



Sam Houston
State University

2013-2014

College of Health Sciences

**Department of Health and
Kinesiology**





Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014

Health MA


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Goal Leadership Skills In Health Promotion  


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

Objective (L) Apply Leadership Skills 


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

Indicator Leadership Skills 


Reading, viewing, and writing assignments in HLTH 5363 – Leadership in Health Promotion will require students to identify and analyze common leadership skills for health promotion.

Criterion Leadership Skills 

Students must score at least 90 percent on the portion of the course assignments that require them to identify, explain, and apply health promotion leadership skills. Specific assignments include a summary/reflection of the importance of the leadership skills presented in the video *The Leadership Assignment* and the summary and application of their personal leadership skills identified through the activity *Your Leadership Legacy*.

Finding Leadership Skills 


HLTH 5363 - Leadership in Health Promotion was not offered in the health graduate course rotation in the 2013-2014 academic year. Therefore, this objective was not assessed. The course will be requested for the 2014-2015 academic year so this objective will be addressed at that time.

Action Leadership Skills 

This objective will be transferred into the 2014-2015 report and assessed at that time.

Goal Ethical Issues In Public Health 

Identify ethical issues in public health.

Objective (L) Identify Controversial Ethical Issues In Public Health 

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

Indicator

Ethical Issues 🔑

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.

Criterion

Ethical Issues 🔑

Students must score at least 91 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. Specific assignments include assigned readings and position papers on Health Care Rationing and Right to Die Issues.

Finding

Ethical Issues 🔑

Five Health MA graduate students were enrolled in HLTH 5338 - Consumer Health Education in the SS I 2014 term. While four of those five students scored at least 91 percent on the specific assignments addressing Health Care Rationing and Right to Die issues, only three of the five were able to successfully identify multiple influences, perspectives, and impact of ethical issues in public health. Therefore, this criterion is not met.

Action

Ethical Issues 🔑

In order to fulfill this criterion, the next time HLTH 5338 is taught (likely Summer 2015), students will be required to have one mid-semester face-to-face meeting with the professor in order to report on their progress toward this objective. A skype meeting can substitute if the face-to-face meeting is not possible. If adequate progress is not being made toward this objective, the professor can provide a developmental plan for the student to conduct further research and resubmit assignments that do not meet the criterion.

Goal

Research Enhancement Skills 🔑

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

Objective (L)

Research Enhancement Skills 🔑

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

Indicator

Research Enhancement Skills 🔑

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

Criterion

Research Proposal 🔑

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.

We are maintaining this goal again to ensure the graduate students demonstrate competence in research skills.

Finding

Research Proposal 🔑

Ten students were enrolled in HLTH 5374 during the Fall, 2013 semester and nine students were enrolled in HLTH 5375 during the Spring, 2014 semester. HLTH 5374 students were required to write a Research Proposal and HLTH 5375 students were required to complete a Data Collection Project and submit an Executive Summary. With regard to the Research Proposals, 90% (9/10) scored 85% or above. In addition, students completed extensive quantitative and qualitative data collection projects. With regard to the Data Collection Project and Executive Summaries, 89% (8/9) scored 85% or above.

Action

Research Proposal 🔑

The Graduate Health Program faculty were pleased with the result of this goal. The faculty feel this goal is important for the development of research skills for their students; therefore, the criteria established for the goal will remain constant for the 2014-2015 academic year.

Goal

Analysis And Application Of Health Theories And Models 🔑

MA Health graduate students will be competent in the analysis and application of theories and models in the field of health behavior change and planning.

Objective (L)

Health Theories And Models 🔑

MA Health graduate students will be competent in the analysis and application of theories and models in the field of health behavior change and planning.

Indicator

Health Theories And Models 🔑

A common embedded portion of the HLTH 6396 and HLTH 5333 classes is to improve the students' knowledge, application, and analysis of health planning and behavior change theories and models that are used in the profession of Health Education.

Criterion

Health Theories And Models 🔑

Students must score at least 90 percent on the embedded portion of the graduate course assignments in HLTH 6396 and HLTH 5333 that focus on

their knowledge, application, and analysis of health planning and behavior change theories and models that are used in the profession of Health Education.

As a result of last year's results, we have raised the criterion from 85 percent to 90 percent.

Finding

Health Theories And Models

Twenty-six MA Health students were enrolled in HLTH 5333 – Colloquium in Human Sexuality and HLTH 6396- Health Program Planning-Pre-internship during the 2013-2014 assessment cycle. Twenty-four students (92%) successfully demonstrated the content knowledge, application, and analysis of health planning and behavior change theories and models that are used in the profession of Health Education.

Action

Health Theories And Models

The Graduate Health Program faculty were pleased with the result of this goal. The faculty feel this goal is important for the development of research skills for their students; therefore, the criteria established for the goal will remain constant for the 2014-2015 academic year.

