

College of Nursing and Health Sciences 2018-2019

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.	2018 - 2019	Target Not Met	100% passed ANCC and 82% percent passed on first write of AANP. 100% passed on second write of AANP.	Possibilities of changing pass rate from 90% to 80%. MSN students will be taking a pre predictor and post predictor prior to certification testing. Faculty will focus on areas of reported weakness.
			The Post-Graduate Advanced-Practice Registered Nurse Certificate students' first write for FNP Certification exam will be evaluated by the department faculty to determine if the achievement target was met.	90% of Post-Graduate Advanced-Practice Registered Nurse Certificate students are successful in passing the FNP Certification exam (either ANCC or AANPCP) on the completion of the program.	2018 - 2019	Target Met	One Post Grad FNP did not pass first write (AANP). The student retook and passed on the second write (AANP). Two Post Grad FNP passed on first write (ANCC).	Possibilities of changing pass rate from 90% to 80% MSN Post Grad students will be taking a pre dictor and post pre dictor prior to certification testing. Faculty will focus on areas of reporting weakness.
	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.	2018 - 2019	Target Met	All thirty five students passed with 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.	2018 - 2019	Target Met	Thirty four students made an A and one student made a B.	Continue to review the clinical check off evaluation form annually to ensure the final clinical check off measure is 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	Through appropriate and affective student advising and ongoing mentoring in the	2018 - 2019	Target Met	100% students participating MSN students noted they were satisfied with	Continue to address areas of the program that are of concern to our students.

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	2.1 (PO 4.a.)	MSN students will be satisfied with the MSN plan of study.	students at the time of graduation.	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.	2018 - 2019	Target Met	the MSN program.	Continue to address areas of the program that are of concern to our students.
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.	2018 - 2019	Target Met	33 students took the Certification Practice Test as a part of KIN 316 during the 2018/2019 school year. The average score for all students was 88.6%. 31/33 (94%) of students passed the practice exam.	Update the practice test for the 19/20 academic year to reflect updated guidelines.
	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.	2018 - 2019	Target Met	33 Students were analyzed in KIN 316 Practicum in Kinesiology. The average for all students was 2.15797. 24/33 (72.7%) of students scored a composite score of 2.0 or higher. 9 students fell below this threshold.	Continue to annually review rubric for up to date adequacy.
	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	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.	2018 - 2019	Target Met	25 students were analyzed with the following results: 8 students scored 4.0. 13 students scored 3.75. 4 students scored 3.5. The average score was 3.79.	Goal score will be increased to 2.5 for the 2019-2020 academic year. 1.3a and 1.3b will be examined to determine of satisfactory evaluation can be accomplished utilizing only 1.3b in the future to avoid analyzing the same data twice.

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	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	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.	2018 - 2019	Target Met	25 students were analyzed with the following results: 8 students scored 4.0. 13 students scored 3.75. 4 students scored 3.5. The average score was 3.79.	Goal score will be increased to 2.5 for the 2019-2020 academic year. 1.3a and 1.3b will be examined to determine of satisfactory evaluation can be accomplished utilizing only 1.3b in the future to avoid analyzing the same data twice.
			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.	2018 - 2019	Target Met	KIN 416 Internship in Kinesiology had a total of 24 students in the fall 2018 and spring 2019 sections had 24 students enrolled. All students had an average score of 2(acceptable) or higher on the Written Case Studies assignment. The breakdown of average scores is as follows: 5 students had and average score of 4.0 4 students had an average score of 3.80 8 students had an average score of 3.60 6 students had and average score of 3.40 1 student had an average score of 3.20	Continue annual review of rubric and score target for adequacy.
	2.1 (SLO)	Students will successfully complete a written analysis on a common exercise, sport, or rehabilitation	Students will develop a Written Neuromuscular Analysis of a common	Students completing the Written Neuromuscular Analysis will average a	2018 - 2019	Target Met	The Fall 2018 section of KIN 390 Anatomical Kinesiology had 43	Continue annual review of rubric for adequacy.

