

College of Nursing and Health Sciences 2022-2023

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.	2022 - 2023	Target Met	92% of graduates passed on the first write of ANCC exam. 86% of graduates passed on the first write of AANPCP exam. Certification of pass rate is 89%.	Faculty will continue to collect and monitor FNP certification exam data. The student failing certification three times will be counseled by faculty to participate in a certification review course.
			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.	2022 - 2023	Inconclusive	Data could not be collected, as this has not taken place yet. We have one Post Graduate student...she is on track to earn here certificate for the 2023 end of the academic year.	Student is on track to earn her Post Graduate Certificate RN to FNP by the end of the 2023 academic year. Faculty will review this data and report in next assessment cycle.
	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.	2022 - 2023	Target Met	100% completed a Faculty approved research/evidence based project with a minimum grade of B, 22 students completed.	Our target has been met, we will continue with research and evidence based practice.
	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.	2022 - 2023	Target Met	Of the twenty three students four were retention students, and returned January 2023. Students assessed were nineteen nineteen met target. All made A's.	A faculty committee has been formed to update the final clinical check off form to implement in the 2023-2024 academic year. This will insure that it is measuring student clinical performance.
	2.1 (SPG D.2)	MSN students will be satisfied with the MSN plan	Faculty will review the End of Program	Through appropriate and affective student	2022 - 2023	Target Met	100% were satisfied with the MSN	Continue with end of program survey. Faculty will review

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	2.1 (SPG D.2)	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.	2022 - 2023	Target Met	program.	during end of the academic year meeting in order to make any curriculum changes.
Program - Kinesiology (including Exercise Science Minor) - 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.	2022 - 2023	Target Met	Sixteen students completed the Practical Exam as part of KIN 316 during the Spring 2023 school year. The mean score for all students was 83%. Moreover, 87.5% (14/16) of students during the Spring 2023 semester met the criteria of 70% or greater.	Kinesiology students demonstrated competence in the knowledge associated with the ACSM Exercise Physiologist certification, so because of this, dept will continue with this assessment method. 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.	2022 - 2023	Target Met	Sixteen students completed the Practical Skills Test as part of KIN 316 during the Spring 2023 semester. 14/16 (87.5%) of students scored a composite score of 2.0 or higher. Specifically, eight students scored greater than a 2.5 average, six students scored an average of 2.0-2.5, and two students scored less than 2.0 average. The mean	This was the first year (2022/2023) utilizing the new textbook that corresponds with the ACSM Exercise Physiologist certification. The Practical Skills Test will be taken under review for revisions and updates for the coming 2023/2024 academic year.

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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.	2022 - 2023	Target Met	score for all students was 2.5.	This was the first year (2022/2023) utilizing the new textbook that corresponds with the ACSM Exercise Physiologist certification. The Practical Skills Test will be taken under review for revisions and updates for the coming 2023/2024 academic year.
	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.	2022 - 2023	Target Met	The Summer and Fall 2022 and Spring 2023 three sections of KIN 416 Internship had 26 students enrolled. 25 of 26 (96%) students had an average score of 2.5 or higher on two Case Study Assignments. The breakdown of average scores is as follows: 17 students had and average score of 3.51 – 4.0 7 students had and average score of 3.01 – 3.5 2 students had and average score of 2.51 – 3.0 1 student had and average score of 2.2	These scores indicate a 4% decrease in performance when compared to scores for the 2021-2022 academic year. The decrease in scoring doesn't appear to be dramatically different when comparing year-to-year rubric item averages. That said, Kinesiology faculty will incorporate more specific discussion and examples of well written case studies into the course.
	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	Students completing the Written Neuromuscular Analysis will average a score of 2 (Acceptable) on all components of the	2022 - 2023	Target Met	The Summer and Fall 2021 two sections of KIN 390 Anatomical Kinesiology had 23 students enrolled. 21 (91%) students	This indicates a 19% improvement in performance that the faculty feel can be attributed to recommending students take PSY 201 – Intro to APA either prior to or simultaneously with KIN 390.

