

2016-2017

College of Health Sciences

Department of Family and Consumer Sciences

Assessment Plan Summary

Department: Family and Consumer Sciences BA/BS

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

Feedback - Positive Employer/Supervisor Feedback

Goal Description

The Department of Family and Consumer Sciences will graduate general Family and Consumer Sciences majors who perform well in employment positions within the field

Related Items/Elements

🐞 🎮 Feedback - Demonstration Of Applied Professional Competence

Learning Objective Description

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.

🐞 🚠 Feedback - Employer/Supervisor Evaluation

Indicator Description

The 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 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.



Criterion Description

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.

Findings Description

100% of employers rated the student's performance at 4 or higher and 100% indicated they would hire the student given the opportunity.



Action Description

We will consider the rating scales and questions asked of the employers to be certain the instrument is capturing what we intend.

Research - Reading and Understanding Quantitative Research in Periodical Literature

Goal Description

The Department of Family and Consumer Sciences (FACS) will graduate general FACS majors who have demonstrated the ability to glean essential research information from the extant peer-reviewed quantitative periodical literature such as the *Journal of Marriage and Family* and *Child Development*.

Related Items/Elements

🐞 🎮 Research - Demonstration of Ability to Glean Essential Quantitative Research Findings

Learning Objective Description

Students will demonstrate the ability to select a quantitative research article and provide key information and findings from the article using the 12 step process.

🐞 📥 Research - 12 Step Template for Quantitative Research

Indicator Description

The 12 Step Template provides 12 distinct pieces of information family and consumer sciences students need as students and as future consumers of the extant research literature. Regardless of FACS focus (e.g., nutrition, textile science, marriage and family relationships, child development and parenting), students are exposed to the current scientific findings applicable to the field and are expected to be able to read appropriate periodical literature and to succinctly gather essential information from the article reviewed. The instrument, "12 Steps to Understanding a Quantitative Research Report" (pp. 111-112) is from Locke, Silverman, and Spirduso's (2010) *Reading and Understanding Research* (3rd ed.). The authors explain and provide an example of a completed 12 step template. The attached instrument or 12 Step Template is employed in addition to a handout derived from the American Psychological Association and The

> Writing Center at the University of Wisconsin – Madison, titled, "Acknowledging, Paraphrasing, and Quoting Sources." Students in FACS 3369, Family Relationships, and FACS 4333, Child Development and Guidance, complete multiple 12 Steps. Assignments are submitted via TurnItIn on Blackboard.

\min 12 Steps to Understanding a Quantitative Research Report



Criterion Description

100% of general FACS majors will complete at least two 12 Step Templates with a similarity report of less than 40% (they are allowed to list the steps each time for clarity) but little to no similarity within the text they provide for each step.

Findings Description

Students completed at least one 12 step due to class variations over time. Each had allowable similarities or were asked to redo the assignment. For FACS majors (N=17), scores ranged from 0 to 50 (Note: 0 and 50 were the minimum and maximum possible scores) with an average score of 35.65 and a SD of 18.5.



Action Description

Three students chose to not do the assignment at all (scoring 0). If those are deleted from the dataset then the average score is 43. One option for improving future performance would be to make this the enhanced writing assignment that allows students to redo the assignment for full credit.

Update to Previous Cycle's Plan for Continuous Improvement

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

New key assessments will be identified to better reflect student outcomes in capstone courses. Rubrics related to these assessments will be collected and data analyzed to determine the success of student learning. We will continue to use the FACS 4369 Internship Final Evaluation to garner student opinion related to strengths and weaknesses of the FCS program.

Update of Progress to the Previous Cycle's PCI

Students are learning to glean pertinent information from the research literature. However, some choose to not do the assignment at all. The courses are Writing Enhanced and as such the assignment could be made the allowable redo so all students would complete this. In addition, rather than use similarity as a measure, total score could be used. A new criterion for student learning would be at 70% or a score of 35 on the assignment with no issues of similarity at all.

One of the important assignments in FACS 3369 has been revised based on the instructor's week at SHSU PACE conference: Writing in the Disciplines. Instead of a one time writing assignment, it is now broken down into three major components due throughout the semester. Scores from the components

will be collected and data analyzed to determine the success of student learning. We will continue to use the FACS 4369 Internship Final Evaluation to garner student opinion related to strengths and weaknesses of the FCS program.

Assessment Plan Summary
Department: Fashion Merchandising BA/BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Family and Consumer Sciences, Department of

Fashion Merchandising BA/BS

Employer/Supervisor Evaluation

Goal Description

The Fashion Merchandising Program will graduate students who perform well in positions of employment within the fashion industry.

Related Items/Elements

Employer/Supervisor Evaluation - Demonstration Of Applied Professional Competence

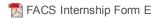
Learning Objective Description

Graduating students 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.

\infty 🚠 Employer/Supervisor Evaluation Data

Indicator Description

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). Two questions from this form are used as indicators, and they are essentially overall supervisor ratings of the interns. One of them rates the intern on a Likert-type scale of 1 to 5, with 1 being the lowest rating and 5 being the highest rating. The other question is a "yes-no" indicator of whether the employer would hire the intern in his/her company for a suitable entry-level management position. Internship is a requirement for degree completion in this program, so all fashion merchandising graduates 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 departmental faculty as a whole. Instruments used by other family and consumer sciences/fashion merchandising colleges and departments were reviewed in the development of this instrument. The 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.



Criterion Description

At least 80% of business supervisors of fashion merchandising graduates will give each student, as an intern, a rating a 3.5 or higher on a 5.0 scale and 80% of business supervisors will indicate that that they would hire the intern given the availability of a suitable entry-level management position in the company.

Findings Description

There were 22 Fashion Merchandising graduates from August of 2016-August of 2017. All of them completed the internship requirement. Twenty students (90.9%) received a rating of 5, 4.5, or 4. Sixteen students (72.7%) were rated as "exceptional" (5), one (4.5%) was rated between "exceptional" and "above average" (4.5) and three (13.6%) received a rating of "above average" (4) for a total of 90.8% of fashion merchandising graduates who were given an overall internship rating of 3.5 or higher. No student intern, among this group of graduates, received a rating below 3 ("good"). No student intern, among this group so graduates, received a rating of "fair" or "poor." Therefore, findings indicate that this criterion was met.

For the 22 Fashion Merchandising graduates cited above, 95% of employers (21 employers) checked "Yes," indicating that they would hire the student intern for a suitable, entry-level management position within their company. In fact, 41% of program graduates (9 students) had been hired into management positions upon completion of the internship or upon graduation from the program (often the internship was the final program requirement before graduation). Three of the 22 interns (13.6%) completed the internship requirement with non-profit entities where there was little opportunity for future employment (yet all three received a "yes – they would hire" indication), limiting somewhat the opportunity for future employment with that company, but still indicating the student's promise of success in the workplace. Therefore, findings indicated that this criterion was met.

🐞 🎜 Employer/Supervisor Evaluation Data

Action Description

Faculty will continue to uphold the quality standards leading up to the internship experience for students in the Fashion Merchandising program. Faculty will seek to encourage students to pursue opportunities with "for-profit" companies that offer more opportunity for employment post-graduation.

Student Satisfaction - Facilities and Equipment

Goal Description

Students will indicate satisfaction with "building, facilities and equipment used by [the Fashion Merchandising] program in the Margaret Lea Houston Building."

Related Items/Elements



Learning Objective Description

Students will indicate satisfaction with "building, facilities and equipment used by [the Fashion Merchandising] program in the Margaret Lea Houston Building."

🐞 🚠 Student Satisfaction - Facilities and Equipment

Indicator Description

As part of the Internship Final Evaluation, students are asked to rate, on a Likerttype scale, their level of satisfaction with the "building, facilities and equipment used by your program in the Margaret Lea Houston Building . . ." with a rating of 5 as "Excellent" and a rating of 1 as "Poor."

Criterion Description

At least 80% of students graduating from the Fashion Merchandising program will report a rating a 3 or higher regarding level of satisfaction with the building, facilities, and equipment used by the Fashion Merchandising Program in the Margaret Lea Houston Building.

Findings Description

Data was available from 19 of the 22 graduates who were surveyed as they completed the internship requirement. (Three of the 22 graduates mis-read the question, applying it to the internship work environment rather than to departmental facilities.) Of these 19 students, eleven (58%) assigned a rating of 5 ("excellent"), another four (21%) assigned a rating of 4 ("very good"), and two (11%) assigned a rating of 3 ("good"). Therefore, 17 out of 19 students (89%) expressed satisfaction with the facilities in the Margaret Lea Houston Building that directly relate to the Fashion Merchandising program, and this criterion was met.

🐞 🎜 Student Satisfaction - Facilities and Equipment

Action Description

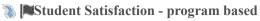
Faculty need to continue to maintain equipment in clothing labs and classrooms. Faculty need to recommend purchasing of new equipment so that equipment with which the students are working is current and in keeping with industry standards. This question has recently been re-worded so that it asks very clearly about the Margaret Lea Houston Building's facilities and not those at the Internship site.

Student Satisfaction - Program-Based

Goal Description

Students will indicate satisfaction with the faculty in the program, both for their instruction and their efforts to prepare students for internship tasks and work activities.

Related Items/Elements



Learning Objective Description

Students graduating from the Fashion Merchandising program will express satisfaction with the faculty in the program, both for their instruction and their efforts to prepare students for internship tasks and work activities.

🔊 👬 Student Content Knowledge, Program-Based

Indicator Description

As part of the Internship Final Evaluation, students are asked to rate, on a Likert-type scale, from a high of 4 ("very satisfactory") to a low of 1 ("very unsatisfactory"), the faculty in the program for their instruction and efforts to prepare them for internship tasks and work activities.



Criterion Description

At least 80% of students graduating from the Fashion Merchandising program will report a rating a 3 or higher (out of 4) regarding level of satisfaction with faculty in the program, both for their instruction and their efforts to prepare students for internship tasks and work activities.

Findings Description

Twenty-one out of 22 students supplied meaningful responses to the question regarding satisfaction with faculty in the Fashion Merchandising program. (One student mis-read the question, applying it to her instruction at the internship site.) Of the 21 students who responded appropriately, 15 students (71%) rated the faculty in the program as Very Satisfactory, and another six students (29%) rating the faculty as Satisfactory. No responses of Unsatisfactory or Very Unsatisfactory were given. Therefore, 100% of students who supplied meaningful responses to the question regarding satisfaction with faculty in the Fashion Merchandising program expressed satisfaction with the faculty, and this criterion was met.

🔊 🎜 Student Satisfaction, Program Based

Action Description

Faculty need to continue to remain up-to-date in what is a dynamic and every-changing field of study. That includes following the literature, both the fashion trade literature and the research literature, and incorporating up-to-date examples in classroom lectures and discussions.

Update to Previous Cycle's Plan for Continuous Improvement

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

New key assessments will be identified to better reflect student outcomes in capstone courses. Rubrics related to these assessments will be collected and data analyzed to determine the success of student learning. We will continue to use the FACS 4369 Internship Final Evaluation to garner student opinion related to strengths and weaknesses of the FCS program.

Update of Progress to the Previous Cycle's PCI

The FACS 4363 Merchandising Control course is considered to contain essential information for students graduating from the Fashion Merchandising program. Information garnered from the FACS 4369 Internship Final Evaluation continues to be used to assess strengths and weaknesses of the Fashion Merchandising program. An evaluation instrument will be developed for the FACS 4363 course and will be administered at the beginning of the course and again at the end to determine success of student learning.

Plan for Continuous Improvement 2017-18

Closing Summary

Departmental faculty will work to develop and collect data for the upcoming reporting cycle. Faculty who teach the FACS 4363 Merchandising Control course will apply a pre-test, post-test to that course to determine whether the content therein was adequately synthesized and could be applied by the students.

An evaluation instrument will be developed for the FACS 4363 course and will be administered at the beginning of the course and again at the end to determine success of student learning.

Assessment Plan Summary

Department: Food Science and Nutrition BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Family and Consumer Sciences, Department of

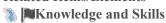
Food Science and Nutrition BS

Achieving Knowledge and Skills

Goal Description

Graduates of the Food Science and Nutrition Program in the Family and Consumer Science Department will be adequately prepared to enter a supervised practice program as the next educational phase toward becoming a Registered Dietitian.

Related Items/Elements



Learning Objective Description

Graduates of the FSN student will demonstrate attainment of undergraduate competencies related to food science and nutrition and the ability to apply that knowledge by successfully earning a verification statement, completing a supervised practice experience, and passing the national credentialing examination. These competencies are required by the program's accrediting agency and are built into the courses throughout the degree plan. The indicators/criterion chosen are summative evaluations of the students' performance in the program.

🐌 🚠 Knowledge and Skills

Indicator Description

As required by the Accreditation Council for Education Nutrition and Dietetics (ACEND), at least 80% of graduates over a five-year period, will pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.

At least 90% of each graduating class will have met the program criteria to earn a verification statement from the FSN program indicating that they have met all competencies required by ACEND, earned a minimum overall GPA of 3.0, a DPD GPA of 3.0 or better, and a "C" or better in all FACS courses.

Eighty percent of graduates will score a 75% or better on a mock RDN credentialing given in the semester of their graduation.

Criterion Description

As required by the Accreditation Council for Education Nutrition and Dietetics (ACEND), at least 80% of graduates over a five-year period, will

pass the CDR credentialing exam for dietitian nutritionists within one year following first attempt.

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At least 90% of each graduating class will have met the program criteria to earn a verification statement from the FSN program indicating that they have met all competencies required by ACEND, earned a minimum overall GPA of 3.0, a DPD GPA of 3.0 or better, and a "C" or better in all FACS courses.

Eighty percent of graduates will score a 75% or better on a mock RDN credentialing given in the semester of their graduation.

Findings Description

- 1. Results for the past 3 of the 5- year cycle includes a pass rate of 91% which meets the current goal, however, the most recent pass rate is lower than the 80% goal.
- 2. Based on the program's Verification Statement Policy of the student's catalog year, 100% (n=7) earned a verification statement.
- 3. For the academic year of 2016-2017, no students scored 75% or better on the mock RDN exam. The fall 2016 graduates scored an average of 55.8% and the Spring graduates scored an average of 68.3%, indicating an improvement. The improvement is related to adjustments made to increase the rigor of the course content and adjusting the course sequencing to support progression of learning. It is noted that these graduates have only experienced some of the improvements in program related to the program improvements.



Action Description

Continue to monitor the above three indicators

Cultural Competence

Goal Description

Students in the FSN major will demonstrate cultural competence and diversity-related knowledge and skills when working in student teams and with the community.

Related Items/Elements



Learning Objective Description

Students will successfully develop and deliver a nutrition education program for a community based on their assessment of the community, which is age and culturally appropriate.

Students in the FSN are required to work in teams and in the community in areas of need to personally deliver a nutrition education program. This will require the ability to assess a community, design a program and educational materials for underserved populations as part of addressing health disparities. Future work as professionals will require

students to be culturally competent, and development of this skill is a required competency for program accreditation.

🐌 🚠 Cultural Competence

Indicator Description

Students will successfully develop and deliver a nutrition education program for a community based on their assessment of the community, which is age and culturally appropriate.

Students in the FSN are required to work in teams and in the community in areas of need to personally deliver a nutrition education program. This will require the ability to assess a community, design a program and educational materials for underserved populations as part of addressing health disparities. Future work as professionals will require students to be culturally competent, and development of this skill is a required competency for program accreditation.