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	2.1 (SLO)	movement to include all neuromuscular components.	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.	score of 2 (Acceptable) on all components of the Written Neuromuscular Analysis of Movement Rubric.	2018 - 2019	Target Met	students enrolled. 40(93%) students had an average score of 2(acceptable) or higher on the Written Neuromuscular Analysis project. The breakdown of average scores is as follows: 1 student had and average score of 4.0 4 students had an average score of 3.75 9 students had an average score of 3.50 2 students had and average score of 3.25 10 students had an average score of 3.00 4 students had an average score of 2.75 8 students had and average score of 2.5 2 students had an average score of 2.25 3 students had an average score of 1.75 Average for all students was 2.97	Continue annual review of rubric for adequacy.
	2.2 (SLO)	Students will successfully complete an oral analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	Students will develop an Oral Biomechanical Analysis Presentation of a common, exercise, sport, or	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all	2018 - 2019	Target Met	The Spring 2019 section of KIN 408 Biomechanics had 41 students enrolled. All students had an	Continue annual review of rubric and project for adequacy.

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	2.2 (SLO)	Students will successfully complete an oral analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Oral Biomechanical Analysis Presentation Rubric results of the students' presentations.	components of the Oral Biomechanical Analysis Presentation Rubric.	2018 - 2019	Target Met	average score of 2(acceptable) or higher on the Oral Biomechanical Analysis Presentation project The breakdown of average scores is as follows: 12 students had and average score of 3.75 8 students had an average score of 3.50 5 students had an average score of 3.25 8 students had and average score of 2.75 4 students had an average score of 2.25 4 students had an average score of 2.00 Total student average was 3.13	Continue annual review of rubric and project for adequacy.
	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.	2018 - 2019	Target Met	Two students reported being accepted into DPT programs for the 2018/2019 school year. This gives us a 3 year total of 11 and an average of 3.7 students per year.	Update goal to reflect at acceptance to one other form of terminal graduate program (OTC, Chiropractics, PA, PharmD, MD, etc. Goal should indicate two per year of acceptance/enrollment in DPT program and one per year acceptance/enrollment in another terminal professional program.
	3.2 (PO 2.e.)	The MUW Exercise Science programs will promote regional stewardship through our internship program, providing real-life	The Internship List of the partnered allied health and medical environments will be reviewed at the end	The MUW Exercise Science program will place interns in an average of at least 3 different allied health	2018 - 2019	Target Met	33 students completed internships during the 2018/2019 school year at 20	Work with IT or appropriate partners to streamline the internship program to fully online submission and communication for expedited

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	3.2 (PO 2.e.)	observation and/or hands-on experience with local and regional allied health practitioners.	of each academic semester by the departmental faculty.	or medical environments during the Fall and Spring semesters of each academic year.	2018 - 2019	Target Met	distinct sites representing 10 unique career paths within Exercise Science.	tracking for this goal.
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.	2018 - 2019	Inconclusive	No data collected. Program has been discontinued since 2017.	No more students are left enrolled; therefore, no assessment measures will be needed due to program ending.
	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.	2018 - 2019	Inconclusive	No data collected. Program has been discontinued since 2017.	No more students are left enrolled; therefore, no assessment measures will be needed due to program ending.
	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 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 Oral Presentation Rubric in the collection, analysis, and presentation of data gathered in a psychomotor assessment project.	2018 - 2019	Inconclusive	No data collected. Program has been discontinued since 2017.	No more students are left enrolled; therefore, no assessment measures will be needed due to program ending.

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			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.	2018 - 2019	Inconclusive	No data collected. Program has been discontinued since 2017.	No more students are left enrolled; therefore, no assessment measures will be needed due to program ending.
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.	2018 - 2019	Target Met	One student completed ED 407 Internship during the 2018-2019 academic year. All aggregate scores from all indicators on the TIAI were at least a 2 on a 0 – 3 scale {Phase 1: 2.91 and Phase 2: 3}. The specific aggregate scores were as follows: Phase 1 Lesson Plans Lesson Plan Week 2 Avg. = 2.29 / 3 (76.33%) Lesson Plan Week 3 Avg. = 2.51 / 3 (83.67%) Lesson Plan Week 4 Avg. = 2.74 / 3 (91.33%) Lesson Plan Week 5 Avg. = 2.64 / 3 (88.00%) Lesson Plan Week 6	This was the last student in the program. The program should close out.	

