

## College of Nursing and Health Sciences 2019-2020

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.	80% of graduates are successful in passing the FNP Certification exam (either ANCC or AANPCP) on graduation of the program.	2019 - 2020	Target Met	100% passed ANCC and 90% passed AANP on first write and 95% on AANP second write. (06/10/2020)	This assessment measure will be continued for the 2019-2020 academic year.
			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.	80% 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.	2019 - 2020	Inconclusive	No Post Graduates for 2018-2019	Continue taking pre and post predictor test. Focus on curriculum updates with areas reported as weak.
	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.	2019 - 2020	Target Met	100 % of MSN students (29 of 29) completed a faculty approved research/evidence based project with a minimum grade of B. All 29 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.	2019 - 2020	Target Not Met	Twenty four students made an A and one student made an incomplete.	Continue review of the clinical check off evaluation form annually to ensure the final clinical check off measure 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	2019 - 2020	Target Met	100 % students of participating MSN students noted they were satisfied with	Increase number of MSN students completing End of Program Survey.

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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.	2019 - 2020	Target Met	the MSN program.	Increase number of MSN students completing End of Program Survey.
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.	2019 - 2020	Inconclusive	100% of students in the Fall of 2019 (8/8) met the criteria of 70% or greater.	This goal should be kept and the exam updated each year to reflect new standards/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.	2019 - 2020	Inconclusive	7/8 students met this goal, though the goal states an average, which was met as a group.	This evaluation and rubric should be evaluated and updated as needed on an annual basis.
	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 completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2019 - 2020	Target Met	All students achieved average scores of 2.5 or higher. 5 students had an average score of 4.0 4 students had an average score of 3.80 8 students had an average score of 3.60	This rubric and goal should continue to be evaluated on an annual basis. As this was the first year of an amended goal of 2.5, no changes are recommended at this time.

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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.	students' case studies.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2019 - 2020	Target Met	6 students had and average score of 3.40 1 student had an average score of 3.20	This rubric and goal should continue to be evaluated on an annual basis. As this was the first year of an amended goal of 2.5, no changes are recommended at this time.
	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.	2019 - 2020	Target Met	The Fall 2019 two sections of KIN 390 Anatomical Kinesiology had 49 students enrolled. 41 (83%) 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 1 students had an average score of 3.75 6 students had an average score of 3.50 3 students had and average score of 3.25 6 students had an average score of 3.00 3 students had an average score of 2.75 11 students had and average score of 2.5	This rubric and project will continue to be reviewed annually for appropriateness and updates.

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	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.	2019 - 2020	Target Met	8 students had an average score of 2.25 2 students had an average score of 2.0 3 students had an average score of 1.75 3 students had an average score of 1.5 1 student had an average score of 1.25 1 student had an average score of 0.	This rubric and project will continue to be reviewed annually for appropriateness and updates.
	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 rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Oral Biomechanical Analysis Presentation Rubric results of the students' presentations.	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	2019 - 2020	Target Met	The Spring 2019 section of KIN 408 Biomechanics had 41 students enrolled. All students had an 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	This project and rubric need to be evaluated and updated as needed on an annual basis.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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 rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Oral Biomechanical Analysis Presentation Rubric results of the students' presentations.	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	2019 - 2020	Target Met	average score of 2.25 4 students had an average score of 2.00	This project and rubric need to be evaluated and updated as needed on an annual basis.
	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 accepted/enrolled in a DPT program and 1 student has been accepted/enrolled in another terminal professional program (OTC, Chiropractics, PA, PharmD, MD, etc.) 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 been accepted/enrolled in a DPT program and 1 student per academic year will report that they have been accepted/enrolled in another terminal professional program (OTC, Chiropractics, PA, PharmD, MD, etc.).	2019 - 2020	Target Met	3 students were accepted into DPT programs, 1 into chiropractic school, and 1 into OT school (via self-report)	Wording on goal and achievement target should be reviewed and updated if deemed necessary. Previous target said average over previous three years. This goal uses the average terminology again, but it does not reflect the same time period.
	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	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	2019 - 2020	Target Met	Exercise Science students were placed at the following internships sites during the fall 2019 and/or spring 2020 term:	Evaluate and discuss shifting the achievement target to 4 environments. Consider historical perspective and current challenges/opportunities when making this assessment.

