Division of Health Sciences
Assessment Report Summary – 2014
Covers assessment data collected from 2013-2014

School of Dental Medicine

Orthodontics/Dentofacial Orthopedics
The department has well-stated program objectives that are measurable and clearly explain what students will learn, and more importantly, what they will be able to do with what they have learned. To measure the objectives, the department uses an array of assessment instruments that includes clinical evaluations, oral presentations, participation in case conferences, projects, and Board Exams.

Recently, the department used the student learning outcomes to revise its five-year assessment plan to better focus on mission, vision, program goals, and outcomes.

Pediatric Dentistry
The department has concise program objectives that clearly explain the program’s purpose, and how students will benefit from it. To measure the program objectives, the department uses course grades, clinical evaluations, presentations, hospital rotations, projects, and Board Exams.

Results indicate that student met or exceeded expectations in all areas, among the more noteworthy being all students completed PALS certification, and passed the ABPD Qualifying Exams.

Doctor of Dental Medicine
The program objectives reflect best practices. They are concise, measurable, and clearly explain what students will learn in the program, and how they will benefit from what they have learned. To measure student learning, the department uses National Board Exams, clinical licensing exams, program performance reviews, exit surveys, alumni surveys, student focus groups, and employer interviews.

Results from the assessments indicate that students are performing at or above expectations in all areas. 96% of students passed Part II of the National Board Exams, 100% of students passed the regional boards, all students received scores of 100% on their performance competencies, and senior and alumni survey data indicate that graduates are very happy with the program’s quality.
Department of Health Physics

Radiography

The Radiography department’s program objectives are concise, and it uses practical assessment of students in mock patient imaging exams, clinical competency forms, practical evaluations on CPR, vital signs, sterile and aseptic techniques, venipuncture and pt transfer, and APRT Board Exams to assess them.

Results from the department’s assessments indicate that the vast majority of students scored competent on their clinical competencies, all students scored 100% on their practical evaluations, and all but one student passed the ARPT Board Exam on the first try.

Health Physics BS

The Healthy Physics department did a very nice job of articulating their program objectives and integrating them with some of the University Undergraduate Learning Outcomes (UULOs). To assess student learning, the department used quizzes and exams, national certification exams, student exit surveys, alumni surveys, employer surveys, written reports, oral exams, and presentations.

The department is looking into making curricular changes to help students that struggle with math and physics. It also is implementing initiatives to get greater participation in alumni and employer surveys.

Health Physics MS

The program objectives are clear and concise. To measure student learning, the department uses quizzes, exams, comprehensive exams, national certification exams, student exit surveys, alumni surveys, and employer surveys.

Assessment results indicated that 66% of students passed their comprehensive exams, and all five students passed Part I of the American Radiology Board Exam which exceeds the 75% national average.

Department of Kinesiology and Nutrition Sciences
Kinesiology BS

The department’s program objectives are clear, and nicely explain what students will learn in the program, and how they will be able to apply what they have learned. To measure student learning, the department uses exams, class projects both oral and written, lab projects and reports.

Results from the assessments indicate that the vast majority of students are meeting or exceeding department expectations. Department faculty are considering ways to better prepare students for the job market.

Kinesiology MS

The department uses a good variety of instruments to assess its program objectives, among which are exams, class presentations, professional participation, and comprehensive exams.

Ten students matriculated through the program, and department faculty are implementing initiatives to better track students’ progress and completion rates.

Exercise Physiology MS

The department uses a good variety of instruments to assess its program objectives, among which include exams, class projects and oral presentations, professional participation, comprehensive exams, and capstone projects.

Eleven students matriculated through the program. The department is implementing several initiatives to better track student progress and completion rates.

Medical Imaging (Ultrasound) BS

The department’s program objectives are clear, and it uses Boards, clinicals, and clinical practica to assess them.

Results from the program assessments indicate that students met or exceeded department expectations in all areas. Among the most noteworthy achievements are all students scoring 100% on their clinicals, and passing the physics portion of the Ultrasound Board Exam.

Medical Imaging BS
The program learning objectives are concisely written, and nicely explain what students will learn and what they will be able to do with what they have learned. To measure the program objectives, the department uses exams, presentations, problem sets, competency evaluations during clinical rotations, national registry exam, and exit surveys.

Results from the assessments indicate that students are meeting or exceeding expectations in all areas. Additionally, students who completed the exit survey seem pleased with the program’s quality. Further, the department increased its number of clinical sites, and added two imaging physicists to the faculty.

