% of Family and Consumer Sciences program graduates will score a High Pass, Pass, or Low Pass on an analysis of their internship logs designed to determine application of knowledge and skills during the internship process.

### Finding

#### Knowledge And Skills

100% of Family and Consumer Sciences graduates received a rating of High Pass (5 or 24%), Pass (10 or 48%), or Low Pass (6 or 28%) using the rubric developed for the analysis of internship logs. Therefore, this criterion was met.

### Action

#### Knowledge And Skills

Although the department was seeking a better way to collect data to determine whether students retained content-area knowledge and skills over the course of the program, the method developed was not particularly satisfactory. To begin with, it was hoped that only three weeks' worth of logs would be adequate for review for the analysis, but that small sample of logs was woefully inadequate. The department needs to regroup and decide how to handle the assessment from this time forward. The search for a satisfactory method of assessing this objective needs to continue.

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## Previous Cycle's "Plan for Continuous Improvement"

One of the things we can see through the 2013-2014 cycle findings is that each program needs a specific person charged with its oversight. In the Department of Family and Consumer Sciences we have a large proportion of adjunct faculty and they tend not to take responsibility for program oversight, for obvious reasons. They are paid to teach a specific course or courses. Period.

It appears as though we have lost the opportunity to work with Continuing Education to craft a certificate in event planning which would have been a boon to the department, but perhaps we can re-open that door.

We will continue to request faculty positions so that we will have adequate faculty and staff for program oversight.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

During the 2014-2015 assessment cycle, the department was able to hire a new faculty position in the form of a department chair who was also is designated as the department's Teacher Educator. Therefore, she is a considered a "generalist" and will help to oversee this general family and consumer sciences program.

As we understand it, the Continuing Education certificate in event planning is through an outside vendor and is much less involved than a four-year baccalaureate degree. Therefore, students graduating with the Family and Consumer Sciences degree who are planning careers

as event planners are much more competitive in the marketplace than a person who has a certificate through continuing education.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

In recent years, we have struggled with how to evaluate the Exit Survey data, so during the 2014-2015 assessment cycle, a rubric was developed whereby we could assess students' logs during the internship process to determine effectiveness of course content as students applied it to the internship activities and problems. Although we tried using this new rubric for the current assessment cycle (2014-2015), the results were disappointing. For this program, there is tremendous variety in the types of internship positions students may hold, making it extremely difficult to develop a "one-size-fits-all" rubric. The plan for improvement based on 2014-2015 cycle findings involves finding a better way to assess student knowledge and skills as they enter the workplace as beginning professionals.

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***Online Assessment Tracking Database***

Sam Houston State University (SHSU)  
*2014 - 2015*

**Family And Consumer Sciences BA/BS (Fashion Merchandising)**

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<b>Goal</b>	<p><b>Employer/Supervisor Evaluation</b> </p> <p>The Department of Family and Consumer Sciences will graduate Fashion Merchandising students who perform well in positions of employment within the fashion industry.</p>
<b>Objective (L)</b>	<p><b>Demonstration Of Applied Professional Competence</b> </p> <p>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.</p>
<b>Indicator</b>	<p><b>Employer/Supervisor Evaluation Data</b>  </p> <p>The supervisor evaluation form for fashion merchandising interns evaluates three skill areas (personal skills, interpersonal skills, and professional characteristics including appropriate use of knowledge from the program content). Both questions from this form that are used as indicators are overall supervisor ratings of the intern. One of them rates the interns on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other is a "yes-no" indicator of whether the employer would hire the intern in the company for an entry-level management position. Internship is a requirement for degree completion in this program, so all fashion merchandising students are evaluated in this way. The instrument, which includes the supervisor rating of the intern that will be extracted and reported, was developed by the department faculty as a whole. Instruments used by other family and consumer 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 Family and Consumer 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 same form are interior design, general family and consumer sciences (without a teaching certificate), and food service management.</p>
<b>Criterion</b>	<p><b>80% Employer/Supervisor Rating 3.5 Or Better</b> </p> <p>At least 80% of business supervisors of fashion merchandising interns will give the intern a rating of 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that they would hire the intern given the availability of a suitable entry-level management position in the company.</p>
<b>Finding</b>	<p><b>80% Employer/Supervisor Rating 3.5 Or Better</b> </p> <p>There were 17 Fashion Merchandising graduates for the 2014-2015 assessment cycle. Of these students, 13 (76%) received ratings of 4 or 5, whereas 4 (24%) received ratings of 3 or 2. Therefore, this criterion was not met.</p>

**Finding** **80% Of Business Supervisors Would Hire Intern** 🔑

For the 17 Fashion Merchandising graduates for the 2014-2015 assessment cycle, 15 of business supervisors (88%) indicated that they would hire the intern for their company if a suitable opening existed. Therefore, this criterion was met.

**Action** **80% Employer/Supervisor Rating 3.5 Or Better** 🔑

Overall, business supervisors are satisfied with the quality of the Fashion Merchandising students who intern with them. Two of the three business supervisors who assigned ratings of "3" actually did hire the interns for entry-management positions, illustrating that the rating of "3" ("Good") indicates satisfactory performance. Perhaps the most appropriate action for this goal and its accompanying objective would be to change the criterion level to "3.0 or better" rather than "3.5 or better."

**Goal** **Student Knowledge Of Content Area** 🔑

The Department of Family and Consumer Sciences will graduate Fashion Merchandising majors who have an in-depth knowledge of the content area of the major.

**Objective (L)** **Demonstration Of Content-Area Knowledge And Skills** 🔑

Students graduating from the fashion merchandising program will demonstrate the knowledge and skills necessary for entry-level management in fashion retailing/merchandising positions.

**Indicator** **Analysis Of Logs To Determine Student Knowledge And Skills** 🔑

For quite a few years, Fashion Merchandising students completed an Exit Survey consisting of demographic data, professional goals, and a series of multiple choice and short-answer questions, all designed to determine whether the student had retained information from the courses over the four-year fashion merchandising program. However, the department had decided that this survey did not discriminate well and therefore a rubric was designed that could be applied to internship logs with the goal of determining what students had retained from their course work and used during the internship experience.

**Criterion** **Analysis Of Logs To Determine Student Knowledge And Skills** 🔑

Based on a rubric developed in-house, 90% of Fashion Merchandising graduates will score a grade of High Pass, Pass, or Low Pass on an analysis of their internship logs designed to determine student knowledge and skills.

**Finding** **90% Passing Analysis Of Internship Logs** 🔑

100% of Fashion Merchandising graduates scored a grade of High Pass (2/17 or 12%), Pass (10/17



or 59%), or Low Pass (5/17 or 29%) using the rubric developed for the analysis of internship logs. Therefore, this criterion was met.

#### Action

#### Content-Area Knowledge And Skills

Although the department was seeking a better way to collect data to determine whether students retained content-area knowledge and skills over the course of the program, the method developed was not particularly satisfactory. To begin with, it was hoped that only three weeks' worth of logs would be adequate for review for the analysis, but that small sample of logs was woefully inadequate. The department needs to regroup and decide how to handle the assessment from this time forward. The search for a satisfactory method of assessing this objective needs to continue.