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	3.2 (PO 2.e.)	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.	semesters of each academic year.	2019 - 2020	Target Met	<ol style="list-style-type: none"> <li>1. Windsor Place Assisted Living, Columbus, MS</li> <li>2. MUW Campus Recreation, Columbus, MS</li> <li>3. Elite Physical Therapy, Columbus, MS</li> <li>4. North MS Medical Center In-patient Rehabilitation, Tupelo, MS</li> <li>5. BMH-GT Outpatient Rehabilitation, Columbus, MS</li> <li>6. BeeHive Assisted Living – Louisville MS</li> <li>7. Magnolia Regional Health Center Outpatient Rehabilitation, Corinth, MS</li> <li>8. North MS Medical Center Cardiac Rehabilitation, Tupelo, MS</li> <li>9. Encore Rehabilitation Services, Columbus, MS</li> <li>10. MUW Athletic Training, Columbus, MS</li> <li>11. Frank Phillips YMCA, Columbus, M</li> <li>12. The Fitness Factor, Columbus, MS</li> </ol>	Evaluate and discuss shifting the achievement target to 4 environments. Consider historical perspective and current challenges/opportunities when making this assessment.

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	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.	2019 - 2020	Target Met	For assessment purposes, this means students were placed in occupational therapy (long-term care), recreation, outpatient physical therapy, inpatient physical therapy, athletic training, and commercial/community fitness environments.	Evaluate and discuss shifting the achievement target to 4 environments. Consider historical perspective and current challenges/opportunities when making this assessment.
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.	2019 - 2020	Target Met	92.5% of graduating students passed the NCLEX on the first attempt.	Continue to assess using the current 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.	2019 - 2020	Target Met	100% of ASN third semester students scored at least a 3 or higher. Average score was 3.9.	Continue with current plan.
	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.	2019 - 2020	Target Met	100% students scored at least a 3. The average score was 3.9.	No changes at this time.

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	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.	2019 - 2020	Target Met	<p>This year the End of Program Satisfaction Survey was placed in the Spring 2020 Course Evaluation for NU-235 as a Course Targeted Survey.</p> <p>Participation - 46/49 - 93.88%  Very Satisfied - 30/46 - 65.22%  Satisfied - 15/46 - 32.61%  Dissatisfied - 1/46 - 2.17%</p> <p>Total Satisfied - 45/46 - 97.83%</p>	No changes at this time.
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.	2019 - 2020	Target Met	<p>62 of 65 graduates (May 2019) were successful on the first write of the NCLEX-RN exam which resulted in a 95.4% first write average. 2nd writes was 98.5%. National average for 2019 was 88.18%.  [less]  # Students Assessed: 65  # Students Met Target: 62</p>	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	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	2019 - 2020	Target Met	<p>204 RN to BSN students in NU 465 for an average score of 3.3  60 BSN students in NU 449 for an average score of 3.8</p>	The BSN program faculty continues to value team building and collaborative strategies when working with teams. Will continue to utilize the AACU Teamwork Rubric.



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	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	implementation project for APO students or NU 449 research project for the Generic students.	the NU 449 and NU 465 team project.	2019 - 2020	Target Met	# Students Assessed: 264 # Students Met Target: 228	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.	2019 - 2020	Target Not Met	The BSN senior students enrolled in NU 449 were not evaluated by the faculty advisors since the formal research presentation was cancelled due to COVID-19. Campus was closed.	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. The plan will be to resume for 2020-2021.
	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.	2019 - 2020	Target Met	RN to BSN Summer of 2019 results - 58 of 62 responses by students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 93.5%. BSN Columbus Spring 2020 results - 58 out of 60 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 96.7 % Combined total of 95.1%  # Students Assessed: 122 # Students Met Target: 116	Program Satisfaction is an important aspect of the BSN program. Will continue to monitor.
Program - 01/11/2022 4:41	1.1 (SAO &	Practice at the highest level	Faculty will validate	100% of DNP students	2019 - 2020	Target Met	No Post BSN to DNP	Will continue to monitor that

