

Arkansas State University  
College of Nursing & Health Professions  
**Clinical Laboratory Sciences Department**

*Accrediting agency:*

National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)  
5600 N. River Rd., Suite 720  
Rosemont, IL 60018  
(773) 714-8880  
(773) 714-8886 fax  
<http://www.naacls.org>

*NAACLS is recognized by:*

Council for Higher Education Accreditation

*NAACLS is sponsored by:*

American Society for Clinical Laboratory Science (ASCLS)  
American Society for Clinical Pathology (ASCP)

*The steps in the NAACLS accreditation process:*

1. A "self-study", which culminates in the Self-Study Report
2. Paper review process, which includes both the review and its response
3. A site visit, which includes the site visit itself, a Site Visit Report, and its response
4. The review by the Program Review Committee
5. The review by the NAACLS Board of Directors

ASU's next Self-Study Report is due to NAACLS by **September 1, 2012**. Upon a successful review, with minimal response required, we expect to schedule a site visit in the spring of 2013. Assuming a successful site visit, our program will be reviewed during the summer of 2013, and recommended for final approval by the NAACLS BOD at their fall 2013 meeting. **Maximum award is accreditation for 7 years.** This is our goal.

*Course & Programmatic Learning Outcomes*

The primary way by which the CLS department gauges the success of its teaching is monitoring their graduates' performance on the ASCP Board of Certification exam (a direct measure) for Medical Laboratory Scientists (MLS) and Medical Laboratory Technicians (MLT). As part of maintaining accreditation with NAACLS, course and programmatic learning objectives are identified. CLS instructors focus their teaching on these objectives, to ensure student success at both the course and program levels. Another requirement of NAACLS accreditation is periodic surveying (indirect measures)

of graduates and employers, basically asking, “Did you learn the skills you need to perform well in your job?”, and “Are the graduates of ASU’s CLS program coming to work with the skills they need to succeed and be an asset to your organization?” The CLS department also maintains records on graduation rates and graduate placement in relevant jobs.

*Assessment Committee*

Stacy Walz, Chair, Assistant Professor  
William Payne, Assistant Professor  
Annette Bednar, Assistant Professor

# Assessment Plan

## Arkansas State University - Jonesboro Program (NH-CD) - Communication Disorders BS

**Program (NH-CD) - Communication Disorders BS**

**Unit Mission Statement:** The mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders.

**Accreditation Body:** This Program does not have an Accrediting Body

**Unit Head:** Richard A. Neeley

**Division:** Academic Affairs and Research

**Academic College:** Nursing and Health Professions

**Outcome: Communication Disorders Program Admission**

Admission to the undergraduate Communication Disorders program.

**Outcome Type:** Learning

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Maintain a minimum overall GPA of 2.75. Earn a minimum GPA of 3.1 on six designated courses. (Refer to undergraduate application for admission for designated course titles.) A grade of C or higher in ENG 1003-Comp I, ENG 1013-Comp II, MATH 1023-College Algebra, SCOM 1203-Oral Communication. <b>Assessment Method :</b> Transcript Analysis (D)	Meet or exceed the minimum GPA requirements.	Every semester during advising sessions.	Yes
Completion of a speech, language, and hearing screening. <b>Assessment Method :</b> Evaluation - Departmental Faculty Meeting w/Student (I)	Provide official documentation of completion of a speech, language, and hearing screening.	Prior to enrollment in senior level courses.	Yes
Completion of a minimum of 10 contact hours of clinical observation. <b>Assessment Method :</b> Portfolio(s) (D)	Submit completed clinical observation record to academic advisor.	Prior to enrollment in senior level courses.	Yes

**Outcome: Basic Knowledge and Principles of Normal and Disordered Communication Processes**

Applicant will demonstrate knowledge of basic human communication and processes including their biological, neurological, acoustic, psychological, developmental, linguistic and cultural bases.