### Previous Cycle's "Plan for Continuous Improvement"

In recent years, we have struggled with how to handle the various program Exit Survey data. It is difficult to remember to update the survey every time a change in the curriculum occurs (programs and courses in the department must continually be updated because they are pre-professional programs that serve fields that are constantly in flux), so we get to the point of administering it and realize that it is needs updating. Dr. Laura Burleson is working on a rubric whereby we would access students' logs during the internship process to determine effectiveness of course content as students applied it to the internship activities and problems. We are going to try it for a cycle with the expectation that it will lead to curricular changes and improved program effectiveness.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The rubric was developed and the students' logs were analyzed with the goal of determining whether students retained knowledge and skills that would apply to professional positions in the fashion workplace. However, the results were disappointing. While the rubric did reveal specifics about which information/courses students consider most valuable, too often students would focus on a handful of courses (~3) and just cite those courses over and over, even though it was apparent from the logs that information from other courses was also used and retained. The results of this analysis did NOT correlate well with business supervisors' reports or with the quality of students' course work. (This assertion is based on eye-balling the data; correlations were not run in a formal sense.) The results revealed which courses particular students remembered and therefore perceived that they were applying most often during the internship process (generally FACS 4363, FACS 3378, and FACS 3371).

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The plan for improvement based on 2014-2015 cycle findings involves finding a better way to assess student knowledge and skills as they enter the workplace as a beginning fashion professional.

















*Online Assessment Tracking Database*




Sam Houston State University (SHSU)  
*2014 - 2015*

**Family And Consumer Sciences BS (Food Science And Nutrition)**

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Goal	<b>Knowledge And Skills</b>   To graduate students with the necessary foundation, knowledge, skills, and competencies outlined in the Academy of Nutrition and Dietetics (AND) Accreditation Council for Education in Nutrition and Dietetics (ACEND) Handbook.
Objective (L)	<b>Demonstration Of Knowledge And Skills</b>  Food Science and Nutrition students will demonstrate knowledge and skills necessary to meet the standards of the Accreditation Council for Education in Nutrition and Dietetics, the accrediting arm of the Academy of Nutrition and Dietetics (formerly the American Dietetic Association).
Indicator	<b>Exit Survey - Knowledge And Skills</b>  Students either have the option of a capstone project in FACS 4361 for an undergraduate publishable paper or they may ask to take the Exit Survey. The Exit Survey for food science and nutrition majors includes multiple-choice and short-answer sections that test retention of course material; it is graded on a pass/fail basis. (Each program area has questions that are specific to that program content.) To develop this instrument, faculty in the content area reviewed course and program objectives and chose questions from exams that reflected important concepts that students should retain. The test is used repetitively and the scoring is consistent. For security reasons, the test portion (multiple-choice, short-answer questions) is not attached. However, this document is available in the DPD Director's office.
Criterion	<b>80% Of Students Pass Exit Survey - Knowledge And Skills</b>   At least 80% of the students who complete the food science and nutrition program's Exit Survey will score a Pass or High Pass on the content portion of the exam. An 83% or a B is required for a publishable manuscript if the student chooses the capstone project.
Finding	<b>Knowledge And Skills</b>  80% of those students who completed the Exit Survey scored a grade of Pass or High Pass, and 85% of students who did the capstone project passed it with a grade of 83% or better. Therefore this criterion is met.
Action	<b>Knowledge And Skills</b>  The DPD Director has made the decision that the Food Science and Nutrition program will no longer use the Exit Survey. The capstone project will be required and receiving a B on this project is more than an adequate demonstration of student knowledge and skills.

<b>Goal</b>	<p><b>Becoming Registered Dietitians</b> </p> <p>To graduate students who will successfully complete dietetic internship programs and pass the national credentialing exam with the goal of becoming Registered Dietitians.</p>
<b>Objective (L)</b>	<p><b>Demonstrating Knowledge And Skills Required Of Registered Dietitians</b> </p> <p>Students will demonstrate the knowledge and skills necessary for entry-level dietitians.</p>
<b>Indicator</b>	<p><b>Registration Examination In Dietetics</b> </p> <p>The information concerning passage of the credentialing exam can be verified by an annual report sent to program directors by Pearson Testing for RD Examination.</p>
<b>Criterion</b>	<p><b>Registration Examination In Dietetics</b> </p> <p>At least 80% of students will receive a passing score on the Registration Examination for Dietetics.</p>
<b>Finding</b>	<p><b>Registration Examination In Dietetics</b> </p> <p>87.5% is the passage rate for 2014. Some students are still in their Dietetic Internships currently and not yet ready to take the RD Exam. They are either in a 16-month or two-year program. Based on the 87.5% passage rate for 2014, this criterion is met.</p>
<b>Action</b>	<p><b>Registration Examination Dietetics</b> </p> <p>The DPD Director will encourage students to attend an RD seminar to improve the first-time passage rate on the Registration Examination in Dietetics.</p>

<b>Goal</b>	<p><b>Dietetic Internship Programs</b> </p> <p>To guide and direct well-qualified students toward admission into a dietetic internship program.</p>
<b>Objective (P)</b>	<p><b>Increase Percentage Of Didactic Program In Dietetics (DPD) Graduates Admitted To Dietetic Internship (DI) Programs</b> </p> <p>Well-qualified students will be recruited to enter a dietetic internship program.</p>
<b>KPI Performance Indicator</b>	<p><b>Graduates Admitted To Dietetic Internship Programs</b> </p> <p>The program will increase the percentage of students graduating from the Food Science and Nutrition Program and applying to a Dietetic Internship Program who are successfully admitted. Over a two-year period, 30% of students who graduate from the Food Science and Nutrition Program will apply for, and be admitted to, a dietetic internship program.</p>
<b>Result</b>	

### Graduates Admitted To Dietetic Internship Programs

40% of program graduates applied to Dietetic Internship programs, and 100% of those who applied were accepted. In addition, another program graduate from three years ago was also accepted into a Dietetic Internship program. She chose to spend time in the workforce for additional training.

Based on the 40% of program graduates who applied and the 100% acceptance rate, this criterion is met.

### Action

### Graduates Admitted To Dietetic Internship Programs

Dr. Browning-Keen, DPD Program Director, will continue to work with students nearing graduation so that they present strong application packets and she will continue to encourage qualified graduates to take this next step toward becoming Registered Dietitians.

### Previous Cycle's "Plan for Continuous Improvement"

From the 2013-2014 cycle, we can see that the program content is solid, based on the 100% pass rate on the Registration Examination in Dietetics (R.D. Exam) for those program graduates who successfully completed dietetic internship programs. We look forward to working with Hispanic and African-American students through the CHAAMP grant which is designed to provide the support necessary to complete the undergraduate program in a successful way so that students can be admitted to Dietetic Internship programs which, when successfully completed, will make them eligible to sit for the R.D. Exam. Of course, programs efforts will not be restricted to Hispanic and African-American students. Finally, Dr. Keen and Jeffrey Roberts will work to align the Plan for Continuous Improvement with the Program Objectives as set forth in the Response to the Site Team Visit document submitted in March of 2013.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

We look forward to working with more Hispanic and African-American students through the CHAAMP grant.

DPD Director Dr. Valencia Browning-Keen and Jeffrey Roberts will work to align the Plan for Continuous Improvement with the Program Objectives as set forth in the Response to the Site Team Visit document submitted in June of 2015.

We continue to work to improve the five-year, first-time pass rate on the Registration Examination in Dietetics (RD Exam) for DPD graduates who have entered Dietetic Internship programs. The DPD Director works one-on-one with qualified students so that they present strong application packets and encourages those completing Dietetic Internship programs to take the RD Exam in a timely manner.

We will continue to search to fill the open tenure-track faculty position in the area of Nutrition and Dietetics. (This position came about as the result of feedback from the ACEND site visit team during the December 2012 site visit.)

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

We will continue to work to improve the five-year, first-time pass rate on the Registration Examination in Dietetics (RD Exam) for DPD graduates who have entered Dietetic Internship programs. The DPD Director will continue to work one-on-one with qualified students so that they present strong application packets and will encourage those completing Dietetic Internship programs to take the RD Exam in a timely manner.

We will continue to search to fill the open tenure-track faculty position in the area of Nutrition and Dietetics. (This position came about as the result of feedback from the ACEND site visit team during the December 2012 site visit.)