Criterion Description

Ninety-five percent of students will earn a 90% or better on an examination of cultural competence theory and knowledge while enrolled in the Community Nutrition Course.

Students will earn a score of 90% or better on the major service-learning project as part of the Community Nutrition Course.

Ninety-five percent of students will receive an above-average rating or higher by their peers as part of a required peer evaluation related to the major service-learning project.

Findings Description

This is a new goal. The course that will be used for this evaluation will be taught in Spring 2018.



Action Description

Gather data regarding this program goal in Spring 2018. Ensure content is part of the course and evaluations are in place.

Quality Experiential Learning

Goal Description

The FSN program will provide quality experiential learning opportunities in the areas of clinical nutrition, community nutrition and food service that will allow students to apply knowledge and develop professional practice skills.

Related Items/Elements | Quality Experiential Learning

Learning Objective Description

Students will assess their experiential learning activities as providing the opportunity to develop and demonstrate practice skills in the three major areas of the curriculum.

Prior to graduation, FSN majors complete an exit survey that includes a question about quality experiential learning in clinical nutrition, community nutrition, and food service. The questions ask students to rate the quality of the experiences with a Likert-type scale ranging from strongly agreeing that they had quality experiences to strongly disagreeing that the experiences were of a quality that allowed them to develop practice skills. These practice skills are essential to adequate preparation for a post-graduate supervised practice program.

🐌 📥 Quality Experiential Learning

Indicator Description

Students will assess their experiential learning activities as providing the opportunity to develop and demonstrate practice skills in the three major areas of the curriculum.

Prior to graduation, FSN majors complete an exit survey that includes a question about quality experiential learning in clinical nutrition, community nutrition, and food service. The questions ask students to rate the quality of the experiences with a Likert-type scale ranging from strongly agreeing that they had quality experiences to strongly disagreeing that the experiences were of a quality that allowed them to develop practice skills. These practice skills are essential to adequate preparation for a post-graduate supervised practice program.

Criterion Description

- 1. At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Clinical Nutrition.
- 2. At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Community Nutrition.
- 3. At least 80% of graduates will indicate that they Strongly-Somewhat Agree that the experiential learning was adequate to develop skills in Food Service.

Findings Description

Seventy-one percent of graduates (5 of 7) indicated that they strongly-somewhat agreed that the experiential learning was adequate to develop skills in Clinical Nutrition. This result did not meet the goal of 80%. It was noted that 75% of those responding positively rated the experiential learning as "somewhat" met adequacy.

Seventy-one percent of graduates (5 of 7) indicated that they strongly-somewhat agreed that the experiential learning was adequate to develop skills in Community Nutrition. This result did not meet the goal of 80%. It was noted that 75% of those responding positively rated the experiential learning as "somewhat" met adequacy.

somewhat agreed that the experiential learning was adequate to develop skills in Food Service. This result did not meet the goal of 80%. It was noted that 42% of those responding positively rated the experiential learning as "somewhat" met adequacy.



Action Description

Faculty have worked to increase the number and quality of experiential learning activities during the 2016-2017 academic year. The current results do not reflect student outcomes as these students have not yet completed the exit survey.

Update to Previous Cycle's Plan for Continuous Improvement: 2016-17

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

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.

Update of Progress to the Previous Cycle's PCI

The thrust of continuous improvement plans includes updates to the curriculum as required by the 2017 Standards from ACEND, the accrediting agency for the FSN program. Previous cycle plan also uses ACEND standards as a guide for program and student outcome improvement plans.

Clinical Nutrition experiential learning activities were a focus of improvement for the 2016-2017 academic year. Student evaluations of these new activities will be assessed by the program faculty and used as the basis for adjusting activities for the 2017-2018 academic year. Food service and community nutrition experiences were reviewed and will be focus of changes for the 2017-2018 academic year. The program director is seeking new affiliation agreements with community institutions and on-campus entities that can provide appropriate experiences. The program director and new faculty member teaching the clinical sequence of courses have developed on-campus relationships for developing practice skills in clinical nutrition. These indicators will continue to be evaluated.

The credentialing examination pass rate improvement plan consists of plans for continuous review of curricular content, rigor, and ability to meet the individual competency requirements. This past academic year, focus was placed on the Nutrition component of the program and the ordering of the coursework. Future work will add the focus on the Foods and Community Nutrition courses in the curriculum and the addition of courses needed to meet the new 2017 Standards provided by ACEND.

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The Program Director and Faculty have developed a Verification Statement Policy that better reflects expectations for student performance and preparedness for post-graduate programs. With each academic year, a higher percentage of graduates will be subject to this policy which will allow for better assessment of student outcomes.

Program faculty will continue to improve course content and review current required courses, develop courses as necessary, and adjust requirements for foundation courses to support student learning and competency attainment. Faculty advisors and students will adhere to pre-requisite requirements in order to support student preparedness for course content.

Assessment Plan Summary
Department: Interior Design BA/BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Family and Consumer Sciences, Department of

Interior Design BA/BS

Goal A - Student Content Writing Skills

Goal Description

The interior design program will graduate students who meet the writing expectations established by the Council of Interior Design Accreditation (CIDA).

Related Items/Elements



Learning Objective Description

The interior design student will exhibit an ability to write professionally through writing assignments and written parts of projects within interior design courses using an expected writing quality associated with the CIDA accreditation.

🐞 📥Content Writing Skills Evaluation

Indicator Description

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of interior design student writing skills is derived from proficient writing of programming documents and concept statements. Using project rubrics from senior-level projects, the professor will evaluate the student's written statements and convert scores into a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

Criterion Description

Since there is no universal academic measure for writing skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting writing proficiency work within a senior-level project will have a satisfactory rating of 3.5 or higher on a 5.0 scale.

Findings Description

An evaluation of written project notebooks from 14 senior-level interior design students in a studio course was conducted to measure content writing quality. The writing quality of 12 of the 14 students (86%) scored 3.5 or higher on a 5.0 scale. The two student who did not meet this score, both scored a 3.0/5.0.



Action Description

The 86% of students evaluated indicates that most interior design seniors meet a writing proficiency level that is expected of entry-level design professionals. The program plans to continue implementing the writing requirements that are part of the senior-level project. To assist improving the scores the course instructor will work with students to proof their writing for completeness and writing quality before final submission.

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Goal B - Student Knowledge and Skills of Preliminary Content

Goal Description

To prepare interior design students to meet the knowledge and skills expectations at the junior-level, students will master preliminary level technical knowledge and skills in order to progress to advanced holistic design applications.

Related Items/Elements

🐞 🎮 Demonstration Of Preliminary Knowledge And Skills

Learning Objective Description

The interior design program will control the students progressing in the program to advanced studio courses. Students prepared to enter the junior-level in the interior design program will demonstrate a mastery of preliminary technical knowledge and skills necessary to develop more advanced holistic design applications.

🐞 🚣 Preliminary Knowledge and Skills Evaluation

Indicator Description

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the technical knowledge and skills necessary for advanced-level coursework is based on the passage of the sophomore portfolio review. Students submit completed work from six interior design courses (FACS 1360, FACS 2364, FACS 2361, FACS 2386, FACS 2387, and FACS 2388) and one art course (ARTS 1316) for review. A committee of design and non-design faculty evaluates student work for twelve basic areas of technical knowledge and skills. Student work in each areas is scored 1.0 through 4.0 with 1.0 being "proficiency of work is not acceptable" and 4.0 being "work has exceptional proficiency" resulting in a calculated overall average score. A minimum average score of 3.0 out of 4.0 is required to pass the sophomore portfolio review.

Criterion Description

Since there is no universal academic measure for preliminary technical knowledge and skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting work to the sophomore portfolio review will have a rating of 3.0 or higher on a 4.0 scale are approved to take advanced interior design studio courses.

Findings Description

For two years, the interior design program has used a 12-element assessment tool to evaluate the student's application of preliminary knowledge and skills at the sophomore-level through the portfolio review. At the conclusion of spring 2017, twelve students submitted their work from eight courses for evaluation. Five students scored a 4.0, four students scored a 3.0, two students scored a 2.0 and one student scored a 1.0. As the result of these scores, nine of the twelve scored 3.0 or higher, 75% of the group. The two students who scored a 2.0 were within three raw points of the needed scores passed with reservations and the recommendation that they focus on their areas of weakness. The student, who scored a 1.0, did not pass and was not able to register for the advanced interior design studio courses.

🐞 🥏 Preliminary Knowledge and Skills Eval

Action Description

The 75% level falls short of meeting the 80% mark. With a small number of students in the interior design program who submit their work to the portfolio review, the difference between the 75% and 80% is only one student. The program will review the evaluating process used by reviewers in the portfolio review, as well as it will analyze the curriculum and how it prepares students for the portfolio review.

Goal C - Student Knowledge and Skills of Advanced Content

Goal Description

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who have a mastery of technical knowledge and skills needed for entry-level positions in the interior design profession.

Related Items/Elements

Learning Objective Description

Students who are prepared to do an internship in the interior design profession will demonstrate the mastery of advanced technical knowledge and skills necessary for entrylevel interior design positions.

🖏 🚣 Advanced Knowledge and Skills Evaluation

Indicator Description

As part of the interior design program's accreditation by the Council of Interior Design Accreditation (CIDA), assessment of the advanced technical knowledge and skills necessary for working in an internship which leads to an entry-level position is based on the satisfactory application of advanced technical knowledge and skills exhibited in senior-level projects. A senior project rubric will be used as an assessment of application of evidence-based design knowledge, space planning and communication of design solutions though two-dimensional and three-dimensional drawings. The professor will evaluate the

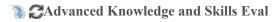
student work using a rubric with scores converted to a 5-point scale with 1.0 being the lowest rating and 5.0 being the highest rating.

Criterion Description

Since there is no universal academic measure for advanced technical knowledge and skills among interior design programs, the program faculty determined that at least 80% of interior design students submitting completed projects within a senior-level project will have a satisfactory rating of 3.5 or higher on a 5.0 scale and will continue through the program's internship to graduation.

Findings Description

An evaluation of space planning, concept research, and solutions development and communication from 14 senior-level interior design students taking a studio course was conducted to measure quality of their design solutions. Twelve of the 14 students (86%) scored 3.5 or higher on a 5-point scale for their concept development and generated solution. The two students who did not score a 3.5 both scored a 3.4/5.0.



Action Description

The 86% of students evaluated indicates that most interior design seniors produce a proficient level of work expected of entry-level design professionals. The program plans to continue implementing the project requirements that are part of the senior-level course. To assist improving the scores the course instructor will work with students to review their work for completeness, quality of design solutions and method of communications.

Goal D - Internship Supervisor Evaluation

Goal Description

To prepare interior design students to meet the expectations of the interior design industry, the interior design program will graduate students who meet the technical work expectations of employers in the profession of interior design during their internship experience.

Related Items/Elements

Demonstration Of Applied Professional Competence

Learning Objective Description

The interior design student will demonstrate professional competence and the ability to apply the technical knowledge and skills (egs., appropriate space planning, product knowledge and sourcing, business procedures and industry based electronic/digital communication systems) they have learned in various courses of interior design.

🔊 🚜 Employer/Supervisor Evaluation

Indicator Description

The performance expectations held by business supervisors of graduating interior design students include proficiency in interior design technical knowledge and skills, which directly relate to the topics covered in the program's courses developed to contain the Standards developed by the Council of Interior Design Accreditation (CIDA). Business supervisors of interior design interns evaluate the intern's technical knowledge and skills as they apply to the intern's assigned business tasks and are organized in three areas of skills (professional technical skills, interpersonal skills, and personal skills and abilities). Two questions were selected from the FACS 4369, Internship, Form E derived from the supervisor's rating reflect the intern's competence and performance.

- 1. On a Likert scale of 1.0 to 5.0 with 1.0 being the lowest rating and 5.0 being the highest rating, supervisors rated their satisfaction of intern's performance in 33 aptitudes. The ratings from the 33 aptitudes were averaged together into an overall rating.
- 2. The second question asks the supervisor to answer "yes or no" as an indicator of whether the business would hire the intern in an entry-level design assistant position.



Criterion Description

Since there is no universal academic or interior design industry measure for employer satisfaction with employee's technical knowledge and skills, the program faculty determined that at least 90% of business supervisors of interns would be satisfied with the student's performance. This satisfaction should be evident by an assigned overall rating of 3.75 or higher on a 5.0 scale and 90% of business supervisors will indicate that the business would hire the intern if a position within the company were available.

Findings Description

Twelve interior design students completed the FACS 4369, Internship course between September 2016 and August 2017. At the conclusion of the experience, their supervisors completed the Form E evaluating the students' performances. All twelve (100%) of the students scored a 4.0 or higher (average score for the group was a 4.75) on their work performance. Likewise, all (100%) of the supervisors indicated that they would hire the interior design student intern if an entry-level employment position was available. Additionally, of the twelve student interns three (25%) were hired into entry-level employment positions and one other student was offered a position but declined it due to relocating out of the area.

🐌 🎜 Employer/Supervisor Eval

Action Description

The 100% work performance and potential to be hired, indicates that upon graduation interior design students meet the knowledge and skills expected of entry-level design professionals. The program plans to continue implementing

the program requirements along with continuing to evaluate and refine the interior design curriculum to maintain this highlevel of performance.

Update to Previous Cycle's Plan for Continuous Improvement 2016-17

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

Goal A - Since different companies employ interior design student interns each year the continuous high performance by interns reflects well on the program. The program has encouraged students to seek internships with registered interior designers whether residential or commercial, registered architects or builders. Recently, the program has put a stronger focus on larger commercial interior designers and architectural firms. After tracking the use of CAD programs by these companies we have seen a shift from predominate use of AutoCAD© to a growing use of REVIT®. Within this cycle, the faculty determined the addition of a second digital drawing course, which will be taught for the first time in spring 2018, would strengthen student skills in REVIT©. Goal B - Since this was the first year the program developed an assessment of writing skills, the program plans to continue reviewing the writing requirements that support writing done at senior-level. We will evaluate the writing produced at the junior-level to determine if it is sufficiently preparing students for senior-level writing expectations. Goal C - To reach the 80% mark the program plans to collect information during the next portfolio review to determine which of the 12-elements of student knowledge and skills shows the greatest weakness. Goal D - Since this was the first year the program developed an assessment of senior-level design skills, the program plans to continue reviewing the curriculum that supports senior-level projects. We will evaluate the work produced at the sophomore and junior-level to determine if it is sufficient in preparing students for senior-level expectations.

Update of Progress to the Previous Cycle's PCI

Goal A - Since different companies employ interior design student interns each year the continuous high performance by interns reflects well on the program. The program has encouraged students to seek internships with registered interior designers whether residential or commercial, registered architects or builders. Recently, the program has put a stronger focus on larger commercial interior designers and architectural firms. After tracking the use of CAD programs by these companies we have seen a shift from predominate use of AutoCAD© to a growing use of REVIT©. Within this cycle, the faculty determined the addition of a second digital drawing course, which will be taught for the first time in spring 2018, would strengthen student skills in REVIT©. Goal B - Since this was the first year the program developed an assessment of writing skills, the program plans to continue reviewing the writing requirements that support writing done at senior-level. We will evaluate the writing produced at the junior-level to determine if it is sufficiently preparing students for senior-level writing expectations. Goal C - To reach the 80% mark the program plans to collect information during the next portfolio review to determine which of the 12-elements of student knowledge and skills shows the greatest weakness. Goal D - Since this was the first year the program developed an assessment of senior-level design skills, the program plans to continue reviewing the curriculum that supports senior-level projects. We will evaluate the work produced at the sophomore and junior-level to determine if it is sufficient in preparing students for senior-level expectations.

