

## College of Nursing and Health Sciences 2023-2024

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.	2023 - 2024	Target Met	100% of graduates passed on the first write of the ANCC exam, 67% of graduate passed on the first write of AANP. Certification pass rate is 94%.	The faculty will continue to monitor FNP exam data. Student(s) failing certification will be counseled by faculty to participate in the certification review course. The three P Exam and Post Predictor Exam will continue to be included in semester grades.
			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.	2023 - 2024	Inconclusive	No Post Graduate students for this year.	This measure has worked well in the past, so we will continue with it for now. If and when we receive more students, we may need to reassess, but for now, no changes.
	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.	2023 - 2024	Target Met	Target met 100% completed a faculty approved research/evidence based project with a minimum grade of B. 19 students completed.	Students will complete a research project poster a research project manuscript and a research defense presentation.
	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.	2023 - 2024	Target Met	Of the twenty students one was a retention student returning Jan. 2024. Students assessed were 19 and 19 met the target.	The Graduate Faculty will monitor the revised check off form.
	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	2023 - 2024	Target Met	100% of participating 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.	2023 - 2024	Target Met	students noted they were satisfied with the 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.	2023 - 2024	Target Met	Fifteen students completed the Practical Exam as part of KIN 316 during the Spring 2024 school year. The mean score for all students was 95.47%. All students during the Spring 2024 semester 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.	2023 - 2024	Inconclusive	The Practical Skills Test as part of KIN 316 was not assessed during the Spring 2024 semester. Faculty is refining the skills test to reflect current and updated standards of the ACSM.	The Practical Skills Test will be taken under review for revisions and updates for the coming 2024/2025 academic year so that better corresponds with the ACSM Exercise Physiologist certification examination standards and requirements.
	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	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	2023 - 2024	Target Met	The Summer and Fall 2023 and Spring 2024 two sections of KIN 416 Internship had 21 students enrolled. 21 of 21 (100%) students had an average score of 3.7 or higher on two	These scores indicate a 4% increase in performance when compared to scores for the 2022-2023 academic year. The increase in scoring doesn't appear to be dramatically different when comparing year-to-year rubric item averages. That said,

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	1.3 (GEO 1.c.)	Students will develop and evaluate appropriate exercise/rehabilitation programs for individuals in a practical, hands-on setting.	AAC&U Written Communication Value Rubric results of the students' case studies.	Kinesiology.	2023 - 2024	Target Met	<p>Case Study Assignments.</p> <p>The breakdown of average scores is as follows:</p> <ul style="list-style-type: none"> <li>14 students had and average score of 3.51 – 4.0</li> <li>6 students had and average score of 3.01 – 3.5</li> <li>1 student had and average score of 3.0</li> </ul>	Kinesiology faculty will continue 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 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.	2023 - 2024	Target Met	<p>The Fall 2023 one section of KIN 390 Anatomical Kinesiology had 18 students enrolled. All 18 (100%) students had an average score of 2 (acceptable) or higher on the Written Neuromuscular Analysis project.</p> <p>The breakdown of average scores is as follows:</p> <ul style="list-style-type: none"> <li>14 students had and average score of 3.51 – 4.0</li> <li>2 students had an average score of 3.01 – 3.5</li> <li>1 student had and average score of 2.51 – 3.0</li> <li>1 student</li> </ul>	This indicates a 9% improvement in performance from the previous year, that the faculty feel can be attributed to recommending students take PSY 201 – Intro to APA either prior to or simultaneously with KIN 390. 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.
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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.	2023 - 2024	Target Met	had an average score of 2.01 – 2.5 • 0 students had an average score of < 2.0	This indicates a 9% improvement in performance from the previous year, that the faculty feel can be attributed to recommending students take PSY 201 – Intro to APA either prior to or simultaneously with KIN 390. 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' 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.	2023 - 2024	Target Met	Fifteen students in KIN 408 completed the biomechanical analysis project during the spring 2024 semester. 14/15 (9337%) earned an average score of 2 (acceptable) or higher.  The breakdown of the mean scores is as follows: ? 9 students had a score of 4.00 ? 1 student had a score of 3.9 ? 1 student had a score of 3.8 ? 1 student had a score of 3.5 ? 2 students had a score of 3.1 ? 1 student had score of 1.5	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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	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	2023 - 2024	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 2023 and spring 2024 sections of KIN 416 had 21 students enrolled. None of the students indicated that they had already earned a professional certification, however, 9/20 students indicated that they planned to pursue a professional certification or an additional professional certification, 8/20 indicated that they may elect to pursue a professional certification or an additional professional certification, and 3/2 indicated that they did not plan to pursue a professional certification or an additional professional certification. When evaluated for plans regarding	Kinesiology faculty felt this was a very successful year for our graduates, however we also felt that a handful of 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 began in Fall 2023, with the spring 2024 interns being the first group of students to have completed the Senior Seminar course prior to their internships.