Goal

Professional Development And Practices

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

Objective (L)

Professional Development

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

Indicator

Professional Development Mastery

Health MA students enrolled in HLTH 6397 will be able to demonstrate professional competency in an applied setting. Students will engage in a variety of assignments including monthly blogs, weekly internship logs, and a cumulative reflection paper in order to demonstrate summary professional development. The cumulative portfolio is evaluated via a rubric established by program faculty. Students' cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

Criterion

Site Supervisor Evaluation And Professional Portfolio

Students' final internship evaluation from the site supervisor must reach a minimum of a 92 percent rating. Additionally, the professional portfolio and all accompanying assignments presented by the student must also attain a minimum of a 90 percent rating.

Once again, we have raised the criterion from 90 percent to 92 percent for 2013-2014 as a result of last year's findings.

Finding

Site Supervisor Evaluation And Professional Portfolio

Eight MA Health students were enrolled in HLTH 6397 – Health Internship during the 2013-2014 assessment cycle. Eight students (100%) successfully demonstrated the professional skills that are required to be an effective Master’s level health educator. Students were assessed through their supervisor’s evaluation and professional portfolio highlighting the internship experience.

Action

Site Supervisor Evaluation And Professional Portfolio

The Graduate Health Program faculty were pleased with the result of this goal. The faculty feel this goal is important for the professional development of their students; therefore, the criteria established for the goal will remain constant for the 2014-2015 academic year.

Previous Cycle's "Plan for Continuous Improvement"

The Health Program faculty will diligently work to prepare students with the content knowledge and the skills they need to by a Master’s level health educator. Next year, the target percentage for the leadership skills objective will be increased to 90% and will include a hypothetical public health project which requires students to identify program partners and conduct a role delineation, SWOT analysis and benefit expectation for each partner. The target for the ethical issues objective will remain the same for 2013-2014 and an additional assignment will be added to help students understand diverse viewpoints in public health ethical issues. The target for the research and statistics and the health planning and theory objectives will remain the same for the next assessment cycle. The criteria for the professional development objective will include an additional assignment detailing the graduate intern project.

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

The leadership course was not taught so there were no implementations. The Consumer Health Class included a new module allowing the student to address an ethical issue of their choice.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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




Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014

Kinesiology BS (All Level Teacher Certification)


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Goal **Physical Education Content Knowledge** 


To develop competent levels of physical education content knowledge that will enable the student to be a successful Physical Education teacher.

Objective (L) **Demonstratioin Of Physical Education Content Knowledge** 


Kinesiology teacher education candidates will demonstrate acceptable levels of content knowledge of physical education.

Indicator **TEExES Physical Education EC???12 (158) Test** 

The TExES Physical Education EC–12 (158) test is taken by students upon completion of their academic courses before they enter student teaching.


Criterion **The TExES Physical Education EC???12 (158) Test** 

Eighty percent of the kinesiology teacher education candidates will score 240 (70%) or better on TExES Physical Education EC–12 (158) test.


Finding **Content Knowledge** 

Fall 2013-One hundred percent (5/5) of the teacher candidates scored 240 or better on the TExES Physical Education EC–12 (158) test.


Spring 2014-Ninety-one percent (20/22) of the teacher candidates scored 240 or better on the TExES Physical Education EC–12 (158) test.

Action **Content Knowledge** 

The Kinesiology Teacher Education faculty were pleased with the findings of the objectives, and plan on working to maintain these higher scores. The addition of another content specific faculty, Dr. Jihyun Lee, has added to the improvement of the mastery of Physical Education content knowledge mastery.

Goal **Physical Education Pedagogical Content Knowledge** 

To develop competent levels of physical education pedagogical content knowledge that will enable the student to be a successful Physical Education teacher.

Objective (L) **Physical Education Pedagogical Content Knowledge** 

Kinesiology teacher education candidates will demonstrate acceptable levels of pedagogical content knowledge of physical education.

Indicator **Teacher Work Sample** 

The Teacher Work Sample with Kinesiology Addendums is completed while a student is conducting their student teaching experience.

Criterion

Teacher Work Sample

Seventy percent of the kinesiology teacher education candidates will score 2 or better on the Teacher Work Sample with Kinesiology Addendums.

Finding

Pedagogical Content Knowledge

Fall 2013-Ninety-two percent (12/13) of teacher candidates scored 2 or better on the Teacher Work Sample with Kinesiology Addendums.

Spring 2014-Eighty-eight percent (14/16) of teacher candidates scored 2 or better on the Teacher Work Sample with Kinesiology Addendums.