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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.	KIN 390 Anatomical Kinesiology. Departmental faculty will review the Written Neuromuscular Analysis of Movement Rubric results of the students' analyses.	Written Neuromuscular Analysis of Movement Rubric.	2022 - 2023	Target Met	had an average score of 2(acceptable) or higher on the Written Neuromuscular Analysis project. The breakdown of average scores is as follows: 6 students had an average score of 3.51 – 4.0 9 students had an average score of 3.01 – 3.5 1 student had an average score of 2.51 – 3.0 5 students had an average score of 2.01 – 2.5 2 students had an average score of < 2.0	Overall, students averaged lowest scores on the overall completeness of the analysis. Kinesiology faculty will incorporate more guidance on items that should be included in the project in future courses.
	2.2 (SLO)	Students will successfully complete a quantitative analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	Quantitative Biomechanical Analysis Project Rubric - Students will complete a Quantitative Biomechanical Analysis Project of a common, exercise, sport, or rehabilitation movement as part of KIN 408 Biomechanics. Departmental faculty will review the Quantitative Biomechanical Analysis Project Rubric results of the	Students completing the Oral Biomechanical Analysis Presentation At least 85% of students will pass, minimum score of 70%, the Quantitative Biomechanical Analysis Project as part of KIN 408 Biomechanics.	2022 - 2023	Target Met	Nineteen students in KIN 408 completed the biomechanical analysis project during the spring 2023 semester. 18/19 (94.7%) earned an average score of 2 (acceptable) or higher. One student received a zero for the assignment. The breakdown of the mean scores is as follows: 5 students had a score of 4.00 5 students had a score of 3.75	Kinesiology students demonstrated aptitude and proficiency in the completion of their Biomechanical Analysis Project. This project will continue to be reviewed annually and revised if indicated.

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	2.2 (SLO)	Students will successfully complete a quantitative analysis on a common exercise, sport, or rehabilitation movement to include all biomechanical components.	students' submitted project.	Students completing the Oral Biomechanical Analysis Presentation At least 85% of students will pass, minimum score of 70%, the Quantitative Biomechanical Analysis Project as part of KIN 408 Biomechanics.	2022 - 2023	Target Met	4 students had a score of 3.50 2 students had a score of 3.00 1 student had a score of 2.75 1 student had score of 2.00	Kinesiology students demonstrated aptitude and proficiency in the completion of their Biomechanical Analysis Project. This project will continue to be reviewed annually and revised if indicated.
	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in an allied health or exercise/health science-related graduate programs.	Departmental faculty will review the most recent graduating classes (fall/spring) Exit Interview responses to determine the number of students that have applied, been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs within the academic year.	Following most recent graduating classes' Exit Interview, Exercise Science faculty will begin to build a database of MUW Exercise Science graduates who have successfully applied to and/or transitioned into an allied health or exercise/health science-related graduate program within the academic year for which they graduate. The Exercise Science faculty will then be able, in the foreseeable future, to quantify and report the number of students who have been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs	2022 - 2023	Target Met	The new Kinesiology Graduate Survey was completed during the 2021-2021 AY and implemented for the first time in the KIN 416 course during the fall 2022 semester. Fall 2022 and spring 2023 sections of KIN 416 had 19 students enrolled. Two of 19 students indicated that they had already earned a professional certification while 7/19 indicated that they planned to pursue a professional certification or an additional professional certification, 7/19 indicated that they may elect to pursue a professional certification or an additional	Kinesiology faculty felt that several students were not prepared for the rigors of applying to graduate/professional programs or jobs nor were they well versed in professional certifications that would apply to their interest area and skill set. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs that will benefit them in their chosen career path. The course will begin in Fall 2023.

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	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in an allied health or exercise/health science-related graduate programs.	Departmental faculty will review the most recent graduating classes (fall/spring) Exit Interview responses to determine the number of students that have applied, been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs within the academic year.	Following most recent graduating classes' Exit Interview, Exercise Science faculty will begin to build a database of MUW Exercise Science graduates who have successfully applied to and/or transitioned into an allied health or exercise/health science-related graduate program within the academic year for which they graduate. The Exercise Science faculty will then be able, in the foreseeable future, to quantify and report the number of students who have been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs	2022 - 2023	Target Met	<p>professional certification, and 4/19 indicated that they did not plan to pursue a professional certification or an additional professional certification.</p> <p>When evaluated for plans regarding continuing their education through a graduate or professional program 14/19 students indicated that they planned to pursue additional education, 1/19 indicated that they may elect to pursue additional education, and 4/19 indicated that they did not plan to pursue additional education. 7/19 students indicated that they had already applied to graduate/professional programs while 12/19 indicated that they had not. 4/7 students indicated that they had been accepted to graduate/professional programs while 7/7 students indicated that they were awaiting decisions on</p>	Kinesiology faculty felt that several students were not prepared for the rigors of applying to graduate/professional programs or jobs nor were they well versed in professional certifications that would apply to their interest area and skill set. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs that will benefit them in their chosen career path. The course will begin in Fall 2023.