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Nursing Practice - DNP {2016-2017}	SLO)	of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	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.).	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).	2019 - 2020	Target Met	students were admitted, no data collected. Nine MSN to DNP, all nine passed prior to admission into the program. Since the MSN students may be past graduates from different institutions there are certification pass rates. Their passing grades are in their admission file.	certification exams are passed prior to NU 799.
	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.	2019 - 2020	Target Met	100% 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 Plan of Study.	2019 - 2020	Target Met	Faculty will review the End of Program Satisfaction Survey submitted by the students at the time of graduation.	We will continue the end of program survey through Canvas 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	2019 - 2020	Target Not Met	Three out seven DNP students at the time of reporting period of graduating DNP students have submitted a scholarly work to a state, regional, national, or	Encourage DNP students and faculty advisors to submit abstracts for presentation and publication during the final semester students anticipate graduation.

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	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.	their plan of study.	2019 - 2020	Target Not Met	international journals or conference during their plan of study.	Encourage DNP students and faculty advisors to submit abstracts for presentation and publication during the final semester students anticipate graduation.
			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.	2019 - 2020	Target Not Met	Three out seven DNP students at the time of reporting period 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 presentation and publications during the final semester or after the final semester of the students anticipated 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.	2019 - 2020	Target Met	All of the 17 students that completed HED 511 scored 5 points, exceeded target on the Final Research Proposal. This is not surprising, since students work on the proposal in iterations, with feedback from the instructor: Student / Score A 5 B 5 C 5 D 5 E 5 F 5 G 5 H 5 I 5 J 5	The program will continue to require students to write a research proposal in HED 511 and the process of writing a research proposal will continue to be done in steps with feedback at each step. This gives students the opportunity to improve on each draft they submit for grading.

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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). Opts-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.	2019 - 2020	Target Met	K L M N O P Q	5 5 5 5 5 5 5	The program will continue to require students to write a research proposal in HED 511 and the process of writing a research proposal will continue to be done in steps with feedback at each step. This gives students the opportunity to improve on each draft they submit for grading.
	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). Opts-Below Target; 6-12pts-Met Target; 13-20pts-Exceed Target	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.	2019 - 2020	Target Met	All 17 students in HED 511 met or exceeded the target. The rubric has a score of 5 for exceed target; 3 for meet target; and 1 for below target. The results are presented in the two columns below. Student Research Questions/Hypotheses		The program will continue to track this SLO, since it is an important skill in health education research and evaluation.
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	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). 0pts-Below Target; 6-12pts-Met Target; 13-20pts-Exceed Target	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.	2019 - 2020	Target Met	<table border="1"> <tr><td>I</td><td>3</td></tr> <tr><td>J</td><td>3</td></tr> <tr><td>K</td><td>3</td></tr> <tr><td>L</td><td>5</td></tr> <tr><td>M</td><td>5</td></tr> <tr><td>N</td><td>3</td></tr> <tr><td>O</td><td>3</td></tr> <tr><td>P</td><td>5</td></tr> <tr><td>Q</td><td>5</td></tr> </table>	I	3	J	3	K	3	L	5	M	5	N	3	O	3	P	5	Q	5	The program will continue to track this SLO, since it is an important skill in health education research and evaluation.										
I	3																																			
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	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.	2019 - 2020	Target Not Met	<p>21 students completed the comprehensive exam in the 2019-2020 reporting period. 14 of the 21 (67%) students scores 84% or better in the questions related to Area 1. The results are presented in columns below:</p> <table border="1"> <tr><td>student/Area 1/%</td><td></td></tr> <tr><td>Area 1</td><td></td></tr> <tr><td>A</td><td>22</td></tr> <tr><td></td><td>88</td></tr> <tr><td>B</td><td>21</td></tr> <tr><td></td><td>84</td></tr> <tr><td>C</td><td>20</td></tr> <tr><td></td><td>80</td></tr> <tr><td>D</td><td>24</td></tr> <tr><td></td><td>96</td></tr> <tr><td>E</td><td>19</td></tr> <tr><td></td><td>76</td></tr> <tr><td>F</td><td>24</td></tr> <tr><td></td><td>96</td></tr> </table>	student/Area 1/%		Area 1		A	22		88	B	21		84	C	20		80	D	24		96	E	19		76	F	24		96	The program will continue working on increasing the number of students who are competent in Area 1. Future assessments, however, will look different, since CEPH accreditation requires comprehensive exams to be all essay exams. Faculty in the MPH program are working on creating a rubric to evaluate student responses to these essay questions.
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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.	2019 - 2020	Target Not Met	G 25 100 H 23 92 I 19 76 J 24 96 K 18 72 L 15 60 M 24 96 N 25 100 O 20 80 P 24 96 R 23 92 S 22 88 T 21 84 U 20 80 V 22 88 Average Score: 21.7 (86.7%)	The program will continue working on increasing the number of students who are competent in Area 1. Future assessments, however, will look different, since CEPH accreditation requires comprehensive exams to be all essay exams. Faculty in the MPH program are working on creating a rubric to evaluate student responses to these essay questions.
	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	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.	2019 - 2020	Target Met	21 students completed the comprehensive exam in the 2019-2020 reporting period. Of the 21 students taking the comprehensive exam, 17 (80.95%) of them score 84%	Students will still be required to complete a comprehensive exam that evaluated the core competencies of health education and public health. However, the exam will now consist of all essay questions. The faculty in the program are currently working on developing a rubric to evaluate