Action

Pedagogical Content Knowledge

The Kinesiology Teacher Education faculty were pleased with the findings of the objectives, and plan on working to maintain these higher scores. Independent sessions were offered to assist the students in the development and of their TWS. The students also met with their supervisory teachers on a regular basis to ensure the TWS was being maintained throughout their student teaching experience. The addition of another content specific faculty, Dr. Jihyun Lee, has added to the improvement of the mastery of Physical Education content knowledge mastery.

Goal

Health-Related Fitness And Motor Skills

To develop competent levels of health-related fitness and motor skills that will enable the student to be a successful Physical Education teacher.

Objective (P)

Health-Related Fitness And Motor Skills

Kinesiology teacher education candidates will demonstrate acceptable health-enhancing levels of fitness and competence in motor performance in a variety of physical activities.

KPI Performance Indicator

FITNESSGRAM Test Battery And Motor Competency Test

Health-Related Fitness:

Seventy percent of the kinesiology teacher education candidates will fall in two out of four of the FITNESSGRAM "Healthy Fitness Zones".

Motor Competency:

Seventy percent of the kinesiology teacher education candidates will be at the acceptable or target level on the motor competency test.

Result

Health-related Fitness And Motor Skills

Fall 2013: Health-Related Fitness-In Fall 2013, 39%, 46%, 82% and 93% of the teacher candidates fell in the Healthy Fitness Zone for the BMI, PACER, Back-Saver-Sit-and Reach, and 90° push-up, respectively.

Spring 2014-Data collection was not conducted during the spring semester 2014. The Kinesiology-Physical Education Teacher Education faculty was working on the NASPE/NCATE program accreditation report. The program report was submitted on March 15, 2015. The results of the report were obtained in August 2014. The Kinesiology-Physical Education Teacher Education Program is presently nationally recognized.

Action

Health-related Fitness And Motor Skills 🔑

Data collection was not conducted during the spring semester 2014. The Kinesiology-Physical Education Teacher Education faculty was working on the NASPE/NCATE program accreditation report. The program report was submitted on March 15, 2015. The results of the report were obtained in August 2014. The Kinesiology-Physical Education Teacher Education Program is presently nationally recognized.

The Kinesiology Teacher Education faculty were pleased with the findings of the objectives of the Healthy Fitness Zones and plan to improve the results each year. This was the first year to collect data on the skill competencies; and will therefore be collected each year. This information is also required for the NASPE-NACATE report.

Previous Cycle's "Plan for Continuous Improvement"

Based on the results of the data, the kinesiology teacher education and exercise science faculty has developed four courses to enhance the content knowledge of kinesiology teacher education candidates. These courses (KINE 3350 Organization and Administration of Physical Education, KINE 3353 Youth Motor Behavior, KINE 3352 Analysis of Human Movement, and KINE 3351 Applied Exercise Physiology) will emphasize the subject matter and its application needed by kinesiology teacher education candidates to be effective and successful teachers.

The Kinesiology teacher education program faculty will place emphasis on adaptations based on individual needs, use of contextual factors information, and professional growth.

Based on the results of the data, the Kinesiology teacher education program faculty has developed a new course (KINE 3117 Competencies in Motor Skills) for kinesiology teacher education candidates to develop and further refine these basic motor skills. The teacher candidate must pass this course successfully in order to conduct student teaching.

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

Based on the results of the data from Fall 2012 and Spring 2013, the kinesiology teacher education and exercise science faculty has developed four courses to enhance the content knowledge of kinesiology teacher education candidates. These courses (KINE 3350 Organization and Administration of Physical Education, KINE 3353 Youth Motor Behavior, KINE 3352 Analysis of Human Movement, and KINE 3351 Applied Exercise Physiology) will emphasize the subject matter and its application needed by kinesiology teacher education candidates to be effective and successful teachers.

The teacher work sample (TWS) was revised to better meet the needs of kinesiology teacher education candidates in the Fall 2012. The teacher work sample with Kinesiology Addendums was implemented in the Spring 2013. The teacher work sample with Kinesiology Addendums was taught to students enrolled in KINE 4363 Elementary Physical Education Methods and Methods Block in the Fall 2012 and Spring 2013.

Based on the results of the data from Fall 2012 and Spring 2013, the Kinesiology-Physical Education Teacher Education program faculty has developed a new course (KINE 3117 Competencies in Motor Skills) for kinesiology teacher education candidates to develop and further refine these basic motor skills. The teacher candidate must pass this course successfully in order to conduct student teaching.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

The Department of Kinesiology curriculum committee decided that at this time the department did not have the required resources to implement the previous cycle's plan for continuous improvement. Therefore, the previous cycle's plan was not implemented. Based on the results of the Fall 2013 and Spring 2014 data, the following *adjustments* should be made to enhance our physical education content knowledge: (a) provide teacher candidates with more content and practical application tasks in exercise physiology and biomechanics related to children and youth in physical education, (b) include theories and principles of motor development content tested in TExES Physical Education EC-12 test in the current motor learning course, (c) offer teacher candidates review materials and review sessions to assist their TExES Physical Education EC-12 test preparations, and (d) designate KINE 3372, Team and Individual/Dual Sport Skill Analysis, as a required elective for teacher candidates in order to help them better understand how to analyze human movements in physical activity contexts.

