



Sam Houston
State University

2015-2016



College of Health Sciences

**Department of Family
and
Consumer Sciences**

Assessment Plan Summary**Department: Family And Consumer Sciences BA/BS (Interior Design)****Sam Houston State University****President, Office of****Academic Affairs, Division of****Health Sciences, College of****Family and Consumer Sciences, Department of****Family And Consumer Sciences BA/BS (Interior Design)****Positive Internship Supervisor Evaluation****Goal Description**

The Interior Design Program will graduate students who meet the expectations of employers in the profession of interior design during their internships.

Related Items/Elements **Demonstration Of Applied Professional Competence****Learning Objective Description**

The student will demonstrate professional competence and the ability to apply what they have learned (egs., appropriate product knowledge, knowledge of business procedures, knowledge of industry systems) in various aspects of interior design.

 Employer/Supervisor Evaluation**Indicator Description**

The supervisor evaluation form for interior design interns evaluates three skill areas (personal skills, interpersonal skills, and professional skills including appropriate use of knowledge from the program content). Both questions from this form used as indicators are derived from supervisor ratings of the intern. One of the questions 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 design assistant position.

 **FACS Internship Form E****Criterion Description**

At least 80% of business supervisors of interior design interns will give the intern a rating of 3.5 or higher on a 5.0 scale, and 80% of business supervisors will indicate they would hire the intern.

Findings Description

Fourteen interior design students completed the internship during the reporting cycle. The overall employer rating was 4.8. One hundred percent of interns rated

at the 3.5 level or higher. All supervisors indicated they would hire the student intern if a position was available. Eight of the students did accept employment at their internship site.

Positive Internship Supervisor Evaluation

Action Description

We will continue to use the supervisor evaluation of student interns.

Student Knowledge of Content Area

Goal Description

Students graduating from the interior design program will have the knowledge and skills required for entry-level positions in interior design.

Related Items/Elements

Demonstration Of Content-Area Knowledge And Skills

Learning Objective Description

Students graduating from the interior design program will demonstrate the knowledge and skills necessary for entry-level management in interior design positions.

Content Analysis-Knowledge and Skills

Indicator Description

The assessment of interior design knowledge and skills was developed based on documenting the number of times students reported that an internship task they performed successfully directly related to knowledge and skills they acquired in one of the required interior design, construction management, or art courses.

Criterion Description

80% of responses will show coursework was relevant to work completed at the internship site.

Findings Description

The assessment included surveying 14 student logs which were scored one, for students indicating course connection 1-3 times, and scored two, for students referencing a course connection more than 4 times. A score total of 22 or higher was correlated to coursework being highly relevant, a score total of 16-21 was correlated with coursework being relevant; and a score of 15 or lower was correlated with coursework being somewhat relevant. This translates to 93% of student logs indicating coursework relevant to work completed at the internship site.

Demonstration of Content-Area Knowledge and Skills

Action Description

Faculty in the Interior Design program will identify key assignments within required courses as a means to measure content knowledge.

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify)**

We are pleased with the employers' feedback related to our students' skills. We are also pleased with the number of students who found their coursework directly related to tasks they are required to complete at their internship sites. Program area faculty will work to develop additional measures to reflect measures of student content knowledge.

Update of Progress to the Previous Cycle's PCI

Faculty in the program areas requiring student internships will meet to discuss alternative models for measuring student content knowledge. We will identify key assignments within required courses as a means to measure content knowledge.

Plan for Continuous Improvement for 2016-17**Closing Summary**

Assessment measures for the Interior Design program will be updated to reflect accreditation standards. Multiple student artifacts are collected throughout this program and are evaluated using appropriate rubrics. We will select a representative sample of artifacts to reflect successful student outcomes.

Assessment Plan Summary**Department: Family And Consumer Sciences BS (Food Science and Nutrition)****Sam Houston State University****President, Office of****Academic Affairs, Division of****Health Sciences, College of****Family and Consumer Sciences, Department of****Family And Consumer Sciences BS (Food Science and Nutrition)****Becoming a Registered Dietitian****Goal Description**

Prepare graduates to perform competently in a dietetic internship or supervised practice program for preparation as an entry-level dietitian.

Related Items/Elements **Demonstrating Knowledge and Skills Required of Registered Dietitians****Learning Objective Description**

Students will demonstrate the knowledge and skills necessary for entry-level dietitians.

 **Registration Examination In Dietetics****Indicator Description**

Pearson VUE sends an annual report on the passage of the National Exam for Dietitians by DPD graduates.

Criterion Description

80% of graduates will pass the National Registration Exam for Dietitians on the first attempt.

Findings Description

No DPD graduates took the RD exam in 2015. Data from January to July 2016 is not yet available from Pearson VUE.

 **Encouraging DPD Graduates to Apply for Dietetic Internships****Action Description**

The DPD Director will encourage DPD graduates to apply for a dietetic internship and to take the RD exam within 6 months of completing the dietetic internship. As more graduates apply and are accepted into dietetic internships, then ideally DPD graduates would be taking the RD exam every year.

 Acceptance to Dietetic Internships**Performance Objective Description**

Within 12 months of graduation, graduates from the DPD program that applied to a dietetic internship will be accepted.

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- Over a two-year period, 30% of students who graduate from the DPD program and apply for a dietetic internship will be admitted within 12 months of graduation.**

KPI Description

Over a two-year period, 30% of students who graduate from the DPD program and apply for a dietetic internship will be admitted within 12 months of graduation.

Results Description

Of the 5 graduates from the DPD program that participated in spring match in April 2016, 3 (60%) were accepted into a dietetic internship program.

 Improving Desirability of DPD Graduates**Action Description**

The DPD Director will continue to work one on one with DPD graduates on their DICAS applications prior to matching. Group meetings will be held to discuss the application and matching process. One-on-one meetings will be scheduled to help personalize and strengthen each DPD graduates application. DPD graduates will be encouraged to attend DI Orientation meetings. The DPD Director will work with nutrition faculty to strengthen the content of the DPD curriculum to improve the desirability of SHSU DPD graduates.