**Outcome Type:** Learning

- Learning - Communicating Effectively
- Learning - Understanding Interdependence
- Learning - Using Science
- Learning - Using Technology
- Learning - Valuing Diversity

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Formative and summative assessments. <b>Assessment Method :</b> Test - Course Exam (D)	Designated grading scale on syllabi.	As outlined in the course calendar or syllabi.	Yes
Formative and summative assessment. <b>Assessment Method :</b> Rubrics (D)	Demonstration of competency as stated in individual syllabi.	As stated in the course calendar or syllabi.	Yes
Preparation and submission of abstracts of current research, mock evaluation reports, clinical progress notes, and other examples of professional writing. <b>Assessment Method :</b> Writing - Essays, Journals, Papers, Reports, Newsletters (D)	As stated on individual course syllabi.	As stated on individual course calendars or syllabi.	Yes

**Outcome: Competitive Graduate Admission Applicants**

Preparation for application into graduate studies as demonstrated by completion of Communication Disorders program requirements and conferral of a bachelor's degree.

**Outcome Type:** Learning  
Learning - Communicating Effectively

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Periodic review of student progress toward completion of the undergraduate curriculum. <b>Assessment Method :</b> Evaluation - Departmental Faculty Meeting w/Student (I)	Conferral of a bachelor of science degree in Communication Disorders.	Every semester at advising sessions.	Yes

# Assessment Plan

## Arkansas State University - Jonesboro Program (NH-CD) - Communication Disorders MCD

**Program (NH-CD) - Communication Disorders MCD**

**Unit Mission Statement:** The mission of the Department of Communication Disorders is to prepare competent speech-language pathologists to provide ethical, professional services to a broad spectrum of individuals with communication disorders.

**Accreditation Body:** Council for American Speech-Language-Hearing Association (CAAASHA)

**Last Accreditation Review:** 09/01/2003

**Next Accreditation Review:** 09/01/2011

**Unit Head:** Richard A. Neeley, PhD, CCC-SLP

**Division:** Academic Affairs and Research

**Academic College:** Nursing and Health Professions

**Outcome: Knowledge of Communication Disorders**

Demonstrate knowledge of etiologies and characteristics of various communication disorders.

**Outcome Type:** Learning  
                           Learning - Cognitive  
                           Learning - Thinking Critically

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Formative and summative assessments <b>Assessment Method :</b> Evaluations (I) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Common Intellectual Experiences	Demonstration of competency as stated in individual syllabi Application based prep tests Comprehensive final examinations Thesis defense, if applicable National Praxis II exam	As outlined in the course calendar or syllabi Twice per semester The final semester	Yes

**Outcome: Prevention, Assessment and Treatment**

The student will demonstrate knowledge of prevention, assessment and treatment of communication disorders and differences.

**Outcome Type:** Learning  
                           Learning - Behavioral  
                           Learning - Cognitive  
                           Learning - Communicating Effectively  
                           Learning - Thinking Critically  
                           Learning - Valuing Diversity

**Outcome Status:** Active - Currently Assessing

**Means of Assessment**

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Formative and summative assessments <b>Assessment Method :</b> Evaluations (I) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Common Intellectual Experiences	Demonstration of competency as stated in individual syllabi	As stated in the course calendar or syllabi	Yes
Faculty and peer evaluation <b>Assessment Method :</b> Presentations (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Common Intellectual Experiences	As outlined in presentation rubric and as stated in course syllabi	As stated in the course calendar or syllabi	Yes

**Outcome: Clinical Knowledge and Skills**

Student will demonstrate competencies in methods for prevention, screening and evaluation of communication disorders.

- Outcome Type:** Learning - Behavioral  
 Learning - Cognitive  
 Learning - Communicating Effectively  
 Learning - Thinking Critically  
 Learning - Using Technology  
 Learning - Valuing Diversity

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Supervisor evaluation based on clinical rubric <b>Assessment Method :</b> Performances (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Internships	Performance consistent with entry-level professional	Twice per semester	Yes

**Outcome: Intervention**

Student will develop, implement and self-evaluate intervention strategies and plans.