The current teacher work sample is common to all candidates in the unit and contains insufficient content to assess physical education teacher candidate's knowledge and performance in student-teaching. Consequently, it was necessary for the physical education teacher education faculty to add content specific components into the current teacher work sample only for physical education candidates. Spring 2013 was the first semester that these new revisions were in place. The high percentage of teacher candidates who scored 2 or better on the teacher work sample suggest that our teacher candidates have sufficient levels of pedagogical content knowledge to be competent physical educators. In order to further develop our teacher candidates pedagogical content knowledge the following adjustments should be made: (a) assist the Methods Block instructors in visiting the teacher candidates school sites more frequently, (b) provide additional support sessions for teacher candidates during the teacher work sample development, and (c) provide opportunities for teacher candidates to attend local and national physical education workshops and conferences.

The high percentage of teacher candidates at the acceptable or target level on most of the motor skill tasks suggests that they are physically educated individuals with knowledge and skills necessary to demonstrate competent movement performance. Two areas of health-related fitness of concern were aerobic capacity and body composition. In order to improve in these areas, the program faculty propose that teacher candidates who failed to reach the Healthy Fitness Zone in 2 of the 4 test items must meet with an exercise science faculty member to develop a physical activity plan to improve his or her health-related fitness. In the future, the physical activity plan must be presented to the instructor of the class in order to receive a final grade in the class. An "Incomplete" grade will be assigned to the teacher candidate that fails to present the physical activity plan to the instructor. In addition, the program has recently added KINE 3117 Competency in Motor Skills course to the PETE degree plan. This course will serve to improve and maintain the personal motor skill competence and health-related fitness of teacher candidates in the program. Overall, the data support that teacher candidates are competent in motor skill performance and performance concepts, but health-enhancing level of fitness is an area of major concern.

The high percentage of teacher candidates at the acceptable or target level on most of the motor skill tasks suggests that they are physically educated individuals with knowledge and skills necessary to demonstrate competent movement performance. Two areas of health-related fitness of concern were aerobic capacity and body composition. In order to improve in these areas, the program faculty propose that teacher candidates who failed

to reach the Healthy Fitness Zone in 2 of the 4 test items must meet with an exercise science faculty member to develop a physical activity plan to improve his or her health-related fitness. In the future, the physical activity plan must be presented to the instructor of the class in order to receive a final grade in the class. An "Incomplete" grade will be assigned to the teacher candidate that fails to present the physical activity plan to the instructor. In addition, the program has recently added KINE 3117 Competency in Motor Skills course to the PETE degree plan. This course will serve to improve and maintain the personal motor skill competence and health-related fitness of teacher candidates in the program. Overall, the data support that teacher candidates are competent in motor skill performance and performance concepts, but health-enhancing level of fitness is an area of major concern.

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Kinesiology BS (Exercise Science)

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Goal **Principles Of Exercise Science** 🔑
 Exercise Science students will demonstrate problem solving and reasoning skills with emphasis in program application.

Objective (L) **Principles Of Exercise Science** 🔑
 Students in the Exercise Science program will be able to effectively demonstrate the lever system and articulate the manner in which it relates to the human body.

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

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

Finding **Principles Of Exercise Science** 🔑
 A total of 68% of Exercise Science students met the minimum score of at least 78% on the lever quiz assignment and applied demonstration.

Action **Principles Of Exercise Science** 🔑
 The Exercise Science faculty will place more emphasis on the content related to lever system and how the lever system relates to the human body. Specifically, additional time will be devoted to lever system discussion and additional questions will be embedded into written exams. In addition, more lab experiences will added to KINE 3362.

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

Objective (L) **Content Knowledge** 🔑
 Students in the Exercise Science program will demonstrate the knowledge of the foundations of exercise physiology.

Indicator **Content Knowledge** 🔑
 Selected questions on exams in KINE 3373, 4373, and on the final project in 4377 will require students to thoroughly explain, demonstrate, and prescribe

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

Criterion

Content Knowledge 🔑

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

Finding

Content Knowledge 🔑

A total of 81% of Exercise Science students met the minimum criterion of a score of at least 78% on the selected exam and project questions in KINE 3373,4373, and 4377.

Action

Content Knowledge 🔑

The Kinesiology Exercise science faculty were pleased with the findings of this goal. The program faculty plans to include this goal during the next OATDB cycle.