 Applying to Dietetic Internships**Performance Objective Description**

Within 12 months of graduation, graduates interested in becoming a Registered Dietitian (RD) will apply for a dietetic internship.

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- 50% of graduates from the DPD program will apply for the dietetic internship within 12 months of graduation.**

KPI Description

50% of graduates from the DPD program will apply for the dietetic internship within 12 months of graduation.

Results Description

There were 14 DPD graduates from December 2015 to August 2016. Five graduates (35.7%) applied for dietetic internships during spring matching in April 2016.

 Improving DPD Graduates Interest in Pursuing RD Credential**Action Description**

The DPD Director will continue to encourage DPD graduates to apply to dietetic internships. The DPD Director will also educate DPD graduates on the shortage of RD's in Texas and the role RD's play in healthcare.

Employment within the Field**Goal Description**

Employment in nutrition and food related careers following graduation.

Related Items/Elements **Performance after Graduation****Performance Objective Description**

Employers and DI Directors will indicate on surveys “satisfactory” or better performance in the workplace or Dietetic Internship.

 50% of employers and DI Directors will indicate on surveys “satisfactory” or better performance in the workplace or Dietetic Internship.**KPI Description**

50% of employers and DI Directors will indicate on surveys “satisfactory” or better performance in the workplace or Dietetic Internship.

Results Description

Surveys are planned for distribution late 2016/early 2017. There is no data to report at this time.

 Going Online with Surveys**Action Description**

Surveys to employers and DI Directors are being moved to an online format to help improve response rates. Once completed, the surveys will be distributed and results collected.

 Student Employment

Performance Objective Description

Students will seek and successfully find employment within the nutrition profession.

 **In the exit survey administered immediately prior to graduation, 50% of graduates will indicate they have been offered a job in the nutrition field or have been accepted into a dietetic internship.**

KPI Description

In the exit survey administered immediately prior to graduation, 50% of graduates will indicate they have been offered a job in the nutrition field or have been accepted into a dietetic internship.

Results Description

Eleven students completed the exit survey in December 2015 or May 2016. A total of six students (54.5%) reported acceptance into a dietetic internship (four) or were currently employed in the field of nutrition (two).

 Student Exit Survey

Action Description

We are currently meeting this performance objective. The DPD Director will continue to collect data via the exit survey. The DPD Director will also continue to work with graduates to find jobs in the field of nutrition if they choose not to apply for a dietetic internship or are not accepted to a dietetic internship.

Program Completion**Goal Description**

Students will complete the DPD in a timely manner and meet the requirements to receive a Verification Statement.

Related Items/Elements

 **Verification Statement with Minimum 3.0 GPA**

Learning Objective Description

DPD program graduates who choose not to enter a dietetic internship will obtain a Verification Statement at the completion of the DPD coursework and have a GPA of at least 3.0.

 Receipt of Verification Statement

Indicator Description

Graduate GPA is obtained from Cognos. The DPD Director keeps a record of graduates receiving the Verification Statement.

Criterion Description

70% of DPD graduates who choose not to enter a dietetic internship will obtain a Verification Statement at the completion of the DPD coursework and have a GPA of at least 3.0.

Findings Description

100% of DPD graduates received a Verification Statement. However, only 77.8% had a GPA of at least 3.0. Prior to the 2014 catalog, a minimum 2.75 GPA was required to receive the Verification Statement. We are meeting this criterion.

 Improving Graduate GPA**Action Description**

The DPD Director will continue to monitor student progress in the program. If students GPA is not meeting the minimum 3.0 GPA, the DPD Director will meet with the student to make an action plan for improvement.

 Program Completion on Time**Performance Objective Description**

Transfer students will complete the DPD within 2½ years of starting. Students entering as college freshmen will complete the DPD within 4 years.

 **40% of transfer students who complete the DPD program at Sam Houston State University will complete the program within 2½ years of their program admission; students entering as college freshmen will complete the program within four years.**

KPI Description

40% of transfer students who complete the DPD program at Sam Houston State University will complete the program within 2½ years of their program admission; students entering as college freshmen will complete the program within four years.

Results Description

There were 5 transfer students and 8 traditional students that graduated in December 2015 and May 2016. Two (40%) transfer students completed the DPD within 2 1/2 years. One (12.5%) traditional student completed the DPD within 4 years.

 Completing DPD on Time**Action Description**

The DPD has a very specific two-year course sequence. Transfer students that do not enter with the required prerequisites can spend an

extra year taking these courses before they start the DPD core courses. Many of the traditional students switch to FSN after two years at SHSU. These students may also be lacking the prerequisites and spend a year or two catching up. The DPD Director will advise students in the FSN program and encourage them to complete the prerequisite courses in a timely manner so not to delay core nutrition courses.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

We will continue to encourage qualified graduates to pursue the RD credential and apply for dietetic internships immediately or within 12 months of graduation. The DPD Director will work with DPD faculty to improve the content of courses to improve desirability of our graduates. Two new tenure track faculty members have been hired in the area of Nutrition and Dietetics. This will improve the diversity among DPD faculty and provide additional opportunities for DPD students.

Plan for Continuous Improvement for 2016-17

Closing Summary

The DPD Director plans on reviewing course content in nutrition related courses to strengthen the knowledge and skills of DPD graduates. The DPD Director will work with the new faculty members in the area of Nutrition and Dietetics to make sure course content is meeting ACEND guidelines. This will make DPD graduates more desirable when applying to dietetic internships.

Sim Man has been purchased for the Nutrition Assessment lab and will be ready starting August 2016. Simulations will be added to DPD curriculum to enhance skills in nutrition assessment and clinical dietetics. The DPD Director will be looking to see what additional equipment can be added to the Nutrition Assessment lab in the coming year.