We will develop a Nutrition Assessment laboratory to be used in conjunction with FACS 4373 Nutrition Assessment, one of the more recently approved courses for the Food Science and Nutrition (DPD) program. A space within the building has been identified and is being prepared. It has been approved for the department to purchase a SIM Man specifically for this laboratory space. It is also hoped and expected that the purchase of this significant piece of equipment will make the department more attractive for possible candidates for the open position cited above.

Finally, we will help students apply for study abroad opportunities that will help them as they graduate and apply for dietetic internship programs.

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**Department of  
Health Services  
and  
Promotion**



*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*

**Health MA**

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**Goal****Leadership Skills In Health Promotion** 🔑

Develop leadership skills in health promotion. Leadership in Health Promotion will require students to identify and analyze common leadership skills for health promotion.

**Objective (L)****Understanding Of Critical Leadership Skills** 🔑

Health MA students will be able to identify the qualities of effective leaders and managers in public and community health.

**Indicator****Assignments In HLTH 5363 Leadership In Health Promotion** 🔑

Reading, viewing, and writing assignments in HLTH 5363 – Leadership in Health Promotion require students to identify and analyze common leadership skills for health promotion. Therefore, the assignments in this course will serve as the indicator for this goal and objective.

**Criterion****HLTH 5363 Module Grades** 🔑

All MA in Health students will score a minimum of 90 percent on all module assignments in HLTH 5363.

**Finding****HLTH 5363 Module Grade Attainment** 🔑

Twenty two graduate students were enrolled in HLTH 5363 in the Spring 2015 semester. In addition to other course assignments, four learning modules were required. Each module was worth 30 total points. Attainment of 27 or more of the total points would represent a score of 90 percent or greater. Out of a total of 88 modules, 61 of the modules were scored at 27 or more total points. This represents 69 percent of the students, falling short of the criterion that all students would score 90 percent or greater on all modules.

**Action****Possible Action Steps** 🔑

Two actions may be considered as a result of these findings. First, the return of the implementation of a minimum required GRE score for admission into the MA in Health Program may be considered. Second, lowering the level of score attainment on modules may be considered. – i.e. – students will score 80 percent or greater on all

modules in HLTH 5363.

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**Goal**

**Ethical Issues In Public Health** 🔑

Identify ethical issues in public health.

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**Objective (L)**

**Identify Controversial Ethical Issues In Public Health** 🔑

Health MA students will identify multiple influences, perspectives, and impact of ethical issues in public health.

**Indicator**

**Ethical Issues Assignments** 🔑

Ethical Issues Assignments

Reading, viewing, and writing assignments in HLTH 5338 – Consumer Health Education will require students to identify factors which influence personal positions and beliefs and explain multiple viewpoints of various controversial and ethical issues facing today's public health educator. Specific assignments include assigned readings and position papers on Health Care Rationing and Right to Die Issues. One mid-semester face-to-face or skype meeting will be required for students to report on their progress toward this objective.

**Criterion**

**Ethical Issues Assignment Scores** 🔑

Students must score at least 85 percent on the portion of the course assignments that require them to identify factors which influence personal positions and beliefs and explain multiple viewpoints of various controversial and ethical issues facing today's public health educator.

**Finding**

**HLTH 5338 Performance** 🔑

HLTH 5338 is to be taught in SS I 2015. Findings on student performance will be reported at the conclusion of that course.

There are no actions for this objective.

**Goal**

**Research Enhancement Skills** 🔑

MA Health graduate students will be competent in the research skills of survey development, data collection, statistical protocols, and data analysis.

**Objective (L)**

**Research Enhancement Skills** 🔑

MA Health graduate students will be competent in the research skills of survey development, data collection, statistical protocols, and data analysis.

**Indicator**

**Research Enhancement Skills** 🔑

A common embedded portion of the HLTH 5374 and HLTH 5375 classes is to enhance the research skills of the students. These skills include: survey methodology, survey development, statistical protocols, data collection techniques, and analysis of data.

**Criterion**

**Research Proposal Score** 🔑

Research Proposal

Students must score at least 85 percent on the embedded portion of the graduate course assignments in HLTH 5374 and HLTH 5375 that focus on the enhancement of research related skills. Students must score at least 85% correct on writing a research proposal.

**Finding****Research Enhancement Through Proposal Assignments**

HLTH 5375 was not taught in the 2014-2015 assessment period. In HLTH 5374, 90 percent of the students scored 85 percent or higher on the course assignments that focus on the enhancement of research related skills and on writing a research proposal.

**Action****Research Course Enhancement**

The Department of Health Services and Promotion has recently added two new degree options at the graduate level. As these programs enlist new students and as new faculty join the Department, a review of teaching assignments will be conducted, with emphasis placed on bringing more full-time faculty members to graduate faculty status, allowing these courses to be taught by full-time graduate faculty within the Department.

**Previous Cycle's "Plan for Continuous Improvement"**

The Health Program faculty will diligently work to prepare students with the content knowledge and the skills they need to be a Master's level health educator. The next time the leadership class is taught, the target percentage for the leadership skills objective will be increased to 90% and will include a role hypothetical public health project which requires students to identify program partners and conduct a delineation, SWOT analysis and benefit expectation for each partner. The target for the ethical issues objective will remain the same for 2013-2014 and an additional class discussion board will be added to help students understand diverse viewpoints in public health ethical issues.

The Department of Health Services and Promotion has been formed and three additional program faculty have been hired. Each of the new faculty will add to the Health Graduate course offerings, and they are committed to continuously review the curriculum in an effort to improve the professional development of the health graduate students.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

No update has been added to this level.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The addition of graduate degree options and the addition of new graduate faculty in the Department of Health Services and Promotion will result in new resources, ideas, and input into the graduate curriculum. Continuous review of graduate curriculum will be conducted in ongoing efforts to improve the quality of all HSP graduate programs.







*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*

**Public Health BS**

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<b>Goal</b>	<b>Public Health Domains DRAFT</b>  Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains.
<b>Objective (L)</b>	<b>Content Knowledge In Core Public Health Domains DRAFT</b>  Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains: 1) Determinants of Health, 2) History, Philosophy, Values, and Functions of Public health, 3) Identifying and Addressing Public Health Challenges, 4) Health Systems, 5) Using Data in Public Health, 6) Human Health and Disease, 7) Health Policy, Law, Ethics, and Economics, 8) Assessment, Planning, Implementation and Evaluation, 9) Health Communication.
<b>Indicator</b>	<b>Content Knowledge In Core Public Health Domains DRAFT</b>  A group of exam questions, cumulative course grades, course projects and demonstrations in the Public Health BS curriculum will be used to assess the students content knowledge for the core Public Health Domains.
<b>Criterion</b>	<b>Demonstration Of Content Knowledge In Core Public Health Domains DRAFT</b>  Criteria will be set for each of the nine core Public Health Domains:  1) Determinants of Health: HLTH 1360--TBD HLTH 2383--TBD HLTH 4390?--TBD  2) History, Philosophy, Values, and Functions HLTH 3350--TBD HLTH 4380--TBD HLTH 1360--TBD  3) Identifying and Addressing Populations Health Challenges HLTH 3350--TBD HLTH 1360--TBD HLTH 2383?--TBD HLTH 4390?--TBD  4) Health Systems HLTH 3355--TBD HLTH 3350?--TBD HLTH 4380?--TBD  5) Using Data in Public Health HLTH 3360--TBD HLTH 3350?--TBD  6) Human Health and Disease HLTH 3391--TBD HLTH 1360?--TBD  7) Health Policy, Law, Ethics, Economics

HLTH 3350--TBD  
 HLTH 4387?--TBD  
 HLTH 4380?--TBD

8) Assessment, Planning, Implementation and Evaluation  
 HLTH 4393--TBD  
 HLTH 4387--TBD  
 HLTH 3350?--TBD

9) Health Communication  
 HLTH 3392--TBD  
 HLTH 4393?--TBD

There are no actions for this objective.