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action																																																																																		
	2.2 (SAO)	Students will demonstrate a knowledge of all health education competencies.	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.	2019 - 2020	Target Met	<p>or better. The results are listed in columns below: student/n correct/% correct</p> <table border="1"> <tr><td>A</td><td>129</td></tr> <tr><td>86</td><td></td></tr> <tr><td>B</td><td>127</td></tr> <tr><td>84.7</td><td></td></tr> <tr><td>C</td><td>118</td></tr> <tr><td>78.7</td><td></td></tr> <tr><td>D</td><td>129</td></tr> <tr><td>86</td><td></td></tr> <tr><td>E</td><td>126</td></tr> <tr><td>84</td><td></td></tr> <tr><td>F</td><td>131</td></tr> <tr><td>87.3</td><td></td></tr> <tr><td>G</td><td>134</td></tr> <tr><td>89.3</td><td></td></tr> <tr><td>H</td><td>140</td></tr> <tr><td>93.3</td><td></td></tr> <tr><td>I</td><td>109</td></tr> <tr><td>72.7</td><td></td></tr> <tr><td>J</td><td>129</td></tr> <tr><td>86</td><td></td></tr> <tr><td>K</td><td>130</td></tr> <tr><td>86.7</td><td></td></tr> <tr><td>L</td><td>102</td></tr> <tr><td>68</td><td></td></tr> <tr><td>M</td><td>120</td></tr> <tr><td>80</td><td></td></tr> <tr><td>N</td><td>145</td></tr> <tr><td>96.7</td><td></td></tr> <tr><td>O</td><td>129</td></tr> <tr><td>86</td><td></td></tr> <tr><td>P</td><td>142</td></tr> <tr><td>94.7</td><td></td></tr> <tr><td>R</td><td>135</td></tr> <tr><td>90</td><td></td></tr> <tr><td>S</td><td>137</td></tr> <tr><td>91.3</td><td></td></tr> <tr><td>T</td><td>127</td></tr> <tr><td>84.7</td><td></td></tr> <tr><td>U</td><td>128</td></tr> <tr><td>85.3</td><td></td></tr> <tr><td>V</td><td>139</td></tr> </table>	A	129	86		B	127	84.7		C	118	78.7		D	129	86		E	126	84		F	131	87.3		G	134	89.3		H	140	93.3		I	109	72.7		J	129	86		K	130	86.7		L	102	68		M	120	80		N	145	96.7		O	129	86		P	142	94.7		R	135	90		S	137	91.3		T	127	84.7		U	128	85.3		V	139	student performance on the essay based comprehensive exam.
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	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.	2019 - 2020	Target Met	92.7  Average score: 128.9 85.9%	Students will still be required to complete a comprehensive exam that evaluated the core competencies of health education and public health. However, the exam will now consist of all essay questions. The faculty in the program are currently working on developing a rubric to evaluate student performance on the essay based comprehensive exam.
	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 the Women's Health Awareness Week 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 Women's Health Awareness Week.	2019 - 2020	Target Met	Along with Baptist Golden Triangle, the MPH program hosts an education luncheon focused on Women's Health issues. Sixty-five people attended the session and luncheon. The session focused on breast cancer prevention and treatment.	The MPH program will continue co-hosting the Women's Health Awareness series with Baptist Golden Triangle.
	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	70% of students will earn a score of competent (3) on their Oral Presentations based on their scores on the Departmental Rubric.	2019 - 2020	Inconclusive	Nine students presented a poster and were supposed to give an oral presentation explaining their research. However, deadlines were	Students in capstone research courses (HED 597 or HED 599) will continue to communicate their findings in a variety of ways. Oral presentations will again be evaluated during the 2020-2021 term.



