Academic Program Assessments
Graduate Programs
2016-2017

Program/Major	Student Learning Outcome(s)	Measure(s)	Performance Criteria	Performance Criteria Analyses/Findings	Actions	Assessment Process Completion
Master of Business Administration	1. Demonstrate competence in integrating disciplinary foundations: student can apply strategies and tools from different functional areas to increase enterprise value 2. Be prepared to manage innovation and change: student can identify strategic and operational issues in managing innovation	Course embedded essay or case study in BMBA 523, graduate capstone	At least 90% of students meet the rubrics as satisfactory or higher	Data under review and will be reported to business school graduate committee early fall 2017	forthcoming	Yes
Master of Science in Finance	1. Use quantitative skills effectively in financial analysis: student can apply standard quantitative techniques and financial analysis to assess the risk and return of financial institutions 2. Apply critical thinking skills to financial analysis: student can frame a finance problem and analyze it	1. Course embedded assignment question in BMSF 534, portfolio theory and management 2. Course embedded exam question in BMSF 534	1. At least 90% of student will meet the rubrics as satisfactory or higher 2. At least 90% of student will meet the rubrics as satisfactory or higher	Students met the 90% goal	Actions will be considered by the business school grad commit fall 2017.	Yes
Master of Science in Marketing Research	1. Understand various theories and methodologies related to marketing research: student can apply a diverse set of methodologies, encompassing both quantitative and qualitative research methods 2. Understand various theories and methodologies related to marketing research: student will utilize theoretical content from texts and research to integrate theory into research	1. Course embedded exam/term project in BMSMR 524, advanced research methods 2. Course embedded exam/term project in BMSMR 524	1. At least 85% or students will score satisfactory or above 2. At least 85% or students will score satisfactory or above	Instructor administer instruments; another faculty member performed the assessment. Data to be reported to business school grad committee early fall 2017.		Yes

Master of Arts in Education	Washington state standards (Standard 5) Effective Teaching Professional Development Teaching as a Profession Performance Assessment	Some of the measures: 1)WEST-E/NES: Endorsement content test 2) edTPA: Teacher Performance Assessment. Portfolio based assessment: video, teaching materials, and written commentaries about a lesson segment of usually 5 days. 3) Field Evaluation: This evaluation is completed during internship/student teaching by both the university supervisor and the cooperating/mentor teacher. This instrument is aligned directly to Standard 5 and candidates are rated as Not Acceptable, Emerging, Competent, or Exceptional.	1) Benchmarks: WEST-E = 240; NES = 220 2) eTPA Benchmark = 35 3) Candidates must earn "Competent" (3) or "Exceptional" (4) in all areas as one measure for completing/passing student teaching.	1) Outcome: WEST-E: ave = 264; range = 243-284 NES: ave = 248; range = 226-260.57 2) Outcome = 44.9 (97% passed on first testing; 100% pass rate after retake); range = 31-49.25 3) Outcome = Overall ave = 3.34; range = 3.15-3.68	1. Faculty continuing to revise and refine learning experiences ad practice for candidates in the areas of academic language and providing feedback to students. 2. In 2017-18 doing a data retrieval in order to determine why candidates or color are not as successful as candidates overall. Trying to determine if here are any common themes/patterns.	Yes
Master of Fine Arts						No
Master of Science in Nursing	1. Implement evidence-based practice, incorporating theory, models, and science to ensure safe, quality health care. 2. Integrate knowledge of technology, information systems, policy, organization, and financing	1. Performance on BSN Key Assignments (for Entry-Level MSN students only) 2. NCLEX-RN® 1st Time Pass Rates (for	1. 90% of students will achieve a score of 80% or higher on each key assignment 2. NCLEX-RN first time licensure pass rate 80% or higher	1. Did not complete (need to develop a mechanism to analyze this data separately for ELMSN students) 2. 89% (met)	An area that would benefit from improved performance is implementation of key assignments as a way to evaluate accomplishment of MSN program outcomes.	Yes

