

College of Nursing and Health Sciences 2017-2018

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Family Nurse Clinician (including Certificate) - MSN {2016-2017}	1.1 (SAO & SLO)	Participate as a member and leader of interprofessional teams to manage and coordinate safe and quality patient care.	The Family Nurse Clinician-MSN graduate's first write for FNP Certification exam.	90% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on graduation of the program.	2017 - 2018	Target Met	100% of MSN graduates passed either the AANPCB or ANCC Certification Exam	This assessment measure will be continued for the 2018-2019 academic year
	1.2 (RO & SLO)	Conduct, apply, and disseminate research to resolve practice problems and effect positive change based on evidence.	Faculty advisors and project committee members will review completed faculty approved research/evidence based projects and validate project completion grade.	At least 90% of students who complete the Family Nurse Clinician-MSN program will have completed a faculty approved research/evidence based project with a minimum grade of B according to the project guidelines.	2017 - 2018	Target Met	100% (31 of 31) MSN students completed a faculty approved research/evidence based project with a minimum grade of B . All thirty one students made an A	Continue to reinforce the importance of research and evidence based practice in our MSN projects
	1.3 (SAO & SLO)	Provide leadership in practice to promote high quality, safe, cost-effective, culturally appropriate, and ethical patient care.	Faculty will visit all students at their clinical sites to validate their clinical performance.	All students (100%) will complete the final clinical check off with a minimum grade of B prior to graduation according to the course and program guidelines.	2017 - 2018	Target Met	100% of MSN students completed the final clinical check off with a minimum grade of B prior to graduation. Twenty eight students made an A and three students made a B.	Continue review of the clinical check off evaluation form annually to ensure the final clinical check off measures what it is intended to measure
	2.1 (PO 4.a.)	MSN students will be satisfied with the MSN plan of study.	Faculty will review the End of Program Satisfaction Survey submitted by the students at the time of graduation.	Through appropriate and affective student advising and ongoing mentoring in the Family Nurse Clinician-MSN program, at least 90% of all participating MSN students will be satisfied with the Family Nurse Clinician-MSN Plan of Study.	2017 - 2018	Target Met	100% of all participating MSN students noted they were satisfied with the MSN Program	Continue to address areas of the program that are of concern to our students

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Kinesiology (including Exercise Science Minor and Pre-Physical Therapy Concentration) - BS {2016-2017}	1.1 (SLO)	Students will demonstrate knowledge consistent with the ACSM Certified Exercise Physiologist.	Students will complete a comprehensive examination (Certification Practice Test) as part of KIN 316 Practicum in Kinesiology. Departmental faculty will review the results of the students' examinations.	At least 85% of students will pass, minimum score of 70%, a Certification Practice Test as part of KIN 316 Practicum in Kinesiology.	2017 - 2018	Target Met	100% of students achieved a passing score (70% or higher). Average score for all students was 98%. 24/25 students passed this practice exam with an A (90% or higher). The only student not to score an A scored an 82 (B).	Faculty should determine if a new practice test is necessary to reflect updated certification tests/requirements.
	1.2 (SLO)	Students will demonstrate health-fitness assessment skills consistent with ACSM Certified Exercise Physiologist.	Students will complete a Health-Fitness Assessment Skills Evaluation as part of KIN 316. Departmental faculty will review the Health-Related Skills Evaluation Rubric results of the students' evaluations.	Student scores on all components of a Health-Related Skills Evaluation will average a score of 2 (Acceptable) or greater on a Health-Related Skills Evaluation Rubric as part of KIN 316 Practicum in Kinesiology.	2017 - 2018	Target Met	24/25 students scored an average of 2 or higher on this rubric. Specifically, 12 scored greater than a 2.5 average, 12 scored from a 2.0-2.5 average, and 1 scored less than a 2.0 average. The overall average was 2.4.	Rubric will be updated/replaced to reflect new guidelines.
	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the AAC&U Written Communication Value Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2017 - 2018	Target Met	16 of 20 students completing KIN 416 Internship during the 2017-2018 academic year averaged 2 or better on all components of the AA&U Written Communications Value Rubric. The complete breakdown of scores is as follows: o 1 student averaged 1.4 o 3 students averaged 1.8 o 1 student averaged 2.0	Faculty will continue this action. Faculty will also review the use of this rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the AAC&U Written Communication Value Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2017 - 2018	Target Met	<ul style="list-style-type: none"> o 1 student averaged 2.4 o 6 students averaged 2.6 o 2 students averaged 2.8 o 1 student averaged 3.0 o 3 students averaged 3.2 o 1 student averaged 3.4 o 1 student averaged 3.6 This results in an average of 2.6 for all students.	Faculty will continue this action. Faculty will also review the use of this rubric.
			Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the Case Study Evaluation Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	2017 - 2018	Target Met	15 of 20 students completing KIN 416 Internship during the 2017-2018 academic year scored an average of 2 on all components of the case study rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 5 students averaged 1.75 o 4 students averaged 2.25 o 4 students averaged 2.5 o 4 students average 2.75 o 3 students averaged 3.0 o One student in the spring 2018 term received an I. This results in an average of 2.3875	Continue to monitor results. Review rubric and determine if it is still valid and up to date for our needs.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the Case Study Evaluation Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2 (Acceptable) or greater on all components of the Case Study Evaluation Rubric as part of KIN 416 Internship in Kinesiology.	2017 - 2018	Target Met	for all students.	Continue to monitor results. Review rubric and determine if it is still valid and up to date for our needs.