The program will continue to evaluate assignments, projects and learning experiences that enhance knowledge and skills to prepare students for senior-level projects. In the past year, the 2017 Council of Interior Design Accreditation (CIDA) Standards have been used for curriculum changes, including adding a second digital drawing course with advanced REVIT© applications in order to increase the levels of project communication.

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

G1: Prepare Students for Professional Practice in Athletic Training

Goal Description

Prepare students for professional practice in athletic training including professional knowledge and professional behaviors.

Related Items/Elements

NESO1: Demonstrate professional knowledge required of a Certified Athletic Trainer.

Learning Objective Description

There are five key domains of professional knowledge that are important for students to master prior to graduation:

- Injury/Illness Prevention and Wellness Protection
- Clinical Evaluation and Diagnosis
- Immediate and Emergency Care
- Treatment and Rehabilitation
- Organizational and Professional Health and Well-being

Board of Certification® (BOC) Exam Reports.

Indicator Description

Scores from this exam will be used to assess student attainment of all 5 domains of professional knowledge. The BOC Exam Reports are sent to the program on an annual basis. The passing score for each domain on the BOC exam is designated at 500 points. More information about the BOC Exam can be found at: http://www.bocatc.org/educators/exam-development-scoring

Criterion Description

- At least 90% of students graduating from program will take the BOC examination annually.
- At least 70% of students will successfully pass the BOC examination on their first attempt.
- Three-year aggregate 1st time pass rate on BOC exam for students will be 70%.

The Commission on Accreditation of Athletic Training (CAATE) requires a minimum of a 70% 3-year aggregate 1st time pass rate on the BOC exam in order for the program to maintain good-standing with CAATE Accreditation.

- 100% of students who take the exam will pass the BOC examination regardless of number of attempts.
- The total mean scores across all students sitting for the exam within a given year will be meet or exceed 500 on each of the domains within the BOC exam.

Findings Description

We will have our first graduate from the BS in Athletic Training Program sitting for the BOC exam in August 2017. The results will be reported by the BOC in an annual report that will be sent to programs each April; the report will cover exams taken from March through February annually.

Finding: No data to report until next assessment cycle.



Action Description

There is no BOC data to report this cycle as our first graduates will be reported on 2017-2018 reporting cycle. The AT program will continue to focus on preparing students for the BOC exam through relevant competencies taught across the program.

NESO2: Exhibit professional behaviors necessary for athletic training professional practice.

Learning Objective Description

The BS in Athletic Training relies upon the guidelines provided by the Commission on Accreditation of Athletic Training (CAATE) to help define the necessary professional behaviors for athletic training professionals. These guidelines can be found at: http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf.

Professional behavior is defined by CAATE and the program into the following components:

- Student Learning and Clinical Expectations
- Primacy of the Patient
- Team Approach to Practice
- Legal Practice
- Ethical Practice
- Cultural Competence
- Professionalism

Tapstone Clinical Experience Evaluations - Professional Behaviors

Indicator Description

Scores from the final clinical experience evaluation from ATTR 4292 are used to assess student professional behavior. Clinical evaluations of students are completed by their assigned Preceptor (i.e. clinical supervisor), and the student completes a self-evaluation. Each category of professional behavior is assessed by both the preceptor and the student on a five-point Likert scale. A copy of this instrument is provided as evidence.



Criterion Description

- The average student evaluation scores of the Capstone Clinical Experience Evaluation will meet or exceed 3.5.
- The average self-evaluation scores for the Capstone Clinical Experience Evaluation will meet or exceed 3.5.

Findings Description

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.

The average student self-evaluation scores for the Capstone Clinical Experience (ATTR 4292) is a 4.0 on a five-point scale. These evaluations are assessments of professional behaviors as assessed by the students themselves.



Action Description

Finding for Professional Behaviors indicate that the BS in Athletic Training program is meeting the goal in this area. Our program will continue to emphasize professional behaviors in the clinical education portion of the program and assess these behaviors.

SO3: Utilize professional skills to appraise clinical situations and provide appropriate care to patients through simulations and real-life contexts.

Learning Objective Description

Students graduating from the program will demonstrate mastery of the necessary clinical skills to provide their patients with appropriate care. These Clinical Integration Proficiencies (CIPs) are outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf).

A summary of each CIP category is provided here:

- Prevention & Health Promotion (CIP -1 through CIP -3)
- Clinical Assessment & Diagnosis/Acute Care/Therapeutic Interventions (CIP- 4 through CIP- 6)
- Psychosocial Strategies and Referral (CIP- 7 through CIP- 8)
- Healthcare Administration (CIP- 9)

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Indicator Description

Clinical skills are evaluated in a real-patient context when possible for these CIPs by the assigned Clinical Preceptor. Students are evaluated on three levels (Not Proficient, Proficient, and Exceeds Proficient) for each CIP. A copy of the instrument used to assess the CIPs are provided as evidence.



Criterion Description

• Students will have an average CIP Score of 2 or higher, indicating proficiency, for each of the required nine CIPs.

Findings Description

Seniors completed all CIPs with a score of 2.0 or higher indicating a level of "proficient" for all CIPs within the BS in Athletic Training Program.



Action Description

All Clinical Integration Proficiencies (CIPs) have been completed at the level of "Proficient" (2.0) or higher for graduating seniors. This outcome has been met.

G2: Prepare Students for a Variety of Career Paths

Goal Description

Prepare students for a career path in athletic training or a related healthcare setting which includes, but not limited to employment, advance degree program, professional internship, or a residency program within six months of graduation.

Related Items/Elements

TIPO1: Obtain job/academic placement within six months of graduation

Performance Objective Description

Students will either successfully find jobs (including professional internships) within the healthcare industry, or pursue advanced degrees, within six months of graduation from the program.



KPI Description

The alumni survey is an instrument developed by the program for the purpose of learning job/academic placement following graduation. A copy of the alumni survey is provided for evidence.

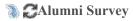
This survey will be used to gather data to determine the following:

- Number of graduates who have obtained athletic training and other healthcare credentials, with the expectation that 100% of the students will have received these credentials.
- Number of credentialed graduates employed in athletic training (separated by job setting), with the expectation that 50% of the students will be employed.
- Number of graduates pursuing advanced degrees (separated by degree), with the expectation that 30% of the students will be seeking advanced degrees.
- Number of graduates in professional internships and residency (separated by job setting or specialty), with the expectation that 20% will be in one of these positions.



Results Description

The BS in Athletic Training Program had its first graduate in August 2017. This data is not yet available for reporting, and will be reported in the next assessment cycle.



Action Description

The BS in Athletic Training Program had its first graduate in August 2017. This data is not yet available for reporting, and will be reported in the next assessment cycle. This Performance Objective is on hold for the 2016-2017 academic year, and will be reported for the first time for the 2017-2018 reporting cycle.

G3: Prepare Students for Clinical Practice

Goal Description

Prepare students for professional and competent clinical practice which includes the implementation of evidence-based practice and patient-centered care.

Related Items/Elements



Learning Objective Description

Students from the program will demonstrate patient-centered care as will be assessed using the behaviors which are identified as "Primacy of the Patient" in the Foundational

Behaviors of Professional Practice by in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf).

🔊 🚣 Capstone Clinical Experience Evaluations - Primacy of the Patient

Indicator Description

Scores from the final clinical experience evaluation from ATTR 4292 will be used to assess Foundational Behaviors of Professional Practice as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5thEdition-Competencies.pdf). Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The "Primacy of the Patient" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

The Preceptor Evaluation of Student

📆 Student Evaluation of Preceptor

Criterion Description

• The average student scores for the element "Primacy of the Patient" will meet or exceed 3.5.

Findings Description

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) for the "Primacy of the Patient" is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.

% Capstone - Primacy of the Patient

Action Description

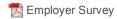
Student Learning Objective 4 (SO 4) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Primacy of the Patient" as an important behavior/attitude of our students, and we will continue to assess this measure using preceptor evaluations of students during clinical education.

🐞 🚠 Employer Satisfaction Survey - Primacy of the Patient

Indicator Description

The Employer Survey was created by the program for the purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact

information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.



Criterion Description

• The average scores from Employer satisfaction of employee, intern, resident on "Primacy of Patient" items will meet or exceed 3.5.

Findings Description

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle.

🐞 🥃 Employer Satisfaction Survey - Primacy of the Patient

Action Description

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle (2017-2018). The Employer Survey assessment is on hold for this reporting cycle (2016-2017).

🐞 📥 Internship Evaluation - Primacy of the Patient

Indicator Description

The Internship Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the summer in-between the first and second years in the program (roughly the midpoint of the program). Internship evaluations of students are completed by their assigned Preceptor, and the student completes a self-evaluation. In both the preceptor's evaluation of the student and the student self-evaluation, "Primacy of the Patient" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.



Criterion Description

- The average student self-evaluation scores for the element "Primacy of the Patient" will meet or exceed 3.5.
- The average student scores for the element "Primacy of the Patient" will meet or exceed 3.5.

Findings Description

Nine students in the BS in Athletic Training Program completed summer

internships during the Summer I and Summer II 2017 sessions. The following are mean scores from the student evaluations concerning the "Primacy of the Patient":

- Evaluation of Student by Preceptor mean was 4.46 on a five-point scale.
- Self-evaluation by the Student mean was 4.5 on on a five-point scale.

The Patient Section - Primacy of the Patient

Action Description

Student Learning Objective 4 (SO 4) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Primacy of the Patient" as an important behavior/attitude of our students, and we will continue to assess this measure using preceptor evaluations of students during their immersive clinical experience (Internship).

SO5: Demonstrate the use of evidence-based practice and provide care using best practices

Learning Objective Description

Students from the program will demonstrate the use of evidence-based practice in providing care by utilizing current research and best practices.

🐞 🚠 Capstone Case Study Project Rubric

Indicator Description

The Capstone Case Study Project Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. The focus of this project and presentation is to reflect on an actual clinical case they have has experience with, and to appraise the individual and their injury using an evidence-based practice framework. A copy of this rubric instrument is provided as evidence.

TATTR 4292-Capstone Project and Presentation Rubric

Criterion Description

 The average class score on the Capstone Case Study Project will meet or exceed 85%.

Findings Description

The average score for the Capstone Case Study Project in ATTR 4292 (senior level capstone clinical class) was a 88%.

Capstone Case Study Project Rubric

Action Description

Student Learning Objective 5 (SO 5) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Evidence-Based Practice" as an important skill of our students, and we will continue to assess this measure using case study projects during the capstone clinical experience course.

🐞 📥 Capstone Critically Appraised Topic (CAT) Paper Rubric

Indicator Description

The Capstone CAT Paper Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. The focus of this paper is to utilize evidence-based practice to critically appraise a topic which is relevant to the clinical practice of a Certified Athletic Trainer. A copy of this rubric instrument is provided as evidence.



Criterion Description

• The average class score on the Capstone Critically Appraised Topic Paper will meet or exceed 85%.

Findings Description

The average class score on the Capstone Critically Appraised Topic Paper for ATTR 4292 was 98.1%



Action Description

Student Learning Objective 5 (SO 5) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Evidence-Based Practice" as an important skill of our students, and we will continue to assess this measure using Critically Appraised Topic (CAT) papers during the capstone clinical experience course.

G4: Life-long Learning

Goal Description

Provide students with knowledge and tools to be life-long learners.

Related Items/Elements

SO6: Engage in professional in life-long learning as to become an active participant in his/her professional progress.

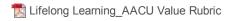
Learning Objective Description

Students in their final semester in the program will demonstrate engagement in life-long learning through a reflective writing assignment.

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Indicator Description

The Self-Reflective Writing Assignment Rubric is utilized in the course ATTR 4292 Clinical Experiences in Athletic Training IV which is the final clinical experience course that students take prior to completion of the program and graduation from SHSU. This reflective writing assignment will ask students to reflect on life-long learning including current strengths and weaknesses, and how they plan to improve weaknesses. A copy of this rubric instrument is provided as evidence.



Criterion Description

• The average class score on the Self-Reflective Writing Assignment will meet or exceed 85%.

Findings Description

The average class score for the Capstone Self-Reflective Writing Assignment of Life-long Learning in ATTR 4292 was 90%.



Action Description

Student Learning Objective 6 (SO 6) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Lifelong Learning" as an important skill of our students, and we will continue to assess this measure using the self-reflective writing assignment during the capstone clinical experience course.

G5: Intercultural Competency and Awareness

Goal Description

Provide students with a variety of clinical learning experiences to facilitate autonomous practice in a global community.

Related Items/Elements

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Learning Objective Description

Students from the program will demonstrate culturally competent care which will be assessed using the behaviors which are identified as "Cultural Competence" in the Foundational Behaviors of Professional Practice by in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5th-Edition-Competencies.pdf).

Indicator Description

Scores from the final clinical experience evaluation from ATTR 4292 will be used to assess Foundational Behaviors of Professional Practice as outlined in the Commission on Accreditation of Athletic Training Education (CAATE) Athletic Training Educational Competencies, 5th edition (http://caate.net/wp-content/uploads/2014/06/5thEdition-Competencies.pdf). Clinical evaluations of the student are completed by their assigned Preceptor (i.e., clinical supervisor), and the student completes a self-evaluation. The "Cultural Competence" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.

Preceptor Evaluation of Student
Student Evaluation of Preceptor

Criterion Description

• The average student scores for the element "Cultural Competence" will meet or exceed 3.5.

Findings Description

The average student scores for the Capstone Clinical Experience Evaluation (ATTR 4292) for the "Cultural Competence" is 5.0 on a five-point scale. These evaluations are assessments of professional behaviors demonstrated by Senior students in the Professional Athletic Training Program. These are completed by Clinical Preceptors.



Action Description

Student Learning Objective 7 (SO 7) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Cultural Competence" as an important skill of our students, and we will continue to assess this measure using evaluations of students by their preceptors in the clinical education portion of the program.

🐞 🚣 Employer Satisfaction Survey - Cultural Competence

Indicator Description

The Employer Survey was created by the program for the purpose of assessing the graduate's skills and abilities after they exit the program. This survey is distributed to employers within one year of the student's graduation. The contact information for employers will be identified by graduates on their respective alumni surveys. Survey items are assessed using a five-point Likert scale. A copy of this instrument is provided as evidence.

The Employer Survey

Criterion Description

• The average scores from Employer satisfaction of employee, intern, resident on "Cultural Competence" items will meet or exceed 3.5.

Findings Description

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle.

🔊 🮜 Employer Satisfaction Survey - Cultural Competence

Action Description

The BS in Athletic Training Program had its first graduate in August 2017. Employer surveys data will be available for reporting in the next assessment cycle (2017-2018). The Employer Survey assessment is on hold for this reporting cycle (2016-2017).

🐌 🚣Internship Evaluation - Cultural Competence

Indicator Description

The Internship Evaluation contains the same elements as the Clinical Experience Evaluation, but it is delivered while completing an immersive clinical experience during the summer in-between the first and second years in the program (roughly the midpoint of the program). Internship evaluations of students are completed by their assigned Preceptor, and the student completes a self-evaluation. In both the preceptor's evaluation of the student and the student self-evaluation, "Cultural Competence" category items are scored on a five-point Likert scale. A copy of this instrument is provided as evidence.



