2024-2025

ALLEN COLLEGE ASSESSMENT PLAN

Report of College Goals Achievement

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Allen College Goals 2020-2028

1. Prepare outstanding healthcare practitioners who are committed to lifelong learning.

2. Develop and implement accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.

3. Recruit and retain highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.

4. Promote a commitment by all members of the Allen College community to lives of service.

5. Adopt management practices that demonstrate outstanding stewardship of all resources to our constituents.

Summary of Target Achievement by Goal

College Goal	Number of Measures	Target Met	Target Not Met	% Target Met
1	23	15	8	65.21
2	25	13	12	52.00
3	41	26	14	63.41
4	12	11	1	91.67
5	18	13	5	72.22
Total	119	78	40	65.55

Summary of Target Achievement by Administrative/Reporting Unit

Program/Unit	Outcomes	Measures	Outcomes w/ Results (n)	Outcomes w/ Results (%)	Measures w/ Results (n)	Measures w/ Results (%)	Results w/ Target Met (%)
Admin - Administration	7	66	7	100.0%	39	59.1%	56.4%
Admin - Center for Engagement, Learning, and Leadership	4	42	4	100.0%	9	21.4%	77.8%
Admin - Diversity, Equity, & Inclusion Committee	5	14	5	100.0%	13	92.9%	46.2%
Admin - Enrollment Management	9	68	9	100.0%	34	50.0%	48.6%
Admin - Teaching & Learning Committee	2	12	2	100.0%	2	16.7%	0.0%
Program (HS) - Associate of Science in Radiography (ASR)	14	36	14	100.0%	23	63.9%	65.2%
Program (HS) - Diagnostic Medical Sonography (DMS)	15	39	15	100.0%	23	59.0%	70.8%
Program (HS) - Doctor of Education (Ed.D.)	12	47	12	100.0%	20	42.6%	50.0%
Program (HS) - Doctor of Physical Therapy (DPT)	12	20	12	100.0%	20	100.0%	90.0%
Program (HS) - Masters in Occupational Therapy (MS in OT)	12	21	12	100.0%	20	95.2%	90.0%
Program (HS) - Medical Imaging (MI)	14	24	14	100.0%	23	95.8%	21.7%
Program (HS) - Medical Laboratory Science (MLS)	16	83	16	100.0%	19	22.9%	47.4%
Program (HS) - Public Health (PH)	11	25	11	100.0%	23	92.0%	21.7%
Program (Nursing) - Graduate Nursing	13	64	13	100.0%	53	82.8%	49.1%
Program (Nursing) - Sustain Program Effectiveness 9/3/2025	1	6	1	100.0%	5	83.3%	0.0%
Program (Nursing) - Undergraduate Nursing	10	46	10	100.0%	40	87.0%	55.0%
Total	**157**	**613**	**157**	**100.0%**	**366**	**59.7%**	**53.5%**

College Goal 1

College Goal
Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning.
College Goal Status
Active

Admin - Administration

Admin 1.0

AU Outcome
Remain a fiscally sound institution
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Grant proposal writer's record of submissions **Target:** Maintain the minimum number of applications submitted at 20 while increasing the total dollar value of approved grants **Timeframe:** Annually **Responsible Parties:** President	**Result Date**: 09/26/2025