**Nuclear Medicine BS**

The program learning objectives are concise, and the department uses exams, clinical competencies, paper presentations, and employer surveys to assess them.

Results indicate that students met or exceeded expectations in all areas. The program has increased the number of clinical hours for PET/CT to help students.

**Nutrition Sciences BS**

The program objectives reflect best practices. They are concise, and nicely explain what students will learn, and how they will be able to apply what they have learned. They are nicely broken down and explained under the five areas of core knowledge.

To measure student learning, the department uses senior exit surveys, capstone projects, team intervention projects, supervisor reports, and the National Registration Dietician Exam among other instruments. Results indicate that students met or exceeded expectations in all areas. Board expectations of 80% of students passing the national registry exam on the first try were met. Faculty are in the process of revising the curriculum to better prepare students for post-baccalaureate supervised clinical practice, and plans to hire faculty with specialties in dietetics.

**School of Nursing**

**Nursing BS**

The Nursing program’s learning objectives in all degree programs reflect best practices. They are concise, measurable, and very clearly explain what students will learn, and what they will be able to do with what they have learned. To measure the program objectives, department faculty use the HESI Exam, clinical evaluations, capstone projects, exit surveys, and the NCLEX.
Results from the program assessments indicate that students met or exceeded expectations in all areas. Among the more noteworthy examples include students performing at the “recommended performance” level on the HESI, and evaluated as safe and competent. Additionally, 97% of the students passed the NCLEX on the first try.

**Nursing Education MSN**

The program objectives are concise, and nicely explain what students will learn, and what they will be able to do with what they have learned. To measure student learning, the department uses the MSN NE exit survey, theses/professional papers/research projects, and preceptor evaluations.

Results from the assessments indicate that students met or exceeded department expectations in all areas. Preceptor evaluations indicate that students performed at a satisfactory level or better in all areas.

**Nurse Practitioner Track MSN**

The program objectives are clear, articulate, and nicely explain what students will learn and what they will be able to do with what they have learned. To measure student learning, department faculty use the MSN NP exit survey, final clinical instructor evaluations of student performance, preceptor evaluations of student performance, capstone papers, HESI comprehensive exams, and National Certification Exams.

Student learning outcomes results indicate that students met or exceeded department expectations in all areas. Among the most noteworthy achievements is that students scored well above the national average on the HESI, and the program is ranked in the top ten in the country.

**Joint Doctor of Nursing Practice/Ph.D. in Nursing**

The program objectives are clear and concise. They nicely explain what students will learn, and how they will be able to apply what they have learned. To measure student learning, the department uses grades, graduate surveys, exit interviews, employer interviews, and DNP projects.

For the Joint Doctor of Nursing Practice, student learning outcomes results indicate that student met or exceeded department expectations in all areas. Five students graduated in 2013. For the Ph.D. in Nursing, all students passed their oral and written comprehensive exams, seven students successfully defended their dissertations, and
16 graduates have published articles in refereed journals. All but one student completed their degree programs in 4.5 years.

**Department of Physical Therapy**

**Doctor of Physical Therapy**

The program objectives are articulate, measurable, and do a fine job of explaining what students will learn, and how they will benefit from and be able to apply what they have learned. To measure student learning, the department uses the NPTE, pre-graduate surveys, e-curriculum reports, aggregated data from the CAPTE and PTCAS, reports, and annual faculty reports on student progress.

Student learning outcomes results indicate that students met or exceeded expectations in all areas. For example, all 27 students passed the NPTE Exam. Several students have published articles in refereed journals, and some received grants. The department has added faculty to diminish the faculty to student ratio, which has proven to be very effective.

**Department of Health Care Administration**

**Master’s in Health Administration**

The program objectives are clear and well-explained. To measure student learning, the department uses student perception surveys, projects, and other instruments.

Student learning outcomes results indicate that all students maintained a minimum 3.25 grade point average or above, and student responses indicated that students felt the program helped them with their communication and presentation skills, preparation for professional industry, and familiarity with knowledge used in professional industry.

**Department of Environmental and Occupational Health**

**Public Health Master’s/Ph.D.**

The program objectives are concisely stated, and nicely explain what students will learn and how they will be prepared for professional industry. To assess student learning, the department uses course evaluations, faculty assessment for MPH improvement forms, alumni surveys, exit surveys, internship surveys, defense preceptor surveys, and employer surveys.

Student learning outcomes results indicate that students are meeting the program’s benchmarks. The department recently underwent an accreditation visit, and successfully
implemented changes that helped students improve their learning. For the Ph.D. program, faculty made curricular changes to better align coursework with concentration areas.