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	3.1 (SAO)	The MUW Health & Kinesiology Exercise Science students will successfully enroll in an allied health or exercise/health science-related graduate programs.	Departmental faculty will review the most recent graduating classes (fall/spring) Exit Interview responses to determine the number of students that have applied, been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs within the academic year.	Following most recent graduating classes' Exit Interview, Exercise Science faculty will begin to build a database of MUW Exercise Science graduates who have successfully applied to and/or transitioned into an allied health or exercise/health science-related graduate program within the academic year for which they graduate. The Exercise Science faculty will then be able, in the foreseeable future, to quantify and report the number of students who have been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs	2022 - 2023	Target Met	acceptance to graduate/professional programs. Of the students who had already received acceptance letters to graduate/professional programs, 2 students were accepted to physical therapy programs, 1 student was accepted to an occupational therapy program, and 1 student was accepted to a biomedical sciences Master's program. Three of 19 students indicated that they either were already working in a kinesiology related field or had accepted employment in a kinesiology related field.	Kinesiology faculty felt that several students were not prepared for the rigors of applying to graduate/professional programs or jobs nor were they well versed in professional certifications that would apply to their interest area and skill set. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs that will benefit them in their chosen career path. The course will begin in Fall 2023.
	3.2 (SPG C.3)	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.	2022 - 2023	Target Met	Twenty-seven Exercise Science students were placed at the following internship sites, accumulating a minimum of 6400 regional service hours during the summer, fall 2022, and spring 2023 terms. Students completed their internships at 19	Kinesiology faculty felt that some students selected an internship site because it was easy, not because they were particularly interested in the setting. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs

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	3.2 (SPG C.3)	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.	2022 - 2023	Target Met	Physical Therapy: Senatobia, MS (240 hours) 9. Fitness Time: Columbus, MS (240 hours) 10. Lamar County High School: Vernon, AL (240 hours) 11. MidSouth Rehabilitation – Windsor Place: Columbus, MS (480 hours) 12. Mississippi University for Women - Athletic Training: Columbus, MS (720 hours) 13. Mississippi University for Women – Baseball Team: Columbus, MS (240 hours) 14. Mississippi University for Women – Track and Cross Country Teams: Columbus, MS (240 hours) 15. Mississippi University for Women - Stark Recreation Center: Columbus, MS (960 hours) 16. North Mississippi Medical Center – Tupelo, Wellness Center: Tupelo, MS (240 hours) 17. Renew Rehabilitation and Wellness, LLC:	Kinesiology faculty felt that some students selected an internship site because it was easy, not because they were particularly interested in the setting. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs that will benefit them in their chosen career path. The course will begin in Fall 2023.

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	3.2 (SPG C.3)	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.	2022 - 2023	Target Met	Vernon, AL (240 hours) 18. Trinity Healthcare: Columbus, MS (240 hours) 19. West Alabama Barbell: Fayette, AL (240 hours)	Kinesiology faculty felt that some students selected an internship site because it was easy, not because they were particularly interested in the setting. Faculty have created a new 1-hour KIN 414 Senior Seminar course that is designated as a prerequisite for KIN 416 and is aimed at teaching professionalism and at helping student select internship sites, certifications, graduate programs, and jobs that will benefit them in their chosen career path. The course will begin in Fall 2023.
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.	2022 - 2023	Target Met	The ASN graduates NCLEX-RN Pass rate is 91% during the 12-month period of January 2022-Deceomber 2022. 34/31 passed on the first time.	No actions needed at this time. Continue efforts to prepare students for the NCLEX.
	1.2 (GEO 5.a, SPG C.3)	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.	2022 - 2023	Target Met	100 percent of the students (37) achieved a 3 or higher on the AACU Teamwork Value Rubric during the NU 216 EBP team project. 94 percent of students achieved a 5 on Peer Review/ 4.9 met ASN sophomore students completed a peer review survey on each member of their team. The peer review survey results align with the	Faculty will review the AACU rubric and EBP rubric for alignment and recommend whether to continue with the current assessment method or revise.

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	1.2 (GEO 5.a, SPG C.3)	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.	2022 - 2023	Target Met	AACU as below: AACU= 4 equal to 5 on peer; 3 equal to 4 on peer; 2 Equal to 3 on peer; 1 equal to 2-0 on Peer Evaluation	Faculty will review the AACU rubric and EBP rubric for alignment and recommend whether to continue with the current assessment method or revise.
			NU 235 Preceptorship Experience Rubric- ASN sophomore students will complete the Teamwork and Collaboration assignment provided in the NU 235 Preceptorship course.	At least 90% of graduating ASN students will receive a 2 (or the minimum value assigned) required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience.	2022 - 2023	Target Met	94 percent of graduating ASN students received a 2 on the required Teamwork/collaboration portion of the NU 235 preceptorship experience.	Department will continue with the 90% achievement target for 2023-2024 academic year. Department will review results of the Teamwork and Collaboration portion of the NU 235 preceptorship experience and report out.
	1.3 (SLO, 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.	2022 - 2023	Target Met	100 percent of students achieved a 3 or higher on the AACU Oral communication value rubric. 11 students equaled a 3. 30% of the class had a B. 70% of the class had an A. 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.	Faculty will continue to use the value rubric to assess effective communication for the 2023-2024 academic year, as it is the best tool for evaluating oral communication at this time.