Measures	Result
	Result: For the reporting year 2024-2025, Allen College submitted a total 14 grants that had a potential cumulative value of $5,516,130. The number of grants submitted (n=14) in 2024-2025 fell short of meeting the target of grant applications to submit (n=20) and was identical to the number of grants submitted in 2023-2024. The potential cumulative value for grant funding was fifteen times higher in 2024-2025 compared to 2023-2024 and the funded amount was ten times higher than the prior reporting cycle. As of July 1, 2024, two of the 14 submitted grants remained pending for a combined potential value of $123,000. Of note, it was suggested in the 2023-2024 action plan to reduce the number of grants to submit at 18 and the measure was not updated and remained at 20. Regardless, the target would not have been met if it was lowered to 18. 2024-2025 # Grants Submitted: 14** Potential Value: $5,516,130** # Grants Funded: 8 Value of Grants Funded: $1,641,306 **Includes HRSA Scholarships for Disadvantaged Students application for $2,132,225 which HRSA withdrew/cancelled the RFP. 2023-2024 # Grants Submitted: 14 Potential Value: $358,214 # Grants Funded: 8 Value of Grants Funded: $166,017 2022-2023 # Grants Submitted: 19 Potential Value: $ 7,322,260 # Grants Funded: 6 Value of Grants Funded: $ 147,145 2021-2022 # Grants Submitted: 13 Potential Value: $3,666,687 # Grants Funded: 9 Value of Grants Funded: $1,696,249 2020-2021 # Grants Submitted: 19 Potential Value: $378,277 # Grants Funded: 13 Value of Grants Funded: $449,183 **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: No **Action Plan Impact**: Even though this measure did not meet the target of submitting 20 (18) grants for the reporting cycle, this was still a successful grant cycle. In 2024-2025, Allen College pursed a Federal “Scholarships for Disadvantaged” (SDS) grant that took over two months to complete. This was a strategic approach to work on this grant while not pursuing smaller grants which are less involved to write and submit. It is probable that four smaller grants could have been prepared and submitted in the same time it took to submit the SDS grant. Even thought we were unsuccessful in meeting this target, the grant funded total was the highest it had been since 2021-2022. **Actions** **Action Date**: 09/26/2025 **Action**: For 2025-2026 action plan, the College President and Grant Writing team met at the conclusion of the 2024-2025 academic year. It was decided at that meeting that because of the Federal changes and the announced discontinuation of several Federal grants, Allen College will be intentionally pursuing more smaller grants in 2025-2026 than prior year. Internally, we have set a goal where the Grant Writer will find at least two grants per month to present to the President who will decide to pursue. We are aware of one possible Federal grant to pursue, the Sustaining Institutions Programs (SIP) grant which is only available every other year and eligible institutions must be Title III/IV eligible (Allen College received a waiver in 2024-2025 to be eligible). For 2025-2026, it is recommended to have the target remain at submitting 18 grants in the reporting year. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen foundation record of scholarships **Target:** Annual increase in number of endowed scholarships **Timeframe:** Annually **Responsible Parties:** Administrative Assistant to the President	**Result Date**: 10/07/2025