📆 Student Evaluation of Preceptor

Criterion Description

- The average student self-evaluation scores for the element "Cultural Competence" will meet or exceed 3.5.
- The average student scores for the element "Cultural Competence" will meet or exceed 3.5.

Findings Description

Nine students in the BS in Athletic Training Program completed summer internships during the Summer I and Summer II 2017 sessions. The following are mean scores from the student evaluations concerning the "Cultural Competence":

- Evaluation of Student by Preceptor mean was 4.5 on a five-point scale.
- Self-evaluation by the Student mean was 4.39 on on a five-point scale.

Tinternship Evaluation - Cultural Competence

Action Description

Student Learning Objective 7 (SO 7) was met during this 2016-2017 reporting cycle. The BS in Athletic Training Program will continue to emphasize "Cultural Competence" as an important skill of our students, and we will continue to assess this measure using evaluations of students by their preceptors in the immersive clinical experience (Internship) portion of the program.

Placement of students in a variety of practice settings.

Performance Objective Description

Students will be placed in a variety of practice settings in local, national, and international contexts while in their clinical experience and internship courses. Practice settings are defined as traditional or emerging by the National Athletic Trainers' Association. Traditional settings include: secondary, college, and professional sport settings, and emerging settings include: performing arts, public safety, physician practice, military, and occupational Health (http://www.nata.org/about/athletic-training/job-settings).

Time and Study Abroad Placements

KPI Description

Clinical rotation placement records, internship placement records, and study abroad enrollment records are all records which are kept by the program specifically by the Clinical Education Coordinator.

This data will be used to determine the following:

- Percent of all clinical and internship sites are in Emerging Clinical Settings (nontraditional), with the expectation that a minimum of 10% will be emerging settings.
- Percent of internship sites which are outside of the local area (Huntsville/Greater Houston), with the expectation that a minimum of 10% will be outside of the local area.
- Number of study abroad experiences, with the expectation that there will be a minimum of 2 study abroad experiences annually.

Results Description

Seven out of nine internships (77.8%) placements in summer 2017 took place in emerging practice settings (non-traditional settings). These settings included:

- Healthcare Administration/Rehabilitation,
- Physician Practice, and
- Performing Arts

(NATA emerging setting categories)

Of these, the majority of student internships took place either in Huntsville, TX or the Greater Houston Area. Only one out of nine students (11.1%) completed

39

an internship that was non-local.

Last, our program had zero students study abroad during the reporting period.

🔊 🎜 Clinical, Internship, and Study Abroad Placements

Action Description

The BS in Athletic Training Program met or exceeded the placements of students in non-traditional settings, and outside of the local area. However, the program did not met the goal for number of students placed in study-abroad opportunities. This was likely a lofty goal for our new program. In an effort to meet this goal in the next reporting cycle, the program will:

- 1. Provide a complete list of AT study abroad opportunities offered through other institutions, and
- 2. Meet with the study abroad office to explore how we can start our own study abroad program.

G6: Recruiting and Retaining a Diverse Student Population

Goal Description

Recruit and retain a diverse group of students to the program as to facilitate a culturally diverse learning environment.

Related Items/Elements

TPO3: Recruit a diverse group of students to the program.

Performance Objective Description

The program will recruit a diverse group of students within the BS in Athletic Training Program.

🔊 🖺 Student Demographics

KPI Description

Student Information Sheets, program admissions data, and student data from the Banner system at SHSU will be used to track data such as contacts made with perspective students, number of program applicants, and actual number of students admitted to the program.

These systems of collecting data will determine the following:

- Number of recruiting events attended annually
- Number of contacts made regarding interest in the program (fill out perspective student info form, send e-mail inquiry, first advising appointment etc.)
- Number of program applicants

• Numbers of students admitted to the program (by sex, race/ethnicity, marital status, and type of student)

40

Results Description

Program faculty and/or students attended four total recruiting events during the 2016-2017 academic year:

- Saturday @SAM on 11/12/2016
- Greater Houston Athletic Trainers' Society (GHATS) Student Workshop on 1/7/2017
- Saturday @SAM on 4/8/2017
- Crossroads Athletic Trainers' Society Student Workshop 4/22/2017

Additionally, the program had contact with minimum of 260 students who expressed interest in a major in Athletic Training and requested additional information during the reporting period. These initial contacts with students were made through the following ways:

- Hobson e-mail follow up to Program Director: 13
- Initial advising meeting or campus visit meeting with program faculty: 70
- GHATS 2017 Student Workshop: 102
- Fall Saturday @SAM: 29
- Spring Saturday @SAM: Did not collect data
- Crossroads AT Society Student Workshop:4

There were a total of 27 applicants who submitted a completed application to the BS in Athletic Training program in April 2017 for consideration for admission to the program beginning in the Fall 2017 semester.

Of these 27 applicants, a selection committee made up of faculty, staff, and preceptors admitted 18 total students for Fall 2017 program admission. The following demographic information represent this group of 18 new admits (program cohort 3):

- Sex: 4 males (22%), 14 females (78%)
- Race: 7 Hispanic (38.9%), 1 Black or African American (5.6%), 6 White (33.3%), 4 Two or more races (22.2%)
- Marital Status: 1 Married (5.6%), 17 Single (94.4%)
- Type of Study: 16 Regular (88.9%), 1 Transfer (5.6%), 1 No Response (5.6%)

🔊 🥰 Student Demographics

Action Description

The BS in Athletic Training Program met the goal of recruiting a diverse group of students to the program.

Performance Objective Description

The program will retain a diverse group of students within the BS in Athletic Training Program.



KPI Description

Program admissions data and student data from the Banner system at SHSU will be used to track the number of students remaining in the program through graduation. This data will be utilized to determine the following:

• Retention of students from entry to graduation

Results Description

Program cohort 1 represented the graduating class of 2017. The retention rate for this class is 50% at the time of graduation. That is, out of a total of two students in this cohort, one graduated from the BS in Athletic Training Program. The one student who was not retained in the program changed majors, and continues to attend SHSU under a different degree plan.



Action Description

The BS in Athletic Training Program did not meet the goal of retention of students to the senior year. This data is reported by cohort at each cohort's graduation. The rigor and standards for this program are high, and therefore, we do expect retention to be a challenge across the program. Specific action steps to improve retention in the next reporting cycle are:

- 1. Improve the selection process for admission to the program, and
- 2. Begin near-peer taught open labs where students can come to receive academic support and mentorship from upper level students in the program.

Update to Previous Cycle's Plan for Continuous Improvement

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

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 an assessment process for all AT faculty, including pool faculty, to evaluate teaching.

Update of Progress to the Previous Cycle's PCI

The 2016-2017 academic year and corresponding reporting cycle was a productive time for the BS

in Athletic Training Program. The major accomplishment of the program this year was the award of national Accreditation from the Commission on Accreditation of Athletic Training Education (CAATE)during the Spring 2017 semester. We were awarded the maximum number of five years for initial accreditation.

Other important projects included collaborations with the School of Nursing for two Disaster Simulation Interprofessional (IPE) events at Gibbs Ranch (each semester), and an IPE Tabletop event executed in collaboration with the Food Science & Nutrition Program and School of Nursing. Interprofessional Education will be a required accreditation standard in the future; therefore, our program is progressive in Athletic Training Education by involving our students in these opportunities now.

Strengths from this assessment cycle include professional behaviors exhibited by second-year (senior) students in their clinical rotations (SLO 2) and placement of students in diverse clinical learning environments (PO 2). Most goals in the plan were met or exceeded. However, the following items do need to improve in order to meet programmatic goals:

- 1. <u>Number of students studying abroad</u> (PO 2): This number was 0 this academic year. The program will increase visibility of these programs in presenting them to students. Also, the program needs to assemble a timeline addressing establishment of our own study abroad opportunity for students. This will likely be a 2-5 year plan.
- 2. <u>Number of program applicants</u> (PO 3): Our goal is to have a minimum of 30 applicants for consideration of program admission. This year, we only can report 27 completed applications received. Important to reaching this goal will be recruiting efforts and ensuring accuracy in academic advising. For these reasons, the program will hold two informational meetings each semester to address academic advising and application requirements.
- 3. <u>Retention</u> (PO4): For our initial cohort in the BS in Athletic Training Program, we report a 50% retention rate to graduation from the program. This cohort started with two students, and one student did change their major after not meeting the retention requirements of the program. Action steps to increase retention include: increasing the rigor of the admission process as well as increasing efforts in the areas of advising and mentorship for students within the program.

Last, the Athletic Training Program faculty plan to complete the following additional action items during the 2017-2018 academic year:

- 1. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's Degree level.
- 2. Implement an assessment process for all AT faculty, including pool faculty, to evaluate teaching effectiveness.

Plan for Continuous Improvement for FY2017-18

Closing Summary

Interprofessional Education will be a required accreditation standard in the future; therefore, our program is progressive in Athletic Training Education by involving our students in these opportunities now.

Strengths from this assessment cycle include professional behaviors exhibited by second-year

(senior) students in their clinical rotations (SLO 2) and placement of students in diverse clinical learning environments (PO 2). Most goals in the plan were met or exceeded. However, the following items do need to improve in order to meet programmatic goals:

- 1. Number of students studying abroad (PO 2): This number was 0 this academic year. The program will increase visibility of these programs in presenting them to students. Also, the program needs to assemble a timeline addressing establishment of our own study abroad opportunity for students. This will likely be a 2-5 year plan.
- 2. <u>Number of program applicants</u> (PO 3): Our goal is to have a minimum of 30 applicants for consideration of program admission. This year, we only can report 27 completed applications received. Important to reaching this goal will be recruiting efforts and ensuring accuracy in academic advising. For these reasons, the program will hold two informational meetings each semester to address academic advising and application requirements.
- 3. <u>Retention</u> (PO4): For our initial cohort in the BS in Athletic Training Program, we report a 50% retention rate to graduation from the program. This cohort started with two students, and one student did change their major after not meeting the retention requirements of the program. Action steps to increase retention include: increasing the rigor of the admission process as well as increasing efforts in the areas of advising and mentorship for students within the program.

Lastly, the Athletic Training Program faculty plan to complete the following additional action items during the 2017-2018 academic year:

- 1. Prepare white paper for Master's Degree transition in accordance with the program's timeline to transition to the Master's Degree level.
- 2. Implement an assessment process for all AT faculty, including pool faculty, to evaluate teaching effectiveness.

Assessment Plan Summary

Department: Kinesiology BS (All Level Teacher Certification)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Kinesiology, Department of

Kinesiology BS (All Level Teacher Certification)

Develop Teacher Content Knowledge

Goal Description

The Physical Education Teacher Education (PETE) program will develop competent levels of physical education teacher content knowledge that will enable PETE candidates to be a successful teachers in preK-12 schools. The PETE program is nationally accredited program by the Council for the Accreditation of Educator Preparation (CAEP) and Society of Health and Physical Educators of America (SHAPE). This goal is aligned with SHAPE 2017 Standard 1. Content and Foundational Knowledge Physical education candidates demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.

Related Items/Elements



Learning Objective Description

PETE candidates will be able to demonstrate adequate levels of movement skills knowledge, health-related physical fitness knowledge, and physical education programming knowledge. (Note. Adequate level is defined in the criterion section).

🚵 🚣TExES Physical Education EC12 (158) Test

Indicator Description

All PETE candidates in the state of Texas seeking physical education certification must pass the TExES Physical Education EC-12 test in order to be eligible for initial licensure. The TExES Physical Education EC-12 test consists of 90 multiple choice questions (80 scored questions and 10 nonscorable, pilot questions). The scoring scale for the test ranges from 100-300, with 240 representing the minimum passing score. The TExES Physical Education EC-12 test contains 3 domains and 13 competencies: I) Movement Skills and Knowledge (competencies 001-005), II) Health-Related Physical Fitness (competencies 006-009), and III) The Physical Education Program (competencies 010-013). The test is designed to assess the knowledge and skills in the content area of physical education.

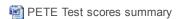
Criterion Description

Eighty percent of the PETE candidates will score 240 (70%) or better on TEXES

Physical Education EC–12 (158) test. Note that 80% passing rate on the test is required by CAEP/SHAPE accreditation. The PETE program considers 80% to be an adequate level of content knowledge.

Findings Description

In the Fall 2016 (N = 2), 50% of the PETE candidates scored 240 or better on TEXES Physical Education EC–12 (158) test whereas in the Spring 2017 (N = 21), 90% of the PETE candidates scored 240 or better. Note that 240 represent the minimum score to pass the TEXES Physical Education EC–12 (158) test. (Table 1, attached).



Content Knowledge

Action Description

The assessment data obtained during the Fall 2016 and Spring 2016 supports that an overwhelming majority of PETE candidates have adequate levels of content knowledge to teach in preK-12 schools. The poor performance in the Fall 2016 is due to the small (N=2) of PETE candidates that took the test. The PETE faculty suggests that PETE candidates are provided with more practical applications of the content in courses such as KINE 3373, Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology related to children and youth in physical education. The criterion will be maintained for Fall 2017-Spring 2018. Should students in the 2017-18 reporting cycle exceed the criterion by another substantial margin, then the criterion may be adjusted upward.

Physical Education Pedagogical Skills

Goal Description

The Physical Education Teacher Education (PETE) program will develop competent levels of physical education pedagogical skills (i.e., teacher behaviors) that will enable PETE candidates to be successful physical education teachers in preK-12 schools. This goal is aligned with SHAPE 2017 Standards 3, 4, 5, and 6.

Related Items/Elements

🐞 🎮 Demonstrate Physical Education Pedagogical Skills

Learning Objective Description

PETE candidates will be able to demonstrate adequate levels of the following pedagogical skills: planning and instruction, evidence of student-learning, management and organization, learning climate, and professionalism. (Note. Adequate level is defined in the criterion section).

🐞 🚣 Physical Education Student-Teaching Evaluation

Indicator Description

The Physical Education Student-Teaching Evaluation is used in the student-

teaching experience (CISE 4392, CISE 4394, and CISE 4396) to assess PETE candidates' pedagogical skills. The NASPE Physical Education Teacher Evaluation Tool (2007) was adapted for use in our program. The tool is designed to assess pedagogical skills in the real setting. In general, PETE candidates enroll in student teaching their final semester. Individual items are listed in five domains that assess pedagogical skills. The following five domains are assessed: 1) Planning and Instruction, 2) Evidence of Student-Learning, 3) Management and Organization, 4) Learning Climate, and 5) Professionalism. PETE candidates in physical education have two-seven week placements with full-day schedule at an elementary and secondary schools. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements assess PETE candidates.

Criterion Description

Seventy percent of the physical education teacher education candidates will score 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool. The PETE program considers a score of 2 or better on each domain of the Physical Education Student-Teaching Evaluation tool to be an adequate level of pedagogical skill.

