

College of Nursing and Health Sciences 2020-2021

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.	2020 - 2021	Target Met	100% of graduates were successful in passing ANCC and 90% passed on the first write on the AANP. 95% passed on the second write of AANP.	The certification pass rate remains 90 percent. MSN students did take the pre-predictor and post prediction test prior to certification. Faculty focused on areas of reported weakness. The assessment measure will be continued for 2021-2022.
			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.	2020 - 2021	Inconclusive	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.	Continue to measure post graduate APRN Certificate students certification exam achievement.
	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.	2020 - 2021	Target Met	100% of MSN students (31 of 31) completed a faculty approved research/evidence-based project with a minimum grade of B. All 31 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.	2020 - 2021	Target Met	Thirty one students made an A.	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	Faculty will review the End of Program	Through appropriate and affective student	2020 - 2021	Target Met	100% of participating MSN	Increase number of MSN Students completing End of

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	2.1 (PO 4.a.)	of study.	Satisfaction Survey submitted by the students at the time of graduation.	advising and ongoing mentoring in the Family Nurse Clinician-MSN program, at least 90% of all participating MSN students will be satisfied with the Family Nurse Clinician-MSN Plan of Study.	2020 - 2021	Target Met	students noted they were satisfied with the Program.	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.	2020 - 2021	Target Met	Thirty-six students completed the Practical Exam as part of KIN 316 during the 2020-2021 school year. The mean score for all students was 78.4%. Moreover, 89% of students in the Spring of 2021 (32/36) met the criteria of 70% or greater.	Kinesiology students demonstrated competence in the knowledge associated with the ACSM Exercise Physiologist certification. The Kinesiology curricula will continue to be monitored and revised if indicated.
	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.	2020 - 2021	Target Met	Twenty-six students completed the Practical Skills Test as part of KIN 316 during the Spring 2021 semester. 22/26 (85%) of students scored a composite score of 2.0 or higher. Specifically, six students scored greater than a 2.5 average, 16 students scored an average of 2.0-2.5, and four students scored less than 2.0 average. The mean score for all students was 2.4.	Kinesiology faculty will continue to monitor Kinesiology health-related fitness skills and modify curricula if indicated.

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	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.	2020 - 2021	Target Met	(5/27/2021)	Kinesiology faculty will continue to monitor Kinesiology health-related fitness skills and modify curricula if indicated.
	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	Students will complete two Case Studies on actual clients/patients as part of KIN 416 Internship in Kinesiology. Departmental faculty will review the AAC&U Written Communication Value Rubric results of the students' case studies.	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2020 - 2021	Target Met	All students achieved average scores of 2.5 or higher. 6 students had and average score of 4.0 4 students had an average score of 3.80 7 students had an average score of 3.60 4 students had and average score of 3.40	Kinesiology faculty will continue to monitor the written communication skills of Kinesiology students and modify curricula if indicated.
	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.	2020 - 2021	Target Not Met	The Fall 2020 one section of KIN 390 Anatomical Kinesiology had 31 students enrolled. 19 (61%) students had an average score of 2(acceptable) or higher on the Written Neuromuscular Analysis project. The breakdown of average scores is as follows: 2 students had an	This rubric and project will continue to be reviewed annually for appropriateness and updates. (05/26/2021)

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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.	2020 - 2021	Target Not Met	average score of 3.75 1 student had an average score of 3.50 2 students had an average score of 3.25 1 student had an average score of 3.00 3 students had an average score of 2.75 2 students had an average score of 2.5 1 student had an average score of 2.25 7 students had an average score of 2.0 3 students had an average score of 1.75 2 students had an average score of 1.5 5 students had an average score of 1.25 2 students had an average score of 1.0	This rubric and project will continue to be reviewed annually for appropriateness and updates. (05/26/2021)
	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	Students completing the Oral Biomechanical Analysis Presentation will average a score of 2 (Acceptable) on all components of the Oral Biomechanical Analysis Presentation Rubric.	2020 - 2021	Target Met	Twenty-four students in KIN 408 completed the biomechanical analysis project during the spring 2021 semester. 22/24 (87.5%) earned an average score of 2(acceptable) or higher. The breakdown of the mean scores is as	Beginning in the 2021-2022 academic year, oral communication skills will be assessed during the internship presentation.