Measures	Result
	Result: The number of newly established endowed scholarships was lower in 2024-2025 (n=2) compared to 2023-2024 (n=8). 2024-2025 • # New Endowed Scholarships: 2 • # New Scholarships Established (includes endowed and non-endowed): 3 • # Endowed Scholarships 1st-Time Awarded: 8 2023-2024 • # New Endowed Scholarships: 8 • # New Scholarships Established (includes endowed and non-endowed): 12 • # Endowed Scholarships 1st-Time Awarded: 2 2022-2023 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 11 • # Endowed Scholarships 1st-Time Awarded: 5 2021-2022 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 6 • # Endowed Scholarships 1st-Time Awarded: 2 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan was effective as it did increase the communication between the College and Foundation. A weekly meeting was held on Fridays where the Foundation staff and College President met to review the weekly gift giving recap (sent every week on Wednesdays) to answer any questions about the gifts received. Additionally, a Foundation report from the Executive Director was added to the Board of Trustees agendas with at least one in-person Board Meeting attendance by the Foundation Executive Director. Even though the communication opportunities increased, it did not have a noticeable effect on the establishment of new scholarships. **Actions** **Action**: The number of new scholarships established in 2024-2025 was the lowest amount received in the last 5 years. While no concrete reasons exist that would attribute to this decline, it is possible that the focus on fundraising for the simulation expansion project significantly impacted (negatively) the number of scholarships established. It is recommended that for 2025-2026, the College President work with the Executive Director of the Foundation to create a KPI metric that has a monthly report of new scholarships established. This will provide a more real-time report of the scholarship efforts and will allow for fundraising strategy shifts if progress on scholarship establishment is not being made. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Iowa Student Aid Commission data used to compare Allen college tuition and fees to tuition and fees of other comparable private institutions **Target:** Allen College tuition is in bottom 25th percentile of Iowa Private Colleges offering prelicensure baccalaureate nursing programs [Target prior to 2024-2025 was "Allen College is among the least expensive private colleges offering pre-licensure BSN programs"] **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Please see attached chart which is for 2024-25, which shows us as fifth out of seventeen for all and third out of fifteen when excluding the state institutions. Allen College remains competitive with tuition and fees and the Board of Trustees approves any increases on an annual basis. In 2023-2024, the Board approved a 1.5% increase in tuition and fees, which is the same increase that we did in 2022-2023. The tuition increase is a data-driven decision each year and our action item from 2023-2024 on monitoring other institutions' tuition and fees to inform the decision. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action plan for 2023-24 to monitor tuition and fees compared to other colleges was successful based on the information gathered for the 2025 budget process, Allen College currently is one of the least expenses private colleges in Iowa offering pre-licensure BSN programs. **Related Documents**: Tuition and fees 2024-25.pdf **Actions** **Action Date**: 05/20/2025 **Action**: We continue to be a tuition driven institution; therefore, we will continue to monitor tuition and fees to and reduce expenses when feasible to keep Allen College competitively affordable for current and prospective students. Allen College will need to remain diligent in monitoring price competitiveness. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College balance sheet: Compare December 31 of current year to prior year. **Target:** Annual increase in College's endowment **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Upon review of our December 31, 2024, balance sheet, the permanently restricted assets which represent non-spendable net asset balances increased. which is account 2540-10000-33000-0000, and primarily represents scholarship endowments. Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6%. The change in beneficial interest (2540-10000-33000-1000) represents market fluctuation which decreased from the prior year by $174,873,94 or -46.6%. The total permanently restricted net assets (both accounts) increased between 2023 and 2024 by $200,757.98 or 1.8%. The percent increase does reflect the efforts of the College Leadership and the Foundation staff who work diligently to identify donors and funding sources (e.g., large grants and estate gifts) to increase the College's permanently restricted endowment. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6% **Related Documents**: 12-31-24 Balance Sheet.pdf **Actions**

Measures	Result
	Action Date: 05/20/2025 **Action**: The college and foundation will continue to raise funds for permanently and temporarily restricted net assets for the benefit of the college and its students. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Projected credit hours compared to actual credit hours. **Target:** Actual credit hours meet or exceed projected credits hours annually. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management & DOBAS	**Result Date**: 05/20/2025 **Result**: During the 2024 calendar year, 11,949 actual credit hours were taught compared to 12,955 budgeted credit hours. The decreases in credit hours compared to budget were in all programs except ASR, MLS, DNP, EdD and MS in OT. Our total credit hours decreased from 2023 to 2024 from 12,323 to 11,949. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: For budget for the 2024 year, we used credit hour projections as an estimate based on student plans of study. Attrition is difficult to predict in the various programs, as is final number of incoming students in new and smaller programs. We will continue to monitor credit hour trends and budget accordingly. **Related Documents**: Credit Hours 12-31-24.pdf **Actions** **Action Date**: 05/20/2025 **Action**: For 2025 budget year, we will use credit hour projections as an estimate based on student plans of study and program attrition statistics to set credit hours by program. We will continue to monitor credit hour trends and budget accordingly. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College year-end income statement: Actual performance compared to budget performance **Target:** Allen College's annual actual operating margin percentage meets or exceeds its annual budgeted operating margin percentage. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: We budgeted a -8.6% operating margin for 2024 but we ended 2024 with a -9.7% operating margin due to not meeting our budgeted credit hours for the year. Our action plan to help mitigate did help us save in expenses but our revenue was short $854,352 and we could not mitigate enough to overcome the revenue shortfall. We came in $48,393 under budget for the year. Our operating margin dropped from 2023 -4.8% to -9.7% in 2024. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: We did implement mitigation measures in 2024 as prescribed by the 2023 action plan. The 2023 mitigation action plan was not successful due to that fact that our revenue short fall was too great to be able to mitigate enough in expenses. **Related Documents**: UPH Flex Income Statement December 2024 with STIP.xls **Actions** **Action Date**: 05/20/2025 **Action**: We continue to use actual financials to come up with a starting budget for the following year. When revenue targets are not met, mitigation takes place to reduce our expenses so that we can attempt to meet budget targets. Since we are credit hour driven for revenue and when those credit hours do not occur, we can only mitigate expenses to help offset to point that we can still operate.

