

College of Nursing and Health Sciences 2024-2025

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.	2024 - 2025	Target Met	100% of graduates were successful in passing the FNP certification exam taking ANCC and 100% were successful with the AANP exam.	The pre and post predictor exam will be used in the future as well as encouraging review courses.
			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.	2024 - 2025	Inconclusive	There were no Post Grad APRN Students and none testing.	Continue to monitor
	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.	2024 - 2025	Target Met	Target met 100% of students completed a faculty approved research/evidence based project with a grade of a B	Faculty will be paired with students based on research interests and career goals to ensure success.
	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.	2024 - 2025	Target Met	All students were visited at their clinical sites with all students completing with the minimum grade of B.	Faculty visits to clinical sites are scheduled for the upcoming year to ensure interaction and feedback from clinical preceptors to ensure successful completion.
	2.1 (SPG D.2)	MSN students will be satisfied with the MSN plan of study.	Faculty will review the End of Program Satisfaction Survey	Through appropriate and affective student advising and ongoing	2024 - 2025	Target Met	100% of participating MSN students were	Faculty will educate students on the plan of study and how it meets accreditation

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	2.1 (SPG D.2)	MSN students will be satisfied with the MSN plan of study.	submitted by the students at the time of graduation.	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.	2024 - 2025	Target Met	satisfied with the MSN plan of study	guidelines. Faculty will also review end of course survey as and individual course evaluations to adjust the program as needed to ensure success and satisfaction.
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.	2024 - 2025	Target Met	Nine students completed the Practical Exam as part of KIN 316 during the Spring 2025 school year. The mean score for all students was 90.00%. All students during the Spring 2025 semester met the criteria of 70% or greater. (5/14/2025)	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. (5/14/2025)
	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.	2024 - 2025	Inconclusive	The Practical Skills Test as part of KIN 316 was not assessed during the Spring 2025 semester. Faculty is refining the skills test to reflect current and updated standards of the ACSM and will be re-implemented during the Fall 2025 semester (5/15/2024)	The Practical Skills Test will be taken under review for revisions and updates for the coming 2025/26 academic year so that better corresponds with the ACSM Exercise Physiologist certification examination standards and requirements. (5/14/2025)
	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	Students completing Case Studies will average a score of 2.5 (Milestone) or greater on all components of the AAC&U Written	2024 - 2025	Target Met	The Summer and Fall 2024 and Spring 2025 two sections of KIN 416 Internship had 16 students enrolled. 16 out of	Action: The current scores reflect a decrease in overall performance compared to the 2023–2024 academic year. While the decline in rubric item averages does not

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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.	Kinesiology. Departmental faculty will review the AAC&U Written Communication Value Rubric results of the students' case studies.	Communication Value Rubric as part of KIN 416 Internship in Kinesiology.	2024 - 2025	Target Met	16 (100%) students had an average score of 3.33 or higher on two Case Study Assignments. The breakdown of average scores is as follows: <ul style="list-style-type: none"> 6 students had an average score of 3.51 – 4.0 3 students had an average score of 3.01 – 3.5 5 student had an average score of 2.5 – 3.0 1 student had an average score less than 2.5 	indicate a substantial shift year over year, it remains noteworthy. In response, Kinesiology faculty will enhance instruction by integrating more targeted discussions and illustrative examples of well-executed case studies. Additionally, faculty will take deliberate steps to clarify and reinforce assignment expectations and guidelines throughout 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.	2024 - 2025	Target Not Met	The Fall 2024 one section of KIN 390 Anatomical Kinesiology had 13 students enrolled. Of the 13 students, 10 (77%) students had an average score of 2 (acceptable) or higher on the Written Neuromuscular Analysis project. The breakdown of average scores is as follows: <ul style="list-style-type: none"> 5 students had an average score of 3.51 – 4.0 2 students had an average score of 3.01 – 3.5 1 student had an average 	This indicates a decrease in performance from the previous year. The faculty feel there is a need to place greater emphasis on recommending/requiring 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 writing. 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.	2024 - 2025	Target Not Met	score of 2.51 – 3.0 <ul style="list-style-type: none"> 2 student had an average score of 2.01 – 2.5 3 students had an average score of < 2.0 	This indicates a decrease in performance from the previous year. The faculty feel there is a need to place greater emphasis on recommending/requiring 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 writing. 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.	2024 - 2025	Target Met	Fourteen students in KIN 408 completed the biomechanical analysis project during the Spring 2025 semester. 14/14 (100%) earned an average score of 2 (acceptable) or higher. The breakdown of the mean scores is as follows: ? 2 students had a score of 4.00 ? 1 student had a score of 3.9 ? 1 student had a score of 3.8 ? 2 students had a score of 3.75 ? 3 student had a score of 3.6 ? 1 students had a score of 3.3 ? 1 students had a score of 3.2	Kinesiology students demonstrated strong aptitude and proficiency in completing their Biomechanical Analysis Project, showing an approximate 7% improvement in performance compared to the previous year. The project will continue to be reviewed annually and revised as needed to maintain its effectiveness. (5/14/2025)