Assessment Plan Summary**Department: Family And Consumer Sciences MS****Sam Houston State University****President, Office of****Academic Affairs, Division of****Health Sciences, College of****Family and Consumer Sciences, Department of****Family And Consumer Sciences MS****Increase Enrollment****Goal Description**

The MS program in Family Consumer Science will increase enrollment with the goal of producing graduates during the coming academic year (2015-2016).

Related Items/Elements **Increase Program Enrollment****Performance Objective Description**

Increase numbers of students enrolled in the Master of Science in Family Consumer Sciences Program at Sam Houston State University

 Increase Enrollment In MS In FCS**KPI Description**

An increase in the number of declared majors and graduates in Master of Science in Family Consumer Sciences Program.

Results Description

In 2014-2015 there were six students enrolled in the FCS MS degree. For 2015-2016 there were five students enrolled in the FCS MS degree.

 Increase Enrollment**Action Description**

The curriculum for the MS in Family and Consumer Science is under review and revision. We will market the revised program within target markets in an effort to increase enrollment.

Student Knowledge Of Content Area**Goal Description**

Students enrolled in the MS in Family and consumer Sciences, will graduate with an in-depth knowledge of the content area of interest.

Related Items/Elements **Knowledge And Skills****Learning Objective Description**

Students graduating from the MS in FCS program will demonstrate adequate knowledge and skills necessary for upper-level employment positions in their selected fields including teacher education in family and consumer sciences, interior design, fashion merchandising, and nutrition.

 Knowledge And Skills**Indicator Description**

Comprehensive exams for Family and Consumer Sciences cover all major and minor course areas undertaken by each student; scores are assigned on a High Pass, Pass, or Fail basis. These exams are scored holistically, and must cover content of specific course work taken for the degree. The answers are scored by the faculty under whom the work was completed.

Criterion Description

At least 100% of the students who complete the master's program in FCS will score a Pass or higher on each area of the comprehensive exam.

Findings Description

Three students completed the FCS comprehensive exams in December of 2015. Each student scored a Pass or higher on their comprehensive exams.

 Student Knowledge of Content Area**Action Description**

A new model for the comprehensive exam has been developed which will now be used.

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify)**

The department is pleased with the delivery (on-line) and rigor of this program. We frequently receive comments from other departments regarding the outstanding quality of work of the students in the program. However, we must make continued recruitment of these high-quality students a priority in order to sustain this program. We have hired four new faculty eligible to teach graduate level courses. Two of the new faculty have a family and consumer sciences Ph.D. These faculty will work on curriculum updates within the program to make the degree more targeted to specific populations. They will also work on marketing strategies to increase the visibility of the program. The goal is to double the enrollment within a one year time period. Finally, we need to continue to work in partnership with departments across campus that have courses that complement this program so that students can choose a secondary area that will help students to achieve satisfactory positions as they graduate.

Update of Progress to the Previous Cycle's PCI

New and existing graduate faculty members will meet to update our curriculum offerings in this program. We will collaborate with the marketing department to implement strategies to increase our enrollment.

Plan for Continuous Improvement for 2016-17**Closing Summary**

This program has low enrollment. There are not enough students to develop meaningful assessment measures. We anticipate a full cohort of students for the 2017-2018 academic year. We will update assessment measures related to student outcomes at that time.

**Department of
Health Services
and
Promotion**

Assessment Plan Summary**Department: Health Care Administration BS****Sam Houston State University****President, Office of****Academic Affairs, Division of****Health Sciences, College of****Health Services and Promotion, Department of****Health Care Administration BS****Application Of Didactic Knowledge****Goal Description**

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

Related Items/Elements **Application of Didactic Knowledge - Field Exposure****Learning Objective Description**

Senior level Health Care Administration 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.

 **Application of Didactic Knowledge - Field Exposure****Indicator Description**

Through an internship experience, Health Care Administration students will demonstrate that they can synthesize, integrate, and apply their acquired knowledge and skills as the academic capstone to their learning experience.

Criterion Description

At Least 80% of student will earn a grade of B in their professional internship experience that is conducted during their final semester of coursework in the degree program.

Findings Description

This goal was achieved with 100% of Health Care Administration students (N=19) earning a grade of "A" in their professional internship experience.

 **Application of Didactic Knowledge - Field Exposure**

Action Description

The Health Care Administration faculty was pleased with the results of this goal, and they have determined that the goal will remain as a priority area in the next assessment cycle. The professional internship serves as an opportunity for students to secure mentoring from their site supervisors, be exposed to teamwork, and apply the knowledge and skills they learned in their academic coursework in a real-world setting.

Legal, Ethical And Professional Standards**Goal Description**

Students in the BS in Health Care Administration program will comprehend the legal, ethical, and professional standards for Healthcare Administrators.

Related Items/Elements

 **Legal, Ethical and Professional Standards**

Learning Objective Description

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

 **Legal, ethical and professional standards in Health Care**

Indicator Description

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

Criterion Description

Ethics Related Assignments

All courses will include at least one question regarding definition of ethical standard, one definition for legal standard and one definition for professional standard for Health Care Administrators. At least 80% of HCA majors will answer the questions correctly.

Findings Description

Ethics Related Assignments

The results of the embedded exam questions that address laws, ethics, and rights are as follows:

HLTH 1360: 75% of the students enrolled in the course answered the questions correct

HLTH 3355: 75% of the students enrolled in the course answered the questions correct

HLTH 4393: 80% of the students enrolled in the course answered the questions correct

The mean percentage of these results is 77%; therefore, the goal was not achieved for the assessment cycle.

Legal, Ethical and Professional Standards

Action Description

Students majoring in Health Care Administration must possess a working knowledge of legal, ethical and professional content as they apply to the rights of patients and employees in health related settings. This goal will remain as a primary focus area in the next assessment cycle. Additional strategies to assess this knowledge may be added to this goal in the next assessment cycle such as the evaluation of case studies, presentations, and informal class debates.

Multi-disciplinary Coursework.

