

Outcome Assessment: Applied Health Science

College: Piedmont College dedicates itself to the transformative power of education through reciprocal learning, the development of compassionate leaders, and the stewardship of our local and global communities.

School of Nursing and Health Sciences Mission: The R.H. Daniel School of Nursing and Health Sciences at Piedmont College shall be recognized as an exemplary professional academic program. The arts & sciences are the foundation upon which the students' intellectual endeavors are built, contributing to the provision of holistic care to clients that includes physical, psychosocial, spiritual, and environmental care. The School of Nursing and Health Sciences is dedicated to respect for diversity and to community outreach.

Program Mission:

The health, nutrition, and wellness program seeks to prepare undergraduate students for careers helping individuals achieve optimal health and fitness while leading more balanced and meaningful lives, rather than discovering or treating disease, by providing the theoretical foundations for nutritional planning, health and wellness promotion, and fitness prescription in both healthy and clinical populations through exemplary classroom and laboratory instruction. Furthermore, the program is dedicated to respecting individual diversity and engaging the community by exposing students to a variety of healthcare settings, practitioners, and patient populations.

Program Goals:

1. The Program is committed to recruiting five quality students into each cohort, retaining 80% of students each year, and graduating them four years after program admission.
 - a. **Piedmont Goal Reference: GOAL 8.** Piedmont College will provide students the resources to achieve their academic goals in a timely fashion and meet learning outcomes expected in their degree programs.
 - b. **Outcome (non-student learning):** The number of students who matriculate into each cohort and persist.
 - c. **Measures:**
 - 1)Number of students declaring an APHS major (10)
 - 2)Retention rate by cohort (80%)
 - 3)Graduation rate by cohort (80%)
2. The Program seeks to provide high quality instruction that integrates cognitive and psychomotor skills into active problem solving abilities that will culminate in 90% of students having post-graduate placements (employment or graduate school) within six months of graduation.
 - a. **Piedmont Goal Reference: GOAL 1.** Piedmont College will attract and retain students, faculty, and staff, and engage alumni and friends, by providing experiences with the College that inspire in them a lifelong affinity with the institution.
 - b. **SLO 2:** Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
 - 2.1 Apply clinical reasoning skills throughout the physical examination process in order to assimilate data, select the appropriate assessment tests, formulate a differential diagnosis, provide care, and make appropriate referrals.
 - 2.2 Use psychosocial techniques to enhance patient care and determine when abnormal behaviors require referral.
 - 2.3 Adapt therapeutic interventions using clinician- and patient-oriented outcomes with consideration to the stage of healing and goals to maximize patient participation and quality of life.

- 2.4 Implement, evaluate, and modify treatment plans for both healthy and at-risk individuals that meet their performance or wellness goals through collaboration with allied healthcare providers.
- 2.5 Create, evaluate, and modify an environment conducive to safe activity participation.
- 2.6 Demonstrate cultural competence in the care of clients from diverse backgrounds.

c. **Measures:**

- 1)Health Policy Project Paper (80% at 4.0 on the rubric)
- 2)Health Policy Project Presentation (80% at 4.0 on the rubric)
- 3)Sport Nutrition Paper (80% at 3.75 on the rubric)
- 4)Sport Nutrition Presentation (80% at 3.75 on the rubric)
- 5)Exit Survey (Respondents will score 80% of program attributes ≥ 5.25 on the rubric, a minimum of one graduate will have completed experiential learning prior to graduation, and 90% will have post-graduate placements within 6 months of graduating)

3. The Program is committed to supporting a minimum of one student in an internship or other experiential learning experience each year.

a. **Piedmont Goal Reference: GOAL 4.** Piedmont College will offer traditional and innovative academic programs that are rigorous in content and flexible in real-world application.

b. **SLO 1:** Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.

- 1.1 Propose and apply methods of injury prevention and risk reduction for both healthy and at-risk individuals.
- 1.2 Design treatment plans for both healthy and at-risk individuals that meet their performance or wellness goals.
- 1.3 Demonstrate oral, written, and visual communication strategies that are organized, coherent, accurate, and professionally prepared and delivered.
- 1.4 Critically evaluate research findings to develop differential diagnoses for injuries and illnesses.
- 1.5 Develop promotional strategies for healthy living and injury/disease prevention.

c. **Measures:**

- 1)Health Promotion Project (80% at 3.5 on the rubric)
- 2)Fitness Assessment Project (80% at 3.5 on the rubric)
- 3)Pathology and Pharmacology Multimedia Project (80% at 3.75 on the rubric)
- 4)Alumni Survey (respondents will rate 80% of program attributes at 5.25 on the rubric)
- 5)Capstone Reflection Paper (80% at 3 on the rubric)

4. The Program is committed to increasing the number of qualified full-time faculty and providing professional mentoring.

a. **Piedmont Goal Reference: GOAL 6.** Piedmont College will educate the whole student through co-curricular programs, extra-curricular activities, and experiential learning endeavors.

b. **SLO 3:** Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.

- 3.1 Identify state and national regulations and demonstrate professional, moral and ethical judgment when delivering patient-centered care.
- 3.2 Adapt evidence-based practice concepts when making clinical decisions and critically examining athletic training practice.
- 3.3 Develop and evaluate facility design and management strategies in the context of a healthcare system (i.e. risk management, healthcare delivery mechanisms, insurance and reimbursement documentation, patient privacy, and general facility management).
- 3.4 Use effective documentation to develop, participate in, and lead patient-centered care.

3.5 Use appropriate professional guidelines to develop, implement, evaluate, and modify emergency care strategies.

3.6 Demonstrate a commitment to professional growth and development.

c. **Measures:**

- 1) Research Methods Paper (80% at 3.75 on the rubric)
- 2) Research Methods Presentation (80% at 3.75 on the rubric)
- 3) Capstone Paper (80% at 4.0 on the rubric)
- 4) Capstone Presentation (80% at 4.0 on the rubric)
- 5) Piedmont 1101 Reflection Paper (80% at 2 on the rubric)

PG3;SLO1;M1	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																																	
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Objectives Measured	PG3, SLO1, QEP3																																	
Assessment Result	Rubric Score																																	
Benchmark (Criteria for Success)	80% of students will score ≥ 3.5 on the rubric																																	
Sample Size and Source	Students enrolled in HSCS2301																																	
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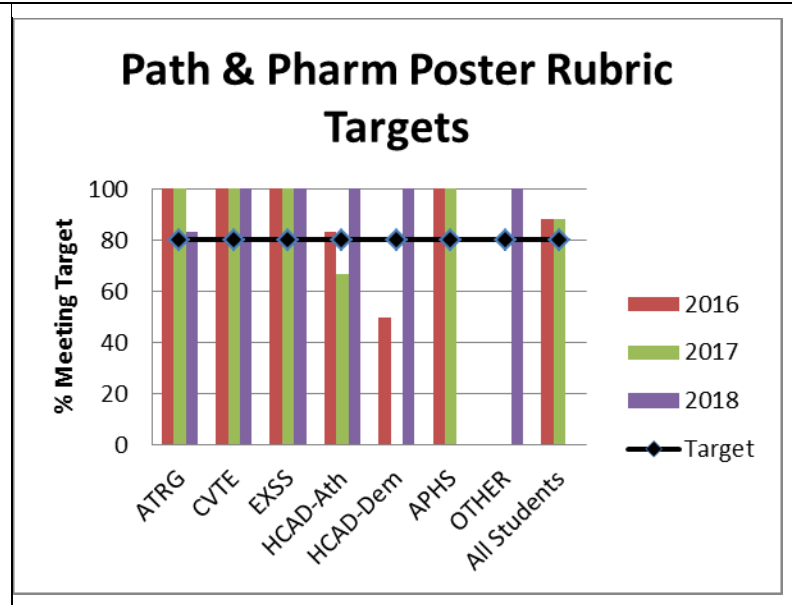
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Narrative	<p>This target was met (100% of all students and 100% of APHS students). While this represents no change from last year, the individual section scores did decrease. The written portion of the assignment was stronger than the PSA part of the project.</p>																																																																																	
Plan	<ul style="list-style-type: none"> • Help students understand how to do messaging to change behavior in a target group through examples, class discussion, and video. • Show more examples of good psa's; explain how to identify a target audience and modify behavior through imaging/information to help start the behavior change process. 																																																																																	
Timeline for Improvement	<ul style="list-style-type: none"> • These plans will be implemented in Spring 2019. (J.Koshuta) 																																																																																	