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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.	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.	2024 - 2025	Target Met	? 2 student had score of 2.82 ? 1 students had a score of 2.00	Kinesiology students demonstrated strong aptitude and proficiency in completing their Biomechanical Analysis Project, showing an approximate 7% improvement in performance compared to the previous year. The project will continue to be reviewed annually and revised as needed to maintain its effectiveness. (5/14/2025)
	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	2024 - 2025	Target Met	The new Kinesiology Graduate Survey was completed during the 2024-2025 AY. Summer and Fall 2024 and spring 2025 sections of KIN 416 had 18 students enrolled. None of the students indicated that they had already earned a professional certification, however, 10/18 students indicated that they planned to pursue a professional certification or an additional professional	Kinesiology faculty felt this was another very successful year for our graduates, however we also felt that a few 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 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, and

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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.	the number of students who have been accepted to, and/or have enrolled in an allied health or exercise/health science-related graduate programs	2024 - 2025	Target Met	certification, 6/18 indicated that they may elect to pursue a professional certification or an additional professional certification, and 2/18 indicated that they did not plan to pursue a professional certification or an additional professional certification. When evaluated for plans regarding continuing their education through a graduate or professional program 15/18 students indicated that they planned to pursue additional education, 1/18 indicated that they may elect to pursue additional education, and 2/18 indicated that they did not plan to pursue additional education. 9/17 students indicated that they had already applied to graduate/professional programs while 8/17 indicated that they had not. 7/9 students indicated that they had been accepted to graduate/profession	has made a solid impact thus far.

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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	2024 - 2025	Target Met	al programs while 2/7 students indicated that they were awaiting decisions on acceptance to graduate/professional programs. Zero students indicated that they were not accepted to a graduate/professional program. Of the students who had already received acceptance letters to graduate/professional programs, Two students were accepted to Physical Therapy Doctoral programs, 2 students were accepted to Athletic Training Master's programs, and 1 student was accepted to a Masters of Business Administration program. Three of 12 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 another very successful year for our graduates, however we also felt that a few 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 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, and has made a solid impact thus far.
	3.2 (SPG C.3)	The MUW Exercise Science programs will promote regional stewardship	The Internship List of the partnered allied health and medical	The MUW Exercise Science program will place interns in an	2024 - 2025	Target Met	Sixteen Exercise Science students were placed at the	Kinesiology faculty felt this was a particularly successful year for our interns. Faculty have

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	3.2 (SPG C.3)	through our internship program, providing real-life observation and/or hands-on experience with local and regional allied health practitioners.	environments will be reviewed at the end of each academic semester by the departmental faculty.	average of at least 3 different allied health or medical environments during the Fall and Spring semesters of each academic year.	2024 - 2025	Target Met	<p>following internship sites, accumulating a minimum of 4518.25 regional service hours during the summer and fall 2024, and spring 2025 terms. Students completed their internships at eight different sites in six different Exercise Science related settings including physical therapy, occupational therapy, athletic training, strength and conditioning, and college athletics. The breakdown is as follows:</p> <ol style="list-style-type: none"> 1. Capital Orthro Physical Therapy: Jackson, MS (250.3 hours) 2. Elite Physical Therapy: Brooksville, MS (241 hours) 3. Elite Physical Therapy: Columbus, MS (805.25 hours) 4. Mississippi University for Women - Athletic Training: Columbus, MS (1218 hours) 5. Mississippi University for Women – Men’s Basketball Team: Columbus, MS 	continued to implement the 1-hour KIN 414 Senior Seminar course that has been 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.