Goal Description

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

Related Items/Elements

Multi-disciplinary Coursework

Learning Objective Description

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

Course-work

Indicator Description

As required by the University and the American College of Healthcare Executives and the Association of University Programs in Health Administration, students will have exposure to different modalities of thinking and learning.

Criterion Description

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

Findings Description

Students majoring in Health Care Administration are required to successfully pass courses in a minimum of four different colleges and departments. These colleges include: the College of Humanities and Social Sciences (Sociology and Psychology), the College of Health Sciences (Population Health and Family and

Consumer Science), the College of Science, Engineering, and Technology (Biology), and the College of Business Administration (Finance, Economics, and General Business). All of the Health Care Administration majors (100%), have taken coursework in a minimum of four colleges and four departments in Sam Houston State University.

Multi-disciplinary Content

Action Description

This goal will remain as a data point in the next assessment cycle. The goal is a requirement for accreditation of the degree program and is mandated by the American College of Healthcare Executives and the Association of University Programs in Health Administration.

Update to Previous Cycle's Plan (2015-16) Plan for Continuous Improvement

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

There was not a Plan for Continuous Improvement for the 2014-2015 assessment cycle; however, data was maintained for the three goals for the assessment cycle.

Update of Progress to the Previous Cycle's PCI

The Health Care Administration faculty has increased by one for the 2016-2017 academic year. The program launched in fall 2014, and now has 174 declared majors. The program is one of the fastest growing in the university. The data points for the next assessment cycle will reflect the accreditation requirements that are mandated by the Association of University Programs in Health Administration that evaluate the level of student learning outcomes. The Department of Population Health has experienced several changes in leadership during the assessment cycle, and is committed to achieve accreditation of the program. Efforts are being made to provide the faculty with the resources they need to assist with the assessment process in the department.

Plan for Continuous Improvement for 2016-17

Closing Summary

The Health Care Administration faculty has increased by one for the 2016-2017 academic year. The program launched in fall 2014, and now has 174 declared majors. The program is one of the fastest growing in the university. The data points for the next assessment cycle will reflect the accreditation requirements that are mandated by the Association of University Programs in Health Administration that evaluate the level of student learning outcomes. The Department of Population Health has experienced several changes in leadership during the assessment cycle, and is committed to achieve accreditation of the program. Efforts are being made to provide the faculty with the resources they need to assist with the assessment process in the department.

Assessment Plan Summary
Department: Health MA

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Health Services and Promotion, Department of

Health MA

Ethical Issues In Public Health

Goal Description

Health MS students will synthesize ethical issues in public health.

Related Items/Elements

 **Identify Controversial Ethical Issues In Public Health**

Learning Objective Description

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

  **Ethical Issues Assignments**

Indicator Description

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 Description

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.

Findings Description

HLTH 5338 will be taught in Fall 2016. Findings on student performance will be reported at the conclusion of that course. In the 2015-2016 school year, there were two sessions of HLTH 5338 with a total of 10 students. The mean grade for the class was above a 90%.

  **Ethical Issues in Public Health**

Action Description

This goal will remain as a priority area in the MS in Health program. During the 2016-2017 assessment period, additional data points will be collected to ensure that the ethical content that is taught in the graduate courses will be captured and reported to the graduate faculty. This information is critical for the professional development of all of the Health graduate students.

Leadership Skills In Health Promotion**Goal Description**

Health MS students will develop and demonstrate competent leadership skills in health promotion.

Related Items/Elements

 **Understanding Of Critical Leadership Skills**

Learning Objective Description

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

 Assignments In HLTH 5363 Leadership In Health Promotion

Indicator Description

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 Description

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

Findings Description

Twelve 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 66 percent of the students, falling short of the criterion that all students would score 90 percent or greater on all modules. The mean grade was 85%.

 Leadership Skills in Health Promotion

Action Description

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

Research Enhancement Skills

Goal Description

MS Health graduate students will be competent in the applicable research skills in the health profession.

Related Items/Elements

Research Enhancement Skills

Learning Objective Description

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

Research Enhancement Skills

Indicator Description

Research Assignments

A common embedded portion of the HLTH 5374 and HLTH 5375 classes are to enhance the research skills of the students. These skills include: survey methodology, survey development, statistical protocols, data collection techniques, and analysis of data. Also included is a verbal presentation of research to the students enrolled in both courses.

Criterion Description

Research Assignments

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.

Findings Description

Research Assignments

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. The HLTH 5375 course was not taught during the assessment cycle; therefore, no findings were reported.

Research Enhancement Skills

Action Description

The Department of Population Health has recently added one new

degree option at the graduate level. As the MS in health Care Quality and Safety Program enlists 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.

Update to Previous Cycle's Plan (2015-16) for Continuous Improvement

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

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 2016-2017 and an additional class discussion board will be added to help students understand diverse viewpoints in public health ethical issues.

The Department of Population Health 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.

Update of Progress to the Previous Cycle's PCI

During the assessment cycle, two new graduate faculty were hired in Population Health. A new graduate coordinator was also appointed for the MS in Health Program. The MS in Health Care Quality and Safety Program has a graduate coordinator as well. These two coordinators, combined with the graduate faculty, are continuing to align course content to national standards, select competent students for the program, determine effective recruiting techniques to build both programs, and review the course assignments and resulting grades for the students enrolled in the programs.

The addition of the new graduate degree option, and the addition of new graduate faculty in the Department of Population Health, will result in new resources, ideas, and input into the graduate curriculum. A permanent chair for the department will be hired during the assessment cycle and will provide leadership and support for the MS in Health and the MS in Health Care Quality and Safety programs. A continuous review of all of the graduate curriculum will be conducted in ongoing efforts to improve the quality of all of the Population Health graduate programs.

The Health MS degree is incorrectly referenced as Health MA in the CampusLabs system. This will be corrected for the next assessment cycle.