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	1.3 (SLO, 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.	2022 - 2023	Target Met	AACU= 4 Equal to A; 3 Equal to B; 2 Equal to C; 1 Equal to D	Faculty will continue to use the value rubric to assess effective communication for the 2023-2024 academic year, as it is the best tool for evaluating oral communication at this time.
	2.1 (SPG A.1)	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.	2022 - 2023	Target Met	100 percent of students who completed the survey indicated satisfaction on the end-of-program study. 30 students indicated highly satisfied 7 students indicated satisfaction 1 student did not complete the survey.	Dept will continue to use survey to evaluate students' satisfaction with the program, as it is required for ACEN accreditation.
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.	2022 - 2023	Target Met	47 of 49 graduates (May 2022) were successful on the first write of the NCLEX-RN exam which resulted in a 95.9% first write average. The two graduates retested and passed in 2022 so 100% for the year was reported to the Institutions of Higher Learning Nursing Department.	The faculty will continue to monitor national trends from NCSBN regarding any updates to the NCLEX-RN plan. Faculty will review the program's annual student pass rates.
	1.2 (SLO, GEO 5.a.)	BSN Students will be able to utilize appropriate team	BSN senior students will complete the	The collective average score that the senior	2022 - 2023	Target Met	64 RN to BSN students completed	The BSN faculty continues to value team building and

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	1.2 (SLO, GEO 5.a.)	building and collaborative strategies when working with teams.	AACU Teamwork VALUE Rubric at the conclusion of their group/ team work in NU 465 community assessment and implementation project for APO students or NU 449 research project for the Generic students.	BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	2022 - 2023	Target Met	in NU 465 for an average of 3.3. 67 BSN Generic Students completed in NU 449 for an average of 4.0	collaborative strategies for our students. The plan is to continue to utilize the AACU Teamwork Value Rubric in NU 465 for our RN to BSN option and NU 449 for our Generic Option.
	1.3 (SLO, 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.	2022 - 2023	Target Met	67 senior students completed the AACU Oral Communication Value Rubric in NU 449 for an average of 4.0.	Communication is a valued asset of a professional nurse. The BSN program faculty will continue to evaluate communication utilizing the AACU Oral Communication Value Rubric in NU 449 in spring 2024.
	2.1 (SPG A.1)	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.	2022 - 2023	Target Met	RN to BSN Summer 2022 results - of the 97 surveys completed 97 indicated they were either extremely satisfied or somewhat satisfied with the program of study for a total of 100% BSN Generic Spring 2023 results - 63 of 64 students indicated they were extremely satisfied or somewhat satisfied with the program of study for a total of 98.4% Take note that the one student was a	Program Satisfaction is important to the BSN program and is evaluated by our National Accrediting Body (CCNE). The BSN program faculty will continue to offer the opportunity for all students in the program to complete an end of the year (program) survey to gather data.

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	2.1 (SPG A.1)	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.	2022 - 2023	Target Met	"No comment" and didn't mark dissatisfied.	Program Satisfaction is important to the BSN program and is evaluated by our National Accrediting Body (CCNE). The BSN program faculty will continue to offer the opportunity for all students in the program to complete an end of the year (program) survey to gather data.
Program - Nursing Practice - DNP {2016-2017}	1.1 (SAO & SLO)	Practice at the highest level of advanced practice nursing through integration of knowledge from nursing, science, ethics, and the biophysical, analytical, and organizational sciences.	Faculty will validate that all Post BSN to DNP students obtain national FNP certification during the semester immediately following completion of MSN while transitioning into the first semester of DNP study, and all incoming MSN to DNP students hold a national certification as a nurse practitioner (FNP, AGNP, PMHNP, etc.).	100% of DNP students are successful in passing FNP Certification exam (either ANCC or AANPCP) during the program (Post BSN to DNP) or prior to entry into the program students hold a national certification as an APRN (MSN to DNP).	2022 - 2023	Target Not Met	No Post BSN to DNP students were admitted, no data collected. Eight MSN to DNP with only seven passing APRN certification prior to NU 799. One student did not progress in the program, she has not take the APRN national certification.	Continue to monitor APRN national certification exams being passed for 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.	2022 - 2023	Target Met	100% has completed their faculty approved research/evidence-based DNP project with a minimum of grade of a B.	Throughout the year, faculty will provide assistance for DNP students with their faculty approved research/evidence based DNP project. Faculty advisors and project committee members will review the completed DNP projects and assign project completion grades. Dept will aim for at least 90% of completed projects earning a minimum grade of B.
	2.1 (SPG D.2)	DNP students will be satisfied with the DNP plan of study.	Faculty will review the End of Program Satisfaction Survey	Through appropriate and effective student advising and ongoing	2022 - 2023	Target Met	100% of students participating in the End of Program	Dept will continue the End of Program Survey through canvas, encourage all students