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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.	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.	2020 - 2021	Target Met	follows: ? 1 student had a score of 4.00 ? 3 students had a score of 3.75 ? 3 students had a score of 3.50 ? 2 students had a score of 3.00 ? 3 students had a score of 2.75 ? 6 students had a score of 2.50 ? 2 students had score of 2.00 ? 2 students had a score of 1.00 ? 1 student did not complete the assignment	Beginning in the 2021-2022 academic year, oral communication skills will be assessed during the internship presentation.
	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.).	2020 - 2021	Target Met	Three Kinesiology students were accepted to PDT programs in Physical Therapy. One Kinesiology student was accepted to a DPT program in Occupational Therapy.	This objective should be reviewed and revised. Student acceptance to graduate or professional programs doe not directly reflect program effectiveness.
	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	2020 - 2021	Target Met	Exercise Science students were placed at the following internships sites	This assessment method should be reviewed and revised. The number of Kinesiology internship sites does not necessarily reflect

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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.	2020 - 2021	Target Met	during the fall 2019 and/or spring 2020 term: 1. MUW Campus Recreation, Columbus, MS 2. Elite Physical Therapy, Columbus, MS 3. North MS Medical Center In-patient Rehabilitation, Tupelo, MS 4. BMH-GT Outpatient Rehabilitation, Columbus, MS 5. North MS Medical Center Cardiac Rehabilitation, Tupelo, MS 6. Encore Rehabilitation Services, Columbus, MS 7. MUW Athletic Training, Columbus, MS 8. Frank Phillips YMCA, Columbus, MS 9. The Fitness Factor, Columbus, MS	regional stewardship. The number of service hours during internships, as presented in the college economic impact report, would be a better indicator.
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.	2020 - 2021	Target Met	43/47 ASN students passed the NCLEX examination on their first attempt for a rate of 91.5%	Continue with the current target.
	1.2 (GEO 5.a.)	ASN Students will be able to utilize appropriate team	ASN sophomore students will	The average score that the sophomore	2020 - 2021	Target Met	100% of students scored above a 3 on	Continue with this current target.

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	1.2 (GEO 5.a.)	building and collaborative strategies when working with teams.	complete the AACU Teamwork Value Rubric at the conclusion of their group/team work in NU 216 Evidence-Based Practice Project.	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.	2020 - 2021	Target Met	the rubric. The class average was 3.9.	Continue with this current 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.	2020 - 2021	Target Met	100% of ASN students scored a 3 or above on this section of the rubric. The class average was 3.82.	Continue with the same target at this time.
	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.	2020 - 2021	Target Met	93.3% of participating graduating ASN students were satisfied with the program.	Will review qualitative data from the surveys for means of program improvement. Will continue to review and utilize course evaluations for program improvement.
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.	2020 - 2021	Target Met	56 of 60 graduates (May 2020) were successful on the first write of the NCLEX-RN exam which resulted in a 93.3% first write average. All 4 retested and passed in 2020 so 100% for the year was reported to IHL.	Will continue to monitor National Trends particularly information from NCSBN regarding updated to the NCLEX-RN test plan.
	1.2 (GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working	BSN senior students will complete the AACU Teamwork VALUE Rubric at the	The collective average score that the senior BSN Students will report will be at least	2020 - 2021	Target Met	146 RN to BSN in NU 465 for an average score of 3.15 64 BSN generic	The BSN program faculty continues to value team building and collaborative strategies when working with

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	1.2 (GEO 5.a.)	with teams.	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.	"3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	2020 - 2021	Target Met	students in NU 449 for an average score of 3.83	teams. Will continue to utilize the AACU teamwork value 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.	2020 - 2021	Target Met	64 BSN seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 3.83.	Communication (Oral & Written) is a valued asset of a professional nurse. The BSN program faculty want to continue to evaluate communication utilizing the AACU 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.	2020 - 2021	Target Met	RN to BSN Summer of 2020 results - 217 of 225 students they were extremely satisfied or somewhat satisfied with the program for a total of 96.4%. BSN Generic Spring 2021 results - 63 of 64 students indicated they were extremely satisfied or somewhat satisfied with the program for a total of 98.4%.	Program Satisfaction is important to the BSN program. Will continue to assess this yearly. 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	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to	2020 - 2021	Target Met	No Post BSN to DNP students were admitted, no data collected. Fifteen MSN to DNP, all fifteen passed prior to NU 799. Since the	Will continue to monitor that certification exams are passed prior to NU 799.