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	4.1 (RO)	MSHE students in HED 599 will competently communicate their research findings in a presentation to the departmental faculty.	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.	2019 - 2020	Inconclusive	extended due to the COVID-19 pandemic, and students only presented a poster. There were not oral presentations.	Students in capstone research courses (HED 597 or HED 599) will continue to communicate their findings in a variety of ways. Oral presentations will again be evaluated during the 2020-2021 term.
	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.	2019 - 2020	Target Not Met	<p>Fourteen out of 21 students completed the exit survey during the 2019-2020 period. Ten of the students (71.4%) reported that they felt confident or very confident about their ability to evaluate health education programs. Four students reported feeling somewhat confident (28.6%).</p> <p>A Very confident  B Very confident  C Somewhat confident  D Somewhat confident  E Somewhat confident  F Somewhat confident  G Confident  H Confident  I Confident  J Very confident  K Very confident  L Confident  M Very</p>	The program will continue having students complete the exit survey. The survey may be modified to meet CEPH accreditation assessment requirements. MPH faculty will be working on this during the summer and fall 2020 terms.

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.	2019 - 2020	Target Not Met	confident N Very confident	The program will continue having students complete the exit survey. The survey may be modified to meet CEPH accreditation assessment requirements. MPH faculty will be working on this during the summer and fall 2020 terms.
			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.	2019 - 2020	Target Met	Fourteen out 21 students completed the exit survey during the 2019-2020 terms. Thirteen of the 14 students (92.9%) reported feeling confident or very confident in their ability to implement health education programs (7 confident; 6 very confident). One student reported feeling "somewhat confident."  A Confident B Very confident C Confident D Confident E Somewhat confident F Confident G Confident H Confident I Confident J Very confident K Very confident L Very confident	The program will continue having students complete the exit survey. The survey may be modified to meet CEPH accreditation assessment requirements. MPH faculty will be working on this during the summer and fall 2020 terms.

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.	2019 - 2020	Target Met	M Very confident N Very confident	The program will continue having students complete the exit survey. The survey may be modified to meet CEPH accreditation assessment requirements. MPH faculty will be working on this during the summer and fall 2020 terms.
			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.	2019 - 2020	Target Met	Fourteen out of 21 students completed the exit survey during the 2019-2020 term. 100% of the students reported feeling confident or very confident in planning health education programs, of those six (42%) reported being "very confident."  A Very confident B Confident C Confident D Confident E Confident F Confident G Confident H Confident I Confident J Very confident K Very confident L Very confident M Very confident N Very confident	The program will continue having students complete an exit survey. Additional questions will be added to meet CEPH accreditation goals. MPH program faculty will be working on the survey of the summer and fall 2020 terms.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	2019 - 2020	Target Met	Fall 2019 (n=24) 100% of students developed a health program for which they will use a health behavior model. 16% (n=4) exceeded target, 63% (n=15) met target, and 21% (n=5) below target. 24 Spring 2020 (n=28) 100% of students developed a health program for which they will use a health behavior model. 29% (n=8) below target, 29% (n=11) met target, 32% (n=9) exceed target.  Collective Average Score was 2.0	We will continue to use the same assessment next year.
	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.	2019 - 2020	Target Met	Fall 2019 (n=24) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 20% (n=5) exceeded target, 67% (n=16) met target, and 13% (n=3) below target. Spring 2020 (n=28). 100% of students developed a health program for which they will apply the	We will continue to use the same assessment next year.