Goal

Professional Development And Practices 🔑

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

Objective (L)

Professional Development 🔑

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

Indicator

Professional Development 🔑

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

Criterion

Capstone Exam 🔑

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

Since this is a new objective for 13-14, we will be gathering baseline data.

Finding

Capstone Exam 🔑

A total of 40% of Exercise Science students met the minimum of 80% on rating on their capstone exam.

Action**Capstone Exam** 

The Exercise Science faculty will conduct a review of the capstone exam to determine the exam validity and if the exam needs modification. KINE 4394 will be added to the list of courses to require the capstone exam. The addition of KINE 4394 will increase the size of the population and increase the validity of the exam.

Previous Cycle's "Plan for Continuous Improvement"

During the past year, the Exercise Science faculty increased the number of embedded questions in exams which focus on program objectives. An increase in the number of course assignments related to the specific objectives, was also implemented. Additionally, faculty increased the use of lab equipment to enhance student opportunities to gain knowledge in objective content areas.

The number of exam questions with a focus on the foundation of exercise science were increased. Additional article reviews were assigned, and the faculty increased the number of online discussions focusing on basic foundation knowledge in exercise physiology.

The professional development mastery objective and goal was a new addition to the academic year. The Exercise Science faculty plans to observe the progress of the objectives and determine if any modifications need to be made in the next assessment cycle. The faculty plans to emphasize the necessary components of an informed consent and the importance of the document in research and applied settings.

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

Data from the Previous Cycle's "Plan for Continuous Improvement" shows an increase in Exercise Science student rate of Success. In the area of content knowledge Exercise Science students met the established criterion. In the goal, Principles of Exercise Science, the minimum criterion was not met. The Professional Development and Practice goal minimum standard was not met, however, the number of students included in this sample was very small and the Exercise Science faculty believe the small group size significantly reduced the validity of the findings.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

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

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Online Assessment Tracking Database

Sam Houston State University (SHSU)
2013 - 2014

Kinesiology MA

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Goal **Research Skills / APA Formatting**

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

Objective (L) **Research Skills/APA Formatting**

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

Indicator **Research Skills/APA Formatting Mastery**

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 **Research Skills/APA Formatting Assignment**

Students must correctly format a comprehensive list of references in APA style, 6th edition with 90 percent accuracy on the first evaluation. This list will include references from a wide range of resources and the information provided will challenge students to seek out additional information about each resource.

Finding **Research Skills/APA Formatting**

The results from the 2013-2014 Academic Year indicated that 90.0% of students achieved a score of 90 or higher on the initial submission of the APA Formatting Assignment, which represented a slight increase (1.1%) from the 2012-2013 Academic Year. As a result, the target was achieved in the 2013-2014 Academic Year.

Action **Research Skills-APA Formatting**

The movement of the criterion from the 95th to the 90th percentile ranking in the 2012-2013 Academic Year appears to have been a successful change for evaluation purposes. Given this change, there was forward progress on the students' progress on this objective. We recommend continuing with the current assessment. Since the criterion was exactly met (18 out of 20 students) in the 2013-2014 Academic Year, we would recommend that the measurement remain steady for the coming year. If the criterion can be met again in the coming Academic Year, we would recommend that the criterion be adjusted to the 95th percentile ranking for subsequent evaluations.

Goal **Basic Statistics Interpretation**

M.A. Kinesiology – Sport Management students will be able to interpret basic statistical findings that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square).

Objective (L)

Basic Statistics Interpretation 🔑

M.A. Kinesiology – Sport Management students will be able to interpret basic statistical findings that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square).

Indicator

Basic Statistics Interpretation Mastery 🔑

Assignments developed by program faculty will assess students' ability to correctly interpret statistical findings that emerge from analysis conducted in SPSS. Students will be distributed a dataset and will be asked to execute different methods of analysis to address appropriate research questions. Students will then complete written assignments that address each particular type of analysis, which then be evaluated by a rubric developed by program faculty.

Criterion

Statistics Interpretation Assignments 🔑

Students must correctly complete each of the statistics assignments attached to this objective with 80 percent accuracy. There will be a total of four assignments that address descriptive statistics (i.e., descriptives), group differences (i.e., analysis of variance (ANOVA), prediction (i.e., simple and multiple regression), and nonparametric statistics (i.e., Chi-square). In each case, the expectation is that the student will achieve a minimum of 80 percent mastery on each assignment, not a cumulative 80 percent on the four assignments.