	2.1 (SLO)	Students will successfully complete a written analysis on a common exercise, sport, or rehabilitation movement to include all neuromuscular components.	Students will develop a Written Neuromuscular Analysis of a common exercise, sport, or rehabilitation movement as part of KIN 390 Anatomical Kinesiology. Departmental faculty will review the Written Neuromuscular Analysis of Movement Rubric results of the students' analyses.	Students completing the Written Neuromuscular Analysis will average a score of 2 (Acceptable) on all components of the Written Neuromuscular Analysis of Movement Rubric.	2017 - 2018	Target Met	31 of 35 students in KIN 390 Anatomical Kinesiology scored an average of 2 on the rubric. The complete breakdown of scores is as follows: <ul style="list-style-type: none"> o 2 students averaged 1.0 o 1 student averaged 1.25 o 1 student averaged 1.5 o 8 students averaged 2.0 o 5 students averaged 2.25 o 4 Students averaged 2.5 o 12 students averaged 2.75 o 2 students averaged 3.0 Total average was 2.3.	Continue action. Rubric will be reviewed and revised in the upcoming year. Determination will be made at that point if goal needs to be revised as well.
	2.2 (SLO)	Students will successfully complete an oral analysis on a common exercise, sport, or rehabilitation movement to	Students will develop an Oral Biomechanical Analysis Presentation	Students completing the Oral Biomechanical Analysis Presentation	2017 - 2018	Target Met	All students in KIN 408 scored 2 on all components of the Oral Biomechanical	Continue action for another year. Rubric will be evaluated for updates.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	include all biomechanical components.	of a common, exercise, sport, or rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Oral Biomechanical Analysis Presentation Rubric results of the students' presentations.	will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	2017 - 2018	Target Met	Analysis Presentation. The complete breakdown of scores is as follows: o 4 students averaged 2.25 o 8 students averaged 2.5 o 16 students averaged 2.75	Continue action for another year. Rubric will be evaluated for updates.
	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in a doctorate of physical therapy (DPT) programs.	Departmental faculty will review the three most recent graduating classes' Exit Interview responses to determine if an average of 2 students have been enrolled in a DPT program within the academic year.	Out of the students participating in the three most recent graduating classes' Exit Interview an average of 2 students per academic year will report that they have enrolled in a DPT program.	2017 - 2018	Target Met	A total of 12 students have been first achieved acceptance into DPT programs over the last 3 years, giving an average of 4 students per year. In the previous 2 years, 8 students were accepted into DPT graduate programs. This year, 4 students were accepted into DPT programs.	Target was met. Action needs to continue as this is the first time we have 3 years of data to examine. Consideration should be given to expanding this goal to include other types of graduate programs related to the exercise science field.
	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	The Internship List of the partnered allied health and medical environments will be reviewed at the end of each academic semester by the departmental faculty.	The MUW Exercise Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring semesters of each academic year.	2017 - 2018	Target Met	The MUW Exercise Science program placed students in at least 5 environments during the 2017/2018 school year. At least 19 students interned with at least 9 organizations and 11 internship sites throughout our region. These included sites in Cardiac Rehabilitation,	This action will be continued with identical goal until more years of data are gathered. Emphasis will be placed on more complete paperwork completion by internship sites to ensure accuracy of data.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	The Internship List of the partnered allied health and medical environments will be reviewed at the end of each academic semester by the departmental faculty.	The MUW Exercise Science program will place interns in an average of at least 3 different allied health or medical environments during the Fall and Spring semesters of each academic year.	2017 - 2018	Target Met	Collegiate Athletics, Community Health/Fitness, Hospital Wellness, and multiple forms of Physical Therapy.	This action will be continued with identical goal until more years of data are gathered. Emphasis will be placed on more complete paperwork completion by internship sites to ensure accuracy of data.
Program - Kinesiology (including K-12 Education Certification) - BS {2016-2017}	1.1 (GEO 1.a.)	Students successfully use Pre-Post Tests to gather and evaluate information in order to make informed decisions about an instructional unit.	In KIN 451, a Pre-Post Test Project will be evaluated using the AACU Problem Solving VALUE Rubric. The instructor for the course will assess student work.	As a formative assessment, the average score of KIN 451 students will be at least a 2 on a 0-4 scale using the AACU Problem Solving VALUE Rubric on a Pre-Post Test and associated project assignments used to gather, evaluate and apply their assessment data in relation to an instructional unit.	2017 - 2018	Inconclusive	Due to change in teacher for on-site location, student was not able to do the pre-post test. No data collected.	Program discontinued at the end of 2017. Only one student still in the program. Therefore, this will be the last data for this target.
	2.1 (PO 2.a.)	Students will successfully develop quantitative test administration skills while cultivating collaborations that increase health and well-being.	In KIN 405, all students will assist the Franklin Academy physical education program in gathering FitnessGram data on their students. MUW FitnessGram Test Administrators will log students' participation data.	Students in KIN 405 will assist the Franklin Academy physical education program in gathering FitnessGram data by helping to administer on average 2 of the separate FitnessGram test components.	2017 - 2018	Inconclusive	There was not student enrolled in this course. No data collected.	Program discontinued. No students left to assess.
	2.2 (SLO)	Students will successfully gather data, use technology to calculate, analyze, and draw conclusions on that data, and present their analysis in an educational setting.	In KIN 405, a psychomotor assessment project will be evaluated with the KIN 405 Oral Presentation Rubric. The instructor for the course will assess	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Oral Presentation Rubric in the collection, analysis, and	2017 - 2018	Inconclusive	There was not student enrolled in this course. No data collected.	Program discontinued. No students left to assess.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO)	Students will successfully gather data, use technology to calculate, analyze, and draw conclusions on that data, and present their analysis in an educational setting.	student work.	presentation of data gathered in a psychomotor assessment project.	2017 - 2018	Inconclusive	There was not student enrolled in this course. No data collected.	Program discontinued. No students left to assess.