Closing Summary

The addition of the new graduate degree option, and the addition of new graduate faculty in the Department of Population Health, will result in new resources, ideas and input into the graduate curriculum. SHSU will hire a permanent chair for the department during the assessment cycle and will provide leadership and support for the MS in Health and the MS in Health Care Quality and Safety programs. The graduate advisors will conduct a continuous review of all graduate curriculum in ongoing efforts to improve the quality of all of the Population Health programs. Further, as the health field evolves, the MS in Health plans to recruit an interagency/advisory board from future employers, graduates of the program and a current student representative to provide input into what employers seek from graduates with the MS in Health. The advisory board will assist in determining future curriculum revision and the direction in which the program needs to go to adapt to changes in the field as well as providing marketing and recruitment guidance to increase the size of the program.

In addition, the MS in Health plans to develop policies in administrative processes that include the following:

Criteria concerning student suspensions and re-admittance,

Criteria to admit students under extraordinary circumstances,

How a student internship is conducted (the manual we had in the past was the same one as the undergraduate internship manual and we often had graduate students doing the same activities as undergraduate students),

Development of a student internship handbook and an internship manual.

The development of a thesis by a graduate student and assessing that thesis.

Assessment Plan Summary
Department: Public Health BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Health Services and Promotion, Department of

Public Health BS

Domains in Public Health

Goal Description

Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains.

Related Items/Elements

 **Content Knowledge in Core Public Health Domains**

Learning Objective Description

Each student enrolled in the BS in Public Health will be proficient in content knowledge in each of the nine core Public Health Domains. These domains include: 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.

 **Content Knowledge in Core Public Health Domains**

Indicator Description

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.

Criterion Description

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 3361--TBD

9) Health Communication

HLTH 3392--TBD

HLTH 4393--TBD

Findings Description

Data in the Core Public Health Domains were not tracked, maintained, and reported for the BS in Public Health students for the assessment cycle. Summary and cumulative scores were the only metrics that were tracked for the cycle; therefore, no findings can be reported in a confident manner.

 Content Knowledge in Core Public Health Domains**Action Description**

The Public Health and adjunct faculty in the Department will work together to coordinate the assessment tracking and reporting during the next assessment cycle. This goal will remain as a fundamental benchmark in the program as it is required by the Public Health accreditation body, the Council on Education for Public Health. The nine areas listed for this objective are the core discipline domains in the curriculum that will be assessed during public health program accreditation. Eventually, the faculty will want to also measure these as part of the Campus Labs assessment, but they are currently working on the processes for identifying and collecting this data. The program

faculty will meet to determine which assignments in the above courses will satisfy the unique accreditation requirements. Then, the standardization of every assignment and a scoring rubric will need to be developed to report and maintain the data for the assessment cycle and accreditation.

Field Exposure

Goal Description

Each Public Health student will demonstrate discipline specific entry-level competencies in an applied setting.

Related Items/Elements

Professional Internship

Learning Objective Description

Each student completing HLTH 4394 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.

Professional Internship

Indicator Description

All BS in Public Health Students will successfully complete six hours of their professional internship in an appropriate public health setting with a qualified supervisor. Students will be evaluated by their faculty and internship supervisors.

Criterion Description

All BS in Public Health students must complete the internship with a passing grade of "A" in all four Public Health content areas: A) knowledge/skill application, B) interdisciplinary exposure, C) mentoring, and D) professional preparation and networking.

Findings Description

A total of 47 Public Health students completed their internship during the assessment cycle. The grades for the students are as follows:

A: N=41 students, 87%
student, 10%

B: N=5 students, 12%

C: N=1

Professional Internship

Action Description

Although the goal was not met, the Public Health faculty feels the internship was a valuable experience for the students and the four content areas of Public Health were met in the experience. This goal

will remain in the next assessment cycle as it is a requirement of the Council on Education for Public Health. The program faculty has met and agreed to modify the assignments to better measure achievement of student's internship goals in each area of the internship. In addition, a new internship manual is being developed that reflects the Public health content areas and the core Public Health Domains. This manual will include an evaluation matrix and rubric that will include these required elements. The new manual will be implemented during the next assessment cycle. In addition, the Public Health coordinator will discuss the new manual and evaluation matrix with the site supervisors.

Integrative Experience

Goal Description

Students enrolled in the BS in Public Health will be able to integrate, apply, and synthesize knowledge through cumulative and experiential activities.

Related Items/Elements

Capstone Project

Learning Objective Description

Through a cumulative experience, Public Health students will demonstrate their ability to successfully synthesize, integrate, and apply their acquired knowledge and skills in the academic capstone project.

Capstone Project

Indicator Description

As the final project for HLTH 4387, each students will complete a capstone project, which validates their ability to integrate and apply the core content knowledge within the Public Health Domains.

Criterion Description

A minimum of 90% of the Public Health students will earn of grade of at least 75% on their capstone project in HLTH 4387.

Findings Description

The capstone project for the BS in Public Health students was the planning and implementation of a Health Fair designed for an at-risk target population that integrated the core Public Health Domains. Results of the capstone project for each semester in the assessment cycle are as follows:

Fall 2015: 39 students (N=40, 98%) earned a minimum grade of 75 on the capstone project

Spring 2016: 38 students (N=39, 97%) earned a minimum grade of 75 on the capstone project

Capstone Project

Action Description

The Public Health faculty were pleased with the results of the goal. The Health Fair will remain as the capstone project for the students as it meets the requirements of projects defined by the Council on Education for Public Health. The goal will remain as a priority area during the next assessment cycle. A budgetary component will be included in the project during the next assessment cycle as it is a requirement for the accreditation of the program.

Professional Competence

Goal Description

Students enrolled in the BS in Public Health program will demonstrate professional competencies they have acquired in their academic program preparation.

Related Items/Elements

Professional Portfolio

Performance Objective Description

Each Public Health student will create an electronic professional portfolio that showcases their entry level competencies in the field of Public Health.

Professional Portfolio

KPI Description

Each student will create and maintain an electronic portfolio using the LinkedIn site that includes their representative coursework in their Public Health courses and includes their resume, personal mission statement, career goals, and internship goals. Students will earn a minimum grade of 90 on their professional portfolio.