Findings Description

Examination of the data shows that in Fall 2016 (N = 9), 98% of the PETE candidates scored 2 or better in items associated with Domain 1-Planning and Instruction, Domain 2-Evidence of Student-Learning and Domain 3-Management and Organization. On items associated with Domain 4-Learning Climate, 100% of the PETE candidates scored 2 or better. On items associated with Domain 5-Professionalism, 100% of the PETE candidates scored 2 or better. In Fall 2016, 99% of the PETE candidates scored 2 or better in items associated with Domain 1. On items associated with Domain 2, 98% of the PETE candidates scored 2 or better. On items associated with Domain 3, 100% of the PETE candidates scored 2 or better. On items associated with Domain 4, 100% of the PETE candidates scored 2 or better. On items associated with Domain 5- Professionalism, 100% of the PETE candidates scored 2 or better. In Spring 2017 (N = 13), 99% of the PETE candidates scored 2 or better in items associated with Domain 1- Planning and Instruction. On items associated with Domain 2- Evidence of Student-Learning, 100% of the PETE candidates scored 2 or better. On items associated with Domain 3- Management and Organization, 99% of the PETE candidates scored 2 or better. On items associated with Domain 4- Learning Climate, 97% of the PETE candidates scored 2 or better. On items associated with Domain 5-Professionalsim, 100% of the PETE candidates scored 2 or better.

🐌 🎜 Pedagogical Knowledge

Action Description

The assessment data obtained during the Fall 2016 and Spring 2017 supports that an overwhelming majority of our PETE candidates have adequate levels of pedagogical skills to teach in preK-12 schools. Based on the results, the PETE faculty feels that the criterion should be increased from 70% to 80% for the Fall 2017-Spring 2018. The PETE faculty also suggests to maintain the use of peer-teaching and field-based experiences in courses such as KINE 4369 Adapted Physical Activity, KINE 4363 Elementary Physical Education, KINE 3375

Secondary Physical Education, and KINE 3368 Skill Themes and Movement Concepts. These learning experiences provide authentic opportunities for the application of the content and pedagogical skills.

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Update to Previous Cycle's Plan (2016-17)

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

Based on the results of the Fall 2015 and Spring 2016 assessment data, the following adjustments should be made to enhance our physical education content knowledge: (a) provide teacher candidates (TCs) with more content and practical application tasks in exercise physiology, biomechanics, and motor learning related to children and youth in physical education, (b) require a motor development course in the degree, (c) require a fitness education course in the degree, (d) offer teacher candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, (e) increase the passing criterion percent correct score from 70% to 75% on the 158 - Physical Education Representative (practice test) TExES, and (f) require kinesiology teacher candidates to perform (common content knowledge) and teach (specialized content knowledge) rather than only perform learning activities in activity-based courses (i.e., KINE 1110, KINE 11113, KINE 11114, KINE 2113).

In order to assess our teacher candidates' pedagogical knowledge in 2016-2017, the PETE faculty suggests using the Physical Education Student-Teaching Evaluation tool during student teaching (CISE 4392, CISE 4394, and CISE 4396). The NASPE Physical Education Teacher Evaluation Tool (2007) will be adapted for use in our program. The tool is designed to assess teacher behaviors and performance in the real setting. In general, TCs enroll in student teaching their final semester. Individual items are listed in five domains that assess teaching behaviors. The following five domains are assessed: 1) Planning and Instruction, 2) Evidence of Student-Learning, 3) Management and Organization, 4) Learning Climate, and 5) Professionalism. TCs in physical education have two-seven week placements with full-day schedule at an elementary and a secondary school. Since student teaching in physical education has two placements, each of the mentor teachers (content specialist) in both placements will assess TCs.

Update of Progress to the Previous Cycle's PCI

Update to 2016-17 Plan:

The following adjustments were made to the PETE program: (a) the passing criterion percent correct score was increased to 75% on the 158 - Physical Education Representative (practice test) TEXES, (b) review materials to assist PETE candidates on the TEXES Physical Education EC-12 test are now available in our program, (c) KINE 3367 Motor Development course is now part of the PETE degree plan requirements, and (d) Fitness Education course will be offered in the Spring 2018 as elective for PETE candidates. In addition, the Physical Education Teacher Evaluation tool was used in Fall 2016 and Spring 2017 to assess PETE candidates' pedagogical skills.

Plan for Continuous Improvement for 2017-18

Closing Summary

Based on the results of the Fall 2016 and Spring 2017 assessment data, the following adjustments should be made to enhance our physical education content knowledge and pedagogical knowledge: (a) provide PETE candidates with more practical applications of the content in courses such as KINE 3373 Physiology of Exercise, KINE 3362 Functional Kinesiology, KINE 3364 Motor Learning, and KINE 3363 Assessment in Kinesiology related to children and youth in physical education, (b) require a fitness education course in the PETE degree plan, (c) offer PETE

candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, (d) require PETE candidates to perform (common content knowledge) and teach (specialized content knowledge) rather than only perform learning activities in activity-based courses (i.e., KINE 1110, KINE 1113, KINE 1114, KINE 2113).

Assessment Plan Summary

Department: Kinesiology MS (Sport and Human Performance)

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Kinesiology, Department of

Kinesiology MS (Sport and Human Performance)

Knowledge, Skills, and Abilities

Goal Description

The Kinesiology MS (Sport and Human Performance) program will emphasize the knowledge, skills, and abilities that are needed by professionals in sport and human performance.

Related Items/Elements



Learning Objective Description

Graduating students in the Kinesiology MS (Sport and Human Performance) program will demonstrate appropriate knowledge in Kinesiology.

AComprehensive exams

Indicator Description

Graduating students in the Kinesiology MS (Sport and Human Performance) program will take comprehensive exams covering research methods and three content areas chosen by the student in cooperation with the graduate advisor. Specific questions and requirements are determined by the professors of the chosen content areas.

Criterion Description

At least 80% of graduating students in the Kinesiology MS (Sport and Human Performance) program will pass comprehensive exams without conditions.

Findings Description

For the 2016-2017 academic year, nine students attempted and passed comprehensive exams (100% pass rate). Of these students, 80% passed without conditions.

🐌 🎜 Comprehensive exams

Action Description

The graduate coordinator for the MS-KINE SHP will continue to emphasize comprehensive exams starting at the initial advising session

Problem Solving and Reasoning

Goal Description

The Kinesiology MS (Sport and Human Performance) program will emphasize problem solving and reasoning skills related to sport and human performance.

Related Items/Elements



Learning Objective Description

Students in the Kinesiology MS (Sport and Human Performance) program will demonstrate appropriate evaluation of peer-reviewed research in kinesiology.

🐞 🚜 Research Analysis Assignment

Indicator Description

Students will complete a research analysis assignment evaluating peer-reviewed research on a topic of choice. A rubric developed by program faculty will be used to assess the student's evaluation of the research.

Criterion Description

At least 80% of students in the Kinesiology MS (Sport and Human Performance) program will earn at least 80% on the research analysis assignment in selected courses., At least 80% of students in the Kinesiology MS (Sport and Human Performance) program will earn at least 80% on the research analysis assignment in selected courses.

Findings Description

9% of students in the Kinesiology MS (Sport and Human Performance) program earned an 80% or better on their research analysis assignments.



Action Description

The SHP faculty will continue to emphasize good research habits. Select courses will have research specific sections that address effective participation in the research process. Specific attention will be given to the evaluation of peer-reviewed research, thus this objective will be retained for the 2017-2018 assessment cycle.

Research Skills

Goal Description

The Kinesiology MS (Sport and Human Performance) program will emphasize the research skills appropriate for professionals in sport and human performance.

Related Items/Elements

Nesearch Ethics (CITI)

Learning Objective Description

Students in the Kinesiology MS (Sport and Human Performance) program will demonstrate knowledge of appropriate research ethics.

ACITI Completion

Indicator Description

Students in the Kinesiology MS (Sport and Human Performance) program will complete the Collaboarative Institutional Training Initiative (CITI) ethical research training required by Sam Houston State University Institutional Review Board/Protection of Human Subjects. This training is completed one time and is good for 5 years. Students will be required to submit documentation of completed training each semester.

Criterion Description

All (100%) of Kinesiology MS (Sport and Human Performance) program students will complete CITI training. Documentation will be submitted in at least one course per semester.

Findings Description

For the 2016-2017 academic year, all MS-Kinesiology (Sport and Human Performance) students enrolled in KINE 5367 (Advanced Physiology of Exercise) and KINE 5395 (Advanced Biomechanics) submitted documentation of successful CITI completion.

% CITI Completion

Action Description

The SHP faculty will continue to emphasis the need for research ethics. This objective is seen as a necessity for the program and the goal is to remain at 100% compliance as the CITI certification is a requirement to participate in research at SHSU.

Nesearch Proposal

Learning Objective Description

Students in the Kinesiology MS (Sport and Human Performance) program will create an appropriate research proposal.

🐞 🚣 Appropriate Research Proposal

Indicator Description

Students in the Kinesiology MS (Sport and Human Performance) program will create a research proposal evaluating the current literature, identifying purpose and hypotheses, detailed methods, and expected findings on a topic of choice. A rubric developed by program faculty will be used to assess the research proposals.

Criterion Description

At least 80% of students in the Kinesiology MS (Sport and Human Performance) program will earn at least 80% on the research proposal in selected courses.

Findings Description

For the 2016-2017 academic year, 100% of the MS-Kinesiology (Sport and Human Performance) students completed the research proposal in selected courses with at least an 80%.

🔊 🎜 Appropriate Research Proposal

Action Description

The SHP faculty will continue to refine research related activities to ensure students are being adequately prepared to function as primary investigators. This objective will be retained for the 2017-2018 cycle as the SHP program continues to evolve an assessment plan separate from the MA-Kinesiology that was based on the Sport Management track.

Update to Previous Cycle's Plan for Continuous Improvement

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

The graduate program in Kinesiology is now two separate programs, a M.S. in Sport and Human Performance, and a M.S. in Sports Management.

A focus of the graduate program in Sport and Human Performance will be increasing student involvement in research. The plans for the development of a muscle physiology lab and a biomechanic/motor control lab will allow for greater research capability of faculty and possibilities for students. New curriculum development will provide students with a more focused area of study and provide the possibility for specific degree tracks within the graduate Sport and Human Performance degree. Another area of discussion will be increasing the entrance requirements for the program. The faculty will also explore program accreditation. Development and administration of a alumni survey will be another area of program focus.

Update of Progress to the Previous Cycle's PCI

The M.S. in Kinesiology (Sport and Human Performance) faculty will continue to focus on increasing the quality of the program. Particular focus will be on increasing student involvement in research. The muscle physiology lab and biomechanics/motor control lab are nearly complete and training for both will be conducted in the near future. This will provide faculty a refresher on research techniques as well as allowing an opportunity for interested students to gain hands-on experience. The faculty will also continue to evaluate the need for curriculum development and expanded offerings to meet the need for more focused preparation by some students. As the program has continued to grow, attention will be given to entrance requirements and the potential need for matching incoming students with a faculty mentor will be considered. The faculty are working to formulate an alumni survey with the help of University Advancement.

Closing Summary

As the Kinesiology MS (Sport and Human Performance) was only recently listed as a separate entity for assessment, the plan for the upcoming year is to retain the goals and retain the objectives with some small modifications in place. Time is needed to gauge the current state of the program before devising large changes to the assessment plan. Thus few changes will be made for the 2017-2018 assessment cycle. Overall, the program is meeting the stated goals and objectives, so there may be a need in the near future to alter goals and objectives.

Assessment Plan Summary
Department: Sport Management MS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Kinesiology, Department of

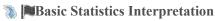
Sport Management MS

Basic Statistics Interpretation

Goal Description

MS in Sport Management students will be able to interpret basic statistical findings.

Related Items/Elements



Learning Objective Description

Sport Management students will demonstrate a comprehensive knowledge of descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametic statistics (i.e., Chisquare).

🐞 🚠 Basic Statistics Interpretation

Indicator Description

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 will then be evaluated by a rubric developed by program faculty.

Criterion Description

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 nonparametic statistics (i.e., Chisquare). 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.

Findings Description

The results from the 2016-2017 Academic Year indicated the following performance on the four assignments attached to this objective:

- Assignment #1 (Descriptives): 74.0% at 80 percent or higher
- Assignment #2 (Group Differences): 78.0% at 80 percent or higher
- Assignment #3 (Prediction): 93.0% at 80 percent or higher
- Assignment #4 (Nonparametrics): 80.0% at 80 percent or higher

SBasic Statistics Interpretation

Action Description

The target criterion was met on Assignments #3 (Prediction) and #4 (Nonparametric Statistics), while Assignments #1 (Descriptives) and #2 (Group Differences) were near the criterion. As indicated in the original criterion, 80 percent mastery on each of the four assignments is being targeted as opposed to a cumulative 80 percent. The criterion will be held in place for the coming assessment period (2017-2018) to evaluate whether the assignments are properly designed to meet the stated learning objectives. Additional data will be helpful for this evaluation process.

Cumulative Professional Development

Goal Description

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

Related Items/Elements



Learning Objective Description

Sport Management students will demonstrate their comprehension and application of numerous course concepts through internships.

🔊 🚜 Cumulative Professional Development

Indicator Description

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 Description

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

Findings Description

For the 2016-2017 assessment cycle, 85.71% of students scored an 85% or better on the site supervisor rating. Additionally, 100% of students scored an 85% or higher on the professional portfolio assignment.

🔊 🎜 Cumulative Professional Development

Action Description

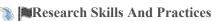
Since the M.S. in Sport Management is a relatively new assessment unit, it is recommended that the criterion remain at an 85 percent rating on both dimensions in order better develop student performance in their capstone experience. An eventual 100 percent rating in both dimensions is the ideal goal for this objective, but it may be difficult to attain given the nature of the indicator and the involvement of external raters (i.e., site supervisor ratings). Given that both criteria were just met, it is recommended that the 85 percent rating be maintained for the coming Academic Year. If the criteria is met in the 2017-2018 Academic Year, the criteria should be moved to 88% for future assessment periods.

Research Skills And Practices

Goal Description

Sport Management students will be able to demonstrate appropriate research skills and practices.

Related Items/Elements



Learning Objective Description

Sport Management students will be able to format references in scholarly works in the correct APA format.

The search Skills And Practices

Indicator Description

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.

Criterion Description

At least 80% of students who complete the Sport Management program will score 90% or better on the first attempt for the APA assignment.

Findings Description

For the 2016-2017 assessement cycle, a total of 67% of students completed the first attempt on the APA formatting assignment with a score of 90% or better.



Action Description

The 90% criterion was achieved by 67% of students in the 2016-2017 Academic Year, while 100% of students achieved the 80% criterion. Program faculty recommend maintaining the current criterion at this time since the M.S. in Sport Management is a relatively new assessment unit. Given that two-thirds of students achieved the 90% criterion (which is approaching the 80% rate that is recommended in the indicator's criterion), it is recommended that the criterion remain in place at this time. Establishing a baseline for performance will be helpful in evaluating any adjustments to said criterion.

Update to Previous Cycle's Plan for Continuous Improvement

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

New Plan for Continuous Improvement was not created in 2015-2016 because this is a new unit for 2016-2017.

Update of Progress to the Previous Cycle's PCI

Since the MS in Sport Management is a new assessment unit, the data that was collected for the 2016-2017 reporting cycle is helpful in establishing baseline performance for each of these metrics. As a result, the implementation of these objectives and their subsequent assessments would be the main update from the last PCI (2015-2016). Given that the criteria will remain consistent for the next reporting cycle (2017-2018), it should be easier to determine if the measures are effective in evaluating learning objectives for Sport Management students. The addition of a Comprehensive Exams measure in 2017-2018 should further assist with evaluation of student performance, especially related to cumulative learning outcomes.