**Goal** **Integrative Experience** **DRAFT** 🔑  
 Students enrolled in the BS in Public Health will show they can integrate, apply, and sythesize knowledge through cumulative and experiential activities.







**Objective (L)** **Culmulative Experience** **DRAFT** 🔑  
 Through a cumulative experience, Public Health students will demonstrate they can sythesize, integrate and apply their acquired knowlege and skills as the academic capstone to thier learning.

**Indicator** **Capstone Project** **DRAFT** 🔑  
 As the final project for HLTH 4393, students will complete a capstone project, which will require them to demonstrate they can integrate and apply the core content knowlege for the Public Health Domains  
  
 This could be either scholarly or applied. For example, they could be asked to do a grant proposal with sections requiring key knowlege from each domain.



**Criterion** **Captone Project** **DRAFT** 🔑  
 90% of the students will earn of grade of at least 75% on thier capstone projects.

**Finding** **Old Project Results** 🔑  
 We have not yet implemented the new pblic health capstone project in all secitons. The old program that will be replaced is the Fundraising Activity. Here are the findings for the old project:  
  
 Fall 2014: 27/40 earned a 90% or better  
 Spring 2015: 17/33 earned a 90% or better

There are no actions for this objective.

<p><b>Objective (P)</b></p>	<p><b>Field Exposure</b> <span style="color: red;">DRAFT</span> </p> <p>Public Health Students will demonstrate entry-level competency in an applied 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.</p>
<p><b>KPI Performance Indicator</b></p>	<p><b>Professional Internship Goals</b> <span style="color: red;">DRAFT</span> </p> <p>Each student completing HLTH 4393 will develop, track and report internship goals and objectives, including those related to: A) knowledge/skill application, B) interdisciplinary exposure, C) mentoring, and D) professional preparation and networking</p>
<p><b>Result</b></p>	<p><b>Goals For Internship</b> </p> <p>All fo the five students who completed the internship with a passing grade, participated in allfour of these activies.</p>
<p><b>Result</b></p>	<p><b>Internship Goals</b> </p> <p>All five students who completed the internship with a passing grade participated in a all four of these activities.</p>
<p><b>KPI Performance Indicator</b></p>	<p><b>Professional Internship Completion</b> <span style="color: red;">DRAFT</span> </p> <p>All students must register for and pass six hours of internship in an appropriate public health setting with a qualified supervisor. Students will be evaluated, via rubrics, by both their faculty and internship supervisors.</p>
<p><b>Result</b></p>	<p><b>Internship Completion</b> </p> <p>Since the degree has been offered five students have graduated or applied for graduation. All five have completed completed the internship with a grade of A or B.</p>

There are no actions for this objective.

<p><b>Objective (P)</b></p>	<p><b>Professionalism</b> <span style="color: red;">DRAFT</span> </p> <p>Each Public Health student will demonstrate both competence in entry level knowledge and professionalism.</p>
<p><b>KPI Performance Indicator</b></p>	<p><b>Portfolio</b> <span style="color: red;">DRAFT</span> </p> <p>Each Public Health student will create a professional online portfolio (likely o GoogleSites or LinkedIn site). Students will include representative work in each each of several designated areas of competency, as well as a professional bio, resume, and career goals.</p> <p>The Porfolio will be evaluted, via rubric, by at least one faculty member.</p>



**Result****Portfolio** 

Here are the results for the last two semesters of portfolio projects:

Fall 2014: 27/40 earned a 90% or better

Spring 2015: 25/33 earned a 90% or better

There are no actions for this objective.

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**Previous Cycle's "Plan for Continuous Improvement"**

No data from previous period.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

New entity for 2014-2015.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

As the director of this new program, I created very detailed goals, objectives and criterion to match the evidence we will eventually need to meet accreditation criteria. My rationale is that we could eventually be reporting the same datapoints for both OATDB and accreditation. We have more than a dozen regular and adjunct faculty teaching the fourteen required courses for this degree. I have identified the courses in which the criteria will likely fall, but we have not met as a full faculty to discuss and agree upon the evidence and artifacts that will be consistently present in each section of a course to meet these criteria, nor how they will be aggregated for this report. As a new department with nearly 1500 students and only four fulltime faculty members, we did not have the resources for this level of collaboration our first year. This will take extensive coordination particularly for the Public Health Domains content areas, with dozens of criteria. The improvement needed in this early stage of this new program is to reach this level of agreement and compliance and to set up a system for reporting this data. This is our plan for the coming year.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*

**Wellness Management BS**

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<b>Goal</b>	<p><b>Fitness And Wellness</b></p> <p>Students in Wellness Management often seek employment in a fitness setting. All Wellness Management students must possess baseline knowledge concerning the health related components of physical fitness. Therefore, one of the goals of the BS in Wellness Management program is that health related physical fitness concepts will be emphasized within the curriculum for all students.</p>
<b>Objective (L)</b>	<p><b>Components Of Physical Fitness</b></p> <p>Students in the Bachelor of Science in Wellness Management program will be able to successfully demonstrate an understanding of the five health related components of physical fitness: 1) Cardiovascular fitness 2) Body composition, 3) Flexibility, 4) Muscular strength, and 5) Muscular endurance.</p>
<b>Indicator</b>	<p><b>Exams 1 And 2</b></p> <p>Exams 1 and 2 administered in KINE 2115 - Lifetime Health and Wellness cover the five health related components of physical fitness. Performance on these exams will indicate student's understanding of the health related components of physical fitness.</p>
<b>Criterion</b>	<p><b>Minimum Exam Scores</b></p> <p>Ninety percent of Wellness Management students must score at least 75% on Exams 1 and 2 in KINE 2115.</p>
<b>Finding</b>	<p><b>Wellness Management Performance In KINE 2115</b></p> <p>For the assessment of the Wellness Management OATDB, students with Wellness Management as well as Health Fitness will be evaluated. The Wellness Management degree is a new degree and is replacing the Health Fitness option. There are three students declared in Wellness Management and three additional students who will be completing the degree in Health Fitness as it is phased out.</p> <p>Only one Wellness Management student (and no Health Fitness students) completed KINE 2115 in the assessment period. The final grade in the course for the Wellness Management student was an A. The exam 1 and 2 grades were 93 and 88 respectively. Therefore, the criteria is met.</p>

**Action****KINE 2115 Performance**

No additional action is recommended for this goal.

**Goal****Professional Development And Practices** 

Health fitness students will be able to use their acquired knowledge, skills, and experience in an internship setting.

**Objective (L)****Professional Development**

Wellness management students will be able to use their acquired knowledge, skills, and experience in an internship setting.

**Indicator****Professional Development Mastery**

Bachelor of Science in Wellness Management students enrolled in HLTH 4394 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****Site Supervisor Evaluation And Professional Portfolio**

Bachelor of Science in Wellness Management students enrolled in HLTH 4394 will achieve a minimum of an 85 % rating on their final internship evaluation from their site supervisor. Additionally, the professional portfolio and all accompanying assignments presented by the student must also attain a minimum of an 85 percent rating.

**Finding****Internship Performance**

No Wellness Management students were enrolled in the internship program during the 2014-2015 assessment period.

**Action****Internship Performance**

Since the internship performance is the most important evaluation for students in Wellness Management, this goal will be retained as written and reviewed again in the 2015-2016 assessment period.

**Goal****Morbidity And Mortality Prevention** 

Wellness programs emphasize the prevention of morbidity and mortality. Bachelor of Science in Wellness Management students will understand disease etiology and prevention.