Results Description

Results of the electronic professional portfolio project for each semester in the assessment cycle are as follows:

Fall 2015: 52 students (N=72, 72%) earned a minimum grade of 90 on the portfolio project

Spring 2016: 66 students (N=88, 75%) earned a minimum grade of 90 on the portfolio project

Professional Portfolio

Action Description

The Public Health faculty were not pleased with the result of this goal,

and they are planning to revise the data points used to assess the professional competencies of the students. Additional assignments in HLTH 4393 and HLTH 1360 will be used to measure this goal in the next assessment cycle. The acquisition of professional competencies are critical for Public Health students to be successful in their careers. This goal will remain as a data point during the next cycle as it is required by the Council on Education for Public Health for accreditation purposes.

Update to Previous Cycle's Plan (2015-16) for Continuous Improvement

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

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 data points 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.

Update of Progress to the Previous Cycle's PCI

The three member Public Health faculty created detailed goals and objectives based on national standards for program accreditation with the goal of reporting the same data points to both OATB and the accreditation body. The full-time public health faculty identified indicators and criteria and the courses in which the indicators will be placed. But with many adjunct faculty members teaching multiple sections of required courses, meetings are needed to identify the exact artifacts in courses and the rubrics that will be used to assess proficiency. With hundreds of students and a small full-time faculty, the program struggles to achieve this level of coordination. This will take extensive agreement and planning, particularly for the Public Health Domains content areas, with potentially dozens of indicators. The improvement needed at this stage is to reach a level of agreement and compliance and to set up a system for tracking and reporting this data.

Plan for Continuous Improvement for 2016-17

Closing Summary

The Public Health program has added an additional faculty member. In the coming months, the full-time faculty plans to meet regularly to work on program revisions and assessment plans. The program faculty has already identified the courses in which objective indicators will be embedded and plans to complete selection of indicators and creation of evaluation rubrics with appropriate criteria based on program goals and accreditation standards. The program faculty has already determined that the preparation students receive for the capstone project is inadequate and plans to work in the coming year on creating a new capstone course to further solidify this learning.

Department of Kinesiology

Assessment Plan Summary
Department: Athletic Training BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Kinesiology, Department of

Athletic Training BS

Evidence-Based Decision Making

Goal Description

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

Related Items/Elements

 **Evidence-Based Decision Making**

Performance Objective Description

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

 Clinical Experience Student Evaluation

KPI Description

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.

Results Description

Patient-Centered Care and Evidence-Based Practice are evaluated in each Clinical Experiences in Athletic Training course using the following items. Mean scores on a five-point Likert scale are reported below for all Final Clinical Experience Evaluations on these items:

- Student demonstrates decision making which is patient centered ($\bar{x} = 4.33$)
- Student demonstrates the ability to use Evidence-Based Practice as a foundation to the delivery of care ($\bar{x} = 5$)

Clinical Experience Student Evaluation

Action Description

The BS in Athletic Training Program has been assessing Professional Behaviors (such as providing patient-centered care and using evidence-based practice) via the Clinical Evaluations of Athletic Training Students. At this time, Athletic Training Students are scoring high (>4.0 on 5.0 likert scale). The BS in Athletic Training Program has re-evaluated the Comprehensive Assessment Plan and will be implementing new goals and objectives in the upcoming reporting cycle. However, patient-centered care and evidence-based practice continue to be a significant part of the assessment plan.

Foundational Knowledge In Human Movement And Exercise

Goal Description

Students will demonstrate foundational knowledge in human movement and exercise which promotes health and quality patient care.

Related Items/Elements

Foundational Content Knowledge

Learning Objective Description

Students will demonstrate foundational knowledge in human movement and exercise which promotes health and quality patient care.

Foundational Content Knowledge

Indicator Description

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 Description

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.

Findings Description

A total of six BS in Athletic Training Students enrolled in KINE 3362 during the 2015-2016 academic year. One student is currently in the Professional Athletic Training(AT) Program, one student was suspended from the Professional Program and will be seeking readmission, and four of these students are Pre-Professional AT students. All six of these students scored a 75% or higher on the comprehensive final exam for KINE 3362 Functional Kinesiology. The mean exam score from these six individuals was 85.17%.

 Foundational Knowledge**Action Description**

The BS in Athletic Training Program has been assessing foundational knowledge via grades in KINE 3362, Functional Kinesiology. At this time, Athletic Training Students are scoring above the target of 75% which is a positive reflection of the student success in this course.

However, the BS in Athletic Training Program has re-evaluated the Comprehensive Assessment Plan and will be implementing new goals and objectives in the upcoming reporting cycle. This new plan includes more holistic goals and objectives to capture foundational knowledge through practical application and clinical practice. Therefore, although this objective is being met, the BS in Athletic Training Program believes that there is a better way to assess student learning in this area.

Professional Behaviors**Goal Description**

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

Related Items/Elements **Professional Behaviors****Performance Objective Description**

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

 Clinical Experience Student Evaluation Result**KPI Description**

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.

Results Description

Professional Behaviors are evaluated in each Clinical Experiences in Athletic Training course using the following items. Mean scores on a five-point Likert scale are reported below for all Final Clinical Experience Evaluations on these items:

Student demonstrates honesty & integrity ($\bar{x}$ = 4.67)

Student exhibits compassion and empathy towards patients ($\bar{x}$ = 4.67)

Student demonstrates a positive attitude and professional demeanor ($\bar{x}$ = 4.67)

Student is an advocate for the profession of athletic training ($\bar{x}$ = 4.67)

Student treats health care professionals and patients with respect ($\bar{x}$ = 4.67)

Student Evaluation Results

Action Description

The BS in Athletic Training Program has been assessing Professional Behaviors via Clinical Evaluations of Athletic Training Students. At this time, Athletic Training Students are scoring high (>4.0 on 5.0 likert scale) on these professional behaviors which are being evaluated by Clinical Preceptors. The BS in Athletic Training Program has re-evaluated the Comprehensive Assessment Plan and will be implementing new goals and objectives in the upcoming reporting cycle. However, professional behaviors as defined by the Commission on Accreditation of Athletic Training Education (CAATE) 2012 Standards will continue to be a significant part of the assessment plan.