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SPG D.2)	DNP students will be satisfied with the DNP plan of study.	submitted by the students at the time of graduation.	mentoring in the DNP program, at least 90% of all participating DNP students will be satisfied with the DNP Plan of Study.	2022 - 2023	Target Met	Satisfaction Survey were satisfied with their plan of study.	to participate, and review the survey results after graduation to see if 90% satisfaction rate was was met.
	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.	2022 - 2023	Target Met	Six DNP students at time of reporting have submitted. 100% of students.	Faculty will provide one on one mentoring to DNP students throughout the academic year to prepare them for scholarly submissions at a state, regional, and/or national level. 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.
Program - Public Health - MPH {2016-2017}	1.1a (SLO)	Students will evaluate policies for their impact on public health and health equity .	In HED 575, students will complete Assignment 5, Steps 5&6: Project the Outcomes and Confront the Trade-Offs.	100% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	All the students had to complete this assignment to complete the course successfully. Initially, there were nine (9) students in the class. Only eight students attempted the assignment. All eight (8) students successfully met the target. For this assignment, students must apply the selected criteria to each policy alternative they generated in a prior assignment. The application of criteria should be done transparently, with all data and results listed explicitly. If possible,	We will keep this SLO. It is a crucial MPH skill and a critical CEPH accreditation criterion.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Public Health - MPH {2016-2017}	1.1a (SLO)	Students will evaluate policies for their impact on public health and health equity .	In HED 575, students will complete Assignment 5, Steps 5&6: Project the Outcomes and Confront the Trade-Offs.	100% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	students are to score the alternatives. Students rank each policy based on the criteria the student has adopted/developed. The rankings will always be partially subjective, so students must systematically document their rationale. In some cases, the student's review may reveal a clear winner—a policy that is a) feasible, b) has a strong, positive impact on public health, and c) is economically and fiscally viable. In other cases, ranking the options may be more complicated and involve assessing trade-offs. To meet the target, students must present an analysis of their matrix, addressing the trade-offs.	We will keep this SLO. It is a crucial MPH skill and a critical CEPH accreditation criterion.
	1.2a (SLO)	Students will advocate for political, social, or economic policies and programs that will improve health in diverse population.	In HED 575, students will complete Assignment 6, Steps 7&8: The Policy Brief (Decide and Communicate).	100% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	There were nine students in the class. Eight students attempted the assignment. All eight that attempted the assignment met the target. The student synthesizes the	We will keep this SLO. It is a crucial MPH skill and a critical CEPH accreditation criterion.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2a (SLO)	Students will advocate for political, social, or economic policies and programs that will improve health in diverse population.	In HED 575, students will complete Assignment 6, Steps 7&8: The Policy Brief (Decide and Communicate).	100% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	policy analysis research into a policy brief for this assignment. For this policy brief, the student gives objective summaries of relevant research, suggests possible policy options, and argues for particular courses of action.	We will keep this SLO. It is a crucial MPH skill and a critical CEPH accreditation criterion.
	1.3 (SPG A.1)	Students will be satisfied or very satisfied with the quality of the MPH courses as measured on the MPH exit survey.	Students will report their level of satisfaction using a 5 point-Likert scale (Very satisfied, Satisfied, Neither satisfied nor dissatisfied, Dissatisfied, and Very dissatisfied).	80% of students completing the survey will report being satisfied or very satisfied with courses in the MPH program.	2022 - 2023	Inconclusive	Students in the MPH program completed an Exit survey. The overall scores on the survey suggest that most students felt confident that they could carry out the job responsibilities of a health educator. The students were also asked and answered questions about what they viewed as strengths and weaknesses of the program and future career plans. However, the survey did not ask the "level of satisfaction with the quality of the MPH courses." Consequently, the results of this assessment are inconclusive.	We will keep this SPG. The modification to the Exit Survey has been completed, and the program will assess students' satisfaction with the quality of the MPH courses during the 2023-2024 academic year.
	2.1a (SLO)	Students will explain basic principles and tools of budget and resource management.	In HED 570, students will create a handbook and video with information that will assist community health agencies	80% of students will meet or exceed target as scored on a rubric (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Inconclusive	The assignment was not included in HED 570 during the 2022-2023 term.	We will keep this SLO. It is a crucial MPH skill and a critical CEPH accreditation criterion. The HED 570 instructor will develop and assign the assessment to students during