**Objective (L)****Human Disease Knowledge****Indicator**

Students in the Bachelor of Science in Wellness Management program will be able to effectively identify the risk factors, protective factors, and preventive steps for the major chronic and communicable diseases.

**Human Disease Course**

The entire curriculum in HLTH 3391 – Study of Human Diseases covers the etiology, risks, and prevention of the major chronic and communicable diseases. Therefore, the final grade in this course will serve as indicator of this goal and objective.

**Criterion****Human Disease Course Grade** 🔑

Wellness Management students must complete HLTH 3391 with a grade of B or better.

**Finding****Human Disease Knowledge** 🔑

For the assessment of the Wellness Management OATDB, students with Wellness Management as well as Health Fitness will be evaluated. The Wellness Management degree is a new degree and is replacing the Health Fitness option. There are three students declared in Wellness Management and three additional students who will be completing the degree in Health Fitness as it is phased out.

Two Wellness Management students and one Health Fitness student were enrolled in HLTH 3391 – Study of Human Diseases in the 2014-2015 assessment period. Two Bs and one A were attained by the three students. The criteria is met by all three students.

**Action****Human Disease Knowledge** 🔑

Since an understanding of human disease risk factors and preventive steps are germane to the practice of wellness management and since all students performed well on this criteria, no additional action needs to be taken.

**Previous Cycle's "Plan for Continuous Improvement"**

No data from previous period.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

New entity for 2014-2015.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

As the Wellness Management degree is a new degree option with few students enrolled, additional data need to be collected prior to an improvement plan being developed.

# **Department of Kinesiology**





*Online Assessment Tracking Database*


Sam Houston State University (SHSU)  
*2014 - 2015*


**Athletic Training BS**


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**Goal** **Professional Scope Of Practice**    
 Students will understand the role of athletic trainer as a healthcare provider within an ever-changing healthcare system.


**Objective (L)** **Pre-Professional Athletic Training Content Knowledge**   
 Students will understand the role of athletic trainer as a healthcare provider within an ever-changing healthcare system.


**Indicator** **Comprehensive Exam**   
 Students seeking admission into the Athletic Training Program are required to take ATTR 2300 Introduction to Athletic Training. The comprehensive exam in ATTR 2300 will require students to demonstrate their understanding of the roles and responsibilities of a professional athletic trainer.

**Criterion** **Comprehensive Exam**   
 Students enrolled in ATTR 2300 must score a 75% or higher on their comprehensive exam to demonstrate their understanding of the roles and responsibilities of a professional athletic trainer.

**Finding** **Comprehensive Exams Results**   
 Outcome 2014-2015: Four students were enrolled in ATTR 2300 during the spring 2015 semester. Three out of four students completed the comprehensive exam with a score of 75% or higher. All students completed the comprehensive exam with a score of 70% or higher.

**Action** **Comprehensive Exams Action**   
 Since the N was low for this first group of students, additional data will need to be collected to determine if the criteria is meeting the intended goal for the program.

**Goal** **Foundational Knowledge In Human Movement And Exercise**   
 Students will demonstrate foundational knowledge in human movement and exercise which promotes health and quality patient care.

**Objective (L)** **Foundational Content Knowledge**   
 Students will demonstrate foundational knowledge in human movement and exercise which promotes health and quality patient care.

**Indicator** **Foundational Content Knowledge** 

Students enrolled in the Bachelor of Science in Athletic Training Program are required to enroll in KINE 3362 Functional Kinesiology, which is developed by Exercise Science faculty. The comprehensive final exam in KINE 3362 will require students to demonstrate knowledge in the areas of human movement and exercise.

**Criterion** **Foundational Knowledge In Human Movement And Exercise**

Bachelor of Science in Athletic Training students enrolled in KINE 3362 must score a 75% or higher on their comprehensive final exam to demonstrate foundational knowledge in human movement and exercise.

**Finding** **Foundational Content Knowledge Results**

Outcome 2014-2015: During the 2014-2015 academic year, there were zero students with a declared Bachelor of Science in Athletic Training who enrolled in KINE 3362. As we are a new program, we expect to see enrollment in KINE 3362 increase during the next reporting cycle.

**Action** **Foundational Content Knowledge Action**

Students have been receiving specific advising from the Athletic Training Program Coordinator, which should assist with student enrollment in KINE 3362. Additional data from the KINE 3362 final exam will be needed to evaluate student performance.

**Goal** **Evidence-Based Decision Making**

Students will demonstrate the ability to make patient-centered healthcare decisions using evidence-based practice

**Objective (P)** **Evidence-Based Decision Making**

Students will demonstrate the ability to make patient-centered healthcare decisions using evidence-based practice.

**KPI Performance Indicator** **Clinical Experience Student Evaluation**

Athletic Training Students enrolled in Clinical Experience courses will be evaluated by Clinical Preceptors on professional behaviors exhibited in the clinical setting using Likert scale items. Student's ability to make patient-centered healthcare decisions using evidence-based practice will be evaluated at the end of each Clinical Experience course.

**Result** **Clinical Experience Student Evaluation**

Athletic Training Students enrolled in Clinical Experience courses must be evaluated by their Clinical

Preceptor in the area of Evidence-Based Practice at a level of 3/5 or higher on all evidence-based practice items indicating that the attribute is successfully demonstrated 70-80% of the time during the student's clinical experience.

**Result**

**Student Evaluation Results (No Data Currently)**

Outcome 2014-2015: The Bachelor of Science in Athletic Training Program will accept the first cohort of students in fall 2015 which will be the first semester of Clinical Experience courses for students in the program. There is no data to report for the 2014-2015 year.

**Action**

**Clinical Experience Student Evaluation Action**

The enrollment of the first cohort in 2015-2016 will produce data for these criteria.

**Goal**

**Professional Behaviors**

Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.

**Objective (P)**

**Professional Behaviors**

Students will exhibit professional behaviors required for professional practice in athletic training across a variety of healthcare settings.

**KPI  
Performance  
Indicator**

**Clinical Experience Student Evaluation Result**

Athletic Training Students enrolled in Clinical Experience courses will be evaluated by Clinical Preceptors on professional behaviors exhibited in the clinical setting using Likert scale items. Student's ability to exhibit professional behaviors for professional practice in athletic training will be evaluated at the end of each Clinical Experience course.

**Result**

**Clinical Experience Student Evaluation Result**

Athletic Training Students enrolled in Clinical Experience courses must be evaluated by their Clinical Preceptor in the area of professional behaviors at a mean score of 4/5 or higher on the professional behavior items indicating that the attribute is successfully demonstrated 80-90% of the time during the student's clinical experience.

**Result**

**Professional Behaviors (no Data Currently)**

Outcome 2014-2015: The Bachelor of Science in Athletic Training Program will accept the first cohort of students in fall 2015 which will be the first semester of Clinical Experience courses for students in the program. There is no data to report for the 2014-2015 year.

**Action****Clinical Experience Student Evaluation (Professional Behaviors) Action**

The enrollment of the first cohort in 2015-2016 will produce data for these criteria.

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**Previous Cycle's "Plan for Continuous Improvement"**

No data from previous period.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

This is a new degree program for 2014-2015.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The BS in Athletic Training Program has accepted the program's first cohort for the 2015-2016 academic year. Moving the first cohort of students through the first year of the program will provide additional outcome data for the 2015-2016 reporting period. Additionally, the Athletic Training faculty are revisiting outcomes/goals for the upcoming academic year as to better assess the success of the program, and in order to better align with the Commission on Accreditation of Athletic Training Education (CAATE) standards which address outcomes.

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*


**Kinesiology BS (Exercise Science)**

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**Goal** **Principles Of Exercise Science** 

Exercise Science students will demonstrate problem solving and reasoning skills with emphasis in program application.