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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.	2024 - 2025	Target Met	<p>6. Mississippi University for Women – Women’s Soccer Team: Columbus, MS (244 hours)</p> <p>7. Mississippi University for Women - Stark Recreation Center: Columbus, MS (485.25 hours)</p> <p>8. Performance Therapy: Philadelphia, MS (252 hours)</p> <p>9. Sims Physical Therapy & Balance Center: Amory, MS (612 hours)</p> <p>10. Windsor Place Skilled Nursing & Rehabilitation Center, (240 hours)</p> <p># Students Assessed: 16</p> <p># Students Met Target: 16</p>	Kinesiology faculty felt this was a particularly successful year for our interns. Faculty have continued to implement the 1-hour KIN 414 Senior Seminar course that has been 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.
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.	2024 - 2025	Target Met	The ASN graduate's NCLEX-RN pass rate was 85 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.
	1.2 (GEO 5.a, SPG C.3)	ASN Students will be able to utilize appropriate team building and collaborative strategies when working	ASN sophomore students will complete the AACU Teamwork Value	The average score that the sophomore ASN students will report will be at least	2024 - 2025	Target Met	The average score of the peer review rubric value 4.9. 93.6 percent of	Faculty will review the AACU rubric and EBP rubric for alignment and recommend whether to continue with the

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	1.2 (GEO 5.a, SPG C.3)	with teams.	Rubric at the conclusion of their group/team work in NU 216 Evidence-Based Practice Project.	"3" or higher on the 0-4 scale used in the AACU Teamwork Value Rubric during the NU 216 team project.	2024 - 2025	Target Met	students achieved the target level. [less]	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.	2024 - 2025	Target Met	91 percent of graduating ASN students received a meets expectations required for the Teamwork and Collaboration portion of the NU 235 preceptorship experience	Department will continue with the 90% achievement target for 2025-2026 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.	2024 - 2025	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 40 percent of the class had a B 59.6 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.	2024 - 2025	Target Met	97.7 percent of students indicated satisfaction with the program of study at time of graduation. The information was shared with total faculty on 5-12-2025. Faculty discussed the report and will continue to	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.	2024 - 2025	Target Met	monitor the results. . No further recommendations at this time. Program Satisfaction 13 – satisfied 1 – dissatisfied 30 – very satisfied	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.	2024 - 2025	Target Met	73 of 81 graduates (May 2024) were successful on the first write of the NCLEX-RN exam which resulted in a 90% first write average. All 8 retested and passed in 2024 so 100% for the year was reported to IHL.	The achievement target will remain the same for next year. We will continue to monitor National trends particularly information from NCSBN if any updates have been made to the NCLEX 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.	2024 - 2025	Target Met	59 of 59 BSN Generic students scored the AACU Teamwork Value Rubric a 4. 182 of 200 scored the AACU Teamwork Value Rubric a 3 or higher.	The BSN Program faculty continues to value team building and collaborative strategies when working with groups/teams. We plan to continue to utilize the AACU Teamwork Rubric but plan to make changes with how it is utilized in the RN to BSN Tupelo program. Plan to change this to another course.
	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	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	2024 - 2025	Target Met	59 of 59 BSN seniors enrolled in NU 449 for Spring 2025 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 4.	Communication (Oral & Written) is a valued asset of a professional nurse and is a required component of National Standards for Baccalaureate Nursing Education. . BSN Faculty want to continue to assess

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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.	VALUE Rubric.	VALUE Rubric during the NU 449 formal research presentation.	2024 - 2025	Target Met	59 of 59 BSN seniors enrolled in NU 449 for Spring 2025 were evaluated utilizing the AACU Oral Communication Value Rubric for an average score of 4.	communication utilizing the AACU 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.	2024 - 2025	Target Met	55 BSN students indicated they were extremely satisfied with the program of learning and 5 students indicated they were somewhat satisfied. Therefore, 100% indicated they were satisfied or higher with the program of learning.	Program satisfaction is important to the BSN program Faculty and Staff. We value this information and will continue to assess this information yearly.
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).	2024 - 2025	Inconclusive	There were no Post BSN to DNP students admitted therefore no data was collected.	Will review this target with the Dean and consider making changes.
	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	2024 - 2025	Target Met	100% of students completed a faculty approved research DNP project with a grade of B.	Faculty will be paired with students based on research interests to ensure success.