2017-18 Plan for Continuous Improvement

Closing Summary

For assessment purposes, the M.S. in Sport Management was recently established as an independent assessment unit since the M.S. in Kinesiology and the M.S. in Sport Management were fully established as two separate degrees in Fall 2015 (M.S. in Sport Management) and Spring 2016 (M.S. in Kinesiology). As a result, the retention of current stated objectives and criterion is deemed necessary at this time. By retaining current objectives and standards, Sport Management program faculty will be able to establish a baseline of performance and determine whether the criteria should be adjusted to better meet student needs. Additionally, performance on the Comprehensive Exams are expected to be added as a new measure for 2017-2018. As the Comprehensive Exams are the key primary measure for cumulative student progress in the program, this measure will assist program faculty with determining the level of student success.

Program faculty will continue to evaluate the success of the program in meeting student needs. The program underwent a graduate programs review in May 2017 and the results were very positive. As noted in the response to that review, program faculty will be actively engaged in developing a more formalized alumni network, evaluate the utility of COSMA accreditation, and further expand and develop applied activities in the Dallas/Fort Worth and Austin/San Antonio markets. Program

faculty are also investigating opportunities to partner with a sport organization for a capstone project in the Applied Research Methods course. We have also focused on enhancing the number of graduate assistant opportunities as a department (Kinesiology), and those opportunities will also be of direct benefit to Sport Management graduate students and recruiting for the program.

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

PSO 1. Liberal Arts + Nursing Science = Professional Holistic Nursing

Goal Description

Integrate knowledge from liberal arts studies and nursing science to practice professional nursing in a holistic caring manner

Related Items/Elements

NPSO 1 and PSO 4. Liberal Arts + Nursing Science: ATI Nurse Touch

Learning Objective Description

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse.

🐞 🚜 PSO 1 and PSO 4. Nurse Touch: Becoming a Professional Nurse

Indicator Description

Students' level of knowledge will be directly related to their score on the ATI Nurse Touch: Becoming a Professional Nurse score

Criterion Description

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse

Findings Description

100% of students achieved a score of 'meets expectations' on the ATI Nurse Touch: Becoming a Professional Nurse.

Action Description

Continue to monitor students' progress.

🔊 🏈 Nurse Touch: Becoming a Professional Nurse

Action Description

Action Needed

> PSO1. Liberal Arts + Nursing Science: ATI Nutrition Exam.

Learning Objective Description

60% of students will achieve a score of Level 2 on the ATI Nutrition Exam.

🔊 🚜 PSO 1. ATI Nutrition Exam

Indicator Description

ATI Nutrition Exam level score

Criterion Description

60% of students will receive a minimum score of Level 2 on the ATI Nutrition Exam

Findings Description

19.2% of the spring 2017 students received a Level 2 on the ATI Nutrition Exam on the first proctored attempt. 39.2% received a Level 2 on the second proctored attempt.

🔊 🎜 PSO 1. ATI Nutrition Exam

Action Description

Evaluation of placement exam revealed that nutrition course is a prerequisite so therefore the placement of the exam in J2 semester is inappropriately placed. The exam will be deleted for Fall 2017-18 and forward.

The state of the s

Indicator Description

Student's scores of ATI Pharmacology Made Easy 3.0 shall be used to determine their level of knowledge.

Criterion Description

80% of students will achieve a score of 80% on the ATI Pharmacology Made Easy $3.0~{\rm exam}$

Findings Description

10% of the students in spring 2017 achieved a score of 80% on the ATI Pharmacology Made Easy 3.0 exam. The mean score for the fall 2016 students was 69.12%. The data reporting method was changed in spring 2017.

PTO 1: Pharmacology Made Easy 3.0

Action Description

To increase students' concentration on Pharmacology, the PathoPharm

course will be split into two courses (Pharmacology and Pathophysiology) beginning Fall 2017.

PSO 10. Provide health promotion and disease and injury prevention, across the lifespan for individuals, families and groups.

Goal Description

Provide health promotion and disease and injury prevention, across the lifespan for individuals, families and groups.

Related Items/Elements

≥ 100% of students will achieve a minimum score of 80% on the Healthy People 2020 written paper.

Learning Objective Description

80% of students will achieve a minimum score of 80% on the Healthy People 2020 written paper.

🐌 🚣 Healthy People Paper

Indicator Description

Healthy People 2020 Paper grade

Criterion Description

80% of students will achieve a minimum score of 80% on the healthy People 2020 paper

Findings Description

97% of fall 2016 and 96% of spring 2017 students achieved a minimum score of 80% on the Healthy People 2020 written paper.

🐌 🎜 Healthy People Paper

Action Description

Findings were much higher than expected. Due to hiring of new faculty, review inter-rate reliability related to grading rubric shall be completed during 2017-18 assessment period.

190% of students will achieve a minimum score of 80% on Concepts 1 Patient Education Pamphlet.

Learning Objective Description

90% of students will achieve a minimum score of 80% on Concepts 1 Patient Education Pamphlet.

🐞 🚣 Patient Education Pamphlet

Indicator Description

Concepts 1 Patient Education Pamphlet assignment

Criterion Description

90% of students will achieve a minimum score of 80% on the Concepts 1 Patient Education Pamphlet.

Findings Description

98.9% of summer 2017 students received a minimum score of 80% on the Patient Education Pamphlet assignment.

🐌 🎜 Patient Education Pamphlet

Action Description

Findings were much higher than expected. Due to hiring of new faculty, review inter-rate reliability related to grading rubric shall be completed during 2017-18 assessment period.

> 190% of students will achieve a minimum score of 85% on ACE project assignments.

Learning Objective Description

90% of students will achieve a minimum score of 85% on ACE project assignments.

MACE Project Assignments

Indicator Description

Course ACE Projects

Criterion Description

Course Name	% with minumum score of 85% on ACE Project	
NURS 3620 Adult Health 1	100	
NURS 3540 Psych/ Mental	100	
Health		
NURS 3040 Older Adult		
NURS 4520 Pediatrics	100	
NURS 4030 Community	100	
Nursing		
NURS 4540 Maternal Child	85	
NURS Adult Health 2	no data	

Data reported are for spring 2017

Findings Description

Tracking began Spring 2017. Only one semester of data available, not sufficient to determine trends.



Action Description

Only one semester of data has been accumulated. Continue tracking through 2017-18 to determine trends.

PSO 2. Provide safe quality patient care through collaboration with patients and members of inter-professional healthcare delivery team.

Goal Description

Provide safe quality patient care through collaboration with patients and members of interprofessional healthcare delivery team.

Related Items/Elements

™100 % of students will achieve a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery team at the final evaluation.

Learning Objective Description

Inter-professional communication is a necessary skill as identified in the 2010 landmark report of Institute of Medicine Future of Nursing landmark report. Students will have multiple opportunities to practice this skill in various settings during the 2017-18 assessment period. 100 % of students will achieve a passing grade on the clinical evaluation tool for collaboration/communication with members of the inter-professional healthcare delivery team at the final evaluation.

🐞 🚣 Clinical Evaluation: Collaboration with members of Inter-professional Team

Indicator Description

Passing grade on the clinical evaluation tool for collaboration/communication with members of the inter-professional healthcare delivery team at final evaluation.

Criterion Description

100% of students will achieve a passing grade on the clinical evaluation toll for collaboration with members of the inter-professional healthcare delivery team at final evaluation.

Findings Description

100% of students achieved a passing grade on the clinical evaluation tool for collaboration with members of the inter-professional healthcare delivery time at the time of final evaluation in all clinical courses.

Clinical Evaluation - Collaboration with members of Inter-professional Team

Action Description

Interprofessional communication is a necessary skill as identified in the 2010 landmark report of Institute of Medicine Future of Nursing

landmark report. We will continue to set a benchmark of 100% with a grading rubric of Pass/Fail.

65

🐌 🚠Clinical Evaluation: Safe Quality Care

Indicator Description

Safe quality care is a necessary skill as identified in the 2010 landmark report of Institute of Medicine Future of Nursing landmark report. Student shall be graded on clinical evaluation tool for safe quality patient care at final evaluation.

Criterion Description

100% of students will achieve a passing grade on clinical evaluation tool for safe quality patient care at final evaluation.

Findings Description

100% of students in all clinical course received a grade of passing on the clinical evaluation tool for safe quality patient care at the final evaluation.

Clinical Evaluation: Safe Quality Care

Action Description

Safe Quality Care is a necessary skill as identified in the 2010 landmark report of Institute of Medicine Future of Nursing landmark report. We will continue to set a benchmark of 100% with a grading rubric of Pass/Fail.

PSO 3. Demonstrate ethical accountability and legal responsibilities recognizing cultural parameters and professional nursing standards of practice.

Goal Description

Demonstrate ethical accountability and legal responsibilities recognizing cultural parameters and professional nursing standards of practice.

Related Items/Elements

100% of students will successfully complete the Texas Board of Nursing Jurisprudence Exam.

Learning Objective Description

100% of students will successfully complete the Texas Board of Nursing Jurisprudence Exam.

🔊 🚜 Nursing Jurisprudence Exam

Indicator Description

Texas Board of Nursing's Jurisprudence Exam is taken in Concepts II during their final semester. Any student not successfully completing the exam prior to the end of the semester, the course must be repeated. Successful completion of Texas Board of Nursing's Jurisprudence Exam is required in order to sit for the National Council Licensure Examination-RN (NCLEX).

Criterion Description

100% of students shall obtain successful completion of the Jurisprudence Exam.

Findings Description

100% of the students successfully completed the Jurisprudence Exam in Fall 2016 and Spring 2017.

🐌 🎜 Nursing Jurisprudence Exam

Action Description

Continue to monitor students' completion of Texas Board of Nursing's Jurisprudence Exam which is taken in Concepts II during their final semester. Any student not successful completing the exam prior to the end of the semester, the course must be repeated.

№ 1 № 80% of prelicensure students will achieve a minimum score of Level 2 on ATI Leadership Proctored Exam.

Learning Objective Description

80% of prelicensure students will achieve a minimum score of Level 2 on ATI Leadership Proctored Exam.

🐌 🚠ATI Leadership Proctored Exam

Indicator Description

Student shall take an ATI Leadership Proctored Exam.

Criterion Description

The rubric for the ATI Leadership Proctored Exam includes scoring levels of 1 through 3 with 1 being the lowest and three being the highest. 80% of prelicensure nursing students will achieve a minimum score of Level 2 on ATI Leadership Proctored Exam.

Findings Description

Fall 2016: 45% of students achieved a Level 2 or Level 3 on the ATI Leadership Proctored Exam.

Spring 2017: 36% of students achieved a Level 2 or Level 3 on the ATI Leadership Proctored Exam.

TATI Leadership Proctored Exam

Action Description

Faculty will review group report, group sub-scores report and topics to review to identify the areas that need increased emphasis in future semesters.

Assignment

Learning Objective Description

80% of students will achieve a minimum score of 90% on Health Assessment Cultural Assignment

🐞 🚣Health Assessment Cultural Assignment

Indicator Description

Students will be required to complete a cultural assignment in the Health Assessment course.

Criterion Description

80% of students will achieve a minimum score of 90% on the Health Assessment Cultural Assignment

Findings Description

72% of the students in fall 2016 and 98% of students in spring 2017 achieved a grade of 90% or higher on the health assessment cultural assignment.

The alth Assessment Cultural Assignment

Action Description

Establish inter-rater reliability.

10 100% of students will achieve a score of 90% on the CITI Ethics Training for Research Students.

Learning Objective Description

90% of students will achieve a score of 90% on the CITI Ethics Training for Research Students.

🐌 📥 CITI Ethics Training

Indicator Description

Student shall be required to utilize the CITI Ethics Training module for Research Students and shall be encouraged to take the training multiple times to become proficient in the knowledge and application of ethics.

Criterion Description

90% of students will achieve a score of 90% on CITI Ethics Training for Research Students. The ethics training is encouraged to be taken multiple times in order to meet the highest possible score for each individual student.

Findings Description

90.9% of the spring 2017 students and 95% of the summer 2017 students received a score of 90% on the CITI Ethics Training for Research Students module.



Action Description

Continue requiring the assignment to reinforce ethical results in research.

PSO 4. Use therapeutic communication during interactions with patients, families, groups and colleagues.

Goal Description

Use therapeutic communication during interactions with patients, families, groups and colleagues.

Related Items/Elements

185% of students will achieve a satisfactory score for virtual simulations on the first attempt.

Learning Objective Description

85% of students will achieve a satisfactory score for virtual simulations on the first attempt.

🐞 🚠 Virtual Simulation

Indicator Description

Students will be utilizing the virtual simulation tools in the simulation labs on many occasions and in various courses throughout the academic year. For each course that offers virtual simulation, students will, after much repeated training, will be graded on their 'first-attempt' of virtual simulation activities.

Criterion Description

85% of students will achieve a satisfactory score for virtual simulations on the first attempt

Findings Description

Data collection began in spring 2017 semester.

Course	% receiving satisfactory virtual simulation score 1st attempt	
NURS 3430 Fundamentals	74.9	
NURS 3620 Adult Health 1	100	
NURS 3540 Psych/ Mental Health	60	



Action Description

Continue to monitor students' progress of their daily 'first attempts' of

virtual simulation.

185% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Professional Communication.

Learning Objective Description

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Professional Communication.

ATI Professional Communication

Indicator Description

Score on ATI Nurse Touch: Professional Communication

Criterion Description

85% of students will achieve a minimum score of 80% on ATI Nurse Touch: Professional Communication.

Findings Description

69% of the students in fall 2016 and 94% of the students in spring 2017 achieved a minimum score of 80% on the ATI Nurse Touch: Professional Communication.

NATI Professional Communication

Action Description

Continue to monitor students' progress.

30 1 95% of students will achieve a satisfactory score on the graded Process Recording.

Learning Objective Description

95% of students will achieve a satisfactory score on the graded Process Recording.

🐌 📥 Process Recording

Indicator Description

Score on graded process recording assignment

Criterion Description

95% of students will achieve a satisfactory score on the graded Process Recording

Findings Description

100% of the students achieved a satisfactory score on the graded process recording.



Action Description

Continue to monitor students' progress.

Nursing Science: ATI Nurse Touch

Learning Objective Description

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse.

\infty 🚜PSO 1 and PSO 4. Nurse Touch: Becoming a Professional Nurse

Indicator Description

Students' level of knowledge will be directly related to their score on the ATI Nurse Touch: Becoming a Professional Nurse score

Criterion Description

85% of students will achieve a score of "meets expectations" on the ATI Nurse Touch: Becoming a Professional Nurse

Findings Description

100% of students achieved a score of 'meets expectations' on the ATI Nurse Touch: Becoming a Professional Nurse.

Action Description

Continue to monitor students' progress.

Nurse Touch: Becoming a Professional Nurse

Action Description

Action Needed

PSO 5. Demonstrate professional leadership and management skills in the delivery of nursing care.

Goal Description

Demonstrate professional leadership and management skills in the delivery of nursing care.

Related Items/Elements

🐌 🛍 Consider case studies on Leadership/Management

Performance Objective Description

Students shall attain successful completion of case student review course.

Case Studies on Leadership/Management

KPI Description

Students will review numerous case studies on Leadership and Management. The grading criteria for the clinical evaluation of the course incorporating these case studies is a grade of either Pass or Fail.

Results Description

100% of students achieved a passing grade on their clinical evaluations.



Action Description

Identify specific measures focusing on leadership and management skills and establish baseline criteria.