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	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.	2018 - 2019	Target Met	<p>Avg. = 2.69 / 3 (89.67%)</p> <p>Lesson Plan Week 7 Avg. = 2.64 / 3 (88.00%)</p> <p>Phase 1 TIAI & Disposition TIAI University Supervisor Avg. = 2.91 / 3 (97.00%)</p> <p>Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)</p> <p>Phase 2 Lesson Plans Lesson Plan Week 1 Avg. = 2.56 / 3 (85.33%)</p> <p>Lesson Plan Week 2 Avg. = 2.06 / 3 (68.67%)</p> <p>Lesson Plan Week 3 Avg. = 2.06 / 3 (68.67%)</p> <p>Lesson Plan Week 4 Avg. = 2.22 / 3 (74.00%)</p> <p>Lesson Plan Week 5 Avg. = 2.33 / 3 (77.67%)</p> <p>Lesson Plan Week 6 Avg. = 2.42 / 3 (80.67%)</p> <p>Lesson Plan Week 7</p>	This was the last student in the program. The program should close out.

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	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.	2018 - 2019	Target Met	<p>Avg. = 2.43 / 3 (81.00%)</p> <p>Phase 2 Unit Plan Lesson Plan Avg. = 2.57 / 3 (85.67%)</p> <p>Assessment Avg. = 2.70 / 3 (90.00%)</p> <p>Video Avg. = 2.86 / 3 (95.33%)</p> <p>Phase 2 TIAI & Disposition TIAI Mentor Teacher Avg. = 3.00 / 3 (100.00%)</p> <p>Disposition Mentor Teacher Avg. = 3.00 / 3 (100.00%)</p> <p>TIAI University Supervisor Avg. = 2.81 / 3 (93.67%)</p> <p>Disposition University Supervisor Avg. = 3.00 / 3 (100.00%)</p> <p>Intern Time Sheet Phase 1 Time Sheet 1 Meets Requirement / 0 Does not Meet (100.00%)</p> <p>Phase 2 Time Sheet</p>	This was the last student in the program. The program should close out.

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	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.	2018 - 2019	Target Met	1 Meets Requirement / 0 Does not Meet (100.00%) Professional Portfolio Avg. = 3.00 / 4 (75.00%)	This was the last student in the program. The program should close out.
	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.	2018 - 2019	Target Met	One student completed H&K Teacher Education Graduate Survey. All items on the Graduate Survey indicated high satisfaction with the Kinesiology Teacher Education program (5 on a scale of 1 – 5 with 5 indicating “Strongly Agree”). Specific item scores are as follows: Item # Score 1 5 2 5 3 5 4 5 5 5 6 5 7 5 8 5	This was the last student in the program. The program should close out.
Program - Nursing - ASN {2016-2017}	1.1 (SAO & SLO)	ASN Students will successfully pass the National Council Licensure Examination for Registered Nurses (NCLEX- RN).	ASN 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 ASN graduate’s NCLEX-RN pass rate will be at least 80% of all first-time test-takers during the same 12-month period.	2018 - 2019	Target Met	48 of the 52 2018 ASN graduates passed on the first attempt of the NCLEX-RN test for a result of 92%	Will continue to assess with the same achievement target.

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	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.	2018 - 2019	Target Met	100% of the 54 students enrolled in NU 216 for fall of 2018 reported a score of "3" or higher on the AACU Teamwork Value Rubric. The average of the students as a whole was 4.8 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.	2018 - 2019	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 Evidenced-based Practice presentations. The average of the students was a 3.4.	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.	2018 - 2019	Target Met	100 % of students indicated on the Program Satisfaction Survey that they were satisfied or very satisfied with the program of study at the time of graduation. Eight students were satisfied and 45 were very satisfied.	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	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.	2018 - 2019	Target Met	54 of 56 graduates (May 2018 - 55 students & August 1student) were successful on the first write of the NCLEX-RN exam which resulted in a	Will continue to monitor National trends particularly information from NCSBN regarding updates to NCLEX-RN test plan.