Measures	Result
	Follow-up

Admin 2.0

AU Outcome
Environment encourages Allen College employees to maximize their performance
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Salary comparison tools (e.g., IAICU, etc.) **Target:** Faculty salaries will be at the average comparable salary for rank at peer institutions. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Allen College is at or above 2023-24 average salaries for all ranks except for instructor when compared to Iowa colleges with nursing pre-licensure programs. We have very few instructors and the ones we have are very new. Iowa private colleges (IAICU) was used to benchmark and for the pre-licensure colleges that reported, Allen salaries met or exceeded the average in all ranks except instructor. These results are comparable to those of the previous reporting year, during which the target was also met. Faculty salary market adjustments were made based on our data. Staff salary comparisons were completed in 2024 and 2025 and market adjustments and GEO adjustments were made. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Allen College compared all data as indicated in our action plan for comparison data which resulted in a few market adjustments being needed for faculty. The 2024-2025 results were influenced by the 2023-2024 action plan by conducting the annual salary audit using all available sources of information and presenting the findings to the Allen College President who made the final determinations of appropriate adjustments. Staff market adjustments were also made using data and approved by HR and College President. **Related Documents**: V.B. UPH Allen College 2025-26 Faculty Salary Review BOT - Updated.pptx **Actions** **Action Date**: 05/20/2025 **Action**: Continue to compare annually faculty and staff salaries with state, regional and national data if available. Make salary market adjustments as necessary based on data and trends if budget allows. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-short term teaching goals **Target:** 85% of faculty completely meet short-term teaching goals **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 97.9% (46/47) met the short-term teaching goals. These results are slightly higher than, but comparable to 2023-2024 where 90.5% (48/53) faculty met the short-term teaching goals. As described in the 2023-2024 action plan, the academic Deans continued to communicate the information about short-term teaching goals to faculty during the fall semester and reviewed during the faculty evaluation process. The academic leaders also intentionally connected with newer faculty (those with less than two years of teaching at Allen College) to check in on their progress and answer any questions. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The strategy of discussing at time of evaluation and connecting with new faculty has proven to be a successful strategy in continuing to meet this goal. **Actions** **Action Date**: 11/21/2025 **Action**: For the next academic year, the academic deans will continue to discuss short-term teaching goals during the faculty evaluation process, which now are occurring earlier due to the issuing of faculty agreements in February compared to March (as in prior years). Since the evaluations are occurring earlier, the effect on meeting this goal will need to be evaluated. No other changes are recommended for 2025-2026. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-progress on scholarly enrichment **Target:** 85% of faculty demonstrate progress on scholarly enrichment plans. **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 91.5% (43/47) of faculty demonstrated progress on scholarly enrichment plans. These results are slightly higher than the 2023-2024 results where 88.6% (47/53) of faculty made progress on plans and it is still above the target of 85%. The 2023-2024 results may have been effected by a higher amount of new faculty being on staff and now that they have had more time to acclimate to Allen College process and more time to work on their plan, the 2024-2025 results were higher. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The strategy of discussing with faculty at the time of evaluation has proven to be an effective strategy in meeting this goal. The 2024 the deans focused on the timing of having discussions with faculty prior to the evaluation cycle. Also, since we had a higher amount of new faculty in 2023-2024, the conversations the Deans had with these faculty contributed to a higher percentage making progress this year. **Actions** **Action Date**: 11/21/2025 **Action**: For the 2025-2026 academic year, the academic deans will continue to discuss the individual needs of faculty and importance of long-term goals in the academic setting. Timing this with annual evaluations is appropriate, and the evaluation are now being conducted earlier in the academic year (in some cases during the fall semester) due to moving the distributions of faculty agreements from March to February. They will also focus on newer faculty to give them feedback and advice on how to achieve their scholarly enrichment plans. No other changes are recommended. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Summary of Expenditures for Faculty and Staff Professional Development [e.g., total dollars spent for meetings, travel, and educational expenses]. **Target:** College provided financial support to college faculty and staff to attend educational and/or professional development activities **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: In 2024 we budgeted for our education and travel expenses and were successful as $43,729 was spent on tuition assistance for faculty and staff and $39,346 was spent on conference and meeting travel totaling $83,075 for faculty and staff. For 2024 there was $170,371 budgeted for education and travel. These results met target, and education did increase when compared with prior year due to increase educational assistance requested and travel did decrease slightly compared to prior year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As mentioned in the 2023 action plan, the College appropriately budgets for professional development opportunities. In the event of revenue shortfalls, the executive leaders determine if and how much savings can be mitigated from the professional development/travel budgets. **Actions** **Action Date**: 05/20/2025 **Action**: Continue to budget education and travel expenses annually for faculty and staff professional development. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Professional Development and Welfare (PDW) committee annual scholarly recognition report. **Target:** 55% of faculty and staff are recognized for their service and scholarly accomplishments **Timeframe:** Annually **Responsible Parties:** Chair--Professional Development and Welfare Committee	**Result Date**: 11/21/2025