			In KIN 405, a psychomotor assessment project will be evaluated with the KIN 405 Written Document Rubric. The instructor for the course will assess student work.	The average score of KIN 405 students will be at least a 3 on a 0-4 scale used in the KIN 405 Written Document Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	2017 - 2018	Inconclusive	There was not student enrolled in this course. No data collected.	Program discontinued. No students left to assess.
	3.1 (SAO)	Students will successfully demonstrate the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator during their ED 407 Internship.	During ED 407 internship, students will demonstrate their competency in becoming a licensed K – 12 physical educator as evaluated through the use of the Teacher Intern Assessment Instrument.	During their ED 407 Internship, each student’s aggregate score from all of the indicators in the Teacher Intern Assessment Instrument evaluations for the semester will average at least a 2 on a 0 – 3 scale.	2017 - 2018	Inconclusive	No students enrolled. No data collected.	One student should enroll in this course next year. Continue assessment.
	3.2 (SLO)	Students will reflect on the knowledge, skills, and dispositions needed to become a licensed K – 12 physical educator acquired during their program of study at MUW.	Students participating in ED 407 Internship will be given an exit interview and departmental faculty will evaluate the interview results to determine if achievement target was met.	The average rating of students interviewed will express that their program of study at MUW will be at least Satisfactory (or Met Expectations) in preparing them to become a licensed K – 12 physical educator.	2017 - 2018	Inconclusive	No students enrolled. No data collected.	One student should enroll in this course next year. Continue assessment.
Program - Nursing - ASN {2016-	1.1 (SAO & SLO)	ASN Students will successfully pass the National Council Licensure	ASN graduates will take the NCLEX-RN as administered by the	The ASN graduate’s NCLEX-RN pass rate will be at least 80% of	2017 - 2018	Target Met	39 of the 41 2017 ASN graduates passed on the first	Will continue to assess with the same achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
2017}	1.1 (SAO & SLO)	Examination for Registered Nurses (NCLEX- RN).	National Council of State Boards of Nursing. Faculty will review the program's annual student pass rates.	all first-time test-takers during the same 12-month period.	2017 - 2018	Target Met	attempt of the NCLEX-RN test for an average of 95.1.	Will continue to assess with the same achievement target.
	1.2 (GEO 5.a.)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	ASN sophomore students will complete the AACU Teamwork Value Rubric at the conclusion of their group/team work in NU 216 Evidence-Based Practice Project.	The average score that the sophomore ASN students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	2017 - 2018	Target Met	100% of the 54 students enrolled in NU 216 for fall of 2017 reported a score of "3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 3.4 on the rubric.	Will continue to assess with the same achievement target.
	1.3 (GEO 1.c.)	ASN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	ASN sophomore students enrolled in NU 216 will be evaluated during their formal Evidence-Based Practice Presentation by the faculty utilizing the AACU Oral Communication Value Rubric.	The average score that the ASN sophomore students will receive will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentation.	2017 - 2018	Target Met	100% of the ASN sophomore students obtained a "3" or higher on the 0-4 scale used in the AACU Oral Communication Value Rubric during the NU 216 formal Evidence-Based Practice Presentations. The average of the students as a whole was 3.7 on the rubric.	Will continue to assess with the same achievement target.
	2.1 (PO 4.a.)	ASN students will be satisfied with the ASN plan of study.	Faculty will review the Program Satisfaction Survey submitted by the students at the time of graduation.	At least 90% of students participating in the Program Satisfaction Survey will indicate satisfaction with program of study at time of graduation.	2017 - 2018	Target Met	100% of students indicated on the Program Satisfaction Survey that they were satisfied or very satisfied with the program of study at time of graduation. 41 of 52 indicated they were "very satisfied" and 11 indicated they	Will continue to assess with the same achievement target.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 4.a.)	ASN students will be satisfied with the ASN plan of study.	Faculty will review the Program Satisfaction Survey submitted by the students at the time of graduation.	At least 90% of students participating in the Program Satisfaction Survey will indicate satisfaction with program of study at time of graduation.	2017 - 2018	Target Met	were "satisfied" with the program of study at time of graduation.	Will continue to assess with the same achievement target.
Program - Nursing - BSN {2016-2017}	1.1 (SAO & SLO)	BSN generic Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	BSN generic graduates will take the NCLEX-RN as administered by the National Council of State Boards of Nursing. Faculty will review the program's annual student pass rates.	The BSN graduate's first write NCLEX-RN pass rate shall be no less than 95% of that year's national average as reported by the Institutions of Higher Learning.	2017 - 2018	Target Met	All students that graduated successfully completed the NCLEX on the first write. N=63. 100% pass rate.	Will continue to monitor NCLEX passage rates since the results are a critical part of the program outcomes.
	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	BSN senior students will complete the AACU Teamwork VALUE Rubric at the conclusion of their group/ team work in NU 465 community assessment and implementation project for APO students or NU 449 research project for the Generic students.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	2017 - 2018	Target Met	NU 465, the Teamwork Value Rubric was completed by 198 participants with an average score of 3.0. Spring students- Benchmark Met NU 449, the Teamwork Value Rubric was completed by 56 participants with an average score of 3.83- Benchmark Met NU 465, the Teamwork Value Rubric was completed by 9 participants with an average score of 3.48. Fall students- Benchmark Met	Will adjust the online rubric delivery to follow the criteria better.