PG3;SLO1;M2	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.																										
Description	Fitness Assessment Project																										
Objectives Measured	PG3, SLO1																										
Assessment Result	Rubric Score																										
Benchmark (Criteria for Success)	80% of students will score ≥ 3.5 on the rubric																										
Sample Size and Source	Students enrolled in HSCS3321																										
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		<h3 style="text-align: center;">Fitness Assessment Project Section Scores</h3> <p>The chart displays the average scores for six sections of the Fitness Assessment Project across three years: 2016, 2017, and 2018. A target score of 3.5 is indicated by a horizontal line with diamond markers. The y-axis represents the Average Score from 0 to 5. The x-axis lists the sections: Average, physical components, range of motion, performance..., self-evaluation, and presentation. The 2018 scores are consistently lower than the 2016 and 2017 scores for most sections, particularly in the 'performance...' section.</p> <table border="1"> <thead> <tr> <th>Section</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Average</td> <td>4.5</td> <td>4.5</td> <td>4.5</td> </tr> <tr> <td>physical components</td> <td>4.5</td> <td>4.8</td> <td>4.2</td> </tr> <tr> <td>range of motion</td> <td>4.8</td> <td>4.8</td> <td>4.3</td> </tr> <tr> <td>performance...</td> <td>4.8</td> <td>4.2</td> <td>4.6</td> </tr> <tr> <td>self-evaluation</td> <td>4.2</td> <td>4.8</td> <td>4.5</td> </tr> <tr> <td>presentation</td> <td>4.8</td> <td>4.5</td> <td>4.5</td> </tr> </tbody> </table>	Section	2016	2017	2018	Average	4.5	4.5	4.5	physical components	4.5	4.8	4.2	range of motion	4.8	4.8	4.3	performance...	4.8	4.2	4.6	self-evaluation	4.2	4.8	4.5	presentation	4.8	4.5	4.5	
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Narrative	<p>This goal was met, as 96% of all students overall and 100% of APHS students met the target on the rubric. While this does not represent any change for the major and a slight decrease for the group, we are pleased with the outcome. The weakest portion of the project was the correct use of citations.</p>																														
Plan	<ul style="list-style-type: none"> Based on student feedback, the project will be slightly modified next year to include a more developed programming component. A 'refresher' on how to cite using both AMA and APA styles will also be included early in the course. 																														
Timeline for Improvement	<ul style="list-style-type: none"> This assignment will be given in Fall 2018. (A. Dondanville) 																														

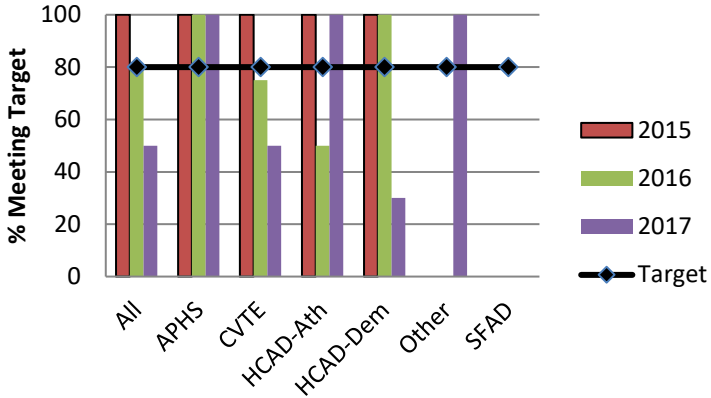
PG3;SLO1;M3	Students will integrate knowledge, skills, and values from the arts and sciences to engage in critical and creative dialogue through discovery, analysis, and communication.
Description	Pathology & Pharmacology Multimedia Project
Objectives Measured	PG3, SLO1, QEP3
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 3.75 on the rubric
Sample Size and Source	Students enrolled in HSCS3302

	2016	2017	2018
All	88	88	97
APHS	100	100	
ATRG	100	100	83
CVTE	100	100	100
EXSS	100	100	100
HCAD-Ath	83	67	100
HCAD-Dem	50	0	100
OTHER			100



	<h3 style="text-align: center;">Path & Pharm Poster Rubric Scores</h3> <table border="1"> <caption>Path & Pharm Poster Rubric Scores</caption> <thead> <tr> <th>Category</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Content</td> <td>4.2</td> <td>4.8</td> <td>4.8</td> <td>3.8</td> </tr> <tr> <td>Use of Evidence</td> <td>4.5</td> <td>4.7</td> <td>4.7</td> <td>3.8</td> </tr> <tr> <td>Concept</td> <td>4.3</td> <td>4.8</td> <td>4.8</td> <td>3.8</td> </tr> <tr> <td>Organization</td> <td>3.9</td> <td>4.8</td> <td>4.3</td> <td>3.8</td> </tr> <tr> <td>Quality</td> <td>4.5</td> <td>4.5</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Credits / Citations</td> <td>3.5</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> </tr> <tr> <td>Submission Format</td> <td>4.8</td> <td>4.8</td> <td>4.3</td> <td>3.8</td> </tr> </tbody> </table>	Category	2016	2017	2018	Target	Content	4.2	4.8	4.8	3.8	Use of Evidence	4.5	4.7	4.7	3.8	Concept	4.3	4.8	4.8	3.8	Organization	3.9	4.8	4.3	3.8	Quality	4.5	4.5	3.8	3.8	Credits / Citations	3.5	3.8	3.8	3.8	Submission Format	4.8	4.8	4.3	3.8	<h3 style="text-align: center;">Path & Pharm Poster Content Scores</h3> <table border="1"> <caption>Path & Pharm Poster Content Scores</caption> <thead> <tr> <th>Category</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Etiology</td> <td>4.5</td> <td>4.8</td> <td>4.8</td> <td>3.8</td> </tr> <tr> <td>Signs & Symptoms</td> <td>4.8</td> <td>4.8</td> <td>4.8</td> <td>3.8</td> </tr> <tr> <td>Diagnostic...</td> <td>4.0</td> <td>4.6</td> <td>4.6</td> <td>3.8</td> </tr> <tr> <td>Treatment</td> <td>4.5</td> <td>4.6</td> <td>4.6</td> <td>3.8</td> </tr> <tr> <td>Prevention</td> <td>4.3</td> <td>4.5</td> <td>4.8</td> <td>3.8</td> </tr> </tbody> </table>	Category	2016	2017	2018	Target	Etiology	4.5	4.8	4.8	3.8	Signs & Symptoms	4.8	4.8	4.8	3.8	Diagnostic...	4.0	4.6	4.6	3.8	Treatment	4.5	4.6	4.6	3.8	Prevention	4.3	4.5	4.8	3.8
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Narrative	<p>This goal was met, as 97% of all students met the target. While there were no APHS students enrolled, this is a 10 percentage point improvement for the group from last year. The overall poster quality was very good; this could perhaps be related to their prior experience completing a similarly formatted project as freshmen.</p>																																																																							
Plan	<ul style="list-style-type: none"> Continue the project as designed and using the same rubric. 																																																																							
Timeline for Improvement	<ul style="list-style-type: none"> This same assignment will be given in Spring 2019. (E. McKinney) 																																																																							