Measures	Result
	Result: 14/77 (18.2%) of faculty and staff were recognized for a scholarly achievement (down 3% from last year) during 2022. 14/77 (18.2%) of faculty and staff were recognized for a service award (down 3% from last year) during 2022. The results for 2024-2025 were not met. Based upon the reporting of faculty/staff accomplishments reported in the weekly newsletter, these results are lower than what is reported. The issue is not faculty/staff completing these activities, it is a reporting issue. Previous results for comparison: 2023-2024: 21% of faculty and staff were recognized for a scholarly achievement during 2023. 2022-2023: 32% of faculty and staff were recognized for a scholarly achievement during 2022. 2021-2022: 35% of faculty and staff were recognized for a scholarly achievement and 16% were recognized for service during 2021. 2020-2021: 35% of faculty and staff were recognized for a scholarly achievement and 20.3% were recognized for service during 2020. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: According 2024-2025 action plan, the scholarly recognition data was requested every three months via Microsoft Teams. This proved to be ineffective to increase the amount of scholarly awards. **Actions** **Action Date**: 11/21/2025 **Action**: For 2025-2026, the PDW Committee will be tasked to identify new ways to engage faculty and staff and they will be responsible for increasing the amount of people who are reporting. Additionally, the academic Deans will remind faculty during their annual evaluations to submit their scholarly achievements and the staff executive leaders will remind their teams at huddle. **Follow-up**

Admin 4.0

AU Outcome
Allen College has appropriate technology for facilities, resources, and education services.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "24. The equipment in the lab facilities is kept up to date." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/16/2025 **Result**: For 2024-25, lab facilities from the SSI reports that 88% of students rated this item important or very important and 66% were satisfied or very satisfied, indicating a 22% performance gap. When compared to 2023-2024 which had results of 87% of students rated this item important or very important and 74% were satisfied or very satisfied, 2024-25 shows a 1% increase in importance and an 8% decrease in satisfaction which is a mixed trend. We did not meet our goal of at least 80% satisfied or very satisfied for the last two years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-24 action plan was to continue to update lab facilities for appropriate equipment and setting which was we did do by completing the following lab updates: the DCS lab was completed by fall 2024. The ROAM cart and new fidelity simulators were available for use for our students in 2024-2025. A Cardiac ultrasound system for the sonography program was installed, and two ultrasound machines were purchased and delivered in January 2025. Even with these updates, and with planning renovations for our nursing labs, our target was not met. **Actions** **Action**: The college will continue to research and plan for renovation/expansion of our labs and simulation equipment. DMS/DCS simulation equipment was approved and will be available for 2025-26 for the sonography labs. Planning has started for skills lab and simulation lab renovation/expansion. We will continue to collaborate with the hospital and other UPH facilities to acquire lab equipment as well as plan for capital expenses as appropriate. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "39. On the whole, the school is well-maintained." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: The maintaining of the school from the SSI reports that 83% of students rated this item important or very important and 93% were satisfied, indicating a -10% performance gap. When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. Even though When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Actions** **Action**: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. We continue to assess plans and this summer the Gerard and Winter Hall and Barrett Forum parking lot will have a new asphalt overlay completed. **Follow-up** **Follow-up**: Continue to monitor that the school is well-maintained to ensure it meets the needs of our students, which includes planned initiatives at Gerard and Winter Hall and Barrett Forum in updating of the Barrett Forum patio and sidewalk.