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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.	2024 - 2025	Target Met	100% of students completed a faculty approved research DNP project with a grade of B.	Faculty will be paired with students based on research interests to ensure success.
	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.	2024 - 2025	Target Met	100% of students who completed the survey were satisfied with the Plan of Study.	Response rate was only about 60%. Faculty will encourage all students to complete the end of program survey to determine satisfaction with the DNP plan of study.
	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.	2024 - 2025	Target Met	100% of graduating students submitted scholarly work to a state or national platform during the plan of study.	Assignments are incorporated into classes that require submission of scholarly work. Students will also be provided with venues throughout the final semester in order to disseminate their work.
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)).	2024 - 2025	Target Not Met	To assess the SLO “Students will evaluate policies for their impact on public health and health equity,” nine students in HED 575 completed Assignment 5, Steps 5 & 6: Project the Outcomes and Confront the Trade-Offs. This assignment required students to develop policy alternatives, establish weighted evaluation criteria, and rank the alternatives to	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 2025-2026 academic year.

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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)).	2024 - 2025	Target Not Met	support a final policy decision. Eight of the nine students met or exceeded expectations on the initial submission. The one student who did not initially meet the target revised their work based on feedback and subsequently demonstrated competency.	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 2025-2026 academic year.
	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)).	2024 - 2025	Target Met	To assess the SLO “Students will advocate for political, social, or economic policies that will improve health in diverse populations,” students in HED 575 developed a policy brief based on a structured policy analysis process. After evaluating policy alternatives against selected criteria, students crafted briefs to inform policymakers and stakeholders on a public health issue, offering evidence-based recommendations for action. All nine students who completed the assignment met or exceeded the performance target, demonstrating their	The MPH faculty met and decided to retain this SLO. Advocating for political, social, or economic policies and programs to improve health in diverse populations is an essential foundational skill for MPH graduates and a critical criterion for CEPH accreditation.

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)).	2024 - 2025	Target Met	ability to synthesize complex information and advocate for policies promoting health equity in diverse populations.	The MPH faculty met and decided to retain this SLO. Advocating for political, social, or economic policies and programs to improve health in diverse populations is an essential 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.	2024 - 2025	Target Met	To assess the goal “Students will be satisfied or very satisfied with the quality of the MPH courses,” students completing the MPH Exit Survey rated their satisfaction using a 5-point Likert scale ranging from Very Dissatisfied to Very Satisfied. In the most recent assessment cycle, 100% of respondents indicated that they were either Satisfied or Very Satisfied with the quality of the MPH courses. These results reflect high student satisfaction and suggest that the curriculum meets student expectations and program goals.	Faculty in the program want to keep SPG A.1. As faculty, we are still weighing the pros and cons of several methods. To assess how graduating students from the MPH program feel about the quality of the MPH courses, the program can implement a multi-method approach that includes both quantitative and qualitative strategies. One of the most direct and widely used methods is an exit survey, distributed during the students’ final semester. This survey can include Likert-scale questions evaluating course content quality, instructional effectiveness, relevance to public health practice, and overall satisfaction. Open-ended questions can solicit more detailed feedback—for example, asking students which courses contributed most to their learning, which they found less useful, and how well the courses prepared them for real-world public health work or further academic study. In addition to surveys, focus groups can offer rich

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	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.	2024 - 2025	Target Met	<p>To assess the goal “Students will be satisfied or very satisfied with the quality of the MPH courses,” students completing the MPH Exit Survey rated their satisfaction using a 5-point Likert scale ranging from Very Dissatisfied to Very Satisfied. In the most recent assessment cycle, 100% of respondents indicated that they were either Satisfied or Very Satisfied with the quality of the MPH courses. These results reflect high student satisfaction and suggest that the curriculum meets student expectations and program goals.</p>	<p>qualitative data. Ideally led by a neutral facilitator, these small group discussions provide space for students to reflect more deeply on their experiences. Focus groups can explore areas such as how well theory and practice were integrated across courses, the perceived value of specific assignments or course formats, and suggestions for improvement.</p> <p>Another method is conducting one-on-one exit interviews with graduating students. These semi-structured interviews allow for a more personalized conversation and can uncover insights that may not surface in a group setting or survey. Using a standardized set of questions will help ensure consistency across interviews while allowing for open dialogue.</p> <p>The program may also consider embedding reflective questions about course quality into existing assignments in the final semester, such as within the capstone project or practicum reflections. For instance, students could be prompted to discuss which courses best prepared them for their applied practice experience and which areas they felt underprepared.</p> <p>The program could implement a follow-up survey 6 to 12 months after graduation to gain longer-term insight. The</p>