	1.3 (GEO 1.c.)	BSN students will be able to incorporate effective communication techniques	BSN senior students enrolled in NU 449 will be evaluated	The average score that the senior BSN Students will receive	2017 - 2018	Target Met	100% of the students scored a 3 or higher on the oral	Will continue to monitor since oral communication is a critical aspect of all nurses.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (GEO 1.c.)	to produce a positive professional working relationship.	during their formal research presentation by the faculty advisor utilizing the AACU Oral Communication VALUE Rubric.	will be at least "3" or higher on the 0-4 scale used in the AACU Oral Communication VALUE Rubric during the NU 449 formal research presentation.	2017 - 2018	Target Met	communication rubric. N=56.	Will continue to monitor since oral communication is a critical aspect of all nurses.
	2.1 (PO 4.a.)	BSN students will be satisfied with the BSN plan of study.	Faculty will review the End of Program Satisfaction Survey submitted by the students at the time of graduation.	90% of all participating students are satisfied with the program of learning as evidenced by a benchmark score of 2.5 or above on the End of Program Satisfaction Survey.	2017 - 2018	Target Met	281 students were either extremely or somewhat satisfied with the program of student. Benchmark met. 56 students completed the program in May 2018; of those, 47 students completed the survey. 240 students completed the end of program survey in August 2017. A total of 287 students completed the survey. 97.9 percent of students completing the survey were satisfied with the program.	Will continue to monitor end of program satisfaction.
Program - Nursing Practice - DNP {2016-2017}	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	Faculty will validate that all Post BSN to DNP students obtain national FNP certification during the semester immediately following completion of MSN while transitioning into the first semester of DNP study, and all	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to	2017 - 2018	Inconclusive	No students post BSN to DNP were admitted; no data collected	Continue to monitor progress of students in Post BSN to DNP program as they progress through the MSN and become certified

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Nursing Practice - DNP {2016-2017}	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	incoming MSN to DNP students hold a national certification as a nurse practitioner (FNP, AGNP, PMHNP, etc.).	DNP).	2017 - 2018	Inconclusive	No students post BSN to DNP were admitted; no data collected	Continue to monitor progress of students in Post BSN to DNP program as they progress through the MSN and become certified
	1.2 (RO & SLO)	Synthesize theoretical, philosophical, ethical, and empirical knowledge to develop therapeutic interventions in complex health systems.	Faculty advisors and project committee members will review completed DNP projects and validate project completion grade.	At least 90% who complete the DNP program will have completed a faculty approved research/evidence based DNP project with minimum grade of B according to the project guidelines.	2017 - 2018	Target Met	100% of DNP students slated to graduate May 2018 have completed their faculty approved research/evidence based DNP project with a minimum grade of B. All five students made an A.	Continue to monitor DNP students for completion of the faculty approved research/evidence based DNP project with minimum grade of B.
	2.1 (PO 4.a.)	DNP students will be satisfied with the DNP plan of study.	Faculty will review the End of Program Satisfaction Survey submitted by the students at the time of graduation.	Through appropriate and effective student advising and ongoing mentoring in the DNP program, at least 90% of all participating DNP students will be satisfied with the DNP Plan of Study.	2017 - 2018	Target Met	Three participated in the survey, two were extremely satisfied and one was somewhat satisfied. 100% of students were satisfied.	We will continue the end of program survey for the next academic year.
	3.1 (SAO & SLO)	Provide leadership in the analysis, development, and implementation of health care policy on local, regional, national, and global levels.	Faculty will validate that DNP students submit to disseminate a scholarly work at a state, regional, or national level during the DNP program.	At least 70% of all DNP students will submit a scholarly work (eg. poster, podium, publication, etc.) to a state, regional, national, or international journal or conference during their plan of study.	2017 - 2018	Target Not Met	At the time of reporting, 0% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journal or conference during their plan of study.	Encourage DNP students and faculty advisors to submit abstracts for presentations and publications by mid-term of the semester students anticipate graduation.
Program - Public Health - MPH {2016-2017}	1.1 (SLO)	Students will be able to create a valuable statement of purpose.	Students participating in HED 511 will develop a research proposal, for which they will need to	The average score of HED 511 students assessed will be a 2 or higher for the statement of purpose	2017 - 2018	Target Met	Ten students were enrolled in HED 511 during the 2017-2018 reporting period. All of the	We will continue assessing the Statement of purpose in HED 511. We have had discussing of changing the assessment to HED 513 and may still consider

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Public Health - MPH {2016-2017}	1.1 (SLO)	Students will be able to create a valuable statement of purpose.	formulate a statement of purpose that describes a public health problem and why the problem is interesting and worthy of research. This will be assessed by the HED 511 Rubric, in which students will be either be below target (1), meet target (2), exceed target (3).	component of the HED 511 Rubric.	2017 - 2018	Target Met	students except for one met or exceed the target without extensive rewrites. Scores: 5,5,5,4,4,4,3,3,0 (Total Average = 3.7)	doing so in the future. Three students exceeded target. Six students met target. One student did not meet target. The rubric used has a maximum score of 5 and a minimum score of 0. To meet the target, students can score from 4-1 and and to exceed the target, a student would score a 5. The wording needs to be changed in the target to reflect the values in the rubric.