SLO1 Measure 4	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
Description	Alumni Survey
Objectives Measured	PG2, SLO2
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	Respondents will score 80% of program attributes >5.25 on the rubric
Sample Size and Source	Students who have graduated (three years post graduation)
Results	n/a
Narrative	This is the first year the program had a graduate (no alumni)
Plan	<ul style="list-style-type: none"> The survey will be sent to graduates beginning June 2018
Timeline for Improvement	<ul style="list-style-type: none"> This survey will be distributed in June 2018. (A. Dondanville)

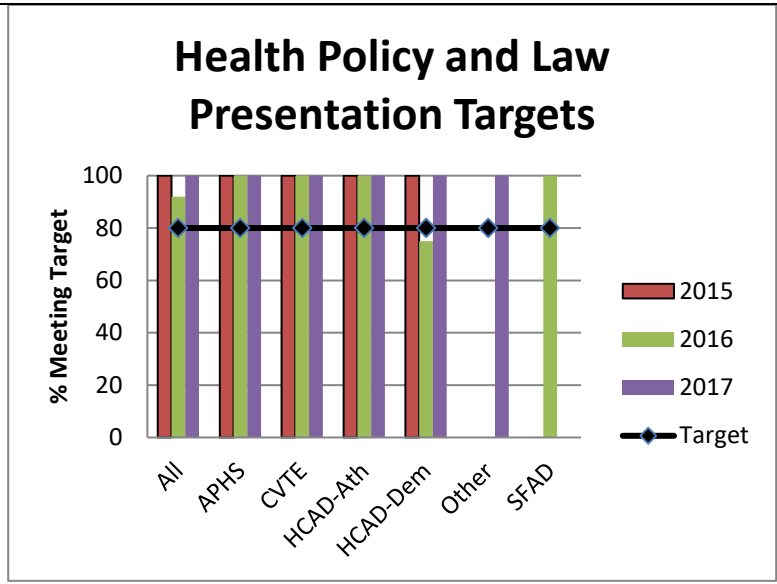
PG2;SLO2;M1	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.																																																																	
Description	Health Policy and Law Project Paper																																																																	
Objectives Measured	PG2, SLO2, QEP5																																																																	
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Benchmark (Criteria for Success)	80% of students will score ≥ 4.0 on the rubric																																																																	
Sample Size and Source	Students enrolled in HSCS4411																																																																	
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Narrative	<p>This target was partially met, as 100% of APHS students, but only 50% of all students met the target. However, when looking at the individual scores, only a small number of students did poorly, which compromised the overall class performance. The students also relied heavily on their own opinions and did not support their conclusions with evidence.</p>																																																																		
Plan	<ul style="list-style-type: none"> • Add a few case reviews due at the midpoint as a checkpoint to ensure they will have evidence at the end. • Clarify that opinion is not evidence 																																																																		
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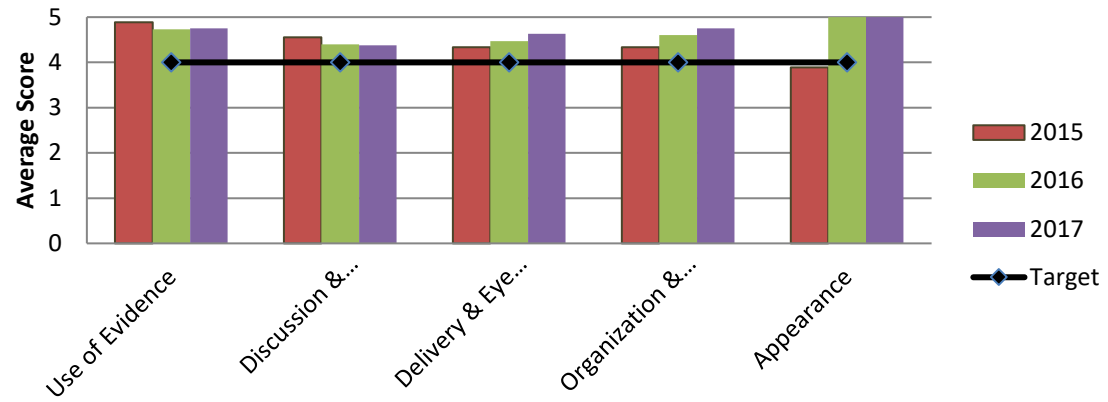
PG2;SLO2;M2	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
Description	Health Policy and Law Project Presentation
Objectives Measured	PG2, SLO2, QEP5
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 4.0 on the rubric
Sample Size and Source	Students enrolled in HSCS4411

Results

	2015	2016	2017
All	100	92	100
APHS	100	100	100
CVTE	100	100	100
HCAD-Ath	100	100	100
HCAD-Dem	100	75	100
Other			100
SFAD		100	



Health Policy and Law Presentation Rubric Scores



Narrative

This target was met, as 100% of APHS students and 100% of all students met the target. While this is an 8 point improvement for the group from last year, the APHS scores remain unchanged.

Plan

- Add a few case reviews due at the midpoint as a checkpoint to ensure they will have evidence at the end.
- Clarify that opinion is not evidence

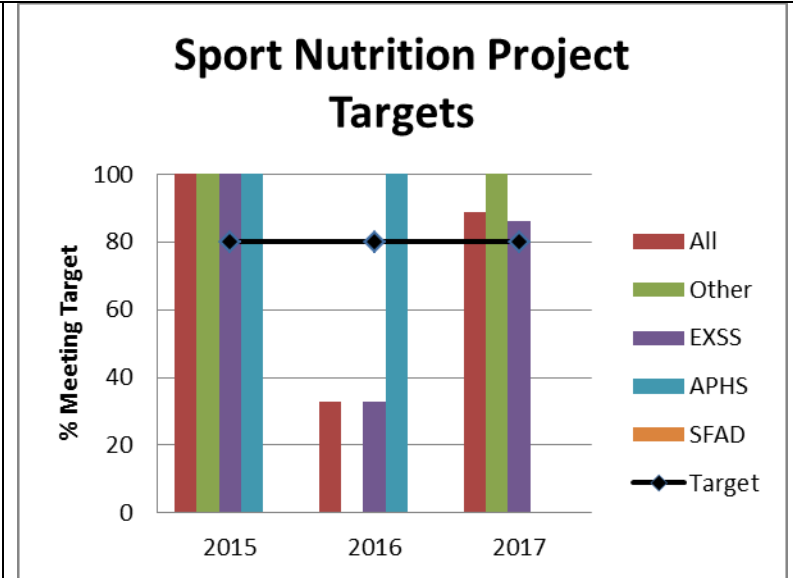
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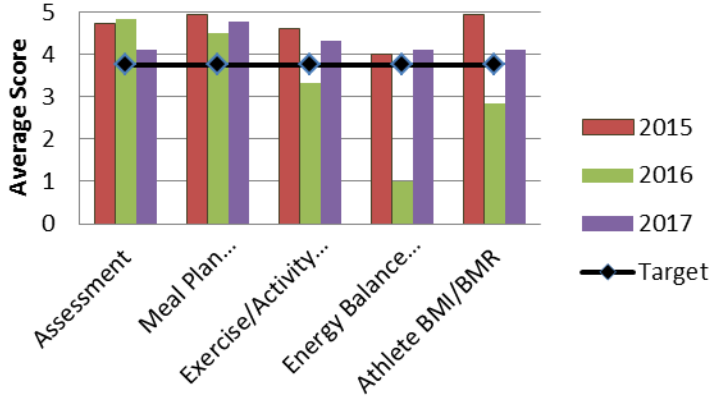
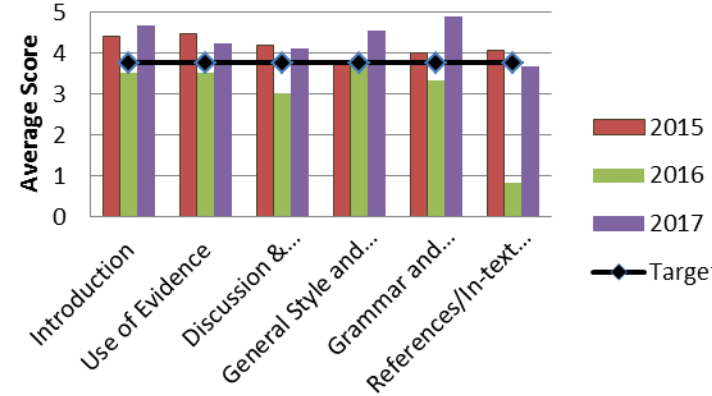
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PG2;SLO2;M3	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
Description	Sport Nutrition Project Paper
Objectives Measured	PG2, SLO2
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of preceptors will score ≥ 3.75
Sample Size and Source	Students enrolled in HSCS4440