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	To assess the goal "Students will be satisfied or very satisfied with the quality of the MPH courses," students completing the MPH Exit Survey rated their satisfaction using a 5-point Likert scale ranging from Very Dissatisfied to Very Satisfied. In the most recent assessment cycle, 100% of respondents indicated that they were either Satisfied or Very Satisfied with the quality of the MPH courses. These results reflect high student satisfaction and suggest that the curriculum meets student expectations and program goals.	<p>survey would ask alumni to reflect on how well the courses prepared them for their current roles. Questions might include which courses have proven most useful on the job and whether there are topics they wish had been covered more thoroughly.</p> <p>A more structured approach could include a course mapping exercise, where students match each core MPH course to the CEPH competencies they feel were best addressed. This helps identify perceived strengths and gaps in the curriculum.</p> <p>Finally, the program could develop a satisfaction scorecard, listing all MPH courses and asking students to rate each based on content relevance, instructor engagement, and practical application. The results from these scorecards can be aggregated and reviewed annually to monitor trends and inform course revisions.</p> <p>We are considering using three methods: Exit survey (with a satisfaction score card approach), embedded reflection, and a follow-up survey 6 to 12 months after graduation.</p>
	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	80% of students will meet or exceed target as scored on a rubric (Exceed target (2), Meet Target (1),	2024 - 2025	Target Met	To assess the goal "Students will explain basic principles and tools of budget and	MPH program faculty have met and decided to retain SLO 2.1. Explaining basic principles and tools of budget and resource management is a

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.	health agencies create budgets and budget narratives to apply for small health grants.	Below Target (0)).	2024 - 2025	Target Met	resource management,” students in HED 570 created a handbook and accompanying video designed to help community health agencies develop budgets and budget narratives for small health grants. Thirteen of the fifteen students (approximately 87%) met or exceeded the target on their initial submission. After receiving feedback, the remaining two students revised their work and demonstrated competency in the key concepts. These results indicate that the assignment effectively promoted understanding of budgeting principles and tools relevant to public health practice.	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)).	2024 - 2025	Target Met	To assess the outcome, “Students will develop a grant proposal budget and a budget narrative that meets the funding agency requirements,” students in HED 570 were tasked with creating a complete	The MPH faculty agrees 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.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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)).	2024 - 2025	Target Met	budget and budget narrative aligned with specific funding agency guidelines. Twelve of the fifteen students (80%) met or exceeded the target on the initial submission. The remaining three students revised their assignments based on instructor feedback and demonstrated competency in developing a compliant grant budget and narrative. These results suggest that the assignment effectively supports the development of practical budget-writing skills essential for public health professionals.	The MPH faculty agrees 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.
	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)).	2024 - 2025	Target Met	To assess the outcome, "Students will communicate the findings of their applied practice experience (capstone research or evaluation) in a presentation to the departmental faculty," students in HED 597 delivered an elevator speech via Zoom, summarizing their Applied Practice Experience (APE)	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.

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)).	2024 - 2025	Target Met	findings to faculty and peers. All five students who presented met or exceeded the performance target, demonstrating their ability to communicate public health concepts and project outcomes clearly and concisely. These results indicate that students successfully develop professional communication skills essential for public health practice.	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)).	2024 - 2025	Target Not Met	In HED 350, 18 students out of 22 students completed a discussion board in which they developed a health message that is audience appropriate. Of those completing the assessment, 16 students (73%) were found to have met or exceeded the target.	350 has been removed from the core curriculum of the Public Health Education program. The faculty will convene in the Fall semester to determine the appropriate course of action for addressing this assessment moving forward.
			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)).	2024 - 2025	Inconclusive	This assignment was not completed as originally planned due to a change in course instructor. The incoming instructor did not implement this assignment as part of the revised	350 has been removed from the core curriculum of the Public Health Education program. The faculty will convene in the Fall semester to determine the appropriate course of action for addressing this assessment moving forward.