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**Objective (L)** **Principles Of Exercise Science** 


Students in the Exercise Science program will be able to effectively demonstrate the lever system and articulate the manner in which it relates to the human body.

**Indicator** **Principles Of Exercise Science** 


A common embedded portion of each KINE 3362 section's written exam (developed by the Exercise Science faculty) will require students to explain the lever system and discuss how it relates to the human body. Students will be required to demonstrate proper mechanical principles in an advanced KINE course.

**Criterion** **Principles Of Exercise Science** 

At least 80% of the Kinesiology BS (Exercise Science) students will score at least 78% or higher in the lever quiz assignment and the applied demonstration (practical lab demonstration).

**Finding** **Principles Of Exercise Science** 

A total of 57% of Exercise Science students achieved the criterion in 2014-2015.

**Action** **Principles Of Exercise Science Action** 


The goal of at least 80% of the students scoring 78% on all quizzes was not met. Faculty will emphasize the content and the need to adequately prepare for quizzes to help students achieve the 78% target. Additionally course instruction will continue to be refined to improve student learning.

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**Goal** **Content Knowledge** 

The Kinesiology BS Exercise Science Program will emphasize factual knowledge and competencies that are needed by professional in the field.

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**Objective (L)** **Content Knowledge** 

Students in the Exercise Science program will demonstrate the knowledge of the foundations of exercise physiology.

**Indicator** **Content Knowledge** 

Selected exams and assignments in KINE 3373, 4373, and on the final project in 4377 will require students to

thoroughly explain, demonstrate, and prescribe exercises designed to improve the components of physical activity--muscular strength, flexibility, balance, power, speed, and cardiovascular endurance.

**Criterion****Content Knowledge** 🔑

At least 80% of Kinesiology BS (Exercise Science) students will score a minimum of 78% on the selected exam and project questions in KINE 3373, 4373, and 4377.

**Finding****Content Knowledge** 🔑

From the selected classes and assessment tools, 75.5% of students scored a minimum of 78% on selected exam and project questions.

**Action****Content Knowledge Action DRAFT** 🔑

Students did not meet the goal target. The assignments will be refined with an increased focus on effectively applying the knowledge and students will be encouraged to prepare for these assignments.

**Goal****Professional Development And Practices** 🔑

Kinesiology BS (Exercise Science) students will demonstrate the appropriate skills necessary to complete a professional certification.

**Objective (L)****Professional Development** 🔑

Kinesiology BS (Exercise Science) students will be able to use their acquired knowledge, skills, and experience in to attain one or more professional certifications.

**Indicator****Professional Development** 🔑

Kinesiology BS (Exercise Science) students will complete a capstone exam to demonstrate professional competency. The capstone exam will assess the students' knowledge and skills necessary for professional certification.

**Criterion****Capstone Exam** 🔑

Kinesiology BS (Exercise Science) students will achieve a minimum of an 80 % rating on their capstone exam.

**Finding****Capstone Exam Results** 🔑

For the capstone exam, 11% of the students achieved the criterion of 80% or higher.

**Action****Capstone Exam Action** 🔑

The goal of 80% on the capstone exam was not met. Faculty will emphasize the need to adequately prepare for this exam and the academic standards required for completing their degree to help students achieve the 80% target. Additionally course instruction will continue to be refined to improve student learning.

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### **Previous Cycle's "Plan for Continuous Improvement"**

During the past year, test questions which focus on program objectives were embedded into multiple exams. An increase in the number of class assignments related to specific program objectives were added to specific classes. Additional article reviews and readings were assigned to students.

The Exercise Science faculty will continue to observe the progress of program goals. A review of exams related to principle of Exercise Science will be conducted. As the capability continues to increase in the Exercise Science lab, an increase in student lab opportunities are planned. More emphasis will be placed on Professional Development. The increased emphasis on Professional Development will include a better focus on the importance of professional documents such as informed consent, waivers, rights of privacy.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

The embedded test questions were implemented, but students did not meet the stated criteria. As a result, more emphasis will be placed on the student outcomes for content knowledge. Additionally, the results on the Capstone Exam suggest additional preparation is necessary for students matriculating from the program. Improvements in the lab facilities will also assist with the attainment of these stated goals.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The Exercise Science program faculty will re-emphasize the academic standards for this coursework and continue to refine instructional techniques and content delivery to improve student learning. Many students achieve a 78% average on the quizzes, but did not achieve a 78% on all quizzes. Faculty will continue to emphasize the content and application of this knowledge. These goals are targeted at a long term increase in the quality of education the exercise science students receive. As these goals are important to the student learning environment, the goals will be retained for at least the 2015-2016 assessment cycle

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*Online Assessment Tracking Database*

Sam Houston State University (SHSU)  
*2014 - 2015*


**Kinesiology MA**

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<b>Goal</b>	<b>Research Skills And Practices</b>  MA Kinesiology – Sport and Human Performance and Sport Management students will be able to demonstrate appropriate research skills and practices.
<b>Objective (L)</b>	<b>Research Skills/APA Formatting</b>  M.A. Kinesiology – Sport Management students will be able to format references in scholarly works in the correct APA format.
<b>Indicator</b>	<b>Research Skills/APA Formatting Mastery</b>  A rubric developed by the program faculty will be used to assess students' research skills regarding properly formatting references using APA. Students will be distributed a comprehensive list of references. Students must follow APA format when formatting these references. Students must use the Publication Manual of the American Psychological Association (6th ed.) for proper formatting. Students must organize these sources into a 'References' page similar to what you would see at the end of an article or research manuscript.
<b>Criterion</b>	<b>Research Skills/APA Formatting Assignment</b>  Students must correctly format a comprehensive list of references in APA style, 6th edition with 90 percent accuracy on the first evaluation. This list will include references from a wide range of resources and the information provided will challenge students to seek out additional information about each resource.
<b>Finding</b>	<b>Research Skills / APA Formatting Assignment Results</b>  The criterion for 90 percent accuracy was met by 11 of 12 students. The single student falling below the criterion scored 85% on the APA style reference mastery.
<b>Action</b>	<b>Research Skills / APA Formatting Assignment Action</b>  The criterion will be maintained since the students approached mastery of the skills. The goal will be to have 90% accuracy on the first evaluation.
<b>Objective (L)</b>	<b>Research Ethics</b>  Students in the Kinesiology MA - Sport and Human Performance Program will demonstrate knowledge of appropriate research ethics.
<b>Indicator</b>	<b>Research Ethics</b>  Students will complete CITI ethical research training required by Sam Houston State University IRB. This training is completed one time and is good for 5 years. Students will be required to submit documentation of completed training each semester.

<b>Criterion</b>	<b>Research Ethics Measure</b>  100% of Kinesiology MA - Sport and Human Performance Program students will complete CITI training. Documentation will be submitted in KINE 5374, KINE 5367, and KINE 5395.
<b>Finding</b>	<b>Research Ethics Measure Results</b>  For 2014-2015, 27/29 (93%) of Sport and Human Performance students met the criterion.
<b>Action</b>	<b>Research Ethics Measure Action DRAFT</b>  Students did not meet the goal target. The importance of the training will be re-emphasized in all classes.
<b>Objective (L)</b>	<b>Research Proposal Development</b>  Students in the Kinesiology MA- Sport and Human Performance Program will create an appropriate research proposal.
<b>Indicator</b>	<b>Research Proposal Development</b>  Students will write a research proposal evaluating the current literature, identifying purpose and hypotheses, detailed methods, and expected findings on a topic of their choice. A rubric developed by program faculty will be used to assess student's proposals.
<b>Criterion</b>	<b>Research Proposal Development Measure</b>  80% of the students in the SHP program will earn at least 80% on the research proposal in KINE 5374.
<b>Finding</b>	<b>Research Proposal Development Measure Results</b>  For 2014-2015, 6/7 (86%) of Sport and Human Performance students met the criterion.
<b>Action</b>	<b>Research Proposal Development Measure Action</b>  Students met the goal target. The assignment will be retained and refined to continue to improve students' research skills.
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<b>Goal</b>	<b>Basic Statistics Interpretation</b>  M.A. Kinesiology – Sport Management students will be able to interpret basic statistical findings that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square).
<b>Objective (L)</b>	<b>Basic Statistics Interpretation</b>  M.A. Kinesiology – Sport Management students will be able to interpret basic statistical findings that address descriptive


statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square).