Results

	2015	2016	2017
All	100	33	89
Other	100		100
EXSS	100	33	86
APHS	100	100	
SFAD		0	

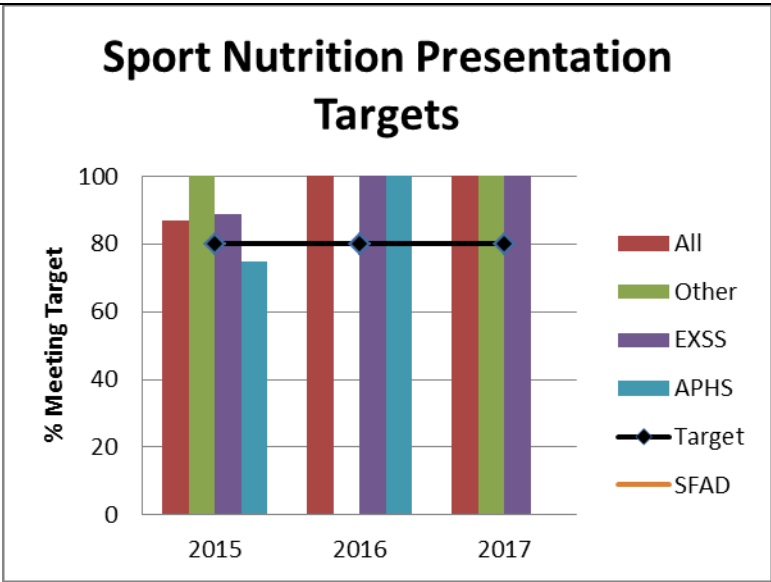


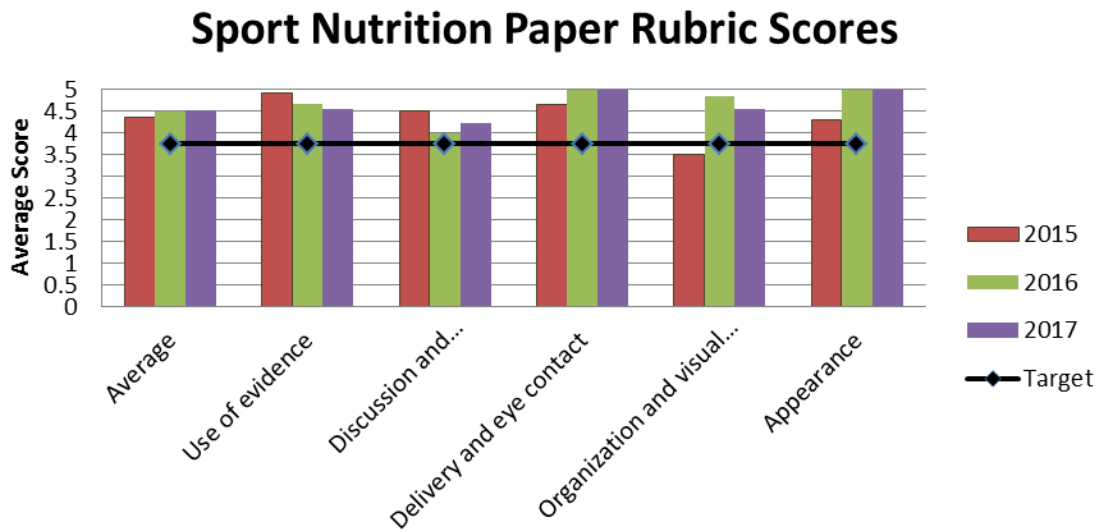
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Narrative	<p>This goal was met, as 89% of all students met the target score. This represents a greater than 50 percentage point improvement from last year. Changing the textbook was likely instrumental in completing this project, as it had a chapter outlining these concepts. There were no APHS students enrolled this term.</p>																																																																		
Plan	<ul style="list-style-type: none"> Continue to place emphasis on the assessment chapter and connect project concepts earlier in the course (on-going). 																																																																		
Timeline for Improvement	<ul style="list-style-type: none"> Both parts of the plan will be implemented Fall 2018. (J.Koshuta) 																																																																		

PG2;SLO2;M4	Students will work collaboratively through interprofessional teams to provide or accommodate quality care to clients across the lifespan in a variety of settings, while respecting the diversity of individuals, groups, and communities.
Description	Sport Nutrition Project Presentation
Objectives Measured	PG2, SLO2
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 3.75
Sample Size and Source	Students enrolled in HSCS4440

Results

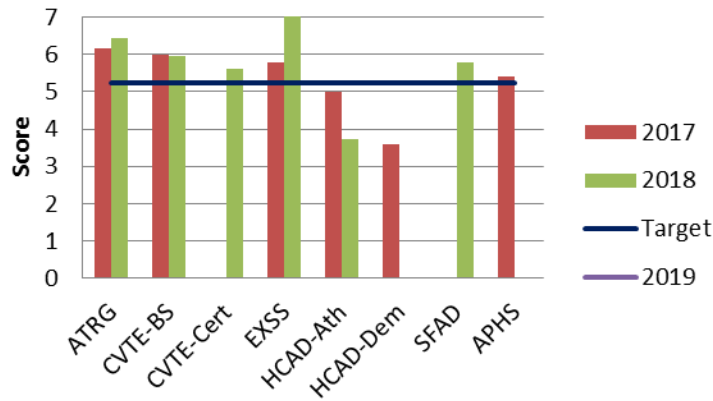
	2015	2016	2017
All	87	100	100
Other	100		100
EXSS	89	100	100
APHS	75	100	
SFAD		100	



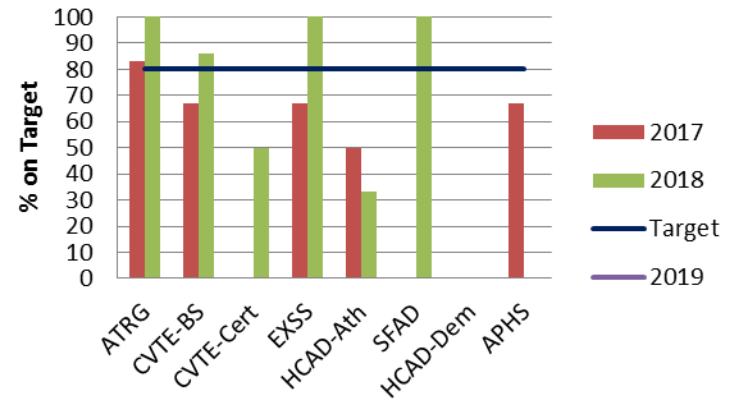


Narrative	This goal was met, as 100% of all students met the target score (same scores as last year). This group’s strong presentation skills and the new textbook were key to these high scores. There were no APHS students enrolled in the course this term.
Plan	<ul style="list-style-type: none"> Continue to place emphasis on the assessment chapter and connect project concepts earlier in the course (on-going).
Timeline for Improvement	<ul style="list-style-type: none"> Both parts of the plan will be implemented Fall 2018. (J.Koshuta)

Program Attributes Average Score



Program Attributes Target Score



Did you complete an internship or work in your anticipated field while in school?