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)).	2024 - 2025	Inconclusive	course structure. Therefore, the results are inconclusive.	350 has been removed from the core curriculum of the Public Health Education program. The faculty will convene in the Fall semester to determine the appropriate course of action for addressing this assessment moving forward.
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.	2024 - 2025	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 20 students were given the assessment. Of all students completing the assessment, 18 students (90%) reported that they were confident that they were ready to plan a health education intervention.	This assessment will continue to be used, but the method for assessing the target will change.
2.1 (SLO)	Students will self-assess and develop a career development plan based on their assessment and health education competencies (HESPA II 2020).	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)).	2024 - 2025	Target Met	Students enrolled in HED 250 (n=66) applied the health education competencies and self-assessment to develop a career development plan. Student assessment achievements were as follows: 95.5% (n=63) exceeded target or met target,	We will continue to use this assessment as written.

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)).	2024 - 2025	Target Met	4.5% (n=3) did not meet target.	We will continue to use this assessment as written.
	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)).	2024 - 2025	Inconclusive	This assignment was not completed as originally planned due to a change in course instructor. The incoming instructor did not implement this assignment as part of the revised course structure. Therefore, the results are inconclusive.	HED 350 has been removed from the core curriculum of the Public Health Education program. The faculty will convene in the Fall semester to determine the appropriate course of action for addressing this assessment moving forward.
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.	2024 - 2025	Target Met	22 students were assessed this year. The average score was 3.45 on the value rubric. The average grade was 91.86. Three students earned a 2 on the assignment; the remaining 19 students earned a score of either a 3 or 4 on the assignment.	Faculty provide written feedback to all students on the assignment in an attempt to assist students in seeing and understanding their errors. Faculty also met with students, who did not receive a 3 or higher on the completed assignment. Faculty reviewed the assignment and provided verbal feedback and additional instruction. Students were able to complete and resubmit the required revisions, to improve the assignment
	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	90% of speech-language undergraduate students who are applying to graduate school will successfully observe clinical activities utilizing master	2024 - 2025	Target Met	35 students were assessed this year. Of those students, two decided not to apply to graduate school at the end of their senior year. Excluding these two students, 94% of the	We plan to keep this goal for the upcoming year as it provides one measure of how our program is preparing students to be 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.	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.	clinician.	2024 - 2025	Target Met	the undergraduate students (e.g., SLP majors, cross-registered students, and post-bac students), completed a minimum of 25 hours of clinical observations, which required them to analyze the observed clinical activity. All 35 students received feedback regarding the observed clinical sessions. Documentation for each student is on file in the Speech and Hearing Center's office.	We plan to keep this goal for the upcoming year as it provides one measure of how our program is preparing students to be 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.	2024 - 2025	Target Met	SLP majors, cross-registered students, and post-bac students were required to complete a minimum of 25 hours of clinical observations, which required them to analyze the observed clinical activity. 33 of the 35 students (94%) who applied to graduate school met this goal. Of the 35 students, two decided not to apply to graduate school at the end of their senior year. All 35	Completing clinical observations to obtain guided observation hours is important for our undergraduate students. The Clinical Coordinator will continue to review and verify the clock hours.

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.	2024 - 2025	Target Met	students received feedback regarding the observed clinical sessions. Documentation for each student is on file in the Speech and Hearing Center's office.	Completing clinical observations to obtain guided observation hours is important for our undergraduate students. The Clinical Coordinator will continue to review and verify the clock hours.
	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	2024 - 2025	Target Met	All 44 students (100%) successfully completed one hearing screening and they were able to evaluate the outcome of the hearing screening. A clinical audiologist observed the screening task and evaluated each student using a 'pass' or 'requires repetition' criteria. Each student passed this assignment.	Completing and evaluating the outcome of hearing screenings is important for our undergraduate students. The course instructor will continue to collaborate with the clinical audiologist in the Speech and Hearing Center to assess this skill.
	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.	2024 - 2025	Target Met	Of the 17 students who completed and submitted the SLP Undergraduate Program Exit Survey, all 17 reported the academic program met their expectations. Eleven students shared they were 'very satisfied' with the program and six stated they were 'satisfied' with the program. 100% of the students expressed satisfaction as	The faculty met in May 2025 to review the results of the undergraduate exit survey during the annual Faculty Retreat. No changes to the survey were suggested. This goal will continue and the results of the undergraduate exit survey will be reviewed in May 2026.