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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	2023 - 2024	Target Met	al programs, 5 students were accepted to physical therapy programs, and 1 student was accepted to a prosthetics and orthotics Master's program. Three of 16 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 this was a very successful year for our graduates, however we also felt that a handful of 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 began in Fall 2023, with the spring 2024 interns being the first group of students to have completed the Senior Seminar course prior to their internships.
	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.	2023 - 2024	Target Met	Twenty-one Exercise Science students were placed at the following internship sites, accumulating a minimum of 5089.3 regional service hours during the fall 2023, and spring 2024 terms. Students completed their internships at 12 different sites in six different Exercise	Kinesiology faculty felt this was a particularly successful year for our interns. 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 began in Fall 2023, with

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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.	2023 - 2024	Target Met	<p>Science related settings including cardiac rehabilitation, physical therapy, occupational therapy, athletic training, strength and conditioning, nutrition and supplementation, and health and wellness.</p> <p>The breakdown is as follows:</p> <ol style="list-style-type: none"> <li>1. Baptist Memorial Hospital Cardiac Rehab: Columbus, MS (250.3 hours)</li> <li>2. Columbus Orthopedic Clinic: Columbus, MS (350 hours)</li> <li>3. Elite Physical Therapy: Brooksville, MS (240 hours)</li> <li>4. Elite Physical Therapy: Columbus, MS (1225 hours)</li> <li>5. Encore Rehabilitation, Inc.: Columbus, MS (240 hours)</li> <li>6. Encore Rehabilitation, Inc.: Gordo, AL (269 hours)</li> <li>7. Hanger Clinic: Tupelo &amp; Starkville, MS (240.5 hours)</li> <li>8. Magic City Physical Therapy:</li> </ol>	the spring 2024 interns being the first group of students to have completed the Senior Seminar course prior to their internships.



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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.	2023 - 2024	Target Met	Hoover, AL (249.5 hours) 9. Max Muscle Nutrition: Columbus, MS (325 hours) 10. Mississippi University for Women - Athletic Training: Columbus, MS (731.75 hours) 11. Mississippi University for Women – Softball Team: Columbus, MS (243 hours) 12. Mississippi University for Women - Stark Recreation Center: Columbus, MS (485.25 hours)	Kinesiology faculty felt this was a particularly successful year for our interns. 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 began in Fall 2023, with the spring 2024 interns being the first group of students to have completed the Senior Seminar course prior to their internships.
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.	2023 - 2024	Target Met	The ASN graduate's NCLEX-RN pass rate was 92 percent for first-time test-takers during the same 12-month period.	The ASN faculty will continue to review the National NCLEX pass rate and compare it to the program's pass rate. Faculty conducted a three-year curriculum review and NCLEX analysis to which low data points included systems-based practice. Total faculty are discussing strategies to include systems-based practice into the curriculum.
	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.	2023 - 2024	Target Met	The average score of the peer review rubric value 4.8 91 percent of students achieved the target level.	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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			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.	2023 - 2024	Target Met	90% of students received a (meets expectations) in the area of Teamwork/Collaboration portion of the NU 235 preceptorship experience.	This target continues to work well for us, so the department will continue with the 90% achievement target for 2024-2025 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.	2023 - 2024	Target Met	100 percent of the students enrolled in NU 216 received a score of 3 or higher. The average communication value is 3.3  68 percent of the class had a B 32 percent of the class had a A  AACU- 4 equal to A; 3 Equal to B; 2 Equal to C; 1 Equal to D.	Faculty continue to decide this is a good measure, so we will continue with it and will review rubrics and evaluation criteria yearly and make changes as necessary.
	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.	2023 - 2024	Target Met	95 percent of students indicated satisfaction with the program of study at time of graduation. The information was shared with total faculty on 5-8-2024. Faculty discussed the report and will continue to monitor the results. Faculty noted that there were students who had indicated verbally that were unhappy with	Dept will continue to use survey to evaluate students' satisfaction with the program, as it is required for ACEN accreditation.