	2015	2016	2017	2018
None	8	8	8	4
Internship	1	1	7	4
Compass Points	0		7	7
Worked	2	2	5	6
Clinical Education			6	7

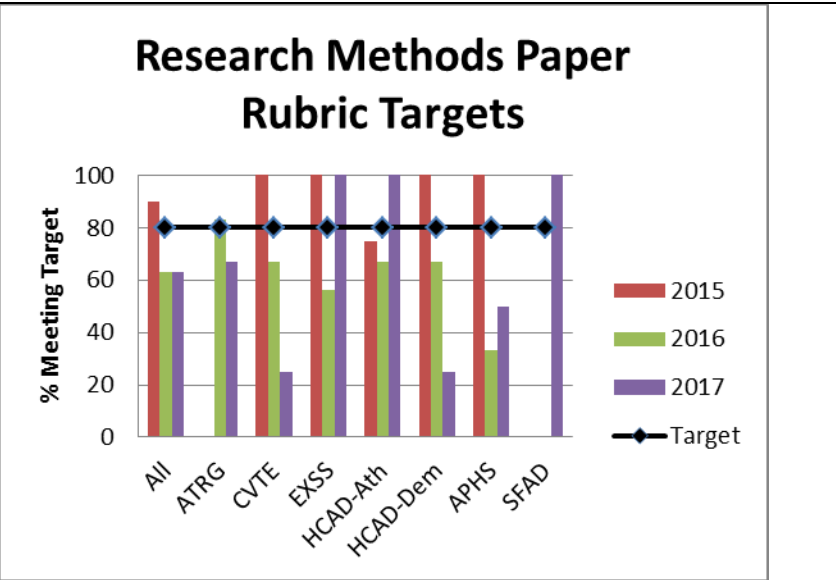
In the first 6 months following graduation, what will you do?

	2015	2016	2017	2018
Attend UG college		2	2	1
Attend grad school	2	2	6	7
Work as GA in field		1	2	2
Work as GA out of field				
Work in field	9	7	17	7
Other work			7	4
Undecided/Not employed				2

	<p>Do you plan to complete additional degrees?</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>3</td> <td>3</td> <td>11</td> <td>7</td> </tr> <tr> <td>BA/BS</td> <td></td> <td></td> <td>1</td> <td>3</td> </tr> <tr> <td>NURS</td> <td>1</td> <td>2</td> <td>1</td> <td>1</td> </tr> <tr> <td>MS/MA/MAT</td> <td>1</td> <td>3</td> <td>9</td> <td>4</td> </tr> <tr> <td>MBA</td> <td>6</td> <td>2</td> <td>2</td> <td>2</td> </tr> <tr> <td>PhD/EdD/Other Professional</td> <td></td> <td>1</td> <td>8</td> <td>5</td> </tr> </tbody> </table>		2015	2016	2017	2018	None	3	3	11	7	BA/BS			1	3	NURS	1	2	1	1	MS/MA/MAT	1	3	9	4	MBA	6	2	2	2	PhD/EdD/Other Professional		1	8	5	<p>Have you completed (or plan to complete) additional professional certifications before or after graduating from Piedmont College?</p> <table border="1"> <thead> <tr> <th></th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>9</td> <td>6</td> <td>15</td> <td>10</td> </tr> <tr> <td>Other</td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>CSCS/PES</td> <td></td> <td>3</td> <td>4</td> <td>1</td> </tr> <tr> <td>Personal Trainer or Group Exer. Leader</td> <td></td> <td>4</td> <td>5</td> <td>1</td> </tr> <tr> <td>OrthoTech</td> <td></td> <td></td> <td>1</td> <td>1</td> </tr> <tr> <td>CVTE</td> <td></td> <td>2</td> <td>3</td> <td>3</td> </tr> <tr> <td>BOC ATC</td> <td></td> <td></td> <td>8</td> <td>4</td> </tr> </tbody> </table>		2015	2016	2017	2018	None	9	6	15	10	Other			1	2	CSCS/PES		3	4	1	Personal Trainer or Group Exer. Leader		4	5	1	OrthoTech			1	1	CVTE		2	3	3	BOC ATC			8	4
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Narrative	<p>There are no data points for APHS majors this year (they did not complete the survey). The average number of students scoring the program on target increased by 22 percentage points from last year (56% to 78%). All but four students also completed some form of experiential learning activity, and all but two report having employment or graduate school placement secured. However, not all graduating seniors completed the survey, and as it is anonymous, we are unsure if those who did not complete it have employment or not.</p>																																																																												
Plan	<ul style="list-style-type: none"> Repeat the survey next year as distributed this year. 																																																																												
Timeline for Improvement	<ul style="list-style-type: none"> This survey will be given in Spring 2019. (J. Koshuta and A.Dondanville) 																																																																												

PG4;SLO3;M1	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
Description	Research Methods Paper
Objectives Measured	PG4, SLO3, QEP1
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 3.75 on the rubric
Sample Size and Source	Students enrolled in HSCS4410

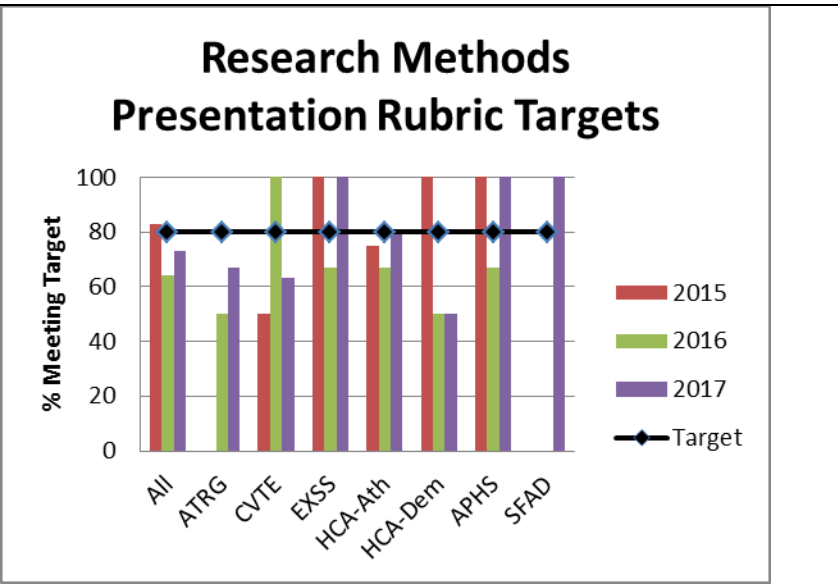
Results		2015	2016	2017
	All	90	63	63
	APHS	100	33	50
	ATRG		83	67
	CVTE	100	67	25
	EXSS	100	56	100
	HCAD-Ath	75	67	100
	HCAD-Dem	100	67	25
	SFAD			100