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.	2019 - 2020	Target Met	basic public health sciences in planning, implementing, and evaluation health programs. 15% (n=4) below target, 39% (n=11) met target, 46% (n=13) exceed target.  Collective Average Score was 2.21.	We will continue to use the same assessment next year.
	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.	2019 - 2020	Target Met	Fall 2019 Course Evaluation Results: 63.51% + 28.42% = 91.93% (participation 570/624 - 91.35%) Strongly Agree- 362/570 - 63.51% Agree - 162/570 - 28.42% Neither Agree or Disagree - 40/570 - 7.02% Disagree - 4/570 - 0.7% Strongly Disagree - 2/570 - 0.35% Not Applicable - 0/570 - 0%	We will continue to use the same assessment method for next year. The results will be discussed with full Public Health Education faculty during Fall faculty program meeting.
			At the end of the Spring semester, faculty will review and analyze the Spring Online PHE Course Evaluations Survey results to	80% of all online PHE students participating in the Spring Online PHE Course Evaluations Survey will either “agree or strongly agree” that	2019 - 2020	Target Met	Spring 2020 Course Evaluation Results: 64.74% + 28.28% = 93.02% (participation 587/677 - 86.71%) Strongly Agree-	We will continue to use the same assessment method for next year. The results will be discussed with full Public Health Education faculty during Fall faculty program meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			determine if the 3 instructional technologies used by faculty provided interactive learning environments for the online students.	the delivery method of this course was appropriate for the subject matter.	2019 - 2020	Target Met	380/587 - 64.74% Agree - 166/587 - 28.28% Neither Agree or Disagree - 25/587 - 4.26% Disagree - 6/587 - 1.02% Strongly Disagree - 2/587 - 0.34% Not Applicable - 8/587 - 1.36%	We will continue to use the same assessment method for next year. The results will be discussed with full Public Health Education faculty during Fall faculty program meeting.
	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.	2019 - 2020	Target Met	FA 19: (n=39) 66.7% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 66.7% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 22 scored a 3, 4 students scored a 2, and 12 students scored a 1.  SP 20: (n=37) 27/37 72.9% of students were able to present information, arguments, and ideas in oral form for their careers available in Public Health Education. 72.9% scored a 2 or higher using the AAC&U Oral Communications Value Rubric. 23	We will continue to use the same assessment 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.	2019 - 2020	Target Met	students scored a 3, 4 students scored a 2, 10 students scored a 1.  Avg. Score: 2.28	We will continue to use the same assessment 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.	2019 - 2020	Target Met	FA 19: (n=39) 91.8% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 91.8% scored a 2 or higher using the AAC&U Written Communications Value Rubric. 32 students scored a 3, 2 students scored a 2, and 5 students scored a 1.  Sp 20: (n=37) 86.5% of students were able to present information, arguments, and ideas in written and visual form for their careers available in Public Health Education. 86.5%	We will continue to use the same assessment 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.	2019 - 2020	Target Met	scored a 2 or higher using the AAC&U Written Communications Value Rubric. 30 students scored a 3, 2 students scored a 2, and 5 students scored a 1.  Avg. Score: 2.68	We will continue to use the same assessment 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.	2019 - 2020	Target Met	FA 19: (n=39) 91.8% 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%). 82.5% (n=32) exceeded target, 5.1% (n=2) met target, 12.8% (n=5) below target.  SP 19: (n=37) 86.5% of students will demonstrate the ability to locate, via online resources, jobs available within the field of public health education. This will be assessed	We will continue to use the same assessment 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.	2019 - 2020	Target Met	by a HED 250 Course Rubric, in which students will either be below target (Below 69%), meet target (70-79%), exceed target (80-100%). 81.1% (n=30) exceeded target, 5.4% (n=2) meet target, 13.5% (n=5) below target.	We will continue to use the same assessment 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.	2019 - 2020	Target Not Met	Students in HED 498 were given the exit survey during the 2018-2019 years (n=48) indicated that 10 were planning to graduate school, 4 received a job promotion, 13 had accepted or planned to accept a new job at the time of the survey, 10 did not respond to the question, and 11 did not take the survey. Of the students completing the survey (n=37) 73% (n=27) indicated either job promotion, a new job, or graduate school.	We will continue to use the same assessment next year.
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	75% of students participating in the Exit Survey will state that they have an increased understanding of the	2019 - 2020	Inconclusive	Assessment was not completed.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	increased understanding of the importance of sexual health education within the field of public health.	importance of sexual health education within the field of public health as a result of completing the minor in sexual health education.	2019 - 2020	Inconclusive	Assessment was not completed.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	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.	2019 - 2020	Target Met	FA 19: (n=34) 86.5% of students will demonstrate the ability to apply a sexual health topic of their choice to their desired career through their final project using the Foundations & Skills for Life-Long Learning AAC&U VALUE Rubric. 70.6% (n=24) scored a 3, 14.7% (n=5) scored a 2, 14.7% (n=5) scored a 1.  SP 20: (n=37) 86.5% of students will demonstrate the ability to apply a sexual health topic of their choice to their desired career through their final project using the Foundations & Skills for Life-Long Learning AAC&U VALUE Rubric. 83.8% (n=31) scored a 3, 2.7% (n=1) scored a 2, 13.5% (n=5) scored a 1.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	3.1 (SLO)	Students will understand the fundamental terminology of sexual health education.	Assessment of this achievement target will be completed in	75% of students in HED 110 will score an average of 70% or	2019 - 2020	Inconclusive	FA 19: (n=34) 82.4% of students will demonstrate the	Faculty in the department will reevaluate the assessment methods for this analysis