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	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.	2023 - 2024	Target Met	decisions and grades given despite the student not appropriately demonstrating the competency. No further recommendations at this time.  38 students indicated satisfied/highly satisfied 2 students indicated dissatisfaction	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.	2023 - 2024	Target Met	62 of 66 (May 2023) were successful on the first write of the NCLEX-RN exam which resulted in a 93.9% first write average. The four graduates retested and passed in calendar year 2023 so 100% for the year was reported to the Institutions of Higher Learning Nursing Department.	Will continue to monitor national trends particularly information from NCSBN regarding updates to NCLEX-RN test plan.
	1.2 (SLO, GEO 5.a.)	BSN Students will be able to utilize appropriate team building and collaborative strategies when working with teams.	BSN senior students will complete the AACU Teamwork VALUE Rubric at the conclusion of their group/ team work in NU 465 community assessment and implementation project for APO students or NU 449 research project for the Generic students.	The collective average score that the senior BSN Students will report will be at least "3" or higher on the 0-4 scale used in the AACU Teamwork VALUE Rubric during the NU 449 and NU 465 team project.	2023 - 2024	Target Met	82 generic students in NU 449 for an average of 4. 100 out of 101 students in NU 465 for an average of 4. (1 had no answer)	The BSN program faculty continue to value team building and collaborative strategies when working with teams. We will continue to utilize the AACU Teamwork Value Rubric.

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	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.	2023 - 2024	Target Met	82 of 82 seniors enrolled in NU 449 were evaluated utilizing the AACU Oral Communicaiton Value Rubric for an average score of 4.	Communication both oral and written is a valued asset of a professional nurse. The BSN program will continue to evaluate communication utilizing the AACU Value Rubric.
	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.	2023 - 2024	Target Met	NU 457 Results (84%-extremely satisfied; 15%-somewhat satisfied; 1% somewhat dissatisfied	Program Satisfaction is a priority for the BSN program and we will continue to assess this.
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).	2023 - 2024	Target Met	No post BSN to DNP were admitted no data collected. Three MSN to DNP with all three passing APRN certification prior to NU 799.	Faculty to review APRN certification exams with failures being referred to review courses.
	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	At least 90% who complete the DNP program will have completed a faculty approved research/evidence	2023 - 2024	Target Met	100% have completed a faculty approved research/evidence based DNP project with a grade of B or	All faculty will provide assistance for DNP students with their faculty approved research/evidence based DNP project. Advisors and project committee members will

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	1.2 (RO & SLO)	Synthesize theoretical, philosophical, ethical, and empirical knowledge to develop therapeutic interventions in complex health systems.	grade.	based DNP project with minimum grade of B according to the project guidelines.	2023 - 2024	Target Met	higher.	review the DNP projects and assign project completion grades. Faculty will target for at least 90% of completed projects earning a minimum grade of a 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 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.	2023 - 2024	Target Met	100% of students participating in the End of Program Satisfaction Survey were satisfied with their plan of study. Students assessed 6	The graduate department will include the end of program survey through Canvas. Students will be encouraged to participate. Faculty will review the survey results after graduation to see if the target of a 90% satisfaction rate was met. Results will be reviewed by faculty during curriculum meeting. Monitor for any needed changes.
	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.	2023 - 2024	Target Met	Seven DNP students have submitted their scholarly work at a state regional or national level.	Faculty will provide one on one mentoring to DNP students through-out the year to prepare them for Scholarly Submissions at a state, regional, and/or national level. Students will submit a scholarly work (posters, podium, publication,etc.) to a state, regional, national, or international journal or conference during their plan of study. Submission of scholarly work is a requirement for NU 800 (DNP Project).
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)).	2023 - 2024	Target Met	Six students completed Assignment 5, Steps 5 & 6, Project the Outcomes and Confront the Trade-Offs. All six students scored 2 (Exceeded target) on the rubric.	This SLO is a critical skill for public health professionals and an important CEPH accreditation criterion. The MPH faculty met and have decided that we will retain this SLO in the 2024-2025 academic year.
	1.2a (SLO)	Students will advocate for	In HED 575, students	100% of students will	2023 - 2024	Target Met	Six (6) students	The MPH faculty met and has