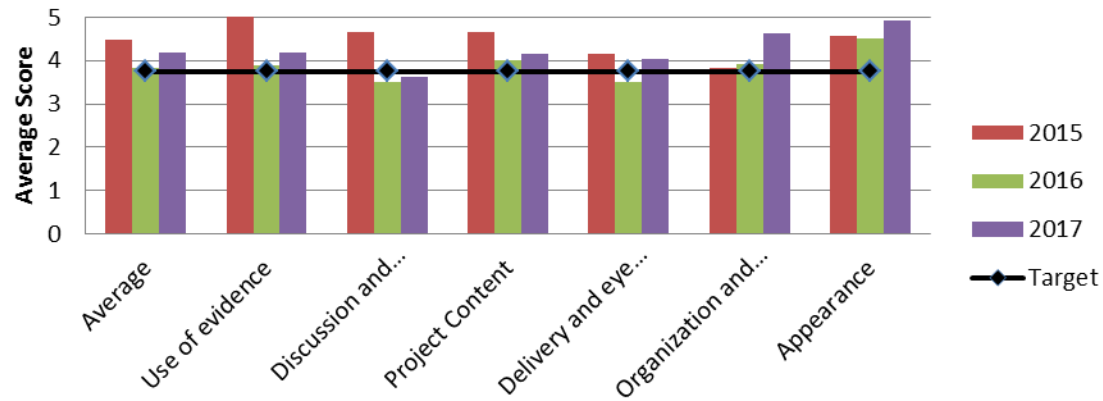
		<h3 style="text-align: center;">Research Methods Paper Rubric Scores</h3> <p>The chart displays average scores for three years (2015, 2016, 2017) across eight rubric categories. A target score of 3.75 is indicated by a black line with diamond markers. The y-axis represents the average score from 0 to 5. The x-axis lists the rubric categories: All, Introduction, Use of Evidence, Methods, Discussion &..., General Style and..., Grammar and Word..., and References/ In-text....</p> <table border="1"> <thead> <tr> <th>Category</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>3.8</td> <td>3.8</td> <td>3.8</td> <td>3.75</td> </tr> <tr> <td>Introduction</td> <td>4.2</td> <td>4.0</td> <td>3.8</td> <td>3.75</td> </tr> <tr> <td>Use of Evidence</td> <td>4.8</td> <td>3.8</td> <td>3.8</td> <td>3.75</td> </tr> <tr> <td>Methods</td> <td>4.0</td> <td>3.8</td> <td>3.5</td> <td>3.75</td> </tr> <tr> <td>Discussion &...</td> <td>3.8</td> <td>3.8</td> <td>3.4</td> <td>3.75</td> </tr> <tr> <td>General Style and...</td> <td>3.4</td> <td>4.5</td> <td>4.5</td> <td>3.75</td> </tr> <tr> <td>Grammar and Word...</td> <td>3.5</td> <td>4.5</td> <td>4.4</td> <td>3.75</td> </tr> <tr> <td>References/ In-text...</td> <td>3.2</td> <td>4.3</td> <td>3.5</td> <td>3.75</td> </tr> </tbody> </table>	Category	2015	2016	2017	Target	All	3.8	3.8	3.8	3.75	Introduction	4.2	4.0	3.8	3.75	Use of Evidence	4.8	3.8	3.8	3.75	Methods	4.0	3.8	3.5	3.75	Discussion &...	3.8	3.8	3.4	3.75	General Style and...	3.4	4.5	4.5	3.75	Grammar and Word...	3.5	4.5	4.4	3.75	References/ In-text...	3.2	4.3	3.5	3.75	
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Narrative	<p>This goal was not met, as only 63% of all students met the target. And while only 50% of APHS students reached the goal, that is a 17 percentage point improvement from last year (there were only 2 students in this program enrolled). Many students continue having difficulty determining a research direction and envisioning the fundamental supporting information. We believe that part of this may be due to only one third of these students having completed scaffolding papers in previous classes (CVTE and HCAD do not have previous experience with this type of assignment).</p>																																															
Plan	<ul style="list-style-type: none"> • This assignment will be given again in the same format and assessed using the same rubric next year to give a more clear picture of the data meaning. • Additional opportunities for students to work on their writing and citation skills will be given in this class next year. • More emphasis will be placed on developing the outline next year. 																																															
Timeline for Improvement	<ul style="list-style-type: none"> • This assignment will be given in Fall 2018. (A. Dondanville) • Additional in class group assignments for students to work on sentence construction and citation use will be implemented next year (A. Dondanville) 																																															

PG4;SLO3;M2	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
Description	Research Methods Presentation
Objectives Measured	PG4, SLO3, QEP1
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 3.75 on the rubric
Sample Size and Source	Students enrolled in HSCS4410

Results		2015	2016	2017
	All	83	64	73
	APHS	100	67	100
	ATRG		50	67
	CVTE	50	100	63
	EXSS	100	67	100
	HCA-Ath	75	67	80
	HCA-Dem	100	50	50
	SFAD			100



Research Methods Presentation Section Scores



Narrative

This target was partially met, as 73% of students overall met the target. However, 100% of APHS students scored at least 3.75 on the rubric. These scores represent 9-point and 33-point improvements, respectively. Similar to the related paper, students scored lowest on ‘discussion and recommendations’; again, this likely relates to their difficulty connecting concepts into large frameworks.

Plan

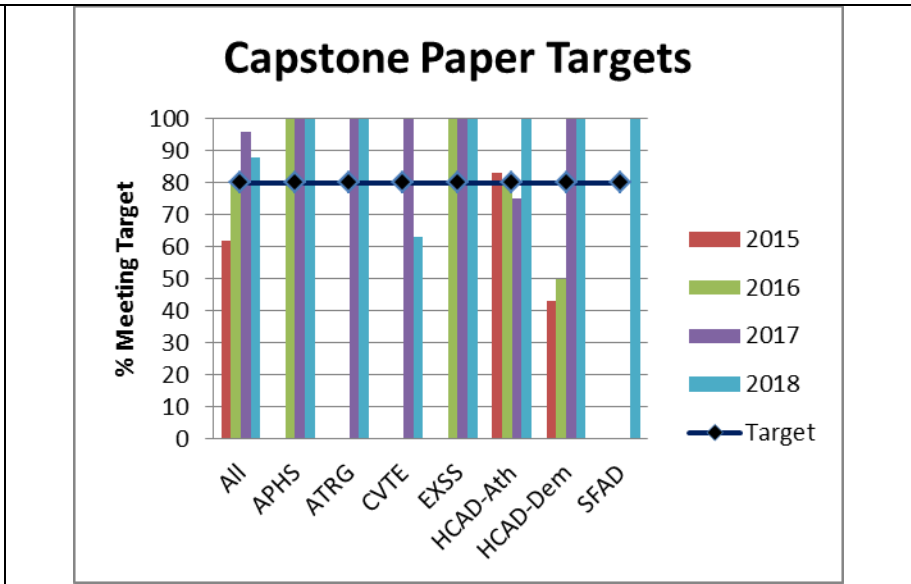
- This assignment will be given again in the same format and assessed using the same rubric next year to give a more clear picture of the data meaning.
- Additional opportunities for students to work on their writing and citation skills will be given in this class next year.
- More emphasis will be placed on developing the outline next year.