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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).	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.	2018 - 2019	Target Met	96.4% first write average. 2nd writes was 100%. National average for 2018 was 88.29%.	Will continue to monitor National trends particularly information from NCSBN regrading updates to NCLEX-RN test plan.
	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.	2018 - 2019	Target Met	158 RN to BSN students in NU 465 for an average score of 3.3 63 BSN students in NU 449 for an average score of 3.7	The BSN program faculty continues to value team building and collaborative strategies when working with teams. Will continue to utilize the AACU Teamwork Rubric.
	1.3 (GEO 1.c.)	BSN students will be able to incorporate effective communication techniques to produce a positive professional working relationship.	BSN senior students enrolled in NU 449 will be evaluated during their formal research presentation by the faculty advisor utilizing the AACU Oral Communication VALUE Rubric.	The average score that the senior BSN 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 449 formal research presentation.	2018 - 2019	Target Met	63 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.97.	Communication is a valued asset of a professional nurse. The BSN program faculty want to continue to evaluate communication utilizing the AACU Oral Communication Value Rubric.
	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.	2018 - 2019	Target Met	RN to BSN Summer of 2018 results - 87 out of 89 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 98%. BSN Columbus Spring 2019 results - 58 out of 62	Program Satisfaction is an important aspect of the BSN program. Will continue to monitor.

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	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.	2018 - 2019	Target Met	students (1 left blank) indicated they were extremely satisfied or somewhat satisfied with the program for a total of 94% Combined total of 96%	Program Satisfaction is an important aspect of the BSN program. Will continue to monitor.
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 incoming MSN to DNP students hold a national certification as a nurse practitioner (FNP, AGNP, PMHNP, etc.).	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 DNP).	2018 - 2019	Target Met	No students post BSN to DNP were admitted, no data collected. Ten MSN to DNP, all ten passed prior to admission into the program. Since the MSN students may be past graduates from different institutions there are no certification pass rates. Their passing grades are in their admission file.	Will continue that certification exams are passed as they progress through the MSN program or prior to entry into the DNP program.
	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.	2018 - 2019	Target Met	100 percent have completed their faculty approved research/evidence based DNP project with a minimum grade of B.	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	2018 - 2019	Target Met	One out of three students participated in the survey and they listed they were extremely satisfied with the DNP program.	For the next academic year the end of program satisfaction survey will be run through canvas to improve participation rate.

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	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.	Plan of Study.	2018 - 2019	Target Met	One out of three students participated in the survey and they listed they were extremely satisfied with the DNP program.	For the next academic year the end of program satisfaction survey will be run through canvas to improve participation rate.
	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.	2018 - 2019	Target Met	Three out three at the time of reporting period 100% of graduating DNP students have submitted a scholarly work to a state, regional, national, or international journals or conference during their plan of study.	Encourage DNP students and faculty advisors to submit abstracts for presentations and publication during 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 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). 0pts-Below Target; 1-4pts-Met Target; 5pts-Exceed Target	The average score of HED 511 students assessed will be a 2 or higher for the statement of purpose component of the HED 511 Rubric.	2018 - 2019	Target Met	Out of 15 students (A-O) in HED 511: A, exceeded, 5; B, exceeded, 5; C, exceeded, 5; D, exceeded, 5; E, exceeded, 5; F, exceeded, 5; G, exceeded, 5; H, exceeded, 5; I, exceeded, 5; J, exceeded, 5; K, exceeded, 5; L, met, 3; M, exceeded, 5; N, exceeded, 5; O, exceeded, 5; Average: 4.86 {Meeting/Exceeding Target}	We met the target. Having students complete the Biostatistics course (HED 517) before they take HED 511 appears to have helped students more easily articulate a problem statement/research questions/hypotheses. This was a particularly strong cohort. We are planning on keeping this achievement target to make sure that we are able to meet the target with cohorts that are not as academically strong.
	1.2 (SLO)	Students will be able to	Students participating	The average score of	2018 - 2019	Target Met	Out of 15 students:	The target was met for the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	develop clear research questions and hypotheses.	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). 0pts-Below Target; 6-12pts-Met Target; 13-20pts-Exceed Target	HED 511 students assessed will be a 2 or higher for the research questions or hypotheses component of the HED 511 Rubric.	2018 - 2019	Target Met	20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 20, exceeded 12, met 20, exceeded 20, exceeded 20, exceeded Average: 19.46 {Exceeding Target of 3}	2018-2019 reporting period. We will keep the achievement target to see if we can meet it again with a different cohort.
	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 needs and resources for health education/promotion	75% of students in the comprehensive exam will score at least at least a 84% on comprehensive exam questions related to Area 1 competencies in the comprehensive exam.	2018 - 2019	Target Not Met	For Area 1 competencies, the scores are as follows (reported as percentages, %): 61 61 67 72 72 78 78 78 78 83 83 83 83 89 89 89 89 89 So 5 out of 19 or 26% students made at least an 84% on	We are going to keep the achievement target at 75% of students scoring at least 84% on comprehensive exam. Overall scores have been trending in the direction of improvement.