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	3.1 (SLO)	Students will understand the fundamental terminology of sexual health education.	HED 110 where students will demonstrate the understanding of fundamental sexual health education terminology through section one of the midterm exam.	higher on section one of the midterm exam.	2019 - 2020	Inconclusive	<p>understanding of fundamental sexual health education terminology through section one of the midterm exam. 44.1% (n=15) scored a 90% or higher, 38.2% (n=13) scored an 80-89.9%, 17.6% (n=6) scored below a 79.9%.</p> <p>SP 20: (n=37) 43.2% of students will demonstrate the understanding of fundamental sexual health education terminology through section one of the midterm exam. 10.8% (n=4) scored a 90% or higher, 32.4% (n=12) scored an 80-89.9%, 56.8% (n=21) scored below a 79.9%.</p>	during the Fall semester program meeting.
	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.	2019 - 2020	Target Met	<p>FA 19: (n=34) 85.3% of students demonstrated the understanding of various sexual health topics via 4 discussion boards, which the HED 110 Teamwork Values Rubric will be used. 82.4% (n=28) scored a 3, 2.9% (n=1) scored a 2, 14.7%(n=5) scored a 1.</p> <p>SP 20: (n=37) 86.8%</p>	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2019 - 2020	Target Met	demonstrated the understanding of various sexual health topics via 4 discussion boards, which the HED 110 Teamwork Values Rubric will be used. 83.8% (n=31) scored a 3, 2.7% (n=1) scored a 2, 13.5% (n=5) scored a 1.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	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.	2019 - 2020	Inconclusive	Did not conduct assessment.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	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 education to determine if achievement target was met.	90% of the students in the course will participate in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	2019 - 2020	Target Not Met	FA 19: (n=34) 86.5% of students will demonstrate an understanding of sexual health education using informational videos as assessed using the course rubric. 70.6% (n=24) scored higher than 90%, 14.7% (n=5) scored between 80-89.9%, 14.7% (n=5) scored below a 79.9% .	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.