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.2a (SLO)	political, social, or economic policies and programs that will improve health in diverse population.	will complete Assignment 6, Steps 7&8: The Policy Brief (Decide and Communicate).	meet or exceed target as scored on a rubric. (Exceed target (2), Meet Target (1), Below Target (0)).	2023 - 2024	Target Met	completed the assignment. All students met or exceeded the target (3 exceeded and 3 met the target).	decided we will retain this SLO. Advocating for political, social, or economic policies and programs to improve health in diverse populations is an important foundational skill for MPH graduates and a critical criterion for CEPH accreditation.
	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.	2023 - 2024	Target Met	Six (6 ) students completed the Exist survey and reported that they were very satisfied or satisfied with the MPH program coursework (5 very satisfied, 1 satisfied).	The MPH program faculty will retain this SPG. The faculty are currently making some changes to the exit survey. We are considering asking students to rate each course instead of the curriculum as a whole. This change in the survey would give us more actionable information, but we may encounter recall bias problems. We are in the process of weighing the pros and cons of the possible changes.
	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 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)).	2023 - 2024	Target Met	Six (6 students) completed the assessment. Five (5) students met or exceeded the target, and one student did not.	MPH program faculty have met and decided to retain SLO 2.1. Explaining basic principles and tools of budget and resource management is a foundational skill of MPH professionals and a CEPH accreditation criterion.
	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)).	2023 - 2024	Target Not Met	Six (6) students worked on completing this assignment. Four (4) students met or exceeded the target, and two (2) students did not meet the requirements.	The MPH faculty agree that we keep 2.2 SAO. Developing a grant proposal budget and budget narrative is a skill that MPH professionals must have. Additionally, SAO 2.2 is also a CEPH accreditation criterion. MPH faculty are revising the assignment instructions to ensure that they are clear.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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)).	2023 - 2024	Target Met	Six (6) students completed the oral presentation as an elevator speech using Zoom. All six students exceeded target (2) when scored on the Oral Presentation of Capstone Project rubric.	The MPH faculty has decided to retain RO 3.1. Succinctly reporting findings is an essential skill for an MPH graduate. Additionally, communicating audience-appropriate (i.e., non-academic, non-peer audience) public health content, both in writing and through oral presentation, is a foundational CEPH accreditation competency.
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)).	2023 - 2024	Target Met	In HED 350, 13 students completed a discussion board in which they developed a health message that is audience appropriate. Of those completing the assessment, 11 students (85%) were found to have met or exceeded the target.	Faculty are pleased with the success of the HED 350 assessment, where students develop audience-appropriate health messages on a discussion board. Results show solid understanding of effective communication and audience analysis. We'll continue this assessment method in future courses, as it effectively evaluates student understanding and fosters engagement. Assessment results will guide future course offerings to align with 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)).	2023 - 2024	Target Met	In HED 350, 13 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the assessment, 11 students (85%) were found to have met or exceeded the target.	The faculty are pleased with the successful outcome of the assessment in HED 350, where students complete a discussion board to develop audience-appropriate oral presentations. Results show solid understanding of effective communication and audience analysis. We'll maintain this assessment method in future courses, believing it effectively evaluates student understanding and promotes

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)).	2023 - 2024	Target Met	In HED 350, 13 students completed a discussion board in which they developed an oral presentation that is audience appropriate. Of those completing the assessment, 11 students (85%) were found to have met or exceeded the target.	engagement. Assessment results will also guide future course offerings to align with 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.	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.	2023 - 2024	Target Not 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 18 students were given the assessment. Of all students completing the assessment, 14 students (77%) reported agreed or strongly agreed that they were confident that they were ready to plan a health education intervention.	The assessment in HED 450, requiring students to self-report their readiness for planning health education interventions, successfully met its target. Results indicate students' strong understanding of key competencies necessary for effective intervention planning. We'll maintain this assessment method in future courses, fostering self-awareness and growth as students reflect on their readiness and skills. Additionally, we'll use assessment results to enhance course content and teaching strategies, ensuring comprehensive instruction and support for intervention planning. By continuing this assessment, students will build a solid foundation for future professional careers in health education intervention.
	2.1 (SLO)	Students will self-assess and develop a career development plan based on their assessment and health	In HED 250, students will apply the health education competencies and	80% of students will meet or exceed target as scored on a rubric (Exceed target (2),	2023 - 2024	Target Met	Students enrolled in HED 250 (n=61) applied the health education	In line with our commitment to student success and program excellence, all students enrolled in HED 250



Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SLO)	education competencies (HESPA II 2020).	self-assessment to develop a career development plan.	Meet Target (1), Below Target (0)).	2023 - 2024	Target Met	competencies and self-assessment to develop a career development plan. Student assessment achievements were as follows: 65.6% (n=40) exceeded target, 18% (n=11) met target, and 16.4% (n=10) did not meet target. Approximately 84% (n=51) of the students met or exceeded the target.	will complete an assessment task focusing on the development of a career development plan utilizing self-assessment and health education competencies. This pivotal assessment aligns closely with our program's overarching mission, ensuring that students acquire the requisite knowledge, skills, and competencies vital for successful careers in public health while adhering to the HESPA II 2020 competencies. To institutionalize this assessment as a core component of the course curriculum, faculty collaboration will be instrumental in its development, ensuring consistency and effectiveness across all course offerings. Furthermore, the outcomes of this assessment will inform our instructional strategies and facilitate the alignment of course content with program learning objectives. We are confident that this assessment will empower students with valuable insights into their strengths and areas for development, facilitating the formulation of meaningful and attainable career development plans.
	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)).	2023 - 2024	Target Met	Students enrolled in HED 350 (n=13) developed a report in which they critically evaluated a population-based intervention.	After reviewing the assessment results, the faculty expressed satisfaction with the outcome of the evaluation in HED 350, where students are tasked with producing a report critically assessing a