- Outcome Type:** Learning - Behavioral  
 Learning - Cognitive  
 Learning - Communicating Effectively  
 Learning - Thinking Critically  
 Learning - Understanding Interdependence  
 Learning - Using Technology  
 Learning - Valuing Diversity

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Supervisor evaluation based on clinical rubric <b>Assessment Method :</b> Performances (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Internships	Performance consistent with entry-level professional	Twice per semester	Yes

**Outcome: Research**

Student will develop the skills necessary to become effective consumers of research.

- Outcome Type:** Learning - Cognitive  
 Learning - Thinking Critically  
 Learning - Understanding Interdependence  
 Learning - Using Science

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Preparation and submission of research questions, abstracts and treatment plans utilizing synthesis and integration of current research <b>Assessment Method :</b> Writing - Essays, Journals, Papers, Reports, Newsletters (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Writing-Intensive Courses	As stated on individual course syllabi	As stated in course calendar or syllabi	Yes

**Outcome: Ethics**

Student will demonstrate ethical decision making in service delivery.

- Outcome Type:** Learning - Behavioral  
 Learning - Cognitive  
 Learning - Communicating Effectively  
 Learning - Thinking Critically  
 Learning - Understanding Interdependence  
 Learning - Valuing Diversity

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Clinical and academic student staffings by faculty  <b>Assessment Method :</b> Course Embedded Assessments (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Common Intellectual Experiences	Compliance with ASU CNHP Honor Code and ASHA Code of Ethics	Every semester	Yes

**Outcome: Credentialing**

Student will complete membership and certification application for ASHA.

- Outcome Type:** Learning - Behavioral  
 Learning - Cognitive

**Outcome Status:** Active - Currently Assessing

Means of Assessment			
Assessment Method Description	Criterion for Success/Benchmark	Describe Schedule and Timing of Assessment	Active
Pass the Praxis II required for national certification  <b>Assessment Method :</b> Test - Certification/Licensure Exam (D) <b>Frequency of Assessment:</b> Annually <b>Identify High Impact Student Learning Activities:</b> Capstone Courses and Projects	Minimum score of 600 reported to CD department	Final semester of graduate program	Yes
Successful completion of graduate degree requirements  <b>Assessment Method :</b> Evaluations (I) <b>Frequency of Assessment:</b> Annually	Maintain minimum 3.0 GPA and accrue a minimum of 400 supervised clinical clock hours	Every semester	Yes



**Means of Assessment**

**Assessment Method Description**

**Criterion for Success/Benchmark**

**Describe Schedule and Timing of Assessment**

**Active**

**Identify High Impact Student Learning Activities:**

Common Intellectual Experiences

## Department of Medical Imaging & Radiation Sciences

### **Review & Assessment Plan**

The Department of Medical Imaging & Radiation Sciences is accountable for an ongoing process of review and assessment of educational outcomes and for continuous improvement in all aspects of the programs offered. The ongoing process of assessment includes collection of information on a regular basis from numerous communities of interest using a variety of methods to gather data. The purpose of assessment is to arrive at coherent policy and procedural formulation, planning and actions with the department that assures:

1. Attainment of Program mission, goals and objectives
2. Adherence to accepted curriculum
3. Satisfaction with department graduates from employers
4. Satisfaction of graduates themselves

All programs in the department are programmatically accredited by either the Joint Review Committee on Education in Radiologic Technology or the Joint Review Committee on Education in Diagnostic Medical Sonography, and must prove formal assessment activity annually.

All professional programs in the Department share the following Mission and Goals:

**Mission: The Program exists to produce competent, entry-level technologists for their specific practice.**

**Goal #1: Students will be clinically competent.**

**Goal #2: Students will demonstrate acceptable problem solving skills.**

**Goal #3: Students will communicate effectively with peers, medical staff and patients**

**Goal #4: Students will demonstrate professional behavior and attitudes.**

Through a variety of accepted data gathering methods, including surveys of employers and feedback from advisory boards, all aspects of the education process are evaluated to ascertain that all goals are being met, where deficiencies lie and that the overall mission is current, meaningful and applicable. In addition, all programs track program completion rates, rates of passage on national boards, and job placement rates. These are used in the review process.