PSO 6. Provide safe patient care using evidence-based practice and clinical reasoning.

Goal Description

Provide safe patient care using evidence-based practice and clinical reasoning.

Related Items/Elements

№80% of students will achieve at least the baseline score of national BSN mean on their ATI RN Comprehensive Predictor Exam

Learning Objective Description

80% of students will achieve at least the baseline score of national BSN mean on their ATI RN Comprehensive Predictor Exam

🔊 🚜RN Comprehensive Predictor Exam

Indicator Description

Comparison of student score to National BSN mean score

Criterion Description

80% of students will achieve at least a baseline score of the national BSN mean on the ATI RN Comprehensive Predictor Exam

Findings Description

67.2% of the fall 2016 and 68.1% of the spring 2017 students achieved a baseline score at or above the national BSN mean score on the ATI RN Comprehensive Predictor Exam

🔊 🎜RN Comprehensive Predictor Exam

Action Description

Work with ATI education team to evaluate product usage to improve student performance.

> | 190% of students will achieve a minimum grade of 80% on the final care plan/concept map in each acute care clinical course.

Learning Objective Description

90% of students will achieve a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

🐌 🚠 Final Care Plan/ Concept Map Grade

Indicator Description

Grade on final care plan/concept map for each acute care clinical course

Criterion Description

90% of prelicensure students will achieve a minimum grade of 80% on the final care plan/ concept map in each acute care clinical course.

Findings Description

Data collection began in spring 2017.

Course % students minimum	% students minimum
---------------------------	--------------------

grade of 80% Fall	grade of 80% S	Spring
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NURS 3430 Fundamentals		88.6
NURS 3540 Psych/Mental Health		100
NURS 3620 Adult Health 1		100
NURS 4540 Maternal Child		100
	_	

NURS 4620 Adult Health 2 Data not available

🐞 EFinal Care Plan/Concept Map Grade

Action Description

Only one semester worth of data has been accumulated. Continue accumulate data in 2017-18 and determine trends.

> | 190% of students will achieve a minimum score of 85% on the Nursing Research EBP group paper.

Learning Objective Description

90% of students will achieve a minimum score of 85% on the Nursing Research EBP group paper.

🔊 🚜Research EBP Paper

Indicator Description

Students shall work in groups to complete a Nursing Research Evidence Based Practice (EBP) paper.

Criterion Description

90% of students will achieve a minimum score of 85% on the Nursing Research EBP paper

Findings Description

63.6% of the pre-licensure students in the spring 2017 semester and ______% in the 2017 summer semester achieved a minimum grade of 85% on the EBP group paper.

33% of the RN-BSN students achieved a minimum grade of 85% on the nursing research EBP individual paper.

Students in the Spring 2016 semester were repeating the course after having unsuccessfully taken the course during the previous summer session. The repeat course in the Spring added course hours to their normal course load.



Action Description

Curriculum will be altered so that material is taught during long semesters and not during summer semester. Monitor students' progress.

PSO 7. Advocate for clients and the nursing profession considering healthcare system practices, health policies, and global healthcare factors.

Goal Description

Advocate for clients and the nursing profession considering healthcare system practices, health policies, and global healthcare factors.

Related Items/Elements

™60% of students will achieve a minimum score of 90% on the Community Nursing Current Issues assignment

Learning Objective Description

60% of students will achieve a minimum score of 90% on the Community Nursing Current Issues assignment



Indicator Description

Students will learn about current issues within the community nursing environment and will be required to complete a Nursing Current Issues Assignment.

Criterion Description

60% of students will achieve a minimum score of 90% on the Community Nursing Current Issues Assignment.

Findings Description

47.8% of the spring 2017 students achieved a grade of 90% on the Community Nursing Current Issues Assignment. Data collection did not begin until spring 2017.



Action Description

Only one semester's worth of data on file. Not sufficient to determine trends. Continue to monitor students' progress.

> 190% of students will achieve a minimum score of 85% on the legislative letter.

Learning Objective Description

90% of students will achieve a minimum score of 85% on the legislative letter.

% Legislative Letter

Indicator Description

A written letter to a member of the United States legislature will be assigned to students.

Criterion Description

90% of students will achieve a minimum score of 85% on the legislative letter

Findings Description

The assignment was, in error, omitted from the syllabus in Concept I course during 2016-17.



Action Description

Educate faculty members teaching Concepts I to incorporate the Legislative Letter assignment on their syllabus.

PSO 8. Develop a plan for lifelong learning and provide a foundation for professional growth.

Goal Description

Develop a plan for lifelong learning and provide a foundation for professional growth.

Related Items/Elements

Learning Objective Description

50% of students will indicate plans for enrolling in graduate nursing education within 5 years of BSN program completion.



Indicator Description

In Concepts II course, students will complete an exit survey inquiring whether or not the student has plans to enroll in graduate nursing education within 5 years of graduation.

Criterion Description

50% of students will indicate plans for enrolling in graduate nursing education within 5 years of BSN program completion.

Findings Description

75% of the students in Concepts 2 in spring 2017 indicated the intent to enroll in graduate nursing education within 5 years. Data was not collected for fall 2016 graduating students.



Action Description

Continue to encourage student to pursue advanced degrees.

> | 90% of students will achieve a minimum score of 90% on the Concepts 2 career packet or RN-BSN Leadership 5 year career plan.

Learning Objective Description

Students will develop their personal plan for lifelong learning and provide a foundation for professional growth through two projects in the Concepts 2 course. The projects are titled 1) Career Packet; and 2) RN-BSN Leadership 5 year career plan.

🔊 🚣 Career Packet or Career Plan

Indicator Description

Students, while taking Concepts II course, will be required to complete one of two projects titled:

- 1) Career Packet;
- 2) RN-BSN Leadership 5 year career plan.

Criterion Description

90% of students will achieve a minimum score of 90% on the Concepts 2 career packet (prelicensure BSN) or Leadership 5 year career plan (RN-BSN).

Findings Description

100% of students in fall 2016 and spring 2017 received at least a 90% score on

the RN-BSN Leadership 5 year career packet. 83% of the fall 2016 and 98% of the spring 2017 pre-licensure BSN students received a minimum score of 90% on the Concepts 2 Career Packet.



Action Description

Only one year of data has been compiled which is insufficient to determine developing trends. We will continue to monitor finding in 2017-18.

🐞 🎮 Attend a professional nursing meeting while enrolled

Learning Objective Description

Students shall observe the professional administrative side of nursing through attendance at professional nursing association meetings.

🐌 🚜 Professional Meeting

Indicator Description

Students will attend at least one nursing-related professional meeting held within the community.

Criterion Description

100% of students will attend a nursing-related professional meeting while enrolled in the nursing program.

Findings Description

63% of the students enrolled in Community Nursing attended a nursing-related professional meeting held within the community. The various meetings attended include the following professional organizations:

- -Texas Nurses Association
- -Critical Care Nurses Association
- -Philippine Nurses Association
- -Black Nurses Association

% CProfessional Meeting

Action Description

Emphasis will be made to students to attend at least one nursing-related professional meeting in the community. Guidance toward scheduled meetings will be provided to students.

PSO 9. Demonstrate competency with technology and information management in the delivery of safe care.

Goal Description

Demonstrate competency with technology and information management in the delivery of safe care.

Related Items/Elements

> 190% of students will achieve a minimum score of 80% on clinical databases (requires use of facility EHR).

Learning Objective Description

90% of students will achieve a minimum score of 80% on clinical databases (requires use of facility EHR).

🐞 🚣 Electronic Health Records (EHR) Documentation

Indicator Description

Students will master the Electronic Health Records (EHR) and other clinical databases.

Criterion Description

2016-17 is the first academic year to have the EHR software available to students. It was not available for the following courses: Maternity, Pediatrics, and Adult Health. A benchmark of 80% has been set for this initial year.

90% of students shall achieve a minimum score of 80% on their final attempt of the EHR documentation rubric.

90% of students shall achieve a minimum score of 80% on clinical database using facility EHR.

Findings Description

Course number and name	% scoring 80% minimum	% scoring 80% on clinical
	on final EHR rubric	database (Facility EHR)
NHIDG 2420 F 1	72.5	,
NURS 3430 Fundamentals	73.5	n/a
NURS 3540 Psych/Mental Health	n/a	n/a
NURS 3620 Adult Health 1	100	100
NURS 4520 Pediatrics	n/a	91.6
NURS 4540 Maternal Child	n/a	100
NURS 4620 Adult Health 2	no data	no data

2016-17 is the first academic year to have the EHR software available to students. It was not available for the following courses: Maternity, Pediatrics, and Adult Health. New EHR offerings will be added as they become available. This outcome will continue to be monitored with new benchmarks once trends emerge.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI

The evaluation plan was redesigned based on the program student learning outcomes. Assignments in the courses were identified as achievement measures for the student learning outcomes (program goals). A matrix was developed to match the student learning outcome with assessment tools, other than teacher made exams, across the curriculum.

Plan for Continuous Improvement for 2017-18

Closing Summary

Continue to refine Indicators and collect baseline data, because the plan was significantly modified in 2016-17. Insufficient data exists at this time for making significant changes.

Identify additional assignments where none exist, such as Leadership/Management.

Educate faculty on the use of data from vendor products such as ATI, development of inter-rater reliability, and inclusion of assignments identified in the plan as outcomes measures.

Create a separate plan for the RN-BSN curriculum. Although student outcomes are the same, the assignments and courses differ because the students are fundamentally different. These students come with a professional license as registered nurse.

Department of Population Health

Assessment Plan Summary

Department: Health Care Quality and Safety MS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Population Health, Department of

Health Care Quality and Safety MS

Ethical Issues in Health Care

Goal Description

Leaders in healthcare quality and safety require skills and knowledge in leadership and management ethics.

Related Items/Elements



Learning Objective Description

MS in Health Care Quality and Safety students will investigate ethical issues in health care leadership.

🐞 🚣 Ethical Issues in Health Care

Indicator Description

Reading, viewing, and writing assignments in HLTH 5335 – Health Services Administration 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 healthcare leader.

Criterion Description

A topical paper will be assigned and 85% of the students will score 80% or above on this assignment

Findings Description

This is a new program that was placed in catalog in 2016, however, program is to start in Fall of 2017. Therefore, no specific findings will be available until 2017-18.



Action Description

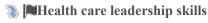
If there is sufficient enrollment in 2017-18 for the program to hold classes, assessment will take place at the end of the academic year.

Health care Leadership skills

Goal Description

Leaders in healthcare quality and safety require skills and knowledge in leadership and management ethics.

Related Items/Elements



Learning Objective Description

MS in Health Care Quality and Safety students will analyze the elements of successful health care leadership.

The American American American Straight The American Market The American Technology (1984) Th

Indicator Description

One major component of the degree program is to allow students to be familiarized with leadership techniques. One common task that is required of a leader is to motivate employees to achieve certain goals. Students will be required to write and present a motivational speech on a healthcare topic. Students

Criterion Description

85% of the student will score at least 80% on the combined paper and speech scoring.

Findings Description

This is a new program that was placed in catalog in 2016, however, program is to start in Fall of 2017. Therefore, no specific findings will be available until 2017-18.

🔊 🎜 Healthcare Leadership Skills

Action Description

If there is sufficient enrollment in 2017-18 for the program to hold classes, assessment will take place at the end of the academic year.

Professional Application of didactic knowledge

Goal Description

Leaders in healthcare quality need applied practical knowledge's and skills in healthcare leadership, quality and safety.

Related Items/Elements



Learning Objective Description

MS in Health Care Quality and Safety students will apply professional didactic knowledge of their graduate program in their professional internship experience.

🐞 📥 Professional application of didactic knowledge

Indicator Description

Through an internship experience, Health Care Quality and Safety 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 85% of student will earn a grade of B in their professional internship experience.

Findings Description

This is a new program that was placed in catalog in 2016, however, program is to start in Fall of 2017. Therefore, no specific findings will be available until 2017-18.



Action Description

Will assess in 2017-2018

Update to Plan for Continuous Improvement for 2016-17

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

No Plan for Continuous Improvement for 2016-17 on file.

Update of Progress to the Previous Cycle's PCI

No Plan for Continuous Improvement for 2016-17 on file.

Plan for Continuous Improvement for 2017-18

Closing Summary

Due to the lack of students, the program didn't start in 2016, but will start in the FALL of 2017. Current plan is to collect these assessment data as we offer courses that are relevant to these data points. For FALL 2017, HLTH5355 will be introduced for the first time. The ethical issue paper will be assigned and assessment data will be collected. Motivation paper and speech as the second data point will be collected when the leadership course is offered, which would likely be Spring of 2018 of 2018. The last data point will be on internship experience, which won't happen until likely Summer of 2018, at which point data will be collected and assessed.

Assessment Plan Summary Department: Health MS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Population Health, Department of

Health MS

Ethical Issues In Public Health

Goal Description

Health MS students will synthesize ethical issues in public health.

Related Items/Elements



Learning Objective Description

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

% AEthical Issues Assignments

Indicator Description

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 Description

Ethical Issues Assignments

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.

All students scored at least 85% on the portion of the course assignments tht 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.



Action Description

Consider embedding Ethics in all classes taught in the MS in Health.

Leadership Skills In Health Promotion

Goal Description

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

Related Items/Elements



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

87.5% of MS in Health students scored a minimum of 90% on all module assignments in HLTH 5363

Assignments in HLTH 5363

Action Description

Give students the opportunity to turn their work in early for critiquing and give them feedback to improve their work. In addition, add leadership skills to HLTH 5331, Foundations of Community Health and HLTH 5355, Health Services Administration.

Goal Description

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

Related Items/Elements



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

The majority of students did not score at least 85% correct on writing a research proposal.



Action Description

Change from an online class format to a face-to-face format as this will give students the opportunity to ask more questions and receive feedback.

Update to Previous Cycle's Plan for Continuous Improvement

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

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.

Update of Progress to the Previous Cycle's PCI No plan from previous cycle for 2016-17.

Plan for Continuous Improvement for 2017-18

Closing Summary

Embed Ethics into all courses. Add leadership to HLTH 5331 and HLTH 5355. Change HLTH 5374, Research Seminar from an online class to a face-to-face class.

Assessment Plan Summary Department: Public Health BS

Sam Houston State University

President, Office of

Academic Affairs, Division of

Health Sciences, College of

Population Health, Department of

Public Health BS

Goal 1. Content Knowledge and Skills in Public Health

Goal Description

In fulfillment of the Provost's strategic plan to promote delivery of a rigorous, contemporary curriculum and of the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, each graduate of the BS in Public Health will be proficient in Content Knowledge and Skills in each of the recently-updated, nine core Public Health Domains, including: 1) Determinants of Health, 2) History, Philosophy, Values and Functions of Public Health, 3) Identifying and Addressing Public Health Challenges, 4) Overview of Health Systems, 5) Importance of Data in Public Health, 6) Human Health and Disease, 7) Health Policy, Law, Ethics & Economics, 8) Program Planning, Implementation, & Evaluation, and 9) Health Communication.

[NOTE: this goal and all of the objectives are based on university, department and program missions, as well as the CEPH accreditation standards for undergraduate programs in public health; see attachments]

% &Content Knowledge and Skills—Determinants of Health (Indicator)

Related Items/Elements



Meant Section 1 Improvement Knowledge and Skills --Determinants of Health (Objective 1)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to illustrate how socioeconomic, behavioral, environmental, biological and other factors impact human health and contribute to health disparities for given health issues.