**Indicator** **Basic Statistics Interpretation Mastery** 


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 then be evaluated by a rubric developed by program faculty.

**Criterion** **Statistics Interpretation Assignments** 


Students must correctly complete each of the statistics assignments attached to this objective with 80 percent accuracy. There will be a total of four assignments that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square). 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.

**Finding** **Statistics Interpretation Assignments Findings** 


A total of 12 out of 12 students (100%) scored 80% or higher on all statistics assignments indicating mastery of Basic Statics Interpretation.

**Action** **Statistics Interpretation Assignments Action** 


Since 100% of the students exhibited 80% or higher mastery on the different statistics assignments, the goal will be moved to 85% for the next cycle. This will help promote continued improvement on the assignments and subsequent learning of statistical techniques.

**Goal** **Cumulative Professional Development** 

M.A. Kinesiology – Sport Management students will be able to use their acquired knowledge, skills, and experience in a field experience setting.

**Objective (L)** **Cumulative Professional Development** 

M.A. Kinesiology – Sport Management students will be able to use their acquired knowledge, skills, and experience in a field experience setting.

**Indicator** **Cumulative Professional Development Mastery** 

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** **Site Supervisor Evaluation And Professional Portfolio**

Students' final internship evaluation from the site supervisor must reach a minimum of an 85 percent rating. Additionally, the professional portfolio and all accompanying assignments presented by the student must also attain a minimum of an 85 percent rating.

**Finding** **Site Supervisor Evaluation And Professional Portfolio Findings**

A total of 100% of student interns for 2014 - 2015 (N=12) scored an 85 percent rating or higher on their final site supervisor rating. A total of 100% of student interns for 2014 - 2015 (N=12) also scored an 85 percent rating or higher on their professional portfolio assignments.

**Action** **Site Supervisor Evaluation And Professional Portfolio Actions**

The 85% criterion will be retained for the next reporting cycle for both measures. One student exactly met the criterion on the site supervisor evaluation, leading to the recommendation that the level remain consistent for 2015-2016. Should the 85% criterion be exceeded on both measures in 2015-2016, the program may look at moving the criteria higher.

**Goal** **Professional Preparation**

The Kinesiology MA - Sport and Human Performance Program will emphasize the knowledge, skills, and abilities that are need by professions in sport and human performance.

**Objective (L)** **Exercise Physiology Content Knowledge**

Students will demonstrate appropriate knowledge in exercise physiology.

**Indicator** **Exercise Physiology Content Knowledge**

Students will take quizzes in exercise physiology covering energy transfer, energy expenditure, the pulmonary system, the cardiovascular system, the endocrine system, and environmental factors.

**Criterion** **Exercise Physiology Content Knowledge Measure**

80% of students in the SHP program will score at least 80% on each of the quizzes in Advanced Exercise Physiology.

**Finding****Exercise Physiology Content Knowledge Measure** 🔑

For 2014-2015, 1/9 students (11%) achieved the criterion.

**Action****Exercise Physiology Content Knowledge Action** 🔑

The goal of 80% on all quizzes was not met. Faculty will emphasize the need to adequately prepare for quizzes and the academic standards required for graduate school to help students achieve the 80% target on all quizzes. Additionally course instruction will continue to be refined to improve student learning.

**Objective (L)****Biomechanics Content Knowledge** 🔑

Students will demonstrate appropriate knowledge in biomechanics.

**Indicator****Biomechanics Content Knowledge** 🔑

Students will complete quizzes in biomechanics covering forces, linear motion, angular motion, work, power, and energy, torque, fluid mechanics, internal biomechanics, and the application of biomechanics.

**Criterion****Biomechanics Content Knowledge Measure** 🔑

80% of students in the SHP program will score at least 80% on each of the quizzes in Advanced Biomechanics.

**Finding****Biomechanics Content Knowledge Measure** 🔑

For 2014-2015, 1/11 students (9%) achieved the criterion.

**Action****Biomechanics Content Knowledge Action** 🔑

The goal of 80% on all quizzes was not met. Faculty will emphasize the need to adequately prepare for quizzes and the academic standards required for graduate school to help students achieve the 80% target on all quizzes. Additionally course instruction will continue to be refined to improve student learning.

**Goal****Problem Solving/Critical Thinking Skills** 🔑

The Kinesiology MA - Sport and Human Performance Program will emphasize problem solving and reasoning skills.

**Objective (L)****Research Evaluation** 🔑

Students will demonstrate appropriate evaluation of peer-reviewed research.

<b>Indicator</b>	<b>Research Evaluation</b> 🔑 Students will write a paper evaluating the current state of the literature on a topic of choice. A rubric developed by program faculty will be used to assess students evaluation of the research.
<b>Criterion</b>	<b>Research Evaluation Measure</b> 🔑 80% of students in the SHP program will earn at least 80% the evaluation paper in KINE 5367.
<b>Finding</b>	<b>Research Evaluation Measure</b> 🔑 For 2014-2015, 9/9 (100%) Sport and Human Performance students achieved the criterion.
<b>Action</b>	<b>Research Evaluation Action DRAFT</b> 🔑 Students met the goal target. This assignment will be retained with refinement to raise the standards to continue to improve the students' ability to critically evaluation research.
<b>Objective (L)</b>	<b>Knowledge Base Comprehension</b> 🔑 Students in the Kinesiology MA - Sport and Human Performance Program will demonstrate appropriate synthesis of current literature.
<b>Indicator</b>	<b>Knowledge Base Comprehension</b> 🔑 Students will write a paper synthesizing the current literature on a topic of choice related to exercise physiology. A rubric developed by program faculty will be sued to assess students' synthesis of the research.
<b>Criterion</b>	<b>Knowledge Base Comprehension Measure</b> 🔑 Criterion: 80% of students in the SHP program will earn at least 80% on the synthesis paper in KINE 5367
<b>Finding</b>	<b>Knowledge Base Comprehension Measure Results</b> 🔑 For 2014-2015, 7/9 (78%) Sport and Human Performance students achieved the criterion.
<b>Action</b>	<b>Knowledge Base Comprehension Measure Action</b> 🔑 Students did not meet the goal target. The assignment will be refined with an increased focus on effectively synthesizing sources.

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### Previous Cycle's "Plan for Continuous Improvement"

Kinesiology program faculty will seek to enhance student performance in the applied research skills portion of our objectives by continuing to focus on improved APA formatting skills. While gains were made this past Academic Year, faculty will focus on continuing to improve student performance by incorporating new methods to enhance student learning of these critical skills. No specific trends were identified with regards to trouble with formatting of certain sources. Thus, the continued use of other techniques (i.e., embedded assignments, projects, and exams) to promote student mastery of APA techniques will be utilized. Additionally, the

approach to student learning of nonparametric statistics will be revisited and additional coverage will be provided by faculty. This seems to be the primary area of concern in the statistics interpretation objective. Since there was a drop in performance on two of the four statistics interpretation assignments, all four assignments will be revisited for structure and ability to achieve the learning objectives. Finally, while student performance on the capstone experience appears to have met the new criterion that was established in 2012-2013, an additional year of data could be helpful in determining whether the criterion for that objective should be moved forward.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

Significant improvement was noted for student performance on the statistics assignments as was student performance on the APA assignments. The revisions to assignments and the use of additional learning methods helped promote better attainment of the stated criteria. There was also fairly stable movement forward on the capstone assignment, which may provide the justification to move the criterion forward in 2015-2016.