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)).	2023 - 2024	Target Met	Student assessment achievements were as follows: 53.8% (n=7) exceeded target and 46.1% (n=6). Approximately 100% (n=13) of the student met or exceeded the target.	population-based intervention. The findings of the assessment indicate that students have demonstrated a commendable grasp of population health principles and the evaluation of public health interventions. Given this positive outcome, we intend to maintain the same assessment approach in upcoming iterations of the course. We firmly believe that this method effectively evaluates students' capacity to critically analyze population-based interventions and fosters the development of critical thinking and problem-solving skills. Additionally, we will utilize the assessment results to shape future course offerings, ensuring that the content and assignments align closely 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.	2023 - 2024	Target Met	31 students were assessed this year. The average score was 3.52 on the value rubric. The average grade was a 90. Four 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	90% of speech-language undergraduate students who are applying to graduate school will successfully observe	2023 - 2024	Target Met	93% of SLP undergraduate students (i.e., undergraduate majors, cross-registered students, and post-bac	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.	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.	clinical activities utilizing master clinician.	2023 - 2024	Target Met	students) completed clinical observations and forms which require them to analyze clinical activity. Not every student applied to an SLP graduate program. Of the students who did apply to an SLP graduate program, 100% 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 guided observation 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.	2023 - 2024	Target Met	93% of SLP undergraduate students (i.e., undergraduate majors, cross-registered students, and post-bac students) completed clinical observations and forms which require them to analyze clinical activity. Not every student applied to an SLP graduate	This continues to be an important educational goal for the undergraduate program and the department will continue to assess this goal.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2023 - 2024	Target Met	program. Of the students who did apply to an SLP graduate program, 100% 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 guided observation documentation is required for admission to SLP graduate programs.	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 "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	2023 - 2024	Target Met	44 students were enrolled in SPA 303 in the fall. 44 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 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	2023 - 2024	Target Met	23 students responded to the undergraduate exit survey. 96% of the students thought the undergraduate program met their expectations. More than 95% of the students were	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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
Program - Speech Language Pathology - MS {2016-2017}	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.	Undergraduate Program Exit Survey.	2023 - 2024	Target Met	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.
	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.	2023 - 2024	Target Met	92% of the students who have taken the Praxis exam have received official passing scores. Two students have failed it and will retake the exam.	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 reevaluated the Praxis prep program provided to students to assist in their exam preparation and decided to implement a different prep program.
	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 videofluroscopy on no less than 3 out of 5 (60%) trials.	2023 - 2024	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 placements. This is an important skill to assess for maintenance of CAA accreditation. We will continue this goal.
	1.3 (SLO)	Graduate students will correctly administer and	Each graduate student will be	100% of second-year graduate students will	2023 - 2024	Target Met	100% of second-year graduate students	Students will complete skills labs during the first 3

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	interpret an age-appropriate articulation and/or language test.	observed by certified clinical educators as they administer an articulation and language evaluation instrument(s).	complete and earn credit for this competency as documented on the Knowledge and Skills Checklist by a clinical educator.	2023 - 2024	Target Met	completed and earned credit for this KASA.	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. 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.	2023 - 2024	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.
	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.	2023 - 2024	Target Met	In the spring of 2024, the second-year graduate students completed a research project in SPA 500. All 26 graduate students earned full credit for the project	This data will be collected in SPA 500.
	2.1 (SPG D.4)	Students completing the M.	Results of the SLP	80% of students	2023 - 2024	Target Met	22 of 26 students	We discussed the data at the

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	2.1 (SPG D.4)	S. degree in speech-language pathology will express an “overall” satisfaction with the academic and clinical programs.	Graduate Exit Survey completed by students completing the M.S. degree will be reviewed by the SLP graduate faculty.	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.	2023 - 2024	Target Met	responded to the exit survey. 86% of the students who responded to the survey expressed satisfaction with the program.	annual May Faculty Retreat and decided to revise the start time of the afternoon classes in response to suggestions to accommodate the academic and clinical needs of the program. We plan to review the exit data survey and comments at the Fall Faculty Retreat in August to determine what changes, if any, need to be made to the programming and/or survey.