	1.2 (SLO)	Students will be able to develop clear research questions and hypotheses.	Students participating in HED 511 will develop a research proposal, for which they will formulate research questions or hypotheses that have a clear purpose. This will be assessed by the HED 511 Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 511 students assessed will be a 2 or higher for the research questions or hypotheses component of the HED 511 Rubric.	2017 - 2018	Target Met	Overall the target was met. Ten students enrolled in this course during the recording period (2017-2018). One students did not meet the target without extensive rewrites. The initial scores were: 20, 20, 20, 12, 12, 12, 12, 6, 6, 0. Avg score: 24; the mode is 12.	We will continue assessing this outcome in HED 511. Students in HED 511 are still fairly novice at writing research proposals and formulating research questions and proposals. We have added a biostatistics class to the curriculum, which most students will take the semester immediately preceding HED 511. It will be interesting to see if having the background of formally formulating hypotheses and testing them will have an impact on the number of students that exceed expectations, in the first attempt. The target needs to be reworded to match the rubric used.
	2.1 (SLO)	Students will be able to identify needs, resources, and capacity to determine needs for health education/promotion based on assessment findings.	Faculty will analyze the students' comprehensive exam results and determine if the students were able to identify the	75% of students in the comprehensive exam will score at least at least a 75% on comprehensive exam questions related to	2017 - 2018	Target Met	Eight students took the comprehensive exam. Total of Area 1 Scores from lowest to highest: were 59%, 74%,	We will continue using the comprehensive exam to assess the rubric. We will increase the target from 75% to 84%. Although the change will not have an impact on this SLO, we

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will be able to identify needs, resources, and capacity to determine needs for health education/promotion based on assessment findings.	needs and resources for health education/promotion .	Area 1 competencies in the comprehensive exam.	2017 - 2018	Target Met	77%, 77%, 81%, 82%, 88%, 91% Therefore, (8/6=.75) 75% students scored at least 75%.	will also add questions related to the Public Health core courses to the comprehensive exam.
	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	Students in HED 597, HED 598, and HED 599 will be given a comprehensive exam by the program faculty. The faculty will analyze the first attempt of the students' comprehensive exam results collectively from all courses to determine the students' knowledge of all health education competencies.	70% of HED 597, HED 598, HED 599 (collectively) students completing the comprehensive exam will get a passing score (74%) on all competency areas of the comprehensive exam on their first attempt.	2017 - 2018	Target Met	Eight students were assessed, and all met the 70% target (the passing score is 74%, however, so all did not pass). The scores were as follows: 70%, 74%, 76%, 84%, 87%, 88%, 88%, 90% Therefore, 100% of students made at least 70%.	We will continue to use the comprehensive exam but will increase the target score to 84%. The new target is currently roughly the median score.
	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being through partnerships across campus and the region.	The MSHE program will provide health promotion information to students, faculty, staff, and community members at a Community Health Fair by collaborating with other programs on campus and other health care and social service organizations in the region. Program coordinator will assess this program outcome by keeping a Participation Roster.	40 vendors representing university programs and community organizations will take part in the Community Health Fair.	2017 - 2018	Inconclusive	We did not have a community health fair for this reporting period. We are planning on partnering with other organizations and having a more targeted health fair in Fall 2018.	The Community Health Fair faced many weather-related events in the Spring term. The MPH program has plans to have a more targeted community health fair in the Fall terms.
	4.1 (RO)	MSHE students in HED 599 will competently communicate their research	Students orally present their research findings to	70% of students will earn a score of competent (3) on	2017 - 2018	Target Met	Four students conducted research projects during the	Students have the option of three capstone courses. HED 597, and HED 598 readily lend

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (RO)	findings in a presentation to the departmental faculty.	the departmental faculty. Departmental faculty will evaluate the research presentations with the Departmental Rubric to determine if achievement target was met.	their Oral Presentations based on their scores on the Departmental Rubric.	2017 - 2018	Target Met	2017-2018 reporting period. All four students scored a 3. Avg score: 3; Mode: 3.	themselves to research. HED 598 often does, as well. We will continue assessing this research outcome in HED 599, HED 598 (if conducting evaluation research), and HED 597, when applicable. Students will also be given the option of presenting their research as a research poster. This is a practical option, as several of them have the opportunity to present posters at conferences.
	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in evaluating health education programs.	2017 - 2018	Target Met	In their last semester, students take and exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the survey before graduation. Eight students were eligible to complete the survey - five actually completed it. Of the five that completed the survey, all (100%) five reported feeling confident or very confident about performing health education competencies (these are all related to planning, implementing, and	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	5.1 (PO 4.d.)	MSHE students in HED 598 and 599 will develop confidence in their competencies.	HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a “confident” level in evaluating health education programs.	2017 - 2018	Target Met	<p>evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: Planning (very confident - 40%; confident - 60%); Implementing (Very confident - 60%; Confident - 40%) ; and EVALUATION (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a “confident” level in implementing health education programs.	2017 - 2018	Target Met	<p>In their last semester, students take an exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the survey before graduation. Eight students were eligible to complete the survey - five actually completed it. Of the five that completed the survey, all (100%)</p>	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in implementing health education programs.	2017 - 2018	Target Met	<p>five reported feeling confident or very confident about performing health education competencies (these are all related to planning, implementing, and evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: Planning (very confident - 40%; confident - 60%); IMPLEMENTING (Very confident - 60%; Confident - 40%) ; and Evaluation (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.	2017 - 2018	Target Met	<p>In their last semester, students take and exit survey that asks them about their level of confidence planning, implementing, and evaluating health education programs. The survey is voluntary, and not every student completes the</p>	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and analyze the survey results to determine if achievement target was met.	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in planning health education programs.	2017 - 2018	Target Met	<p>survey before graduation. Eight students were eligible to complete the survey - five actually completed it. Of the five that completed the survey, all (100%) five reported feeling confident or very confident about performing health education competencies (these are all related to planning, implementing, and evaluating health education programs, so students are asked about each individually).</p> <p>The breakdown by skill is as follows: PLANNING (Very confident - 40%; Confident - 60%); Implementing (Very confident - 60%; Confident - 40%) ; and Evaluation (Very confident - 20%; Confident - 80%).</p> <p>The response rate was 62.5%. (Total eligible to take the exit survey, N=8)</p>	We will continue implementing the exit survey. We will revise to read MPH rather than MSHE and we will add self-perceived competencies in MPH core courses. The creation of the additional questions is still in process.