All assessment data is kept in the Department office.

*Ray Winters*

---

Ray Winters, Chair

Department of Medical Imaging & Radiation Sciences

School of Nursing  
College of Nursing and Health Professions  
Assessment Plan

The assessment plan for the School of Nursing is dictated by our accreditation standards. The School of Nursing is accredited by the National League for Nursing Accrediting Commission, Inc (NLNAC). Accreditation renewal will occur in Spring 2012.

The School of Nursing uses a systematic evaluation plan. Aggregated findings inform decision-making related to student learning. End of semester and exit standardized tests prepared by Evolve HESI testing are used to assess content knowledge. The tests provide scores for nursing process, critical thinking, therapeutic communication and therapeutic nursing interventions.

In addition the Nursing programs assess specific outcomes mandated by the NLNAC The Associate of Applied Science in Nursing and the Bachelor of Science in Nursing programs assess the following program outcomes each year:

1. Performance on licensure exam
2. Program completion
3. Program satisfaction from graduates and employers
4. Job placement.

The Master of Science in Nursing program assesses the following program outcomes each year:

1. Performance on certification exams
2. Program completion
3. Program satisfaction from graduates and employers
4. Professional/Job placement.

prepared by Sue McLarry, PhD, RN, CNE, Chair School of Nursing

Doctor of Physical Therapy Assessment Plan (DPTAP) 2011 revision

Area of Evaluation	Criteria / Measurement Source or Method	Responsibility	Time-line
Admissions & Prerequisites	<ol style="list-style-type: none"> <li>1. Admission criteria               <ol style="list-style-type: none"> <li>a. Cognitive (academic record)</li> <li>b. Non-cognitive</li> </ol> </li> <li>2. Prerequisites               <ol style="list-style-type: none"> <li>a. Degree area</li> <li>b. Program specific course requirements</li> </ol> </li> <li>3. Selection process               <ol style="list-style-type: none"> <li>a. Review by Faculty and Adm. Comm.</li> </ol> </li> <li>4. Relationship to success in the program               <ol style="list-style-type: none"> <li>a. Academic and Clinical performance</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty &amp; Admissions committee</li> <li>2. Faculty &amp; Admissions committee</li> <li>3. Faculty &amp; Admissions committee</li> <li>4. Faculty &amp; Admissions committee</li> </ol>	<ol style="list-style-type: none"> <li>1. Annually</li> <li>2. Annually</li> <li>3. Annually</li> <li>4. Annually</li> </ol>
Student Performance	<ol style="list-style-type: none"> <li>1. Professional Behaviors               <ol style="list-style-type: none"> <li>a. Self-assessment of Student Generic Abilities (SGA)</li> <li>b. faculty assessment of SGA</li> </ol> </li> <li>2. Academic Performance               <ol style="list-style-type: none"> <li>a. academic performance in professional courses-didactic</li> <li>b. PEAT</li> </ol> </li> <li>3. Practical Skills assessment in professional courses</li> <li>4. Clinical rotation performance               <ol style="list-style-type: none"> <li>a. Clin Ed Assessment Tool</li> <li>b. Generic Abilities Assessment by Student &amp; CI</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1.a. Student b. faculty</li> <li>2. Core Faculty</li> <li>3. Faculty</li> <li>4. Clinical Faculty; Director of Clinical Education; core faculty; student</li> </ol>	<ol style="list-style-type: none"> <li>1. Each semester &amp; on demand</li> <li>2. Ongoing; each semester; annual review</li> <li>3. Each Clinical Rotation-m</li> </ol>
Graduate Performance	<ol style="list-style-type: none"> <li>1. Self Assessment               <ol style="list-style-type: none"> <li>b. Graduate Performance Evaluation (GPE)</li> </ol> </li> <li>2. Board Exam Score               <ol style="list-style-type: none"> <li>a. Review of scores &amp; pass rate</li> </ol> </li> <li>3. Employer Assessment of graduate performance</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduate</li> <li>2. Faculty</li> <li>3. Faculty</li> </ol>	<ol style="list-style-type: none"> <li>1. Graduation, &amp; 1, 3, 5 &amp; 8 year</li> <li>2. Annually</li> <li>3. Years 1, 3, 5 post-</li> </ol>