	Program Outcomes	Measures	Benchmark	Results	Action Steps	
	into the improvement of health care delivery and health outcomes. 3. Demonstrate a commitment to ethical decision-making, social justice, and advocacy for vulnerable and diverse populations. 4. Develop and use collaborative leadership and management strategies that foster safety and quality improvement throughout a healthcare system. 5. Advance the profession through collaboration, adherence to nursing standards and values, service, and commitment to lifelong learning. 6. Collaboratively design client-centered strategies for clinical prevention and health promotion. 7. Expand nursing expertise through the application of advanced pathophysiological, pharmacological, and assessment knowledge and skills.	Entry-Level MSN students only) 3. MSN Program Completion Rates 4. Performance on MSN Key Assignments 5. Performance on MSN Portfolios 6. Student Self-Rating of MSN Program Outcome Achievement 7. Clinical Nurse Leader Certification Pass Rates 8. Employment Rates 9. Employer Satisfaction 10. Alumni Satisfaction	3. 70% or higher 4. 90% of students will achieve a score of 80% or higher on each key assignment 5. 100% of graduating students demonstrate achievement of all program outcomes as evidenced by attaining a level of "accomplished" or "exemplary" 6. 75% of graduating students indicate they are "well prepared" or "extremely well prepared" for each outcome 7. 80% or higher 8. 70% or higher with 12 months of program completion 9. 90% of employers indicate "satisfied" or "extremely satisfied" 10. 80% of alumni rate overall program satisfaction as "satisfied" or "extremely satisfied"	98.3% (met) 4. Not yet initiated 5. 100% (met) 6. 100% (met) 7. Clinical Nurse: 100% (met) Family Nurse: 89% (met) 8. 100% (met) 9. to be initiated summer 2017 10. 94.6% (met)		
Doctor of Nursing Practice	1. Integrate and actively use science-based theories and concepts in advancing nursing practice. 2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations. 3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to	1. FNP Certification Pass Rates 2. DNP Program Completion Rates 3. Performance on DNP Key Assignments 4. Performance on DNP Portfolios/Scholarly Projects 5. Student Self-Rating of DNP Program	1. 80% or higher 2. 70% or higher 3. 90% or students will achieve a score of 80% or higher on each key assignment 4. 100% of graduating students demonstrate achievement of all program outcomes as evidenced by attaining a level of "accomplished" or "exemplary"	1. 100% (met) 2. 100% (met) 3. 100% (met) 4. 100% (met) 5. 100% (met)	No action steps at this time	Yes

| | continuously incorporate and communicate new knowledge.
4. Use information systems/technology to support and improve patient care and healthcare systems.
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resources management, and equity in health care.
6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice. | Outcome Achievement
6. Employment Rates

7. Employer Satisfaction

8. Alumni Satisfaction | 5. 75% of students indicate "well prepared" or "extremely well prepared"

6. 70% or higher within 12 months of program completion
7. 90% of employers indicate "satisfied" or "extremely satisfied"
8. 80% of alumni will rate their overall program satisfaction as "satisfied" or extremely satisfied" | 6. 100% (met)

7. not applicable—first DNP class graduated May 2017

8. not applicable—first DNP class graduated May 2017 | | |
| Master of Social Science in Marriage and Family Therapy | PLU MFT students and graduates will be:
1. systemically-oriented MFT professionals
2. contextually sensitive MFT professionals committed to diversity and inclusion
3. ethical and effective MFT professionals in the community mental health context
4. professionals who identify as marriage and family therapists | 1a. Receive an "Admittance" outcome for the "Entrance into Clinical Practica" interview process which includes an evaluation of systemic knowledge from MFTH 503.
1b. Pass the Oral Final Exam in MFTH 507. | 1a. 80%

1b. 80%

1c. 80% | Most recent cohort data*:
1a. 100%

1b. 100%

1c. in process | Two areas of concern are the number of men attending the program (2015 cohort) and students from a sexual minority community (2016 cohort). Faculty continue to discuss these issues, and in the fall 2017 cohort these measures should be met. | Yes |

		1c. Complete MFTH practica and theory course sequence with passing grades			
		2Aa. Receive an "Admittance" outcome for the "Entrance into Clinical Practica" interview process which includes an evaluation of understanding contextual issues from MFTH 504, and a report on the Social Advocacy Project	2Aa. 80%	2Aa. 100%	
		2Ab. Complete MFTH practica and theory course sequence with passing grades	2Ab. 80%	2Ab. In process	
		2Ba. Graduates will represent a variety of diverse backgrounds.	2Ba. We have established the following benchmarks in three of the above areas: 30% students of color 15% men 5% sexual minorities	2Ba. 33% 11% 0% (21% prior year)	
		2Bb. Receive a B or above on the cultural immersion project and religious observation in MFTH 504.	2Bb. 80%	2Bb. 100%	
		2Bc. Receive a B or above on the sexual immersion project in MFTH 510.	2Bc. 80%	2Bc. Not applicable	
		3Aa. Complete MFTH 512 with a passing grade (80% or above).	3Aa. 80%	3Aa. 100%	
			3Ab. 80%	3Ab. In process	

		3Ab. Maintain ethical practice as evaluated in the Competency Document by faculty supervisors each semester of practice.			
		3Ac. Complete the 100 hour clinical supervision requirement	3Ac. 80%	3Ac. In process	
		3Ad. Pass national exam	3Ad. 80%	3Ad. Not applicable	
		3Ba. Complete the 500 hour clinical requirement in on-site and off-campus agency	3Ba. 80%	3Ba. In process	
		3Bb. Complete MFTH 505, MFTH 510 and MFTH 511 with a passing grade	3Bb. 80%	3Bb. In process	
		3Bc. Pass all live and written competency evaluations throughout practicum sequence	3Bc. 80%	3Bc. In process	
		4a. Complete personal epistemology paper with a passing score	4a. 80%	4a. Not applicable	
		4b. Pass MFTH 526	4b. 80%	4b. Not applicable	
		4c. Receive a "Pass" from the faculty panel for the final epistemological presentation	4c. 80%	4c. Not applicable	
		4d. % of graduates who work in the field	4d. 70%	4d. Not applicable	
		4e. % of graduates who obtain MFT licensure	4e. 55%	4e. Not applicable	
				Note; data presented for last three years of incoming students. Since 3 year program,	

				those entering fall 2014 have all measured completed		