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	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.	2024 - 2025	Target Met	documented by their responses on the SLP Undergraduate Program Exit Survey.	The faculty met in May 2025 to review the results of the undergraduate exit survey during the annual Faculty Retreat. No changes to the survey were suggested. This goal will continue and the results of the undergraduate exit survey will be reviewed in May 2026.
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.	2024 - 2025	Target Met	95% of the students who have taken the Praxis exam have received official passing scores. One student who has not passed the exam is studying and has plans to retake the Praxis exam.	The faculty will continue to utilize reading quizzes to assist students in retaining information discussed in courses.
	1.2 (SLO)	SLP graduate students enrolled in SPA 522 Dysphagia will interpret modified barium swallow studies.	SLP graduate students will interpret modified barium swallow studies using patients recorded on video technology. This competency will be administered to each student individually by the course instructor. The grading system in place: 1 point for correct interpretation; .5 for a partially correct interpretation; and, 0 points for incorrect interpretation. A total of 3 points is required.	100% of students enrolled in SPA 522 will successfully interpret/diagnose swallowing disorders viewed on videofluoroscopy on no less than 3 out of 5 (60%) trials.	2024 - 2025	Target Met	100% of students enrolled in SPA 522 (Dysphagia) met this objective with a passing score of at least 3 given 5 possible trials. 18 students passed within the minimum 3 trials. Two students required 4 trials to earn a score of at least 3 to pass.	Students will continue to complete the lab skill of correctly interpreting modified barium swallows during the first three semesters of their academic program. This skills will be assessed using a standardized video. This goal addresses interpreting modified barium swallow studies, which is important to maintain CAA accreditation.
	1.3 (SLO)	Graduate students will	Each graduate	100% of second-year	2024 - 2025	Target Met	100% of second-year	Students will continue to

Unit Name	Outcome Name	Outcome	Assessment Method	Achievement Target	Reporting Period	Result Type	Result and Analysis	Action
	1.3 (SLO)	correctly administer and interpret an age-appropriate articulation and/or language test.	student will be observed by certified clinical educators as they administer an articulation and language evaluation instrument(s).	graduate students will complete and earn credit for this competency as documented on the Knowledge and Skills Checklist by a clinical educator.	2024 - 2025	Target Met	graduate students completed and earned credit for this KASA. Students administered and interpreted an age-appropriate articulation and/or language assessment. This goal addressed interpreting an articulation and/or language assessment, which is important to maintain CAA accreditation.	administer and interpret an age-appropriate articulation and/or language assessment. This goal addresses interpreting an articulation and/or language assessment, which is important to maintain CAA accreditation
	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.	2024 - 2025	Target Met	Students will continue to be provided opportunities to utilize appropriate intervention techniques while providing services to individuals with speech and/or language disorders. The goal of utilizing appropriate intervention techniques is important to maintain CAA accreditation.	The faculty will continue to provide students opportunities to utilize appropriate intervention techniques while providing services to individuals with speech and/or language disorders.
	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	80% of students will earn a grade of "B"/80% or better on the scoring rubric.	2024 - 2025	Target Met	100% of the students enroll in SPA 500 (Research) completed a research project during the course. All 20 students earned full credit for the project.	The faculty will continue to provide students an opportunity to research and prepare an oral presentation relating to communication/swallowing/feeding and associated medical issues.

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.	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.	2024 - 2025	Target Met	100% of the students enroll in SPA 500 (Research) completed a research project during the course. All 20 students earned full credit for the project.	The faculty will continue to provide students an opportunity to research and prepare an oral presentation relating to communication/swallowing/feeding and associated medical issues.
	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.	2024 - 2025	Target Met	Of the 19 students who completed and submitted the SLP Graduate Program Exit Survey, all 19 reported the academic and clinical programs met their expectations. Of the completed and submitted surveys, 100% of the students expressed 'overall' satisfaction as documented by their responses on the SLP Graduate Program Exit Survey.	The faculty will continue to provide graduate students an opportunity to complete an exit survey to discuss their overall satisfaction with the academic and clinical programs.