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.	Departmental faculty will assess the HED 110 students' informational videos on sexual health education to determine if achievement target was met.	90% of the students in the course will participate in the state wide sexual health campaign in partnership with Teen Health Mississippi by completing an informational video.	2019 - 2020	Target Not Met	SP 20: (n=37) 86.5% of students will demonstrate an understanding of sexual health education using informational videos as assessed using the course rubric. 83.8% (n=31) scored higher than 90%, 2.7% (n=1) scored between 80-89.9%, 13.5% (n=5) scored below a 79.9%.	Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
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.	2019 - 2020	Target Met	All seniors (n=23) earned a 3 or better on the AAC & U written communication value rubric. The average score was a 3.96	We want to continue this assessment. We think this is a valuable foundational skill for our seniors who will enter graduate school in the fall.
	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	100% of speech-language undergraduate students will successfully observe clinical activities and apply knowledge with the appropriate documentation approved by academic and clinical instructors.	2019 - 2020	Target Met	100% of slp undergraduate students completed clinical observations and Clinical Observation forms which required analyzing of clinical activity. Due to Covid-19 additional strategies were implemented to meet this goal, including Simucase and Master Clinician. In the future the	Continue assessment into the next academic year.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	SLP undergraduate students will observe clinical activities and record aspects of diagnostic evaluations and clinical treatment.	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.	2019 - 2020	Target Met	department plans to create our own recordings of therapy sessions to have our own library of cases to observe should another crisis arise.	Continue assessment into the 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.	2019 - 2020	Target Met	100% of graduating seniors completed at least 25 hours of clinical observation with the appropriate documentation.	Continue this goal for the 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.	2019 - 2020	Target Met	100% of the students enrolled in SPA 303 Audiology successfully completed one hearing screening and learned how to evaluate the results.	This goal will be continued as this demonstrates a foundational skill students need before starting graduate school.
	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	2019 - 2020	Target Met	100% of students enrolled in the neurology course expressed a rating of 3.0 or higher with the undergraduate curriculum.	We will continue this goal for the next academic year.

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.	Program Exit Survey.	2019 - 2020	Target Met	100% of students enrolled in the neurology course expressed a rating of 3.0 or higher with the undergraduate curriculum.	We will continue this goal for the next academic year.
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.	2019 - 2020	Inconclusive	As of June 17, 10 of 16 students have taken and passed the Praxis exam. The 6 remaining students were scheduled to take the Praxis in April/May but due to Covid-19 the testing center closed and did not allow students to take the exam. Based on the data we have 100% of the students who took the exam passed but only 62.5% have taken the exam to date.	We will continue to use this goal for the next academic school year.
	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	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.	2019 - 2020	Target Met	100% of students enrolled in SPA 522 successfully interpreted/diagnosed swallowing disorders viewed on videofluoroscopy on no less than 3 out of 5 trials.	We will continue with this goal for the next academic year. This continues to be an important skill for students to possess when they graduate.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2 (SLO)	SLP graduate students enrolled in SPA 522 Dysphagia will interpret modified barium swallow studies.	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 videofluroscopy on no less than 3 out of 5 (60%) trials.	2019 - 2020	Target Met	100% of students enrolled in SPA 522 successfully interpreted/diagnosed swallowing disorders viewed on videofluroscopy on no less than 3 out of 5 trials.	We will continue with this goal for the next academic year. This continues to be an important skill for students to possess when they graduate.
	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 they administer an articulation evaluation instrument(s).	100% of fifth 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.	2019 - 2020	Target Met	100% of fifth semester graduate students earned a 3 or higher and demonstrated competency administering an articulation assessment. The average rating was 4.79.	This goal will be continued for the 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.	2019 - 2020	Target Met	100% of fifth semester graduate students completed and earned credit for pediatric articulation intervention at the level of 3 or higher as rated by a certified SLP supervisor. The average score was a 4.57.	We will continue to assess this goal the next academic year as this is a foundational skill for students when they graduate.
	1.5 (RO)	Graduate students in speech-language pathology will successfully complete research projects for oral presentation.	Students enrolled in SPA 521 Communication Disorders in Infants will be assigned topics relating to communication/swallowing/feeding and associated medical issues to research and prepare an oral	90% of students will earn a grade of "B"/80% or better on the scoring rubric.	2019 - 2020	Target Met	Due to the re-sequencing of courses this goal was assess in fall 2019 with the first year cohort and spring of 2020 with the second year cohort. 100% of the students successfully	We will continue this task for the next academic year.



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.	presentation. Faculty assigned to SPA 521 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.	2019 - 2020	Target Met	reviewed and created a powerpoint presentation relating to communication/swallowing/feeding. The students in the spring did not present the information orally due to Covid-19 but the powerpoints were distributed to the students. 100% of the students earned an A for the task.	We will continue this task for the next academic year.
	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.	2019 - 2020	Target Met	13 of 16 (81%) students completed the graduate exit survey. 100% of the students responded positively to the question regarding overall satisfaction with the clinical and academic program. The faculty reviewed the results and are looking for ways to expand the types of clients that the students see in the clinic.	We will continue this goal for the next academic year.