Admin 5.0

AU Outcome
Classroom and Lab facilities are available for students
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Classrooms **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 46 - Classrooms for 2024-25 from the SSI reports that 82% of students rated this item important or very important and 86% were satisfied or very satisfied, indicating a -4% performance gap. In 2023-24 this item was rated important or very important by 86% of students and 91% were satisfied or very satisfied. This is a decrease of 4% in importance and a decrease of 5% in student satisfaction from the 2023-24 SSI survey; however, it still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-24 action plan was to continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. We updated the drop-down computer screen in Baskins Classroom, build a new microphone set with 8 portable microphones for better face-to-face, hybrid and online courses and meetings, swapped the old projector in McElroy Hall Classroom # 132 with a new Sony laser, 6,400 lumens projector, updated a computer speaker for the OT program, and added a computer speaker to the OT # 132 observation area. **Actions** **Action**: Continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. In our strategic and capital planning classroom technology and furniture are considered. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—"18. Computer labs are adequate and accessible." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the SSI 2025 survey indicate students' level of importance and satisfaction that computers and/or Wi-Fi are adequate and accessible show that 94% indicate that this is important or very important and 87% indicate that they are satisfied or very satisfied, indicating a performance gap favoring importance of 7%. This satisfaction still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The plan for 2023-24 was to continue to monitor and maintain our computer labs and Wi-Fi to ensure they meet the needs of our students. Students are now able to print from their laptops for their studies. The computer lab computers ended their lease in summer 2024 and we have reduced the number of devices in the computer lab. There were no campus Wi-Fi outages in the 2024-25 academic year. The action plan appears to have worked as the survey results met or exceeded the 80% target. **Actions** **Action**: We will continue to monitor and maintain our computer labs to ensure they meet the needs of our students. Plans are underway to monitor computer use in the lab and library through quarterly/annual reports to determine sufficient computer/printer availability while being good stewards of our resources. **Follow-up**
Assessment Method Status: Inactive	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory –"21. The amount of student parking space is adequate." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Results from 2025 RNLSSI item percentages report: 83% rated this item important or very important and 93% were satisfied with adequacy of parking space, indicating a performance gap favoring satisfaction of -10%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: While the percentage of important or very important has decreased by 2% and the satisfaction has decreased by 1% compared to the 2023-24 SSI survey results we are still well above the satisfaction threshold of 80%. **Actions** **Action**: The 2023-24 action plan was to continue to monitor our parking space to make sure they meet the needs of our students. Based on students on campus and an increase in virtual offerings, this has continued to ease parking constrictions. **Follow-up** **Follow-up**: We will continue to monitor our parking space to make sure they meet the needs of our students.
Assessment Method Status: Inactive **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “10. Parking lots are well-lighted and secure.” **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the 2025 RNL SSI where the students think that the parking lots are well lighted and secure: 83% think it is important or very important and 94% are satisfied or very satisfied. This indicates a performance gab favoring satisfaction of -11%. When compared to the 2024 RNL SSI the importance of 83% and satisfaction of 94% shows a decrease in importance of 3% and a satisfaction that has stayed the same. These results continue to be well over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-25 was to continue to monitor the parking lots to ensure that they are well-lighted and secure for our students. **Actions** **Action**: The 2025-26 plan is to continue to monitor the parking lots to keep them well lighted and secure. UPH Security does regular rounds in our parking lots daily to monitor the safety of our lots. **Follow-up** **Follow-up**: We will continue to monitor our parking lots to ensure that are well lite and secure.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)--Satisfaction with Study Areas **Target:** 80% of students report satisfied or very satisfied [need to verify target]	**Result Date**: 09/23/2024