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.	Faculty will analyze the students' comprehensive exam results and determine if the students were able to identify the needs and resources for health education/promotion .	75% of students in the comprehensive exam will score at least at least a 84% on comprehensive exam questions related to Area 1 competencies in the comprehensive exam.	2018 - 2019	Target Not Met	comprehensive exam question related to Area 1 competencies.	We are going to keep the achievement target at 75% of students scoring at least 84% on comprehensive exam. Overall scores have been trending in the direction of improvement.
	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 score 84% on all competency areas of the comprehensive exam on their first attempt.	2018 - 2019	Target Not Met	The scores on the first attempt at the comprehensive exam (as percentages, %) are as follows: 40 42.67 62 68 68 70 71.33 78.67 80.67 82 82.67 84 85.33 85.33 86 86.67 86.67 87.33 So, 7 out of 19 or 38% students scored 84% or higher on their first attempt in the comprehensive exam.	We will keep the achievement target of 70% of students earning a score of 84% on the overall comprehensive exam. We had recently set the passing score to 84% and we have seen improvements on comprehensive exams, so trends are moving in a positive direction.
	3.1 (PO 2.a.)	The MSHE program will promote regional stewardship by cultivating collaborations that increase health and well-being	The MSHE program will provide health promotion information to students, faculty,	40 vendors representing university programs and community organizations will take	2018 - 2019	Inconclusive	This year, the MPH program did not hold its own community health fair. In its place, we	This year, due to increased costs of holding a health fair, we instead participated in WCBI's and Baptist Memorial's Hospital Senior Expo, a health

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (PO 2.a.)	through partnerships across campus and the region.	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.	part in the Community Health Fair.	2018 - 2019	Inconclusive	participated in WCBI's and Baptist Memorial Hospital's Senior Expo health fair.	fair that targets older residents of the city. In the future, we will focus on Women's Health Awareness week to cultivate collaborations that increase health and well-being across campus and the region.
	4.1 (RO)	MSHE students in HED 599 will competently communicate their research findings in a presentation to the departmental faculty.	Students orally present their research findings to the departmental faculty. Departmental faculty will evaluate the research presentations with the Departmental Rubric to determine if achievement target was met.	70% of students will earn a score of competent (3) on their Oral Presentations based on their scores on the Departmental Rubric.	2018 - 2019	Target Met	The scores on the rubrics are as follows: 3 3 3 3 3 3 4 4 4 100% met target	All students met the target. The program faculty are going to continue to have students orally present research finding, but for the purposes of the achievement target, we will have MPH students present their findings as a poster presentation. This will still include the oral presentation component, but will ask that data be also presented as a poster. Faculty are currently developing a poster presentation rubric for the next assessment period.
	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.	2018 - 2019	Target Met	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could evaluate health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of	We will continue administering the exit survey, because the responses provide us with information that can be used to improve the program. It provides a good indirect measure of what students feel are strengths and weaknesses of the program.

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.	2018 - 2019	Target Met	the students responded with a "not confident."	We will continue administering the exit survey, because the responses provide us with information that can be used to improve the program. It provides a good indirect measure of what students feel are strengths and weaknesses of the program.
			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.	2018 - 2019	Target Met	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could implement health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a "not confident."	We will continue administering the exit survey, because the responses provide us with information that can be used to improve the program. It provides a good indirect measure of what students feel are strengths and weaknesses of the program.
			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.	2018 - 2019	Target Met	Fourteen out of the 16 students that completed the survey reported feeling confident or very confident that they could plan health programs. Two of the students rated that they were somewhat confident that they could carry out the tasks required for the activities. None of the students responded with a	We will continue administering the exit survey, because the responses provide us with information that can be used to improve the program. It provides a good indirect measure of what students feel are strengths and weaknesses of the program.