Program - Public Health Education (including	1.1 (SLO)	Students will be able to create a program using the health behavior model.	Students participating in HED 450 will develop a health program, for which they will use a health	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication	2017 - 2018	Target Met	<p>Summer 2017 (n=9) 100% of students developed a health program for which they will use a</p>	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Minor) - BS, BAS {2016-2017}	1.1 (SLO)	Students will be able to create a program using the health behavior model.	behavior model. This will be assessed by the AAC&U Written Communication VALUE Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	VALUE Rubric for the health behavior model component on the Health Program assignment.	2017 - 2018	Target Met	health behavior model. 44% (n=4) met target, 56% (n=5)below target. Fall 17 (n=19) 100% of students developed a health program for which they will use a health behavior model. 58% (n=11) met target, 42% (n=8) exceed target. Spring 2018 (n=33) 100% of students developed a health program for which they will use a health behavior model. 21% (n=7) below target, 61% (n=20) met target, 18% (n=6) exceed target.	No changes will be made. We will continue to use the same project.
	1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and evaluation health programs.	Students participating in HED 450 will develop a health program, for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. This will be assessed by the AAC&U Written Communication VALUE Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for applying the basic public health sciences in planning, implementing, and evaluation health programs component on the Health Program assignment.	2017 - 2018	Target Met	Summer 2017 (n=9) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 55% (n=5) below target, 44% (n=4) met target. Fall 17 (n=19) 100% of students developed a health program for which they will apply the basic public health sciences in planning,	No changes will be made. We will continue to use the same project. Change to indicate use of AAC&U Rubric not HED 450 Rubric.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and evaluation health programs.	Students participating in HED 450 will develop a health program, for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. This will be assessed by the AAC&U Written Communication VALUE Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for applying the basic public health sciences in planning, implementing, and evaluation health programs component on the Health Program assignment.	2017 - 2018	Target Met	implementing, and evaluation health programs. 58% (n=11) Met Target, 42% (n=8) exceed target. Spring 2018 (n=33). 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 21% Below target (n=7), 61% met target (n=20), 18% exceed target (n=6).	No changes will be made. We will continue to use the same project. Change to indicate use of AAC&U Rubric not HED 450 Rubric.
	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning environments for online students.	At the end of the Fall semester, faculty will review and analyze the Fall Online PHE Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either "agree or strongly agree" that the delivery method of this course was appropriate for the subject matter.	2017 - 2018	Target Met	Summer 2017 (n=134) "strong agree"=65.67% (n=88) "agree"=29.10% (n=39) "neither agree or disagree"=4.48% (n=6), "not applicable"=.75% (n=1). Fall 2017 (n=468) "strong agree"=68.38% (n=320) "agree"=26.50% (n=124) "neither agree or disagree"=4.27% (n=20), "disagree"=.64% (n=3), "strongly disagree"= .21% (n=1) Spring 2018 (n=422)	We will continue to use the same measures.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning environments for online students.	At the end of the Fall semester, faculty will review and analyze the Fall Online PHE Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	80% of all online PHE students participating in the Fall Online PHE Course Evaluations Survey will either “agree or strongly agree” that the delivery method of this course was appropriate for the subject matter.	2017 - 2018	Target Met	(n=14), "disagree"=.47% (n=2), "strongly disagree"= .47% (n=2) FALL - 320+124=444 Strongly Agree/Agree (468 Survey Participants) = 0.948 = 95%	We will continue to use the same measures.
			At the end of the Spring semester, faculty will review and analyze the Spring Online PHE Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	80% of all online PHE students participating in the Spring Online PHE Course Evaluations Survey will either “agree or strongly agree” that the delivery method of this course was appropriate for the subject matter.	2017 - 2018	Target Met	Spring 2018 (n=422) "strong agree"=69.91% (n=295) "agree"=25.83% (n=109) "neither agree or disagree"=3.32% (n=14), "disagree"=.47% (n=2), "strongly disagree"= .47% (n=2) SPRING - 295+109=404 Strongly	Continue to use evaluations.
	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	Students in HED 250 will be able to present information, arguments, and ideas in oral form for the careers available in Public Health Education. This will be assessed using the AAC&U Oral Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	2017 - 2018	Target Met	Summer 17 (n=10) 90% of of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 90% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 7 students scored a 3,	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	Students in HED 250 will be able to present information, arguments, and ideas in oral form for the careers available in Public Health Education. This will be assessed using the AAC&U Oral Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	2017 - 2018	Target Met	<p>2 students scored a 2 and 1 student scored a 1.</p> <p>Fall 17 (n=35) 91.4% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 91.4% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 18 students scored a 3, 14 students scored a 2, and 3 students scored a 1.</p> <p>Spring'18 (n=34) 88.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 88.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 17 students scored a 3, 13 students scored a 2, and 4 students scored a 1.</p> <p>Total Average - 2.43 The Overall average score was higher than 2 on the rubric.</p>	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (GEO 1.c.)	Students will be able to effectively present information, arguments, and ideas in oral, written, and visual forms for the careers available in Public Health Education.	Students in HED 250 will be able to present information, arguments, and ideas in oral form for the careers available in Public Health Education. This will be assessed using the AAC&U Oral Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Oral Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in oral form for the careers available in Public Health Education.	2017 - 2018	Target Met		No changes will be made. We will continue to use the same project.