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1a (SLO)	Students will explain basic principles and tools of budget and resource management.	create budgets and budget narratives to apply for small health grants.	80% of students will meet or exceed target as scored on a rubric (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Inconclusive	The assignment was not included in HED 570 during the 2022-2023 term.	the 2023-2024 academic year.
	2.2a (SAO)	Students will develop a grant proposal budget and a budget narrative that meets the requirements of the funding agency.	In HED 570, students will create a completed budget and budget narrative that meets the requirements of a funding agency's instructions.	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Not Met	75 % of students met the target. Eight students attempted the assignment in which they wrote a grant proposal and budget narrative that met the requirements of a funding agency. Six (6) students met or exceeded the target as scored on a rubric. Two (2) students were below target.	We will keep this SAO. It is a crucial MPH skill and a critical CEPH accreditation criterion.
	3.1 (RO)	Students will communicate the findings of their applied practice experience (capstone research or evaluation) in a presentation to the departmental faculty.	Students will present their finding of the APE in an elevator speech format using Zoom.	100% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	All (8) the students that attempted the assessment met or exceeded the target. One student did not attempt the assessment. Five (5) students met the target, and three (3)exceeded the	We will keep this RO. It is a crucial MPH skill and a critical CEPH accreditation criterion.
Program - Public Health Education (including Minor) - BS, BAS {2016-2017}	1.1 (SLO, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	In HED 350, students will complete a discussion board in which they will develop a public health message that is audience-appropriate._copy	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	In HED 350, 17 students completed a discussion board in which they developed a health message that is audience appropriate. Of those completing the assessment, 16 students (94%) were found to have met or exceeded the	After reviewing the results of the assessment, the faculty were pleased that the assessment in HED 350, which requires students to complete a discussion board in which they develop a health message that is audience appropriate, has been successful. The results of the assessment demonstrate that students have achieved a solid understanding of the principles

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, GEO 1.c.)	Students will communicate audience-appropriate public health content in writing	In HED 350, students will complete a discussion board in which they will develop a public health message that is audience-appropriate._copy	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	target.	of effective communication and audience analysis. In light of this success, we will continue to use the same assessment method in future offerings of the course. We believe that the discussion board is an effective tool for evaluating students' understanding of audience-appropriate health messaging and promotes student engagement and interaction. We will also use the results of the assessment to inform future course offerings and to ensure that the course content and assignments align with the the HESPA II 2020 competencies.

			In HED 350, students will complete a discussion board in which they will develop an oral presentation that is audience-appropriate.	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	In HED 350, 20 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the assessment, 19 students (95%) were found to have met or exceeded the target.	After reviewing the results of the assessment, the faculty were pleased that the assessment in HED 350, which requires students to complete a discussion board in which they develop an oral presentation that is audience appropriate, has been successful. The results of the assessment demonstrate that students have achieved a solid understanding of the principles of effective communication and audience analysis. In light of this success, we will continue to use the same assessment method in future offerings of the course. We believe that the discussion board is an effective tool for evaluating students' understanding of audience-appropriate oral presentations
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Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
			In HED 350, students will complete a discussion board in which they will develop an oral presentation that is audience-appropriate.	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	In HED 350, 20 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the assessment, 19 students (95%) were found to have met or exceeded the target.	and promotes student engagement and interaction. We will also use the results of the assessment to inform future course offerings and to ensure that the course content and assignments align with the HESPA II 2020 competencies.
1.3 (SPG A.2)	Students will self-report readiness to plan a health education intervention.	Students will self-report their level of readiness/confidence by reporting their level of agreement to several statements, using a 5 point-Likert scale (Strong Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.). This will be useful in planning for HED 450.	Students will self-report their level of readiness/confidence by reporting their level of agreement to several statements, using a 5 point-Likert scale (Strong Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.). This will be useful in planning for HED 450.	80% of students completing the survey will self-report agreeing or strongly agreeing to all questions addressing their readiness to plan a health education intervention.	2022 - 2023	Target Met	The students enrolled in HED 450 completed a self-reported survey indicating their level of readiness/confidence specific to their readiness to plan a health education intervention. A total of 30 students were given the assessment; however, only 28 (94%) completed the assessment. OF those completing the assessment, 26(86%) reported agreed or strongly agreed that they were confident that they were ready to plan a health education intervention.	The faculty were pleased that the assessment in HED 450, which required students to complete a self-report indicating their readiness to plan a health education intervention, met its target. The results of the assessment demonstrate that students have gained a strong understanding of the key competencies required for effective health education intervention planning. In light of this success, we will continue to use the same assessment method in future offerings of the course. We believe that this assessment provides students with an opportunity to reflect on their readiness and assess their skills in planning health education interventions, promoting self-awareness and growth. We will also use the results of this assessment to further enhance the course content and teaching strategies to ensure that students receive