Area of Evaluation	Criteria / Measurement Source or Method	Responsibility	Time-line
Adjunct	7. Clinical Faculty are engaged in appropriate professional development activities <ul style="list-style-type: none"> <li>a. Review of Clinical Faculty CV's</li> </ul> 8. Clinical Faculty are effective teachers 9. Self-Assessment <ul style="list-style-type: none"> <li>a. Guidelines and Self-Assessment for Clinical Education</li> </ul> 10. Adjunct Faculty are qualified: <ul style="list-style-type: none"> <li>a. Appropriate experience &amp; training</li> <li>b. Appropriate expertise</li> <li>c. Assignment completion</li> </ul> 11. Adjunct Faculty are engaged in appropriate professional development activities <ul style="list-style-type: none"> <li>a. Review of Adjunct Faculty CV's</li> </ul>	8. CCCE & CI; Review with DCE  9. Faculty & Director, Students  10. Faculty & Director	8. Every two years  9. Each semester  10. Each term & Annually
Clinical Education Program Sites	1. Clinical sites sufficient in number <ul style="list-style-type: none"> <li>a. Number of current clinical site contracts</li> </ul> 2. Practice diversity represented by clinical sites under contract <ul style="list-style-type: none"> <li>a. Scope and setting representative of professional practice in the Delta region</li> </ul> 3. Clinical rotation assignments utilize available diversity <ul style="list-style-type: none"> <li>a. Clinical Education provides a broad based exposure to clinical practice.</li> </ul> 4. Site Self-Assessment <ul style="list-style-type: none"> <li>a. Guidelines and Self-Assessment for Clinical Education</li> </ul>	1. DCE  2. DCE  3. DCE  4. CCCE & CI, Review with DCE	1. Ongoing and every two years overall 2. Ongoing  3. Annually  4. Every two years
Resources - budget - facilities - equipment Policies - program - college - university	1. Policies & Procedures reflect mission, philosophy, rationale, and goals (help or hinder) <ul style="list-style-type: none"> <li>a. Review, Revise, &amp; Recommend</li> </ul> 2. Resources are adequate to meet curricular needs and goals <ul style="list-style-type: none"> <li>a. Review, request and recommend</li> <li>b. develop strategies to address resource</li> </ul>	1. Faculty & Director 2. Faculty, Director & Dean	1. Annually

Area of Evaluation	Criteria / Measurement Source or Method	Responsibility	Time-line
Procedures - program - college - university	needs that can be accomplished in the department		

The Council on Social Work Education (CSWE) requires that programs who are accredited by CSWE (our BSW Program) and those seeking CSWE accreditation (our MSW Program) to evaluate the implementation of each program goal and objective.

The BSW Program has a comprehensive assessment plan that includes specific procedures for evaluating the outcome of its four goals and 16 objectives. The BSW Program uses a mixed-method approach to collect and analyze data that can inform on how to improve student outcomes. Each semester, students complete Course Evaluations, Graduating Student's Exit Interview, an Evaluation of their Field Program, and an Evaluation of the Field Agency. Two additional surveys are obtained every two years: Alumni Survey and Employer's Survey.

The MSW Program also has a comprehensive assessment plan that includes specific procedures for evaluating the outcome of its three goals and 21 objectives. Each semester students complete an Evaluation of the Field Program, an Evaluation of the Field Agency, a Foundation Field Evaluation Form, and an Advanced Field Evaluation Form. Each year students complete a Graduating Student's Exit Interview. Every two years, the MSW Program gathers information through the use of an Alumni Survey, and an Employer's Survey.

Additionally, faculty engage in an ongoing process of planned, systematic reviews and evaluations of all aspects of the BSW and the MSW Program including the curriculum, program structure and policy, resources, student advisement and professional development, and field instruction. The information obtained from these assessment methods is used to improve the BSW and the MSW Programs.