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.	2018 - 2019	Target Met	"not confident."	We will continue administering the exit survey, because the responses provide us with information that can be used to improve the program. It provides a good indirect measure of what students feel are strengths and weaknesses of the program.
Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	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 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).	The average score of HED 450 students assessed will be 2 on the AAC&U Written Communication VALUE Rubric for the health behavior model component on the Health Program assignment.	2018 - 2019	Target Met	Summer 2018 (n=1) 100% of students developed a health program for which they used a health behavior model. 100% (n=1) exceeded target. Fall 2018 (n=16) 100% of students developed a health program for which they will use a health behavior model. 50% (n=8) exceeded target, 19% (n=3) met target, and 31% (n=5) below target. Spring 2019 (n=29) 100% of students developed a health program for which they will use a health behavior model. 28% (n=8) below target, 55% (n=16) met target, 17% (n=5) exceed target Collective Average Score was 2.02	We will continue to use the same assessment method.
	1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and	Students participating in HED 450 will develop a health	The average score of HED 450 students assessed will be 2 on	2018 - 2019	Target Met	Summer 2018 (n=1) 100% of students developed a health	We will continue to use the same assessment method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	evaluation health programs.	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 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.	2018 - 2019	Target Met	<p>program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 100% (n=1) exceed target. Fall 2018 (n=16) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 50% (n=8) exceeded target, 25% (n=4) met target, and 25% (n=4) below target. Spring 2019 (n=29). 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 7% (n=2) below target, 27.5% (n=8) met target, 65.5% (n=19) exceed target.</p> <p>Collective Average Score was 2.5.</p>	We will continue to use the same assessment method.
	2.1 (PO 3.a.)	Full-time faculty will use at least 3 different instructional technologies to provide interactive learning	At the end of the Fall semester, faculty will review and analyze the Fall Online PHE	80% of all online PHE students participating in the Fall Online PHE Course Evaluations	2018 - 2019	Target Met	<p>Fall 2018 (n=511) "strong agree"=66.34% (n=339)</p>	We will continue to use the same assessment method.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (PO 3.a.)	environments for online students.	Course Evaluations Survey results to determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	Survey will either “agree or strongly agree” that the delivery method of this course was appropriate for the subject matter.	2018 - 2019	Target Met	"neither agree or disagree"=4.70% (n=24), "disagree"=.39% (n=2), "strongly disagree"= .98% (n=5), “not applicable” = .20% (n=1) 66.34%+27.40% =	We will continue to use the same assessment method.
			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.	2018 - 2019	Target Met	Spring 2019 (n=546) "strong agree"=64.29% (n=351) "agree"=31.14% (n=170) "neither agree or disagree"=3.11% (n=17), "disagree"=.37% (n=2), "strongly disagree"= .55% (n=3), “not applicable” = .55% (n=3)	We will continue to use the same assessment method.
	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.	2018 - 2019	Target Met	Fall 18 (n=38) 84.2% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 84.2% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 31 students scored a 3, 1 students scored a 2, and 6 students scored a 1.	Continue assessment measure for next year.

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.	2018 - 2019	Target Met	Spring'19 (n=39) 92.3% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 92.3% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 34 students scored a 3, 2 students scored a 2, and 3 students scored a 1. Avg. Score 2.73	Continue assessment measure for next year.
			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.	2018 - 2019	Target Met	Fall 18 (n=38) 89.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 89.5% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 32 students scored a 3, 2 students scored a 2, and 4 students scored a 1. Spring'19 (n=39) 94.8% of students	Continue assessment measure for next year.

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.	2018 - 2019	Target Met	were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 94.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 7 students scored a 2, and 2 students scored a 1. Avg. Score: 2.73	Continue assessment measure for next year.
	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.	2018 - 2019	Target Met	Fall 18 (n=38) 89.5% 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%). 81.6%(n=31) exceeded target, 3.2% (n=1) met target, 15.8%(n=6) below target. Spring 18 (n=39) 94.8% of students	Continue assessment measure for next year.