Finding

Basic Statistics Interpretation 🔑

The results from the 2013-2014 Academic Year indicated the following performance on the four assignments attached to this objective:

- Assignment #1 (Descriptives): 75.0% at 80 percent or higher
- Assignment #2 (Group Differences): 95.0% at 80 percent or higher
- Assignment #3 (Prediction): 85.0% at 80 percent or higher
- Assignment #4 (Nonparametrics): 40.0% at 80 percent or higher

Finding

Statistical Interpretation 🔑

The results from the 2013-2014 Academic Year indicated the following performance on the four assignments attached to this objective:

- Assignment #1 (Descriptives): 75.0% at 80 percent or higher
- Assignment #2 (Group Differences): 95.0% at 80 percent or higher
- Assignment #3 (Prediction): 85.0% at 80 percent or higher
- Assignment #4 (Nonparametrics): 40.0% at 80 percent or higher

Action

Statistical Interpretation

The target criterion was met on Assignments #2 (Group Differences) and #3 (Prediction), while Assignments #1 (Descriptives) and #4 (Nonparametric Statistics) saw drops in performance from 2012-2013. As indicated in the original criterion, we are targeting 80 percent mastery on each of the four assignments as opposed to a cumulative 80 percent. Since the first three assignments target parametric statistics techniques, it is possible that students are experiencing difficulty with the switch to nonparametric techniques. Thus, the Action Plan for this objective will involve an increased emphasis on nonparametric statistical techniques to improve performance in subsequent years. Additional time and emphasis will be placed on the mastery of this area. Additionally, student performance on the Descriptives assignment also saw a noticeable drop from the prior year (25.0%). Thus, this assignment will be revisited to determine if it is meeting the objective. Modest gains were made on the Group Differences (0.6%) and Prediction (3.7%) assignments. These assignments will be targeted for continued improvement.

Goal

Cumulative Professional Development

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

Objective (L)

Cumulative Professional Development

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

Indicator

Cumulative Professional Development Mastery

Students will be able to demonstrate professional competency in an applied setting. Students will engage in a variety of assignments including monthly blogs, weekly internship logs, and a cumulative reflection paper in order to demonstrate summary professional development. The cumulative portfolio is evaluated via a rubric established by program faculty. Students' cumulative performance will also be evaluated by their internship site supervisor via a rubric established by program faculty.

Criterion

Site Supervisor Evaluation And Professional Portfolio

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

Finding

Cumulative Professional Development

Students' cumulative performance on the final portfolio submission (91.3%) and the site supervisor ratings (89.5%) for the 2013-2014 Academic Year indicated that the move to a 90 percent rating in the 2012-2013 Academic Year was warranted. Performance on the portfolio submissions dropped slightly (2.1%), while the supervisor ratings improved (3.0%).

Action

Site Supervisor Evaluation And Professional Portfolio

It is recommended that the criterion remain at a 90 percent rating on both dimensions in order better develop student performance in their capstone experience. As mentioned in 2012-2013, 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 would just be met (if the site supervisor ratings were rounded up), it is recommended that the 90 percent rating be maintained for the coming Academic Year. If the criteria is met in the 2014-2015 Academic Year, the criteria should be moved to 92%.

Previous Cycle's "Plan for Continuous Improvement"

Kinesiology program faculty will seek to enhance student performance in the applied research skills portion of our objectives by continuing to incorporate more elements into the APA formatting skills that each student should have upon program completion. We will also look to see if there are trends that exist regarding the types of references students are struggling with the most. Such trends may be able to help us tailor other portions of the assignments to better address these deficiencies. Additionally, nonparametric statistics will receive increased attention over the next Academic Year in order to enhance student performance on that criterion. We were, however, excited to see student progress on the parametric statistics portions of the criteria. We will revisit this assignment and the information provided to students to make sure that the measure is properly addressing this objective. Finally, student performance on the capstone experience seems to be meeting the criterion that we have established, therefore it becomes necessary to move that criterion forward to better encourage student progress and performance.

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

After reviewing all of the findings, it was noted that the criteria that was revised for 2013-2014 for formatting references in APA style was attained. As indicated in 2012-2013, the development of additional common embedded assignments, projects, and exams for developing competencies in the area of research skills/APA was a targeted objective. As such, the implementation of these additional structural elements could have played a role in the enhanced performance. We will continue with the current evaluation criteria with the goal of moving forward the criterion forward if the objective is once again accomplished for 2014-2015.

The performance on the Nonparametrics assignment still requires additional attention as there was another drop in performance. The assignment will be revisited again as will the Descriptives assignment, which also saw a drop in performance from 2012-2013. The Group Differences and Prediction assignments did see a small increase in student performance, which was a goal set forth in 2012-2013. Thus, all statistics interpretation assignments will be analyzed for appropriateness and additional focus will be placed on nonparametrics, which has been an area where student performance has historically been lower.

The move to a 90 percent rating on the APA Assignment was a useful shift in the criterion. Students met the criteria for performance, but it is recommended that the criteria remain in place to determine if there is a trend that exists. After reviewing student performance on this objective for 2014-2015, it may be possible to advance the criterion to a 95 percent rating.