Timeline for Improvement

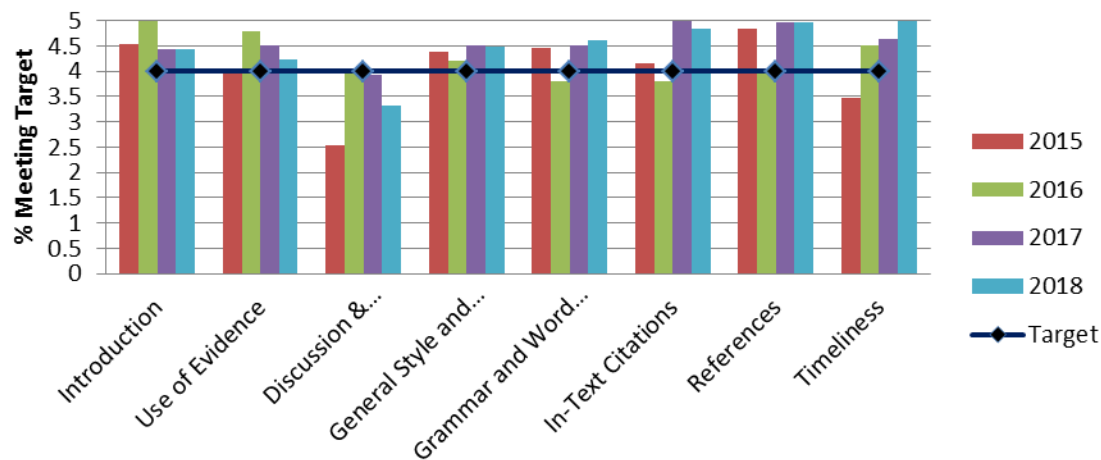
- This assignment will be given in Fall 2018. (A. Dondanville)
- Additional in class group assignments for students to work on sentence construction and citation use will be implemented next year (A. Dondanville)

PG4;SLO3;M3	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
Description	Capstone Paper
Objectives Measured	PG4, SLO3, QEP5
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 4.0 on the rubric
Sample Size and Source	Students enrolled in HSCS4450

Results		2015	2016	2017	2018
	All	62	80	96	88
	APHS		100	100	100
	ATRG			100	100
	CVTE			100	63
	EXSS		100	100	100
	HCAD-Ath	83	80	75	100
	HCAD-Dem	43	50	100	100
	SFAD				100



Capstone Paper Section Scores



Narrative

This goal was met, as 100% of APHS students met the target on the rubric. While 88% of all students met the target on the rubric, that represents an 8 point decline. APHS student scores were unchanged (third year of 100% on-target). This decline from last year is due to a few low-performing students in a different program. However, individual section scores showed weaknesses in “evidence”, “discussion”, and the statistical analysis, with many students failing to connect their findings to previous research. The general grammar and paper mechanics were slightly improved from last year.

Plan

- Reiterate the paper outline in both this course and HSCS4410 so students are more clear for “what goes where”
- Use the OWL at Purdue as a resource.

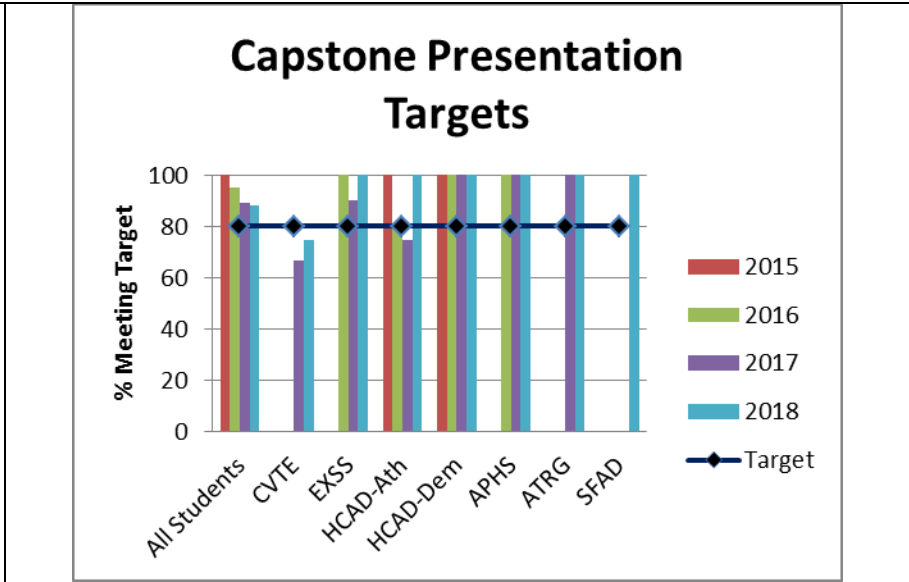
Timeline for Improvement

- The general paper outline will be given more weight and peer-review time in HSCS4410 in the Fall 2018. (A. Dondanville)

PG4;SLO3;M4	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
Description	Capstone Presentation
Objectives Measured	PG4, SLO3, QEP5
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 4.0 on the rubric

Sample Size and Source	Students enrolled in HSCS4450
-------------------------------	-------------------------------

	2015	2016	2017	2018
All	100	95	89	88
APHS		100	100	100
ATRG			100	100
CVTE			67	75
EXSS		100	90	100
HCAD-A	100	80	75	100
HCAD-D	100	100	100	100
SFAD				100



		<h3 style="text-align: center;">Capstone Presentation Section Scores</h3> <table border="1"> <caption>Capstone Presentation Section Scores Data</caption> <thead> <tr> <th>Section</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Introduction</td> <td>5.0</td> <td>4.5</td> <td>5.0</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Use of evidence</td> <td>4.5</td> <td>4.8</td> <td>4.5</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Discussion and...</td> <td>4.5</td> <td>4.2</td> <td>4.5</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Delivery and eye contact</td> <td>4.5</td> <td>3.5</td> <td>4.2</td> <td>4.5</td> <td>4.0</td> </tr> <tr> <td>Organization and visual...</td> <td>4.8</td> <td>4.5</td> <td>4.5</td> <td>5.0</td> <td>4.0</td> </tr> <tr> <td>Appearance</td> <td>4.8</td> <td>4.8</td> <td>5.0</td> <td>5.0</td> <td>4.0</td> </tr> </tbody> </table>	Section	2015	2016	2017	2018	Target	Introduction	5.0	4.5	5.0	4.5	4.0	Use of evidence	4.5	4.8	4.5	4.5	4.0	Discussion and...	4.5	4.2	4.5	4.5	4.0	Delivery and eye contact	4.5	3.5	4.2	4.5	4.0	Organization and visual...	4.8	4.5	4.5	5.0	4.0	Appearance	4.8	4.8	5.0	5.0	4.0	
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Narrative	<p>This goal was met, as 88% of all students and 100% of APHS students met the target on the rubric. This represents no change for either the group as a whole or APHS majors. With the exception of 'organization and visual aids' which improved significantly (4.4 to 5.0) from last year, all other measures were virtually unchanged.</p>																																												
Plan	<ul style="list-style-type: none"> • Reiterate the paper outline in both this course and HSCS4410 so students are more clear for "what goes where" • Use the OWL at Purdue as a resource. 																																												
Timeline for Improvement	<ul style="list-style-type: none"> • The general paper outline will be given more weight and peer-review time in HSCS4410 in the Fall 2018. (A. Dondanville) 																																												

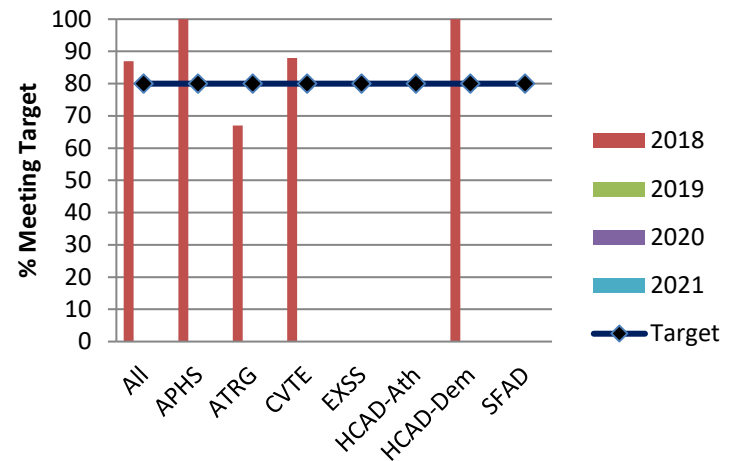
PG4;SLO3;M5	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.	
Description	Piedmont 1101 Community Service Reflection Paper	
Objectives Measured	PG4, SLO3, QEP4, QEP6	
Assessment Result	Rubric Score	
Benchmark (Criteria for Success)	80% of students will score ≥ 2.0 on the rubric	
Sample Size and Source	Students enrolled in PDMT1101	
Results		
Narrative	This assessment measure will be implemented in 2018-2019.	
Plan	<ul style="list-style-type: none"> • 	
Timeline for Improvement	<ul style="list-style-type: none"> • 	