Professional Scope Of Practice

Goal Description

Students will understand the role of athletic trainer as a healthcare provider within an ever-changing healthcare system.

Related Items/Elements

Pre-Professional Athletic Training Content Knowledge

Learning Objective Description

Students will understand the role of athletic trainer as a healthcare provider within an ever-changing healthcare system.

Comprehensive Exam

Indicator Description

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 Description

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.

Findings Description

In total across the 2015-2016 year, 32 students completed ATTR 2300. The mean percent grades for the final examinations during the Fall 2015 semester was 83.57% and 75.13% during Spring 2016. of the total 32 students, 20 met the criterion of a grade of 75% or higher on the final examination.

 PreProfessional Content Knowledge
Action Description

The BS in Athletic Training Program has been assessing Pre-Professional knowledge via grades in ATTR 2300, Introduction to Athletic Training. At this time, Pre-Professional Athletic Training Students are scoring above the target of 75% which is a positive reflection of the student success in this course. However, the BS in Athletic Training Program has re-evaluated the Comprehensive Assessment Plan and will be implementing new goals and objectives in the upcoming reporting cycle. This new plan includes more holistic goals and objectives for students within the program (rather than pre-professional level). Therefore, although this objective is being met, the BS in Athletic Training Program believes that in the future, the focus of the assessment plan will be on the student learning within the Professional Athletic Training Program.

Update to Previous Cycle's Plan for Continuous Improvement**Previous Cycle's Plan For Continuous Improvement (Do Not Modify)**

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.

Update of Progress to the Previous Cycle's PCI

A new Comprehensive Assessment Plan (CAP) has been developed for the BS in Athletic Training Program. Items from the new CAP will be entered into the Campus Labs system for the 2016-2017 reporting cycle. The new CAP has been reviewed and approved by Jeff Roberts, Director of Assessment at SHSU. Additionally, the program accepted a second cohort of students which will begin the program during the 2016-2017 reporting cycle. Finally, Spring of 2017 will mark the first year the program will receive Board of Certification Exam pass rates.

Plan for Continuous Improvement for 2016-17**Closing Summary**

During the 2016-2017 academic year, the BS in Athletic Training Program plan to take the following actions for continuous improvement:

1. Partner and collaborate with other healthcare professional programs to include IPE into our curriculum.
 2. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's Degree level.
 3. Continue to expand clinical and internship site to provide students a variety of job settings to choose from.
 4. Implement a assessment process for all AT faculty, including pool faculty, to evaluate teaching.
-

Assessment Plan Summary
Department: Kinesiology BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Kinesiology, Department of

Kinesiology BS

Career Exploration

Goal Description

KINE Generalist students will demonstrate knowledge of the wide variety of career options that are available in the discipline.

Related Items/Elements

 **Career Exploration**

Learning Objective Description

Students will be able to identify the different career options that are a part of the Kinesiology disciplines.

 **Career Exploration**

Indicator Description

Students in KINE 1331 will complete a career exploration project for the course that has three parts: (a) professional interview they conduct with someone in their chosen field/career choice, (b) research paper on the chosen career, and (c) research presentation that incorporates both interview and research.

Criterion Description

Students will score at least 75 percent on the three components of the career research project.

Findings Description

Students averaged 75.43% percent on the career exploration project for the Fall 2015 and Spring 2016 semesters.

 **Career Exploration Project Action**

Action Description

Students marginally exceeded the criterion that was established. It is recommended that the criterion remain stable for 2016-2017 in order to examine whether 75% represents an ideal measure. Additionally, more emphasis may be placed identifying deficiencies on one or more of the three areas of the assignment.

Communication Skills

Goal Description

Oral and written communication skills will be emphasized with students in the Kinesiology BS (Generalist) program.

Related Items/Elements

Communication Skills

Learning Objective Description

Kinesiology BS (Generalist) students will communicate in oral and written forms their personal philosophy of a professional career in field of Kinesiology.

Communication Skills

Indicator Description

A common embedded portion of KINE 1331 will require students to effectively participate in group discussion assignments and reflect on the issues via a written reflection assignment. Both assignments utilize effective oral and written communications skills developed by the faculty.

Criterion Description

Students must score at least 80 percent correct on the common faculty-developed rubric for the group assignments and reflection assignment attached to the exercise.

Findings Description

Students scored 62.40 percent on the group discussion assignments and 72.50 percent on the written reflection assignment.

Communication Skills Action

Action Description

Since these scores were both low, it is recommended that intervention teaching techniques be incorporated into KINE 1331.

Content Knowledge

Goal Description

Content knowledge will be emphasized in the BS Kinesiology (Generalist) Program.

Related Items/Elements

 Content Knowledge
Learning Objective Description

Students will be able to effectively gain and apply knowledge of the twelve sub-disciplines of the profession of Kinesiology.

 Content Knowledge
Indicator Description

Embedded portions of exams and assessments from KINE 1331, 3363, 3364, 3378 will assess students' knowledge and application of theories and concepts in Kinesiology.

Criterion Description

Students must score at least of 75 percent correct on the embedded exam questions and assessments testing their knowledge and application of theories and concepts in Kinesiology.

Findings Description

Students within the assessment group scored an average of 71.38 percent on the midterm and final examinations testing their knowledge and application of theories and concepts in Kinesiology. In greater detail:

KINE 1331: Students averaged 67% on all exams for Fall 2015 and Spring 2016.

KINE 3378: Students averaged 72.49% on all exams Fall 2015 and Spring 2016.

KINE 3364: Students averaged 67.20% on all exams for Fall 2015 and Spring 2016.