Indicator Description

HLTH 1360 Final Exam Essay question—What Determines Health for a given health condition, assessed with a three-level rubric (Superior/Proficient/Developing) which measures proficiency in identifying the impact of the determents of health on a random health condition.

Criterion Description

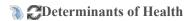
Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior

Findings Description

10% did not complete the assignment (for various reasons)

The new 3-point rubric has not been implemented yet, therefore, we have converted a percentage scale to a rubric as follows: >70% is proficient and 90-100% is Superior

Of those that completed the assignment 77% were Proficient and 35% were Superior



Action Description

- 1) All four sections were taught by the same instructor, next year we plan to measure in every section to see if there are instructor-level differences
- 2) 77% proficient is fairly good, but should be higher, analysis by one instructor shows, that students may need more examples

Content Knowledge and skills—Identifying and Addressing Public Health Challenges (Objective 3)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to explain the Population Health framework, including the roles of various governmental agencies, the major sectors of population health and how they interact, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.

The content Knowledge and Skills—Population Health framework (Indicator a)

Indicator Description

HLTH 1360 Population Health Prezi, parts A & B, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in explaining the major sectors of population and how the interact and the primary governmental organizations focused on health promotion and disease prevention.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

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Findings Description

Findings based on 4 sections

10% did not complete the assignment (for various reasons)

The new 3-point rubric has not been implemented yet, therefore, we have converted a percentage scale to a rubric as follows: >70% is proficient and 90-100% is Superior

Of those that completed the assignment 77% were Proficient and 35% were Superior

🐌 🎜 Population Health Framework

Action Description

All four sections were taught by the same instructor, next year we plan to measure in every section to see if there are instructor-level differences 77% proficient is fairly good, but should be higher, analysis by one instructor shows, that students may need more examples

The Content Knowledge and Skills—Health Policy, Law, Ethics and Economics (Objective 7)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to describe the basic legal, regulatory, ethical, and economic dimensions of healthcare and public health policy and the roles and of the various agencies and branches of government.

Content Knowledge and Skills—Government Branches and Agencies (Indicator a)

Indicator Description

HLTH 3350 Law and Government quiz, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in identifying the categories of law and regulation, the branches of government and the roles/responsibilities of health-related agencies.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

% Covernment Branches and Agencies

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

Indicator Description

HLTH 4360 Research, Grants, and Ethics narrative, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in describing public health funding mechanisms and their requirements, describing the laws governing ethical treatment of humans, and assessing research and programs for ethical dilemmas.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.



Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

™Content Knowledge and Skills—Health communication (Objective 9)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to describe the basic concepts of Public Health-specific communication and demonstrate technical and professional writing and the use of mass media and electronic technology.

Content Knowledge and Skills—Applying Health Communication Techniques in writing (Indicator b)

Indicator Description

HLTH 4360 Health Communication News Letter, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in conveying information to professionals and the public to influence health and health behavior in writing.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Techniques in Writing

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

****** Acontent Knowledge and Skills—Applying Health Communication Techniques through media (Indicator c)

Indicator Description

HLTH 4360 Health Communication PSA, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in conveying information to professionals and the public to influence health and health behavior, using media.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Techniques through media

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

**** Language Content Knowledge and Skills—Understanding Health Communication (Indicator a)**

Indicator Description

HLTH 3392 Health Literacy Assessment, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in identifying the literacy of populations and suggesting effective ways to disseminate health information to the public that are culturally appropriate.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% will be Superior .

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

测 №Content Knowledge and Skills—Human Health and Disease (Objective 6)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to explain the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.

🐞 🚣 Content Knowledge and Skills—Human Health and Disease (Indicator)

Indicator Description

HLTH 3391 three unit exams scores. Students will show proficiency in knowledge of primary diseases and their symptoms, causes and treatments.

Criterion Description

100% of students will show proficiency by scoring at least 70% on all three unit exams.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

% CHuman Health and Disease

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By

Summer 2018, there should be two semesters of assessment data for this Indicator.

The Content Knowledge and Skills—Importance of Data in Public Health (Objective 5)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to describe why evidence-based approaches are important in public health and demonstrate methods and tools for public health data collection, use, and analysis.

The content Knowledge and Skills—Understanding data (Indicator a)

Indicator Description

HLTH 3360 Major Epi project, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in describing types of data, it's reliability and validity, its uses and limitations, interpreting data (including rates, ratios and other vital statistics), retrieving data from various sources, and using data in ethical ways.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

🔊 🎜 Understanding Data

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator

The content Knowledge and Skills—Using data to assess needs (Indicator b)

Indicator Description

HLTH 3350 Community Needs Assessment, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in demonstrating retrieval, analysis, and use of data for assessing the health-related needs of a community suggesting ways to meet these needs.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50%

of the students will be Superior.

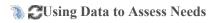
Findings Description

Findings based on 1 section

5% did not complete the assignment (for various reasons)

The new 3-point rubric has not been implemented yet, therefore, we have converted a percentage scale to a rubric as follows: >70% is proficient and 90-100% is Superior

Of those that completed the assignment 95% were Proficient and 42% were Superior



Action Description

This is based on only one section taught one instructor, next year we plan to measure in every section to see if there are instructor-level differences. The high proficiency rates may be partially due to the fact that this project is completed as a group project, unfortunately, we have little way of teasing out individual effort without making it an individual project, which would defeat one purpose of the project.

The Content Knowledge and Skills—Overview of Health Systems (Objective 4)

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to describe the fundamental characteristics and organizational structures of the U.S. health system as well as the differences in systems in other countries.

3 ♣Content Knowledge and Skills—Global Health Systems (Indicator b)

Indicator Description

HLTH 4380 Global health systems online discussion, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in contrasting the differences between the U.S. healthcare system and models of healthcare delivery in other developed countries, identifying the strengths and weaknesses of each.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

🐌 🎜 Global Health Systems

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

The Content Knowledge and Skills—U.S. Health Systems (Indicator a)

Indicator Description

HLTH 3355 Healthcare delivery in the U.S. unit exam, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in describing the structure, payments systems, regulation, and major challenges of the current U.S. healthcare system;

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description

Students were give 4 exams over the course of the semester. Questions were true/false, multiple choice and fill in the blank. Exams were administered via Blackboard. Students were given one hour to complete each exam. Sample question are below (full copies of the exam are available upon request):

- Non-profit organizations DO NOT want to make a profit.
- Which of the following are examples of ambulatory care settings?
- For profit hospitals must deliver charity care.
- Bundled payments are?
- Nurses can only work in hospitals.
- Nurse practitioners can prescribe all types of medication.
- Clinics are the most prominent health care organization.
- Non profit organizations must reinvest profits back into the organization.

Based on test scores, final course grade and course evaluation results at the completion of the course 100% of students in 3355 were proficient in describing the

structure, payments systems, regulation, and major challenges of the current U.S. healthcare system.

Based on test scores, final course grade and course evaluation results at the completion of the course 82% of the students rated Superior in their abilities to describing the

structure, payments systems, regulation, and major challenges of the current U.S. healthcare system.



Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

Learning Objective Description

By completion of the BS in Public Health, all graduates will be able to outline the steps for effectively planning, implementing and evaluating population-based health promotion programs.

The Content Knowledge and Skills—Planning Implementation and Evaluation

Indicator Description

HLTH 4360 Program Plan, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in using information to make decisions about implementing new programs, developing program objectives, relating program objectives to community health improvement goals, designing an program implementation plan, and designing an plan to evaluate new and existing programs using an evaluation framework.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

🐞 🧲 Planning Implementation and Evaluation

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

The Content Knowledge and skills—History and Functions of Public Health (Objective 2)

By completion of the BS in Public Health, all graduates will be able to explain the Population Health framework, including the roles of various governmental agencies, the major sectors of population health and how they interact, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.

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Indicator Description

HLTH 3350 Essential Health Services assignment, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in describing how to apply the public health sciences to the 10 Essential Public Health Services and the potential barriers and facilitators to applying them to a give health challenge.

Criterion Description

Using the three-level rubric, 100% of students will be at least and 50% of the students will be Superior.

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Findings Description

15% did not complete the assignment (for various reasons)

The new 3-point rubric has not been implemented yet, therefore, we have converted a percentage scale to a rubric as follows: >70% is proficient and 90-100% is Superior. Of those that completed the assignment 89% were Proficient and 53% were Superior.

Tunctions of Public Health

Action Description

- 1) Investigate why 15% do not complete this assignment.
- 2) This is based on only one section taught one instructor, next year we plan to measure in every section to see if there are instructor-level differences.
- 3) If next year the other sections are showing similar levels of proficiency, we will be good shape and may want to pause this indicator for a while and focus our attention on those with weaker performance..

The Content Knowledge and Skills—History of Public Health (Indicator 1)

Indicator Description

HLTH 1360 Public Health Achievements assignment, assessed with a three-level rubric (Superior/Proficient/Developing) measuring proficiency in identifying at least two major public health achievements and there causes and impacts.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient and 50% of the students will be Superior

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Findings Description

Findings based on 1 section

15% did not complete the assignment (for various reasons)

The new 3-point rubric has not been implemented yet, therefore, we have converted a percentage scale to a rubric as follows: >70% is proficient and 90-100% is Superior

Of those that completed the assignment 89% were Proficient and 53% were Superior



Action Description

Investigate why 15% do not complete this assignment This is based on only one section taught one instructor, next year we plan to measure in every section to see if there are instructor-level differences If next year the other sections are showing similar levels of proficiency, we will be good shape and may want to pause this indicator for a while and focus our attention on those with weaker performance.

By completion of the BS in Public Health, all graduates will be able to explain the Population Health framework, including the roles of various governmental agencies, the major sectors of population health and how they interact, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.

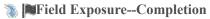
Goal 2. Field Exposure

Goal Description

In fulfillment of the President's strategic plan to promote a stimulating learning environment that integrates academic settings and service, the college of Health Science goal to ensure that all students acquire the knowledge, habits, skills, and attitudes of a health professional upon graduation, and of the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, each graduate of the BS in Public Health will be exposed to work in a related professional setting and in this setting have opportunity to demonstrate application of knowledge and skills acquired during their education.

[NOTE: this goal and all of the objectives are based on the university, department and program missions as well as the CEPH accreditation standards for undergraduate programs in public health; see attachments]

Related Items/Elements



Learning Objective Description

All students will complete a practical experience in a community-based professional setting.

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🔊 🚠 Field Exposure-- Experiences (Indicator)

Indicator Description

HLTH 4394 Internship Report and Presentation (Superior/Proficient/Developing) measuring their critique of a) their personal application of knowledge/skills in a professional setting, b) their exposure to professionals working across disciplines in a setting to improve health, c) their experiences with leadership, organizational dynamics and collaborative work, d) their efforts toward and experiences with mentoring and networking.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient in their reports and critiques in all four areas and 50% of the students will be Superior in all four areas.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Tield Exposure Experiences

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator.

Indicator Description

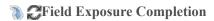
Passing HLTH 4394, the internship course

Criterion Description

100% of students will register for and pass HLTH 4394 with a minimum of 200 hours on site; at least 50% of students will choose to take and pass a full-time 400-hour internship.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.



Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator

Field Exposure--Experiences Objective 2

Learning Objective Description

By completion of their professional internship experience, all students will develop, track and report on experiences related to internship goals and objectives, including those related to a) knowledge/skill/critical thinking application, b) interdisciplinary exposure, c) organizational dynamics and leadership, d) mentoring and networking.

🐞 🚠 Field Exposure-- Experiences (Indicator)

Indicator Description

HLTH 4394 Internship Report and Presentation (Superior/Proficient/Developing) measuring their critique of a) their personal application of knowledge/skills in a professional setting, b) their exposure to professionals working across disciplines in a setting to improve health, c) their experiences with leadership, organizational dynamics and collaborative work, d) their efforts toward and experiences with mentoring and networking.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient in their reports and critiques in all four areas and 50% of the students will be Superior in all four areas.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Tield Exposure Experiences

Action Description

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By

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Summer 2018, there should be two semesters of assessment data for this Indicator.

Goal 3. Integrative Experience

Goal Description

In fulfillment of the Provost's strategic plan to promote delivery of a rigorous, contemporary curriculum and of the department's mission to foster student-centered learning for early health professionals allowing them to apply evidence-based research to improve health and well-being in communities, each graduate of the BS in Public Health will be proficient demonstrating the ability to synthesize and apply knowledge learned throughout the required public health curriculum.

[NOTE: this goal and all of the objectives are based on the university, department and program missions as well as the CEPH accreditation standards for undergraduate programs in public health; see attachments]

Related Items/Elements



Learning Objective Description

By completion of their of the program, all students will demonstrate minimal proficiency in applying knowledge and skills acquired throughout the major as related to the nine Core Public Health Domains.

**Integrative Experience--Capstone (Indicator)

Indicator Description

HLTH 4360 Capstone Project—Grant Application

(Superior/Proficient/Developing) measuring proficiency in applying knowledge/skills in a) assessing community needs, b) finding and synthesizing necessary data, c) developing a plan to mobilize community collaboration, d) developing a intervention plan based on health theory, e) identifying available assets, f) developing a budget to implement the plan, and g) developing a plan to evaluate program results and communicate findings.

Criterion Description

Using the three-level rubric, 100% of students will be at least Proficient in all seven areas assessed and 50% of the students will be Superior in all seven areas.

Findings Description

This is a new Indicator that was created by the Public Health Faculty in Spring 2017. Therefore, we have not had to time to implement it or collect data.

Integrative Experience - Capstone

Action Description

By Fall 2018, the major will begin teaching a new required capstone course and begin collection assessment data for this Indicator at that

time. By 2019, there should be two semesters of assessment data for this Indicator.

Update to Previous Cycle's Plan for Continuous Improvement

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

In Fall 2017, the Population Health Department chair, will meet with each instructor teaching a section of the course used to assess this Indicator to confirm that every instructor in every section of the course is using the same Indicator and the same assessment rubric. By Summer 2018, there should be two semesters of assessment data for this Indicator. By Fall 2018, the major will begin teaching a new required capstone course (and begin collection assessment data at that time). After further deliberation, the program faculty has decided to revise most of the criteria listed in this years plan from 3-point rubrics to conventional 100-point scales. This will simplify data collection by allowing faculty to use the same instrument for grading and assessment. 70 and above will be considered proficient and 90-100 will be considered Superior.

Update of Progress to the Previous Cycle's PCI

As planned last year, this year, the Public Health faculty met several times and finalized selection of indicators and criteria for every objective and also agreed on most of the rubrics that will be used to measure the indicators. The program faculty has also agree to add a new required capstone course and revised the 3rd goal to include an objective related to the capstone project. This course will be required starting Fall 18.

2017-18 Plan for Continuous Improvement

Closing Summary

In Fall 2017, the Population Health Department chair will meet with each instructor to confirm that every instructor in every section of all courses are using the same 'Indicator' and the same 'assessment rubric'. By Summer 2018, there should be two semesters of assessment data for this Indicator. By Fall 2018, the major will begin teaching a new required capstone course (and begin collection assessment data at that time). After further deliberation, the program faculty has decided to revise most of the criteria listed in this years plan from 3-point rubrics to conventional 100-point scales. This will simplify data collection by allowing faculty to use the same instrument for grading and assessment. 70 and above will be considered proficient and 90-100 will be considered Superior.