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.	2018 - 2019	Target Met	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%). 76.9% (n=30) exceeded target, 17.9% (n=7) met target, 5.1% (n=2) below target. Average Score: 88.88%	Continue assessment measure for next year.
	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.	2018 - 2019	Target Met	Students in HED 498 were given the exit survey during the 2018-2019 years (n=44) indicated that 6 were attending graduate school, 3 received a job promotion, 9 had accepted a new job at the time of the survey, 3 did not respond to the question, and 23 did not take the survey. Of the students completing the survey (n=21) 85.7% (n=18) indicated either job promotion, a new	Upon analysis of the results and student comments, the assessment method should be changed to be more inclusive of student intention upon graduation.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Met	job, or graduate school.	Upon analysis of the results and student comments, the assessment method should be changed to be more inclusive of student intention upon graduation.
Program - Sexual Health - Minor {2018-2019}	1.1 (SAO)	Students graduating from this minor will important an increased understanding of the importance sexual health education within the field of public health.	Students in their final course for the sexual health minor, will complete an exit survey in which they will report an increased understanding of the importance of sexual health education within the field of public health.	75% of students participating in the Exit Survey will state that they have an increased understanding of the importance of sexual health education within the field of public health as a result of completing the minor in sexual health education.	2018 - 2019	Inconclusive	Given this was the first year of the minor in Sexual Health, no exit survey was given. One will be given during the 2019-2020 academic year.	Create and implement exit survey.
	2.1 (GEO 5.a.)	Students will demonstrate the ability to transfer general education standards to their major fields of study and to make connections between disciplines.	The Foundations & Skills for Life-Long Learning AAC&U VALUE Rubric will be used for the assessment of this achievement target that will be completed in HED 110 where students will demonstrate the ability to apply a sexual health topic of their choice to their desired career through their final project.	The collective average score of HED 110 students will be at least a 3 or higher on the Foundations & Skills for Life-Long Learning Rubric on the final project focused on applying sexual health to their major field of study.	2018 - 2019	Target Met	Fall 18 (n=4) 100% of students will demonstrate the ability to apply to sexual health topic of their choice to their desired career through their final project. This will be assessed by the Foundations & Skills for Life-Long Learning AAC&U Value Rubric. 100% scored a 4 on the Foundations & Skills for Life-Long Learning AAC&U Value Rubric	Continue assessment.
	3.1 (SLO)	Students will understand the	Assessment of this	75% of students in	2018 - 2019	Target Met	Fall 2018 (n=4).	Continue to assess.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	fundamental terminology of sexual health education.	achievement target will be completed in HED 110 where students will demonstrate the understanding of fundamental sexual health education terminology through section one of the midterm exam.	HED 110 will score an average of 70% or higher on section one of the midterm exam.	2018 - 2019	Target Met	100% of students in the sexual health minor completing HED 110 scored 70% or higher. 75% scored 90% or higher (n=3), 25% scored 80% or higher (n=1).	Continue to assess.
	3.2 (GEO 5.a.)	Students will demonstrate an understanding of specific sexual health topics.	Assessment of this achievement target will be completed in HED 110 where students will demonstrate the understanding of various sexual health topics via 4 discussion boards, which the HED 110 Teamwork Values Rubric will be used.	The collective average score of HED 110 students will be at least a 3 or higher on the HED 110 Teamwork Values Rubric on all discussion boards.	2018 - 2019	Target Met	Fall 18: (n=4). 100% of students in HED 110 in the sexual health minor scored a 3 or higher on the AACU Teamwork Values Rubric. 100% of students (n=4) score a 4 on four discussion boards in HED 110.	Continue assessment
	3.3 (SLO)	Students will be able to identify evidence-based practices of sexual health education.	The HED 110 Course Rubric will be used for the assessment of this achievement target that will be completed in HED 110 where students will demonstrate the ability to identify evidence-based practices of sexual health education via the "Evidence-Based Practices of Sexual Health Education" assignment.	The collective average score of HED 110 students will be at least a 3 or higher on the HED 110 Course Rubric on the "Evidence-Based Practices of Sexual Health Education" assignment.	2018 - 2019	Inconclusive	These assignments have been added to the Fall 2019 syllabus.	These assignments have been added to the course for the fall 2019. Given this was the first year of the program, changes are continuing to be made.
	4.1 (PO 2.a.)	Students in the sexual health minor will participate in a state wide sexual health campaign in partnership with Teen Health Mississippi.	Departmental faculty will assess the HED 110 students' informational videos on sexual health	90% of the students in the course will participate in the state wide sexual health campaign in	2018 - 2019	Target Met	Fall 2018 (n=4) 100% of students in HED 110 in the sexual health minor participated in the	Continue assessment.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (PO 2.a.)	Students in the sexual health minor will participate in a state wide sexual health campaign in partnership with Teen Health Mississippi.	education to determine if achievement target was met.	partnership with Teen Health Mississippi by completing an informational video.	2018 - 2019	Target Met	state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	Continue assessment.