Measures	Result
Timeframe: Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 45 - Study Areas from the SSI reports that 83% of students rated this item important or very important and 82% were satisfied or very satisfied, indicating a 1% performance gap. 2023-24 SSI reports that 86% of students rated this item important or very important and 89% were satisfied or very satisfied, indicating a decrease in importance of 3% and a decrease in satisfaction of 7%. These results are still over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2023-24 was to continue to monitor and maintain study areas to ensure that they meet the needs of our students. We did monitor and no changes were identified for 2024-25 academic year. **Actions** **Action**: For 2025-26 continue to monitor and maintain study areas for student use and review the current study spaces with the ability to add more if needed. Providing private study spaces can be challenging due to limited campus space; however, we are working with faculty, staff, and students to improve our study space offerings. Plans are underway to transition the Louviere Study Room into a meditation/quiet space for students to decompress during the day. **Follow-up** **Follow-up**: We will continue to monitor the study areas for student use.

Admin - Diversity, Equity, & Inclusion Committee

DEI 2.0

AU Outcome
Diversity education is threaded throughout all levels of college curricula (DEI Goal 2: Curriculum transformation--Incorporate principles of multiculturalism, pluralism, equity, and diversity into Allen College program curricula.)
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Curricular Diversity Threading Assessment **Target:** 50% of courses include one or more objectives that address DEI. **Timeframe:** Year 2 **Responsible Parties:** DEI Committee Chair	**Result Date**: 10/31/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Action**: Not active 2024-2025 **Follow-up**

Admin - Enrollment Management

EM 1.0

AU Outcome
Retain Students

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Measures	Result
Assessment Method Status: Active	**Result Date**: 06/09/2025

Assessment Type: AD: Report - Internal **Measure:** Program Completion Rates (Graduation Rates Spreadsheet) **Target:** 70% of graduate students complete their program **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result**: Allen College Graduate Programs – 67/96 (70%) School of Nursing Total - 50/79 (63%) MSN: Fall 2019 – 25/35 graduated (71%) Spring 2020 – 12/16 graduated (75%) PGC: Fall 2019 – 7/9 graduated (77%) Spring 2020 – 2/12 graduated (17%) Assessment Method Status:Active Assessment Type:AD: Report - Internal Measure:Program Completion Rates (Graduation Rates Spreadsheet) Target:70% of graduate students complete their program Timeframe:Annually BSN-DNP Fall 2019 – 2/3 (67%) Spring 2020 – NA Post-Graduate DNP Fall 2020 – 1/1 graduated (100%) Spring 2021 – 1/3 graduated (33%) School of Health Sciences – 17/17 (100%) MS in OT Fall 2021 – 12/12 graduated (100%) DPT Spring 2021 – 5/5 graduated (100%) EdD

Measures	Result
	Fall 2019 - NA Spring 2020 - NA **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There was no action plan identified by graduate programs so there was no impact. **Actions** **Action Date**: 09/12/2025 **Action**: Graduate Nursing Do a more thorough follow-up with students who do not complete to determine their reason for leaving. Connect with students as they are admitted to the college. Request that admissions include the assistant dean on weekly new admit reports. Have the admissions counselor cc the assistant dean on communications to students after they have applied if they are stalling on completing their applications. There was not an action plan submitted by graduate health sciences APG. **Follow-up** **Follow-up Date**: 08/15/2025
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Graduation Rates within 150% **Target:** 70% of undergraduate students complete their program within 150% of the program completion time. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 07/01/2025

Measures	Result
	Result: 2021 Cohorts School of Health Sciences – 35/46 (76%) ASR – 10/15 graduated (67%) MLS – 15/16 graduated (94%) DMS – 6/8 graduated (75%) PH – 2/5 graduated (40%) MI – 2/2 graduated (100%) School of Nursing – 113/134 (84%) Summer ABSN – 33/36 graduated (92%) Fall ABSN - 29/33 graduated (88%) Fall TBSN – 20/30 graduated (67%) Spring TBSN – 25/26 graduated (96%) Fall RN-BSN – 3/5 graduated (60%) Spring RN-BSN – 3/4 graduated (75%) All undergraduates: 148/180 (82%) Last year's results: The School of Health Sciences had an 83% graduation rate last year and went down to a 76% graduation rate based on the 2021 cohorts. The School of Nursing had an 89% graduation rate last year and an 84% graduation rate based on the 2021 cohorts. The overall undergraduate graduation rate is 82%, which is down from 87% from last year. **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: APG **Actions** **Action Date**: 09/12/2025