			Students in HED 250 will be able to present information, arguments, and ideas in written and visual forms for the careers available in Public Health Education. This will be assessed using the AAC&U Written Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	2017 - 2018	Target Met	Summer 17 (n=10) 70% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 70% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 4 students scored a 3, 3 students scored a 2, and 3 students scored a 1. Fall 17 (n=35) 71.4% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 71.4% scored a 2 or higher	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			Students in HED 250 will be able to present information, arguments, and ideas in written and visual forms for the careers available in Public Health Education. This will be assessed using the AAC&U Written Communication VALUE Rubric.	The average score of HED 250 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the component of presentation of information, arguments, and ideas in written and visual forms for the careers available in Public Health Education.	2017 - 2018	Target Met	using the AAC&U Written Communications Value Rubric. 12 students scored a 3, 13 students scored a 2, and 10 students scored a 1. Spring'18 (n=34) 67.6% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 67.6% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 10 students scored a 3, 13 students scored a 2, and 11 students scored a 1. Total Average - 2.03	No changes will be made. We will continue to use the same project.
	3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	Students in HED 250 will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (below 69%), meet target (70-79%), exceed target (80-100%).	The average score of HED 250 students assessed will be 70% or better on the HED 250 Course Rubric for the component of the ability to locate, via online resources, jobs available within the field of public health education.	2017 - 2018	Target Met	Summer 17 (n=10) 100% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%),	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	Students in HED 250 will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (below 69%), meet target (70-79%), exceed target (80-100%).	The average score of HED 250 students assessed will be 70% or better on the HED 250 Course Rubric for the component of the ability to locate, via online resources, jobs available within the field of public health education.	2017 - 2018	Target Met	<p>exceed target (80-100%). 60% exceeded target (n=6), 40% met target (n=4).</p> <p>Fall 17 (n=35) 91.4% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 48.6% (n=17) exceeded target, 46.9% (n=16) met target, 8.6% n=2) below target.</p> <p>Spring 18 (n=34) 82.4% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%).</p>	No changes will be made. We will continue to use the same project.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.2 (SLO)	Students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education.	Students in HED 250 will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed by a HED 250 Course Rubric, in which students will either be below target (below 69%), meet target (70-79%), exceed target (80-100%).	The average score of HED 250 students assessed will be 70% or better on the HED 250 Course Rubric for the component of the ability to locate, via online resources, jobs available within the field of public health education.	2017 - 2018	Target Met	55.9% (n=19) exceeded target, 26.5% (n=9) met target, 17.6% (n=6) below target. Total Average - 192/79 = 2.43	No changes will be made. We will continue to use the same project.
	4.1 (SAO)	Students graduating from this program will obtain one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	Students in HED 498 will complete an Exit Survey and will indicate if they will receive: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	75% of HED 498 students participating in the Exit Survey will state that they have obtained one of the following upon graduation: job promotion as a result of degree, a new job as a result of degree, or acceptance into a graduate program.	2017 - 2018	Target Met	Students in HED 498 completing the exit exam during the 2017-2018 years (n=1) indicated that 0 were attending graduate school, 1 received a job promotion, and 0 had accepted a new job at the time of the survey.	In order to increase response rate, we will incorporate the survey in other areas of the course making it a requirement.
Program - Speech Language Pathology - BS {2016-2017}	1.1 (GEO 1.c.)	SLP seniors will apply knowledge of communication development and disorders to the treatment of children with communication disorders.	SLP seniors enrolled in SPA 311 will be given an assignment to write a treatment plan for a fictional articulation client. Course instructor will evaluate the treatment plan and assign a score using the AAC&U Written Communication VALUE Rubric.	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	2017 - 2018	Target Met	All students successfully completed the articulation treatment plan assignment earning a grade of B or above which converts to a score of at least a "3" using the AAC & U Written Communication VALUE Rubric.	Observation hours are assigned as requirements in undergraduate coursework. All students completed observation hours in the Speech and Hearing Center. This was a successful target meeting student needs in preparation for graduate clinical practicum. Continue
	1.2 (SLO)	SLP undergraduate students will observe clinical activities and record aspects of diagnostic evaluations and	SLP undergraduate students will complete Clinical Observation Forms	100% of speech-language undergraduate students will	2017 - 2018	Target Met	100% of slp undergraduate students completed clinical observations	Continue assessment measure for next academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	clinical treatment.	recording and analyzing what was observed in clinical activities. Clinical faculty will review and approve student written content prior to submission for credit toward the required number of hours. Hours spent in observation are tabulated on a clinical recording sheet and signed by clinical supervisor.	successfully observe clinical activities and apply knowledge with the appropriate documentation approved by academic and clinical instructors.	2017 - 2018	Target Met	and Clinical Observation Forms which require analyzing of clinical activity. Reviewed, credited, and verified by program faculty. Documentation for each is on file in the Speech and Hearing Center office. This documentation is required for admittance into graduate study.	Continue assessment measure for next academic year.
	1.3 (SAO)	Undergraduate students will complete 25 hours of clinical observation.	Clock Hour records to document completion of each clinical observation. Clinical documents are reviewed and verified by Graduate Practicum Coordinator.	At least 90% of graduating students will complete at least 25 hours of clinical observation with the appropriate documentation.	2017 - 2018	Target Met	100% of students graduating with a B.S. in SLP earned 25 hours of clinical observation hours. Accrual of hours are verified by faculty. Documentation of individual students' hours are on file in the SLP Program office.	Continue assessment measure for next academic year.