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.	2018 - 2019	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. The average score was a 94.6.	The program plans to continue using this assessment measure during the 2019-2020 academic year.
	1.2 (SLO)	SLP undergraduate students will observe clinical activities and record aspects of diagnostic evaluations and clinical treatment.	SLP undergraduate students will complete Clinical Observation Forms 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.	100% of speech-language undergraduate students will successfully observe clinical activities and apply knowledge with the appropriate documentation approved by academic and clinical instructors.	2018 - 2019	Target Met	100% of slp undergraduate students completed clinical observations 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 into the next academic year.
	1.3 (SAO)	Undergraduate students will complete 25 hours of clinical	Clock Hour records to document	At least 90% of graduating students	2018 - 2019	Target Met	100% of students graduating with a B.	Continue assessment into next academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SAO)	observation.	completion of each clinical observation. Clinical documents are reviewed and verified by Graduate Practicum Coordinator.	will complete at least 25 hours of clinical observation with the appropriate documentation.	2018 - 2019	Target Met	S. in SLP and students completing the prerequisite requirements 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 into 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.	2018 - 2019	Target Met	100% of students enrolled in SPA 303 Introduction to Audiology were observed by the course instructor while conducting a hearing screening. All students received a "pass" for this competency.	We want to continue with this assessment goal for 2019-2020.
	2.1 (PO 4.d.)	Graduating SLP students will express satisfaction with the undergraduate curriculum.	The SLP Undergraduate Program Exit Survey completed by graduating seniors will be reviewed by the SLP faculty members.	80% of participating graduating undergraduate students will express satisfaction with the undergraduate curriculum as documented by a rating of 3.0 or above on the SLP Undergraduate Program Exit Survey.	2018 - 2019	Target Met	Thirty-four undergraduate enrolled in 449 Neurology were surveyed to evaluate their satisfaction with the undergraduate curriculum. The sample included seniors, post-bac students and cross-registered students. The average overall satisfaction rating was a 4.58 on a 5.0 Likert scale, indicating 100% of	We plan to continue to survey the students enrolled in 449 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.	The SLP Undergraduate Program Exit Survey completed by graduating seniors will be reviewed by the SLP faculty members.	80% of participating graduating undergraduate students will express satisfaction with the undergraduate curriculum as documented by a rating of 3.0 or above on the SLP Undergraduate Program Exit Survey.	2018 - 2019	Target Met	the students were satisfied with the undergraduate curriculum.	We plan to continue to survey the students enrolled in 449 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.	2018 - 2019	Target Met	11 of 12 students have successfully passed the Praxis II exam. One student is scheduled to take the exam on 6/3/2019.	We will continue to use this measure.
	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.	2018 - 2019	Target Met	100% (12/12) of students enrolled in SPA 522 Dysphagia correctly interpreted modified barium swallow students to meet this competence.	Continue to use this measure for next academic year. Next year faculty will provide the number of trials each student required for successful completion of this objective.
	1.3 (SLO)	Graduate students will	Each graduate	100% of fifth	2018 - 2019	Target Met	100% (12/12) of	Continue assessment into the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	correctly administer and interpret an age-appropriate articulation test.	student will be observed by certified clinical educators as they administer an articulation evaluation instrument(s).	semester graduate students will complete and earn credit for this competency as documented on the Knowledge and Skills Checklist (required for each student) by a clinical educator.	2018 - 2019	Target Met	graduate students completed the competency of administering an articulation assessment.	next academic year.
	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.	2018 - 2019	Target Met	100% (12/12) students successfully completed a pediatric articulation intervention.	Continue the assessment into the next academic year.
	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.	2018 - 2019	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 as part of the course. 100% of students earned a grade of "B"/80% or better. 12/12 students earned a grade of "A". Due to scheduling conflicts the ASN students were not able to attend the	Continue this goal through the next academic year. A different course may be used for this goal in order to coordinate schedules.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2018 - 2019	Target Met	presentations this year.	Continue this goal through the next academic year. A different course may be used for this goal in order to coordinate schedules.

	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.	Results of the SLP Graduate Exit Survey completed by students completing the M.S. degree will be reviewed by the SLP graduate faculty.	80% of students graduating with the M.S. degree in speech-language pathology participating in the SLP Graduate Exit Survey will respond positively to the question regarding overall satisfaction with the academic and clinical program.	2018 - 2019	Target Met	100% (12 of 12) graduating students expressed overall satisfaction with the M.S. SLP program.	Continue this assessment through the next academic year.
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