The statistics interpretation assignments also seem to be set at an appropriate criterion for the coming Academic Year. The 80 percent rating on the four assignments has not been met yet, but there were gains in performance on two of the four assignments. The structure will be revisited to determine how to best meet this evaluation criteria in future Academic Years.

Students' cumulative performance on the final portfolio submission (91.3%) and the site supervisor ratings (89.5%) for the 2013-2014 Academic Year indicated that the move to a 90 percent rating in the 2012-2013 Academic Year was warranted. Performance on the portfolio submissions dropped slightly (2.1%), while the supervisor ratings improved (3.0%). The 90 percent criterion on both appears to have been a useful adjustment to advance this objective. As mentioned in 2012-2013, 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 would just be met (if the site supervisor ratings were rounded up), it is recommended that the 90 percent rating be maintained for the coming Academic Year.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

Kinesiology program faculty will seek to enhance student performance in the applied research skills portion of our objectives by continuing to focus on improved APA formatting skills. While gains were made this past Academic Year, faculty will focus on continuing to improve student performance by incorporating new methods to enhance student learning of these critical skills. No specific trends were identified with regards to trouble with formatting of certain sources. Thus, the continued use of other techniques (i.e., embedded assignments, projects, and exams) to promote student mastery of APA techniques will be utilized. Additionally, the approach to student learning of nonparametric statistics will be revisited and additional coverage will be provided by faculty. This seems to be the primary area of concern in the statistics interpretation objective. Since there was a drop in performance on two of the four statistics interpretation assignments, all four assignments will be revisited for structure and ability to achieve the learning objectives. Finally, while student performance on the capstone experience appears to have met the new criterion that was established in 2012-2013, an additional year of data could be helpful in determining whether the criterion for that objective should be moved forward.

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School of Nursing




Online Assessment Tracking Database


Sam Houston State University (SHSU)
2013 - 2014

Nursing BSN


[View & Request Level Feedback](#)

Goal **Mastery Of Specific Nursing Sub-Specialty Content** 


Curriculum content in specified courses including med-surg, pediatrics, obstetrics, psych-mental health, community, fundamentals, health assessment must be mastered to be able to pass the licensing exam, NCLEX.

Objective (L) **Specialty** 



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

Indicator **Standardized ATI Specialty Examinations** 


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

Criterion **Score Of Level 2 Or Greater By At Least 60%** 


60% of cohorts taking specialty exams by ATI will achieve set score of Level 2 (Proficient) or more. Range of levels goes from zero to 3 (highly proficient)

Finding **Findings Of ATI Specialty Exam Results From 2013-14**  

Out of 16 examinations given to 16 different groups of students in 8 classes, only 3 groups (18.75%) achieved the criterion on 60% of the class scoring equal to or greater than level 2. This goal was met only 18.75% of the time.

Action **Assessment And Remediation For Specialty Exams** 

Students will be taking the ATI assessment tests in nearly every nursing course. Policies and procedures are being developed by the Testing Committee to ensure that students who obtain a score of 1 or less on any test will have a given number of hours of remediation. They will then be required to take a re-test over the same material. This will prepare them better for the Exit Exam and the NCLEX. Also, each student is assigned a faculty mentor as they enter our program. The faculty mentor's role is to follow that student's progress on grades and ATI scores throughout the program. They mentor the student on study and testing skills. Scores on specialty exams count as 5% of a course grade.

Goal **Mastery Of Curriculum Content In Order To Pass The NCLEX Exam For Licensure** 

Mastery of the basic nursing curriculum is required for licensure. THE ATI Exit examination is a standardized national examination that students take just prior to graduation to determine if they are ready to take the NCLEX after graduation. A national mean for BSN students is given for which we can compare our students.

Objective (L) **Mastery By Graduation** 

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

Indicator

Standardized ATI Exit Examination 🔑

Assessment Technologies Institute, LLC (ATI) is a software-based testing company that produces standardized tests and learning software for nursing students. Each student is administered the comprehensive nurse exam that tests the student's overall knowledge in key areas of the nursing curriculum. In many ways, the ATI Exit Exam is similar to the National Council of Licensing Examination for the Registered Nurse (NCLEX-RN) and, therefore, performance on the ATI Exit Exam is considered to be a good predictor of a student's readiness for the licensing exam.

Criterion

Achievement Of Graduating Seniors On Comprehensive ATI Exam 🔑

At the time of graduation, sixty percent (60%) of students taking a standardized exit examination will achieve at least the baseline score of national BSN mean on their last attempt. In 2013-14 the national BSN mean on the Exit ATI was 68.1%. The faculty felt that if the national population of BSN graduates had 50% attaining above the mean of 68.1%, then SHSU would be good to have 60% above the mean of 68.1%.