	1.4 (SLO)	SLP undergraduate students will conduct and evaluate the outcome of basic hearing screenings.	Students enrolled in SPA 303 Audiology will successfully complete one hearing screening and evaluate the outcome. Course instructor will observe the screening task and evaluate the clinical task as a "pass" or "requires a repetition."	No less than 90% of students enrolled in SPA 303 will demonstrate competency in conducting a basic hearing screening as determined by the course instructor's observation and evaluation.	2017 - 2018	Target Met	100% of students enrolled in SPA 303 Audiology were directly observed by the course instructor while conducting a hearing screening. All students received a "pass" for this competency.	Continue.
	2.1 (PO 4.d.)	Graduating SLP students will express satisfaction with the undergraduate curriculum.	The SLP Undergraduate Program Exit Survey completed by	80% of participating graduating undergraduate students will express	2017 - 2018	Target Met	Graduating seniors in speech-language pathology were provided with a	Continue to survey graduating students each spring.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 4.d.)	Graduating SLP students will express satisfaction with the undergraduate curriculum.	graduating seniors will be reviewed by the SLP faculty members.	satisfaction with the undergraduate curriculum as documented by a rating of 3.0 or above on the SLP Undergraduate Program Exit Survey.	2017 - 2018	Target Met	written exit survey regarding the program. 100% indicated an overall satisfaction rating with the undergraduate program.	Continue to survey graduating students each spring.
Program - Speech Language Pathology - MS {2016-2017}	1.1 (SAO)	SLP graduate students will successfully complete the Praxis Examination in Speech-Language Pathology.	Students completing the M.S. degree in speech-language pathology will take the Praxis Examination in Speech-Language Pathology. Scores will be reviewed by the SLP faculty.	80% of the cohort of students completing the M.S. degree will earn a passing score on the Praxis Examination in Speech-Language Pathology.	2017 - 2018	Target Met	92% of students earning the M.S. successfully completed the national examination in Speech-Language Pathology. One score is not known at the date of this report.	Continue.
	1.2 (SLO)	SLP graduate students enrolled in SPA 522 Dysphagia will interpret modified barium swallow studies.	SLP graduate students will interpret modified barium swallow studies using patients recorded on video technology. This competency will be administered to each student individually by the course instructor. The grading system in place: 1 point for correct interpretation; .5 for a partially correct interpretation; and, 0 points for incorrect interpretation. A total of 3 points is required.	100% of students enrolled in SPA 522 will successfully interpret/diagnose swallowing disorders viewed on videofluoroscopy on no less than 3 out of 5 (60%) trials.	2017 - 2018	Target Met	100% of students enrolled in SPA 522 Dysphagia correctly interpreted modified barium swallow students to meet this competence.	Continue. For reporting next year, faculty will need to provide the # of trials each student required for successful completion of this objective.
	1.3 (SLO)	Graduate students will correctly administer and interpret an age-appropriate articulation test.	Each graduate student will be observed by certified clinical educators as	100% of fifth semester graduate students will complete and earn	2017 - 2018	Target Met	100% of fifth semester graduate students completed the competency of	Continue assessment measure for 2018/19.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	Graduate students will correctly administer and interpret an age-appropriate articulation test.	they administer an articulation evaluation instrument(s).	credit for this competency as documented on the Knowledge and Skills Checklist (required for each student) by a clinical educator.	2017 - 2018	Target Met	administering an articulation instrument to a client.	Continue assessment measure for 2018/19.
	1.4 (SLO)	Graduate students will utilize appropriate intervention techniques for articulation impaired children.	Each graduate student will be observed by certified clinical educators as they provide therapy for an articulation impaired child.	100% of fifth semester graduate students will complete and earn credit for pediatric articulation intervention as documented on the Knowledge and Skills Checklist by a certified speech-language pathologist/clinical educator.	2017 - 2018	Target Met	100% (13/13 students) successfully completed a pediatric articulation intervention.	Continue assessment of this objective in 2018/19.
	1.5 (RO)	Graduate students in speech-language pathology will successfully complete research projects for oral presentation to ASN students.	Students enrolled in SPA 512 Seminar in Medical Speech-Language Pathology will be assigned topics relating to communication/swallowing/feeding and associated medical issues to research and prepare an oral presentation. Faculty assigned to SPA 512 will observe and evaluate content and presentation. Rubric is completed by the course professor.	90% of students will earn a grade of "B"/80% or better on the scoring rubric.	2017 - 2018	Target Met	100% of students enrolled in SPA 512 Seminar in Medical Speech-Language Pathology presented information regarding communication/swallowing/feeding and associated medical issues to students enrolled in the ASN Program. 100% of students earned a grade of "B"/80% or better. 13/13 students earned a grade of "A".	This goal will be reviewed in 2018/19 due to the departure of SLP and ASN faculty responsible for this assignment.
	2.1 (PO 4.d.)	Students completing the M.S. degree in speech-language pathology will express an "overall" satisfaction with the academic and clinical	Results of the SLP Graduate Exit Survey completed by students completing the M.S. degree will be reviewed by the	80% of students graduating with the M.S. degree in speech-language pathology participating in the	2017 - 2018	Target Met	85% (11/13) graduating students expressed overall satisfaction with M.S. SLP program.	Continue for 2018/19.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 4.d.)	Students completing the M.S. degree in speech-language pathology will express an "overall" satisfaction with the academic and clinical programs.	SLP graduate faculty.	SLP Graduate Exit Survey will respond positively to the question regarding overall satisfaction with the academic and clinical program.	2017 - 2018	Target Met	85% (11/13) graduating students expressed overall satisfaction with M.S. SLP program.	Continue for 2018/19.