KINE 3363: Students averaged 78.86% on all exams for Fall 2015 and Spring 2016.

 Content Knowledge
Action Description

Students failed to meet the criterion that was established. It is recommended that the criterion remain stable for 2016-17 in order to examine whether 75% represents an idea measure. Additionally, more emphasis may be placed identifying deficiencies in students' knowledge and application of theories and concepts in the profession of Kinesiology.

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

Additional discussion of tracks that may supplement the other tracks offered in the department will be a key focus for 2016-2017. The Department of Kinesiology surveyed students to determine their specific career goals could also be an approach to use as the track and its goals are reexamined and modified. Many discussions have been a result of those survey responses, specifically adding an undergraduate Sports Management degree track. Additional measures of content knowledge and presentation skills for KINE-Generalist majors may also be examined in order to provide more directed outcomes for graduates.

Update of Progress to the Previous Cycle's PCI

The department will determine the courses most important to the Kinesiology Core and create an assessment plan based upon those attributes considered critical in a Kinesiology degree. Moreover, continuous updates will be implemented on the Kinesiology strategic plan, goals, objectives, and learning outcomes.

Plan for continuous improvement 2016-2017**Closing Summary**

The Kinesiology department will enhance its effort to identify career options for the general Kinesiology degree. The department will continue to explore additional tracks such as Sports Management and Recreational Management as degree possibilities for students interested in Kinesiology. Developing a minor in Coaching and exploring other possible minors will be a focus of the Kinesiology department. Development of an graduating student and alumni survey seeking program feedback will be one of the priorities.

Assessment Plan Summary**Department: Kinesiology BS (Exercise Science)****Sam Houston State University****President, Office of****Academic Affairs, Division of****Health Sciences, College of****Kinesiology, Department of****Kinesiology BS (Exercise Science)****Content Knowledge****Goal Description**

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

Related Items/Elements

 **Content Knowledge**

Learning Objective Description

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

 **Content Knowledge**

Indicator Description

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 Description

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.

Findings Description

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

 **Content Knowledge**

Action Description

It is recommended that more teaching emphasis be placed on factual knowledge of Exercise Science and less on the theory in Exercise Physiology. In addition, more emphasis will be placed on identifying areas of deficiencies. Teaching techniques will be developed to address the areas of deficiencies.

Principles Of Exercise Science**Goal Description**

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

Related Items/Elements

 **Principles Of Exercise Science**

Learning Objective Description

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.

 **Principles of Exercise Science**

Indicator Description

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 Description

At least 80% of the Kinesiology BS (Exercise Science) students will score at least 78% on the selected lever quiz in KINE 3362.

Findings Description

21/27 (77.8%) of the Kinesiology BS (Exercise Science) students scored at least 78% on the selected lever quiz in KINE 3362. 77.8% is shy of the target goal of 80%.

 **Principles of Exercise Science**

Action Description

Increased emphasis will be placed on the components of the lever system and the importance of this in the human body. Additional readings and further lecture emphasis will be utilized to increase knowledge base.

Update to Previous Cycle's Plan for Continuous Improvement

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

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 2016-2017 assessment cycle.

Update of Progress to the Previous Cycle's PCI

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.

Exercise science 2016-2017 cycle plan for continuing improvement

Closing Summary

The Exercise Science program will develop separate degree tracks which will allow students to chose between a clinical or applied option. Student with an interest in a more clinical Exercise Science environment, or have a desire for graduate education in the area of Exercise Science, Physical Therapy, or Medical School, can select the clinical track. Students more interested in Applied Exercise science ,such as working in a Corporate Wellness environment, Commercial Fitness, or going to Occupational Therapy school, can select the applied track. These separate tracks will allow students to has a more focused degree.

School of Nursing

Assessment Plan Summary
Department: Nursing BSN

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Nursing, School of

Nursing BSN

Mastery Of Curriculum Content

Goal Description

Master of the basic curriculum is required for licensure.

Related Items/Elements

 **Mastery By Graduation**

Learning Objective Description

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

 Standardized ATI Exit Examination

Indicator Description

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's 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.

Criterion Description

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.

Findings Description

66.7% of the 12/2015 graduates scored above the national mean. 77.1% of the 5/2016 graduates scored above the national mean.

 New Benchmarks

Action Description

New benchmarks are being developed to measure the program student outcomes identified in the new assessment plan for 2016-17.

Mastery Of Curriculum Content

Goal Description

Curriculum content must be mastered to be licensed.

Related Items/Elements

Specialty

Learning Objective Description

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.

Standardized ATI Specialty Examinations

Indicator Description

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 Description

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)

Findings Description

ATI data revealed that at least 60% of the students who took the Med-Surg, Newborn, Children, Mental Health, Community and Leadership exams achieved a minimum proficiency level 2 on the exams. Less than 60% of the students who took the Fundamentals, Nutrition and Pharmacology achieved a minimum proficiency level 2 on the exams. See the attached table from ATI reporting.

 SHSU Longitudinal Assessment Reports 62816 1

New Benchmarks

Action Description

New benchmarks are being developed to measure the program student outcomes identified in the new assessment plan for 2016-17.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

During 2015-2016, several changes occurred in the School of Nursing including the hiring of 8 full time faculty and a change in the director.

Gave 2 practice and 2 proctored ATI specialty exams.

Data unavailable for most courses.

Fully integrated Exam Soft

All students scoring below level 2 were referred to Resource Coach.

Gave 2 practice and 2 proctored Exit Exams

Done in fall 2015 but not spring 2016. The large number of new and inexperienced academic faculty prevented scheduling of this extra content day.

Live NCLEX review held both fall 2015 and spring 2016.

Students are encouraged to schedule exam at the earliest date possible.

The assessment plan will be revised and reformatted for the 2016-2017 cycle.

Plan for Continuous Improvement for 2016-17

Closing Summary

The evaluation plan will be redesigned based on the program student learning outcomes.

Assignments in the courses will be used to determine the achievement of the outcomes. A matrix will be developed.