PG3;SLO1;M5	Through civic engagement, personal growth, and ethical reasoning, students will demonstrate responsible, global citizenship by upholding high professional standards.
Description	Capstone Reflection Paper
Objectives Measured	PG3, SLO1, QEP2
Assessment Result	Rubric Score
Benchmark (Criteria for Success)	80% of students will score ≥ 3.0 on the rubric
Sample Size and Source	Students enrolled in HSCS4450 and ATRG4420

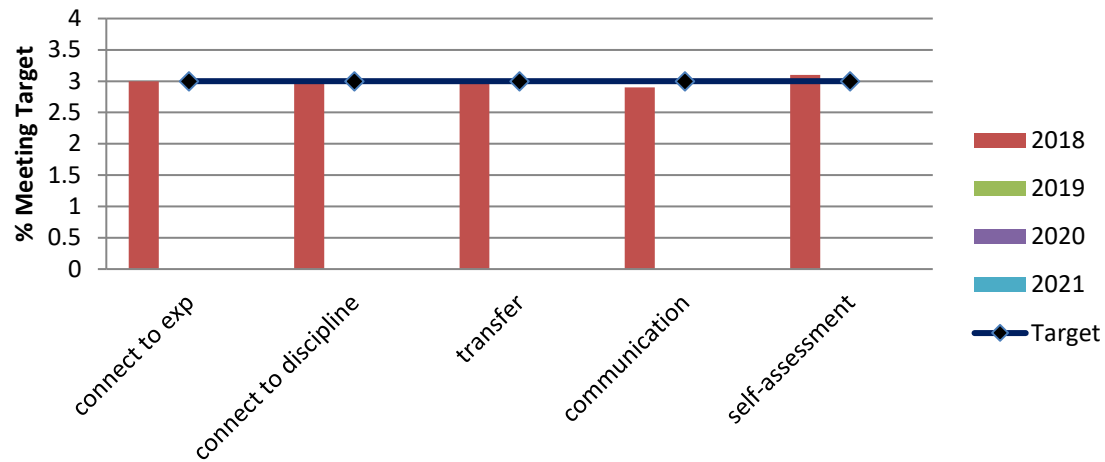
Results

	2018
All	87
APHS	100
ATRG	67
CVTE	88
EXSS	
HCAD-Ath	
HCAD-Dem	100
SFAD	

Capstone Reflection Targets



Capstone Reflection Section Scores



Narrative	This assessment measure was implemented for the first time in 2017-2018. It is important to note that this measure is on a 4-point scale, while all others are on a 5-point scale. The APHS majors who completed the artifact for assessment met the target (100%).
Plan	<ul style="list-style-type: none"> Continue data collection in Spring 2019 (A. Dondanville, J. Koshuta)
Timeline for Improvement	<ul style="list-style-type: none"> Continue data collection in Spring 2019 (A. Dondanville, J. Koshuta)

Non-SLO Measure 1	Overall Program Effectiveness																																																																																
Description	Admission rate/declared majors																																																																																
Objectives Measured	PG1																																																																																
Assessment Result	Number of students enrolled in the program each year.																																																																																
Benchmark (Criteria for Success)	10 students enrolled																																																																																
Sample Size and Source	All Students declared at APHS majors in each cohort																																																																																
Results	<table border="1"> <caption>Enrollment Data by Major and Year</caption> <thead> <tr> <th>Major</th> <th>Spring 2013</th> <th>Fall 2014</th> <th>Spring 2015</th> <th>Fall 2015</th> <th>Spring 2016</th> <th>Fall 2016</th> <th>Spring 2017</th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Applied Health Science</td> <td>5</td> <td>8</td> <td>10</td> <td>12</td> <td>10</td> <td>8</td> <td>6</td> <td>4</td> <td>3</td> </tr> <tr> <td>Athletic Training (all)</td> <td>12</td> <td>18</td> <td>22</td> <td>28</td> <td>22</td> <td>32</td> <td>28</td> <td>28</td> <td>28</td> </tr> <tr> <td>Cardiovascular Tech...</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>8</td> <td>9</td> <td>10</td> <td>10</td> </tr> <tr> <td>Exercise & Sport...</td> <td>12</td> <td>18</td> <td>16</td> <td>26</td> <td>24</td> <td>42</td> <td>36</td> <td>34</td> <td>34</td> </tr> <tr> <td>Health Care Admin</td> <td>14</td> <td>14</td> <td>14</td> <td>16</td> <td>16</td> <td>25</td> <td>20</td> <td>14</td> <td>13</td> </tr> <tr> <td>Pre-Cardiovascular Tech</td> <td>3</td> <td>4</td> <td>5</td> <td>8</td> <td>10</td> <td>12</td> <td>14</td> <td>14</td> <td>14</td> </tr> <tr> <td>Sport & Fitness Admin</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>8</td> </tr> </tbody> </table>	Major	Spring 2013	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Applied Health Science	5	8	10	12	10	8	6	4	3	Athletic Training (all)	12	18	22	28	22	32	28	28	28	Cardiovascular Tech...	2	3	4	5	6	8	9	10	10	Exercise & Sport...	12	18	16	26	24	42	36	34	34	Health Care Admin	14	14	14	16	16	25	20	14	13	Pre-Cardiovascular Tech	3	4	5	8	10	12	14	14	14	Sport & Fitness Admin	1	2	3	4	5	6	7	8	8
Major	Spring 2013	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018																																																																								
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Sport & Fitness Admin	1	2	3	4	5	6	7	8	8																																																																								
Narrative	While the number of students steadily increased from 1 in 2014 to 9 in 2016, we dropped to 3 this year. We believe that this might be partially due to a lack of advertising and few students aiming to become fitness professionals. However, since the major does not require any courses that are not also part of other majors/minors, it is economically feasible to continue offering it.																																																																																
Plan	<ul style="list-style-type: none"> Continue tracking enrollment and retention each term. 																																																																																
Timeline for Improvement	<ul style="list-style-type: none"> Reassess in Spring 2019. (A.Dondanville) 																																																																																

Non-SLO Measures 2 and 3	Overall Program Effectiveness									
Description	Retention/Graduation Rates									
Objectives Measured	PG1									
Assessment Result	Number of students persisting in the program and graduating each year.									
Benchmark (Criteria for Success)	80% of students beginning the year in each cohort will persist to the next year and 80% of students will graduate within 4yrs of beginning at Piedmont									
Sample Size and Source	All Students declared as APHS majors									
Results	Program	Fall 2016	S to F	Spring 2017	F to S	Fall 2017	S to F	Spring 2018	F to S	
	Applied Health Science	9	1.1	6	0.67	3	0.5	3	1	
	Athletic Training (all)	33	1.6	29	0.88	29	1	30	1.03	
	Cardiovascular Tech (Clinical)	5	5	5	1	10	2	9	0.9	
	Exercise & Sport Science	42	1.6	37	0.88	34	0.92	34	1	
	Health Care Admin	26	1.5	20	0.77	13	0.65	13	1	
	Pre-Cardiovascular Tech	11	1.1	13	1.18	14	1.08	14	1	
	Sport & Fitness Admin	1		4	4	6	1.5	6	1	
Narrative	The target was partially met. While the number of students decreased from spring 2016 to fall 2017 due to graduates, we had a 100% retention rate from fall 2017 to spring 2018. The one graduate this year is completing the degree on time (100% on-time completion rate).									
Plan	<ul style="list-style-type: none"> Continue tracking enrollment and retention each term to reevaluate the total enrollment targets. 									
Timeline for Improvement	<ul style="list-style-type: none"> Reassess in Spring 2019. (A.Dondanville) 									