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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.	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.).	DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP).	2020 - 2021	Target Met	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 to monitor that 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.	2020 - 2021	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.	2020 - 2021	Target Met	100% of the students participating in the end of program Satisfaction Survey were satisfied with their Plan of Study	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 their plan of study.	2020 - 2021	Target Not Met	No 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 publication during the final semester students anticipate graduation

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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.	2020 - 2021	Target Met	17 students enrolled in HED 511 and completed the Research Proposal. The students all met or exceeded the target for formulating a statement of purpose that describes a public health problem and why the problem is worthy of research. A different rubric was used for the original assessment, but the student work was reevaluated for the purposes of this assessment. The results for the students are below A 2 B 2 C 5 D 4 E 2 F 5 G 5 H 4 I 4 J 2 K 2 L 2 M 4 N 4 O 4 P 2 Q 5	The same assessment will be used for this SLO. The rubric used to measure the learning objective may changeThe instructor for this course will change starting Summer 2021.
	1.2 (SLO)	Students will be able to develop clear research	Students participating in HED 511 will	The average score of HED 511 students	2020 - 2021	Target Met	The 17 students met or exceeded the	The program will continue assessing this target because it

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	1.2 (SLO)	questions and hypotheses.	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	assessed will be a 2 or higher for the research questions or hypotheses component of the HED 511 Rubric.	2020 - 2021	Target Met	target. A 12 Met B 11 Met C 15 Exceeded D 13Exceeded E 8 Met F 18 Exceeded G 17 Exceeded H 15 Exceeded I 15 Exceeded J 6 Met K 8 Met L 6 Met M 12 Met N 13 Exceeded O 10 Met P 6 Met Q 15 Exceeded	is an important skill for students graduating from an MPH program to have, The instructor of te class will change starting Summer 2021. The assignment will be the same. The assessment rubric will likely change.
	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.	2020 - 2021	Inconclusive	Students (n=15) completed the comprehensive exam. In order to be in line with CEPH accreditation criteria the comprehensive exam, which had been a multiple choice modeled after the CHES exam, was changed to an all essay exam. The essay exam takes a much more holistic approach and breaking it	We are keeping the SLO, but we are going to measure the learning objective in HED 512, Program Planning and Implementation. In this class students write an entire program plan, which include identifying the needs and resource for health education/promotion.

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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.	2020 - 2021	Inconclusive	down by area of competency is a little more difficult. All the students passed the comprehensive exam: Twelve students passed on the first attempt; Three students passed on the second attempt. In order to pass the comprehensive exam all student needed to be able to identify the needs and resource for health education/promotion.	We are keeping the SLO, but we are going to measure the learning objective in HED 512, Program Planning and Implentation. In this class students write an entire program plan, which include identifying the needs and resource for health education/promotion.
	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.	2020 - 2021	Inconclusive	The comprehensive exam changed from a multiple choice exam to an essay test. As a result, for this assessment period this SLO was assessed differently. 15 students completed the comprehensive exam. Twelve students passed on the first attempt. Three students passed on the second attempt. This assessment is not scored on a rubric rather than on number of questions correctly	We will continue assessing this outcome. It will be assessed using the comprehensive exam, which is now an essay test. Faculty will meet and reach a consensus on the rubric that will be used for this assessment.

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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.	2020 - 2021	Inconclusive	answered.	We will continue assessing this outcome. It will be assessed using the comprehensive exam, which is now an essay test. Faculty will meet and reach a consensus on the rubric that will be used for this assessment.
	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.	2020 - 2021	Inconclusive	Activities for Women's Health Awareness week were cancelled due to health concerns stemming from COVID-19.	The program plans to reinstate Women's Health Awareness week in 2021-2022. This plan may need to be reevaluated should we see a spike in COVID cases.
	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.	2020 - 2021	Inconclusive	This has changed from taking place in HED 599 to HED 597 (Capstone Research). The format changed from live oral presentation to	The oral presentation of research will still be used for the 2021-2022 term. The format of the presentation will go back to live video presentation. The format will change with students presenting and "elevator

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	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.	2020 - 2021	Inconclusive	recorded video presentation. Additionally, since most students had not completed the data analysis during the Spirng term when COVID curtailed many campus activities, the students presented reflections on how research plans are affected by external events.	speech," 1-3 minutes in length, in which students hit the highlights of their research.
	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.	2020 - 2021	Target Not Met	11 out of 15 (73%) students listed felling at least confident. 4 (26%)of the students reported feeling somewhat confident EVALUTATION Very confident Very confident Somewhat confident Somewhat confident Somewhat confident Somewhat confident Confident Confident Confident Confident Very confident Very confident Confident Very confident Very confident	The faculty of the MPH program will re-evaluate the exit survey.
			HED 598 and 599 students will be given an Exit Survey, and departmental faculty will review and	90% of participating HED 598 and 599 students in the Exit Survey will report a "confident" level in	2020 - 2021	Target Met	All but one of the 15 students (93.3%) reported being at least confident in implementing health	MPH faculty will reassess the use of the Exit survey.