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SPG A.2)	Students will self-report readiness to plan a health education intervention.	Students will self-report their level of readiness/confidence by reporting their level of agreement to several statements, using a 5 point-Likert scale (Strong Agree, Agree, Neither Agree nor Disagree, Disagree, Strongly Disagree.). This will be useful in planning for HED 450.	80% of students completing the survey will self-report agreeing or strongly agreeing to all questions addressing their readiness to plan a health education intervention.	2022 - 2023	Target Met	The students enrolled in HED 450 completed a self-reported survey indicating their level of readiness/confidence specific to their readiness to plan a health education intervention. A total of 30 students were given the assessment; however, only 28 (94%) completed the assessment. OF those completing the assessment, 26(86%) reported agreed or strongly agreed that they were confident that they were ready to plan a health education intervention.	comprehensive instruction and support in planning health education interventions. We are confident that by continuing to use this assessment, students will develop a solid foundation and readiness to effectively plan and implement health education interventions in their future professional careers.
	2.1 (SLO)	Students will self-assess and develop a career development plan based on their assessment and health education competencies (HESPA II 2020).	In HED 250, students will apply the health education competencies and self-assessment to develop a career development plan.	80% of students will meet or exceed target as scored on a rubric (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Inconclusive	This assessment called for students enrolled in HED 250 to create a career development plan based on the health education competencies and a self-assessment. This assessment was not assigned during the 2022-2023 semester. The Public Health Education program curriculum was changed during the Fall 2022 semester	Moving forward, all students completing HED 250 will be required to complete an assessment in which they develop a career development plan based on their assessment and health education competencies. This assessment is an essential part of our program's mission to ensure that students develop the knowledge, skills, and abilities needed to be successful public health professionals and ties the material back to the HESPA II 2020 competencies. To ensure that this assessment

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	Students will self-assess and develop a career development plan based on their assessment and health education competencies (HESPA II 2020).	In HED 250, students will apply the health education competencies and self-assessment to develop a career development plan.	80% of students will meet or exceed target as scored on a rubric (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Inconclusive	and the assessment was not implemented. Moving forward, the assessment will be implemented in HED 250 as part of a stand-alone assignment that will be developed by the faculty. The results of this assessment are inconclusive.	is a standard part of the course in all future offerings, all faculty will work together to develop the assessment. We will also use the results of this assessment to inform our teaching practices and to ensure that the course content aligns with the learning objectives of the program. We are confident that this assessment will provide students with valuable insight into their strengths and areas for growth and help them to develop a meaningful and achievable career development plan.
	2.2 (SLO, SAO)	Students will conduct a critical evaluation of a population-based policy, program, or intervention.	In HED 350, students will write a report in which they critically evaluate a population-based policy, program, or intervention.	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	Students enrolled in HED 350 (n=35) developed a report in which they critically evaluated a population-based intervention. Student assessment achievements were as follows: 47% (n=16) exceeded target, 47% (n=16) met target, and 6% (n=2) below target. Approximately 94% (n=32) of the student met or exceeded the target.	After reviewing the results of the assessment, the faculty were pleased that the assessment in HED 350, which requires students to develop a report in which they critically evaluate a population-based intervention, has been successful. The results of the assessment demonstrate that students have achieved a solid understanding of the principles of population health and evaluation of public health interventions. In light of this success, we will continue to use the same assessment method in future offerings of the course. We believe that this assessment method is effective for evaluating students' abilities to critically evaluate population-based interventions and promote critical thinking and problem-solving skills.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.2 (SLO, SAO)	Students will conduct a critical evaluation of a population-based policy, program, or intervention.	In HED 350, students will write a report in which they critically evaluate a population-based policy, program, or intervention.	80% of students will meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2022 - 2023	Target Met	Students enrolled in HED 350 (n=35) developed a report in which they critically evaluated a population-based intervention. Student assessment achievements were as follows: 47% (n=16) exceeded target, 47% (n=16) met target, and 6% (n=2) below target. Approximately 94% (n=32) of the student met or exceeded the target.	We will also use the results of the assessment to inform future course offerings and to ensure that the course content and assignments align with the HESPA II 2020 competencies.
Program - Speech Language Pathology - BS {2016-2017}	1.1 (SLO, 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.	2022 - 2023	Target Met	35 students were assessed this year. The average score was 3.63 on the value rubric. The average grade was a 91. Two students earned a 2 on the assignment; the remaining students earned either a 3 or a 4.	We plan to keep this goal for the upcoming school year. For students who do not earn a 3 on the assignment we will implement a short remediation to ensure that they have acquired these skills.
	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 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	90% of speech-language undergraduate students who are applying to graduate school will successfully observe clinical activities utilizing master clinician.	2022 - 2023	Target Met	94% of SLP undergraduate students (i.e. undergraduate majors, cross-registered students, and post-bac students) completed clinical observations and forms that require them to analyze clinical activity. However, not every student	We plan to continue this goal because it serves as a measure of whether or not the program is preparing qualified candidates for graduate school.