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

The MS in Kinesiology (Sport and Human Performance) and the MS in Sport Management were approved in 2015. As a result, the MA in Kinesiology will need to be retired and replaced by the two new degree tracks. Specific information for the plans for each individual degree are provided below:

Sport and Human Performance (SHP) program faculty will re-emphasize the academic standards for graduate school and continue to refine instructional techniques and content delivery in the online environment to improve student learning. Many students achieved an 80% average on the quizzes, but they did not achieve an 80% on each individual quiz. Students have demonstrated some level of proficiency in the area of appropriate research skills; however, retaining these goals for the time being is important to continue to improve the research abilities of SHP students. The assignments will be reviewed by faculty to determine if adjustments are needed. The SHP faculty will continue to emphasize the importance of research ethics training (CITI training) and retain submission of training verification in most courses. Each of these goals is targeted at a long term increase in the quality of education SHP students receive. As these were all new goals for the 2014-2015 assessment cycle, the goals will be retained for at least the 2015-2016 assessment cycle. However, the specific objectives will change due to the 2 year cycle of course rotations.

For Sport Management measures, program faculty will continue to focus on applied research skills in order to promote continued development. The advances in performance on the APA formatting assignment and the applied statistics assignments will continue to be a focus to help provide students with a sound research base. Additionally, since the prior programs are now two freestanding degrees, additional objectives for the program can be developed. Previously, an emphasis was placed on objectives, indicators, and criteria that generalized to both tracks. The two degrees will now allow more specific development of objectives that are unique to each degree.

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# **School of Nursing**






*Online Assessment Tracking Database*


Sam Houston State University (SHSU)  
*2014 - 2015*


**Nursing BSN**



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**Goal** **Mastery Of Curriculum Content**    
 Curriculum content must be mastered to be licensed.


**Objective (L)** **Specialty**   
 Nursing students will achieve mastery of a specialty content area (med-surg, pediatrics, obstetrics, psych-mental health, community, fundamentals, health assessment) by the end of each of their specialty courses.

**Indicator** **Standardized ATI Specialty Examinations**   
 Assessment Technologies Institute, LLC (ATI) is a software-based testing company that produces standardized tests and learning software for nursing students. Each student is administered the chosen specialty exam within the specialty course.


**Criterion** **Score Of Level 2 Or Greater By At Least 60%**   
 60% of cohorts taking specialty exams by ATI will achieve set score of Level 2 (Proficient) or more. Range of levels goes from zero to 3 (highly proficient)

**Finding** **ATI Specialty Exam Results**    
 The results below show the percentage of students taking the ATI Specialty Examination achieved a level 2 or higher.

- Community - 69.44%
- Leadership: 57.58%
- Mental Health - 56.25%
- Pediatrics - 63.89%
- OB/GYN - 83.33%
- Med/Surg - 36.36%
- Nutrition - 26.47%
- Fundamentals - 53.57%

**Action** **Focus On Improvement In Particular Courses**   
 Goal of 60% was not met in the following courses:  
 Leadership  
 Mental Health  
 Med/Surg  
 Nutrition  
 Fundamentals

Focus on improved AT scores for these courses.

**Goal** **Mastery Of Curriculum Content**   
 Master of the basic curriculum is required for licensure.

**Objective (L)** **Mastery By Graduation** 

Nursing students will achieve mastery of all nursing content just prior to graduation.

<b>Indicator</b>	<p><b>Standardized ATI Exit Examination</b> 🔑</p> <p>Assessment Technologies Institute, LLC (ATI) is a software-based testing company that produces standardized tests and learning software for nursing students. Each student is administered the comprehensive nurse exam that tests the student' overall knowledge in key areas of the nursing curriculum. In many ways, the ATI Exit Exam is similar to the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN) and, therefore, performance on the ATI Exit Exam is considered to be a good predictor of a student's readiness for the licensing exam.</p>
<b>Criterion</b>	<p><b>Achievement Of Graduating Seniors On Comprehensive ATI Exam</b> 🔑</p> <p>At the time of graduation, sixty percent (60%) of students taking a standardized exit examination will achieve at least the baseline score of national BSN mean on their last attempt.</p>
<b>Finding</b>	<p><b>Standardized Exit Examination Results For Cohort 5</b> 🔑 🔑</p> <p>66.7% of students in cohort 5 achieved the baseline score of the national BSN mean.</p>
<b>Action</b>	<p><b>Actions</b> 🔑</p> <p>One-third of the students in cohort 5 did not meet the nation BSN mean. We will continue to focus on and monitor ATI predictor scores.</p>

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### Previous Cycle's "Plan for Continuous Improvement"

We only had one graduating class in 2013-4 and that class of 23 did poorly on all specialty ATI exams and on the ATI Exit Exam. They also did below par on the NCLEX, having only a 74% pass rate. Texas Board of Nursing requires schools to have an 80% or greater pass rate to remain state approved, therefore it is imperative that we take steps to improve our students' performance. The faculty has met and decided on the following strategies:

1. Give 3 instead of 2 ATI specialty exams in each course to increase their practice
2. Give more quizzes that are NCLEX style question (perhaps even every week)
3. Purchase Exam Soft which will provide better psychometrics on tests
4. Send all students scoring below a proficiency level of 2 to our Resource Coach for intensive remediation of that content.
5. Give 3 instead of 2 Exit Exams the final semester and give them at least 2 weeks apart to allow time for remediation.
6. Provide one 8 hour day at the end of the final semester in Concepts II to have a content faculty expert come to class and review the important content from their area: content that may be on the NCLEX based on the published test blueprint.
7. Continue to provide a mandatory 3-day live NCLEX Review
8. Urge students to take the NCLEX as soon after graduation as they are permitted to.

**Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If elements were not implemented please explain why, along with any contextual challenges you may have faced that prevented their implementation.**

1. A policy has been written regarding the administration and scoring of ATI specialty exams. We now give either 3 or 4 ATI's including 1-2 practice exams, and 2 proctored exams. The ATI counts as 5% of the exam grade for juniors and 10% for seniors.
2. All teachers are giving more quizzes of NCLEX style questions
3. ExamSoft purchased in June of 2015. Fall 15 all teachers began using it.
4. Done
5. The spring 15 graduating class received 3 exit exams (practice, proctored exam A and proctored exam B)
6. Done in May 2015. Will repeat in December of 2015
7. ATI review was mandatory for December 14 and May 15. Will be mandatory again this year.
8. Done. we went from a 74% pass rate in December to a 97% pass rate in May!

**Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2014 - 2015 Cycle Findings.**

Our most current graduating class passed the NCLEX with a 97% pass rate. The Texas Board of Nursing requires schools to have an 80% or greater pass rate to remain state approved. We will take the following steps:

1. Give 3 instead of 2 ATI specialty exams in each course to increase their practice
  2. Give more quizzes that are NCLEX style question (perhaps even every week)
  3. Purchase and utilize Exam Soft which will provide better psychometrics on tests
  4. Refer all students scoring below a proficiency level of 2 to our Resource Coach for intensive remediation of that content.
  5. Give 3 instead of 2 Exit Exams the final semester and give them at least 2 weeks apart to allow time for remediation.
  6. Provide one 8 hour day at the end of the final semester in Concepts II to have faculty content experts come to class and review the important content from their area: content that may be on the NCLEX based on the published test blueprint.
  7. Continue to provide a mandatory 3-day live NCLEX Review
  8. Urge students to take the NCLEX as soon after graduation as they are eligible.
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