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				analyze the survey results to determine if achievement target was met.	implementing health education programs.	2020 - 2021	Target Met	<p>programs.</p> <p>implementing</p> <p>Confident</p> <p>Very confident</p> <p>Confident</p> <p>Confident</p> <p>Somewhat confident</p> <p>Confident</p> <p>Confident</p> <p>Confident</p> <p>Confident</p> <p>Very confident</p> <p>Very confident</p> <p>Very confident</p> <p>Very confident</p> <p>Very confident</p>	MPH faculty will reassess the use of the Exit survey.

				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.	2020 - 2021	Target Met	<p>All students reported feeling confident and very confident.</p> <p>student planning C Very confident</p> <p>D Confident</p> <p>E Confident</p> <p>F Confident</p> <p>G Confident</p> <p>H Confident</p> <p>I Confident</p> <p>J Confident</p> <p>K Confident</p> <p>A Confident</p> <p>B Very confident</p> <p>L Very confident</p> <p>M Very confident</p> <p>N Very confident</p> <p>O Very confident</p>	This outcome will be re-evaluated by the faculty in the MPH program. Likely it will be kept.
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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.	2020 - 2021	Target Met		This outcome will be re-evaluated by the faculty in the MPH program. Likely it will be kept.
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.	2020 - 2021	Target Met	Fall 2020 (n=15) 100% of students developed a health program for which they will use a health behavior model. 27% (n=4) exceeded target, 67% (n=10) met target, and 6% (n=1) below target. Spring 2021 (n=39) 100% of students developed a health program for which they will use a health behavior model. 15% (n=6) below target, 54% (n=21) met target, 31% (n=12) exceed target.	Faculty in the department feel that the assessment method should be revised. Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	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	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	2020 - 2021	Target Met	Fall 2020 (n=15) 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 67% (n=10) exceeded target, 20% (n=3) met target, and 13%	Faculty in the department feel that the assessment method should be revised. 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
	1.2 (SLO)	Students will apply the basic public health sciences in planning, implementing, and evaluation health programs.	VALUE Rubric, in which students will either be below target (1), meet target (2), exceed target (3).	Program assignment.	2020 - 2021	Target Met	(n=2) below target. Spring 2021 (n=39). 100% of students developed a health program for which they will apply the basic public health sciences in planning, implementing, and evaluation health programs. 15% (n=6) below target, 51% (n=20) met target, 34% (n=13) exceed target.	Faculty in the department feel that the assessment method should be revised. Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
	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.	2020 - 2021	Target Met	Fall 2020 Course Evaluation Results: 69.78% + 25.65% = 95.43% (participation 460/523 – 87.95%) Strongly Agree- 321/460 – 69.78% Agree – 118/460 – 25.65% Neither Agree or Disagree – 11/460 – 2.39% Disagree – 5/460 – 1.09% Strongly Disagree – 4/460 – 0.87% Not Applicable – 1/460 – 0.22%	Faculty in the department feel that the assessment method should be revised. Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
			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	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	2020 - 2021	Target Met	Spring 2021 Course Evaluation Results: 65.68% + 27.92% = 93.60% (participation 437/585 – 74.70%) Strongly Agree- 287/437 – 68.68%	Faculty in the department feel that the assessment method should be revised. 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
			instructional technologies used by faculty provided interactive learning environments for the online students.	of this course was appropriate for the subject matter.	2020 - 2021	Target Met	Agree - 122/437 – 27.92% Neither Agree or Disagree – 22/437 – 5.03% Disagree - 2/437 – 0.46% Strongly Disagree - 4/437 - 0.92% Not Applicable – 0/437 – 0%	Faculty in the department feel that the assessment method should be revised. Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester 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.	2020 - 2021	Inconclusive	Faculty teaching the course left the university. The new faculty teaching the course did not complete the assessment.	Faculty in the department will discuss this assessment in the Fall 2021 department meeting. The decision to either keep the assessment or change the assessment will be made at that time.
			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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The new faculty teaching the course did not assign this assessment.	Faculty in the department will discuss this assessment in the Fall 2021 department meeting. The decision to either keep the assessment or change the assessment will be made at that time.
	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	The average score of HED 250 students assessed will be 70% or better on the HED 250 Course Rubric for	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The new faculty did not assign this	Faculty in the department will discuss this assessment in the Fall 2021 department meeting. The decision to either keep the assessment or change the