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.	observation are tabulated on a clinical recording sheet and signed by clinical supervisor.	90% of speech-language undergraduate students who are applying to graduate school will successfully observe clinical activities utilizing master clinician.	2022 - 2023	Target Met	applied to an SLP graduate program. Of the students who did apply to a graduate program, 100% of those students completed the required number of observation hours. The documents were reviewed, credited and verified by the program faculty. Documentation for each student is on file in the speech and hearing center office. This documentation is required for admission to SLP graduate programs.	We plan to continue this goal because it serves as a measure of whether or not the program is preparing qualified candidates for graduate school.
	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.	2022 - 2023	Target Met	94% of graduating seniors completed at least 25 hours of guided clinical observation. Three students did not complete the assignment because they did not apply to graduate school.	This continues to be an important educational goal for the undergraduate program and the department will continue to assess this goal.
	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	Ninety percent 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	2022 - 2023	Target Met	63 students were enrolled in SPA 303 in the fall. 63 students successfully completed this assignment.	The ability to conduct hearing screenings is a critical skill for students who plan to attend graduate school as well as those who plan to work as speech pathologist associates within the public school district under a 216 educator's license. We know this goal is relevant and will continue to measure it for our

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.	"pass" or "requires a repetition."	Ninety percent 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	2022 - 2023	Target Met	63 students were enrolled in SPA 303 in the fall. 63 students successfully completed this assignment.	undergraduate program.
	2.1 (SPG D.4)	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.	2022 - 2023	Target Met	35 students responded to the undergraduate exit survey. 97% of the students thought the undergraduate program met their expectations. More than 92% of the students were satisfied/very satisfied with the curriculum, the faculty, the length of the program and the class size.	The faculty reviewed the survey questions during the annual May Faculty Retreat and determined that no changes were needed before the next administration. This goal will be continued.
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.	90% of the cohort of students completing the M.S. degree will earn a passing score on the Praxis Examination in Speech-Language Pathology.	2022 - 2023	Target Not Met	87% of the students who have taken the Praxis exam have received official passing scores. 3 students have failed it and will retake the exam. 3 students have either not taken it or official scores have not been received.	We plan to continue to implement weekly reading quizzes in graduate academic courses to ensure students are preparing for Praxis from the first year of their graduate program. Additionally, the faculty plans to re-evaluate the Praxis prep program provided to students to assist in their exam preparation.
	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	100% of students enrolled in SPA 522 will successfully interpret/diagnose swallowing disorders viewed on	2022 - 2023	Target Met	100% of the students enrolled in SPA 522 correctly interpreted modified barium swallows.	Students will complete skills labs during the first 3 semesters of their academic program. During the last year, this skill will be assessed during their off-campus

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.	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.	videofluroscopy on no less than 3 out of 5 (60%) trials.	2022 - 2023	Target Met	100% of the students enrolled in SPA 522 correctly interpreted modified barium swallows.	placements. This is an important skill to assess for maintenance of CAA accreditation. We will continue with this goal.
	1.3 (SLO)	Graduate students will correctly administer and interpret an age-appropriate articulation and/or language test.	Each graduate student will be observed by certified clinical educators as they administer an articulation and language evaluation instrument(s).	100% of second-year graduate students will complete and earn credit for this competency as documented on the Knowledge and Skills Checklist by a clinical educator.	2022 - 2023	Target Met	100% of second-year graduate students completed and earned credit for this KASA.	Students will complete skills labs during the first 3 semesters of their academic program. During the last year, this skill will be assessed during their off-campus placements. This is an important skill to assess for maintenance of CAA accreditation, so we will keep this goal.
	1.4 (SLO)	Graduate students will utilize appropriate intervention techniques for individuals with speech and/or language disorders.	Each graduate student will be observed by certified clinical educators as they provide therapy for an individual with a speech and/or language disorder.	100% of second-year graduate students will complete and earn credit for speech and/or language intervention as documented on the Knowledge and Skills Checklist by a certified speech-language pathologist/clinical educator.	2022 - 2023	Target Met	26 students were evaluated and 100% achieved this KASA. Through a variety of clinical settings students are able to demonstrate their knowledge of therapy/intervention techniques. Students' performance was evaluated and average scores ranged from 4.18 to 4.89 which are all in the developing mastery range.	Students will complete in-person and telepractice intervention during all 5 semesters of their graduate program. They will be observed and assessed by certified clinical educators.

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.	Students enrolled in SPA 500 Research Methods will be assigned topics relating to communication/swallowing/feeding and associated medical issues to research and prepare an oral presentation. Faculty assigned to SPA 500 will observe and evaluate content and presentation. Rubric is completed by the course professor.	80% of students will earn a grade of "B"/80% or better on the scoring rubric.	2022 - 2023	Target Met	In the spring of 2022, the second year graduate students completed a research project in SPA 500. All 26 graduate students earned full credit for the project.	This continues to be an important educational goal for the graduate program and the department will continue to assess this goal.
	2.1 (SPG D.4)	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.	2022 - 2023	Target Met	26 of 26 students responded to the exit survey. 90% of the students expressed satisfaction with the program.	We plan to review the exit data survey and comments at Fall Faculty Retreat in August to determine what changes, if any, need to be made to the programming. Second year online academic course meetings will be moved from evenings to afternoons based on comments from the most recent exit survey.