Finding

Achievement Of Graduating Seniors On ATI Exit Exam 2014 🔑 🔑

The 25 students who took the ATI exit exam in April, 2014 did not perform well on the Exit Comprehensive ATI exam. Only 20% (n=5) of the class scored above the national mean of 68.1%. Of the remaining 20 students, 5 scored a PROBABILITY OF PASSING NCLEX ON FIRST TAKE between 1-28%, 6 scored between 31-56%, 6 scored between 59-71%, 2 between 73-78%, and 1 between 80-82% These probability scores translate to actual raw scores as follows:

Action

Continuous Assessment And Remediation Throughout Curriculum 🔑

Students will be taking the ATI comprehensive assessment test at the end of the 2-year nursing upper division curriculum. The test is a well-known predictor of NCLEX success and is used by a majority of BSN and ADN programs to identify both individual students who are at risk for failing the NCLEX and to identify curricular areas of weakness.

A national ADN, BSN, and combined mean is provided with a thorough analysis of the test for our program, including individual scores.

Students who obtain a score of less than the national BSN mean on their exit test will have a given number of hours of mandatory remediation with either their instructor or our nursing resource coach. They will then be required to take a re-test over the same material with a different test. This will prepare them better for the NCLEX.

Objective (L)

Nursing Graduates From SHSU Will Pass The NCLEX Exam On The First Attempt 🔑

The NCLEX is a national licensing exam that is regulated by each state. In Texas that regulation agency is the Texas Board of Nursing. Students take the exam in a highly controlled Pearson Vue Center and must show two forms of identification. No objects are allowed into the testing site. Prior to registering to take the exam, the Board must approve them after receiving an affidavit of graduation from the Dean or Director of their school of nursing. Schools are expected to produce graduates who will pass on the first attempt.

Indicator

First-attempt NCLEX Pass Rate 🔑 🔑

The NCLEX is a national licensing exam regulated by the Texas Board of

Nursing. It is a computer-adapted test that can take up to 4 hours. The test is comprehensive over the entire 2-year nursing curriculum.

Criterion

NCLEX Passing Rate 🔑

80% of graduating nursing students will pass the NCLEX licensing exam on the first attempt.

Finding

2013-14 NCLEX Results 🔑

The preliminary results of the 2013-14 were 78.26% passing rate or 17 out of 23 students. the official results will be distributed by the Texas Board of Nursing in mid to late October, 2014.

Action

NCLEX Pass Rate Improvement 🔑 🔑

With a pass rate below 80% we have one more year in which to raise the rate before being placed on warning. Our first year rate was 87.5 and second year rate is approximately 78.26%. The action plan is as follows:

1. Each faculty to review the ATI Exit exam in detail for the weakest areas and consciously boost the appropriate course content in those areas.
2. Instead of giving one practice and two proctored exit exams, give one practice and three proctored exit exams. Have students who scored below the mean do mandatory remediation with the teacher.
3. Have a review day toward the end of the semeste in which instructors from each specialty area come into the class and review important content in their respective areas.
4. Each course is to add more NCLEX style questions to their quizzes and exams.
5. Continue the 3-day ATI live review.

Previous Cycle's "Plan for Continuous Improvement"

On both of these objectives, we had unrealistic goals. We also have decided to change from the HESI to ATI in the 2013-14 academic year. They have a better way of interpreting their scores in terms of probability of passing the NCLEX. We will have to set new goal for 2013-14.

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

Continue to develop policies and procedures in the Testing Committee for administering and remediating students on ATI standardized exams.
 Continue assigning each student a faculty mentor to follow the student for the 2 years of the program. Their role is to keep track of ATI test scores and remediation compliance, mentor on test and study skills, and generally support the student.
 Review the detailed reports provided by ATI for program and course evaluation and improvement. Correlate test scores to eventual passing of NCLEX on the first time.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on what you learned from your 2013 - 2014 Cycle Findings.

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

1. Give 3 instead of 2 ATI specialty exams in each course to increase their practice
2. Give more quizzes that are NCLEX style question (perhaps even every week)
3. Purchase Exam Soft which will provide better psychometrics on tests

4. Send all students scoring below a proficiency level of 2 to our Resource Coach for intensive remediation of that content.
5. Give 3 instead of 2 Exit Exams the final semester and give them at least 2 weeks apart to allow time for remediation.
6. Provide one 8 hour day at the end of the final semester in Concepts II to have a content faculty expert come to class and review the important content from their area: content that may be on the NCLEX based on the published test blueprint.
7. Continue to provide a mandatory 3-day live NCLEX Review
8. Urge students to take the NCLEX as soon after graduation as they are permitted to.

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