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.	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 component of the ability to locate, via online resources, jobs available within the field of public health education.	2020 - 2021	Inconclusive	assignment.	assessment will be made at that time.
	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.	2020 - 2021	Target Not Met	Students in HED 498 were given the opportunity to indicate if they will receive a job promotion, a new job, or acceptance to graduate school as a result of the degree during the 2020-2021 year (n=45) indicated that 11 were planning to graduate school, 1 received a job promotion, 13 had accepted or planned to accept a new job at the time of the course, 15 did not respond to the question, and 5 did not take. Of the students completing, (n=40) 63% (n=25) indicated either job promotion, a new job, or graduate school.	Faculty in the department feel that the assessment method should be revised. Faculty in the department will reevaluate the assessment methods for this analysis during the Fall semester program meeting.
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	Students in their final course for the sexual health minor, will complete an exit survey in which they	75% of students participating in the Exit Survey will state that they have an increased	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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)	public health.	will report an increased understanding of the importance of sexual health education within the field of public health.	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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 HED 110 where students will demonstrate the understanding of fundamental sexual health education terminology through section one of the midterm exam.	75% of students in HED 110 will score an average of 70% or higher on section one of the midterm exam.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	Faculty in the department will reevaluate the assessment methods for this analysis 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	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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.	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. The course was not offered.	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.	2020 - 2021	Inconclusive	Faculty teaching this course left the university. the course was not offered.	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	The average score of students enrolled in SPA 311 will earn at least a "3" on the AAC & U Written Communication VALUE Rubric.	2020 - 2021	Target Met	All students earned a 3 or better on the AAC & U written communication value rubric. The average score was a 96.	Keep goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
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.	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.	2020 - 2021	Target Met	All students earned a 3 or better on the AAC & U written communication value rubric. The average score was a 96.	Keep goal.
	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.	2020 - 2021	Target Met	100% of slp undergraduate students completed clinical observations and forms that require them to analyze clinical activity. The documents were reviewed, credited, and verified by program faculty. Documentation for each student is on file in the speech and hearing center office. This documentation is required for admission to graduate programs.	Keep the goal.
	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.	2020 - 2021	Target Met	94% (30/32) students graduating with a B.S. in SLP and students completing the prerequisite requirements earned 25 or more of clinical observation hours. Accrual of hours are verified by faculty. Documentation of individual students' hours are on file in the SLP program office.	Keep goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2020 - 2021	Target Met	100% of student enrolled in SPA 303 demonstrated competency in conducting a basic hearing screening and shallow otoscopy as determined by the course instructor's observation and evaluation.	Keep goal.
	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.	2020 - 2021	Target Met	Thirty four students were enrolled in SPA 449 Neurology. The students were surveyed using canvas to evaluate their satisfaction with the undergraduate curriculum. The sample included seniors, post-bac students, and cross-registered students. Twenty-three students responded to the survey, 86% have an average of 4.26 on a 5-point Likert scale, indicating the students were satisfied with the undergraduate program.	Keep goal.
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	80% of the cohort of students completing the M.S. degree will earn a passing score on the Praxis Examination in Speech-Language	2020 - 2021	Target Met	94% of the students earned a passing score on the Praxis Examination in Speech language Pathology (5/24/2021).	Keep goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Speech Language Pathology - MS {2016-2017}	1.1 (SAO)	SLP graduate students will successfully complete the Praxis Examination in Speech-Language Pathology.	Pathology. Scores will be reviewed by the SLP faculty.	Pathology.	2020 - 2021	Target Met	94% of the students earned a passing score on the Praxis Examination in Speech language Pathology (5/24/2021).	Keep goal.
	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.	2020 - 2021	Target Met	17/17 (100%) of students enrolled in SPA 522 correctly interpreted modified barium swallow studies in 4 trials or less.	Keep goal.
	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.	2020 - 2021	Target Met	100% of fifth semester graduate students demonstrated competency administering an articulation test by a clinical educator.	Keep goal.
	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	100% of fifth semester graduate students will complete and earn credit for pediatric	2020 - 2021	Target Met	100% of fifth semester graduate students provided articulation therapy and earned ratings	Keep goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.4 (SLO)	Graduate students will utilize appropriate intervention techniques for articulation impaired children.	for an articulation impaired child.	articulation intervention as documented on the Knowledge and Skills Checklist by a certified speech-language pathologist/clinical educator.	2020 - 2021	Target Met	of present, developing mastery or independent by a clinical educator.	Keep goal.
	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 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.	2020 - 2021	Target Met	20/20 100% of the students earned an A on their article review and presentation of material.	Keep goal.
	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.	2020 - 2021	Target Met	16/17 (94%) students completed the graduate exit survey. All 16 responded positively to the question regarding the overall satisfaction with the program. All 16 said they would recommend (and have recommended) the program to other students. 1 student did not complete the exit survey.	Keep goal.