	Action: Public Health: Since it appears that the addition of resources and extra support increased student retention, those same activities will be used next year. The instructors will proactively reach out to at-risk students who have low scores, missing assignments, and decreased participation in the courses. To continue to support students, all instructors will be proactive in identifying students who may be at risk in completing the program. If students have been absent for a significant length of time or has missing assignments, the instructor will reach out to the student and offer support. ASR 1. The curriculum revision that was implemented in Fall 2024 did prove to be beneficial to the students when referencing student feedback from the course evaluations. The professional development sessions that were piloted in Fall 2024 over professionalism, study habits, and APA were helpful, but faculty feel that a more structured, consistent approach to professional development would have more of an impact as they progress through the program. 2. The ASR faculty will continue to initiate communication with new students upon admission. Faculty will continue to ensure that all student questions are answered and that they are aware of the program's structure, policies, and procedures prior to the start of the program. Faculty will continue to provide resources and referrals to students in need. Clover learning is a new platform that was integrated into the ASR curriculum in 2025. The faculty plan to utilize this platform to enhance professional development and to provide a more structured, consistent avenue for students to review pertinent concepts, develop self-study tools, and to provide unlimited access to board prep material. MI 1. The curriculum revision that was implemented in Fall 2025 included a Primary Pathway track for those students wishing to pursue MRI without holding radiography credentials. While the program traditionally doesn't have an issue with retention, this will provide an additional pathway for more students to enroll in the program. The program did have 2 new students who started the program using this pathway in Fall 2025. The outreach and feedback from prospective students have shown the effectiveness of the Allen College website, as many students mention how useful it was them as they were researching programs. The revision in the admission process to require all prospective MI students to communicate with the program director has been extremely helpful. This has proven beneficial in ensuring that students are enrolling in the correct program/pathway. 2. The Primary Pathway track will remain an option for those students wishing to pursue MRI without having any radiology experience or credentials. MI faculty will continue to update the program's website to be more transparent regarding the program's policies and procedures. The current admission process will remain in effect to connect prospective students with the program director. MLS: We are going to follow the same action plan from last year with these additional plans of action:

Measures	Result
	Faculty refer students to the student success coordinator whenever we see a continued pattern of lack of engagement, missing deadlines, and/or a course grade near or below 75% Depending on the situation and/or feedback from faculty, the program director will also follow up with students who are referred to the student success coordinator and may set up a meeting to talk with the student one-on-one Nursing: The undergraduate nursing program will continue to evaluate student progression, utilize the Student Success Coordinator as appropriate, and intervene with students, as necessary. The NCLEX Success SOP (2-A-900-08) will continue to guide the identification and intervention with students who demonstrate risk factors at Allen College. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Retention Plan--Tutoring Outcomes **Target:** 100% of tutees achieve a C or higher in tutored courses **Timeframe:** Annually **Responsible Parties:** Student Success Coordinator	**Result Date**: 07/30/2025 **Result**: Summer 2024: 93.75% of tutees passed the course. Fall 2024: 93.88% of tutees passed the course. Spring 2025: 95.65% of tutees passed the course. Percentages of students who passed the courses while attending tutoring has increased overall, showing a positive impact of peer tutoring on our student population. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The new clock-in system did assist in the organization of tutoring, however did become a bit of a hinderance if a virtual option was held. Not many students utilized the 1-on-1 tutoring, though we do continue to offer this as an option. We also expanded the tutoring offerings to include sonography courses as well. **Actions** **Action Date**: 07/30/2025

Measures	Result
	Action: We have seen an overall decrease in peer tutoring attendance as a whole, so we will take this next academic year to identify if that trend is being maintained and what obstacles are keeping students from attending tutoring (through the Student Success Survey). If attendance continues to decline, efforts will be taken to explore other tutoring options (both synchronous and asynchronous) as needed. **Follow-up**

EM 2.0

AU Outcome
Offer a variety of student activities

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory Satisfaction with College sponsored social activities (e.g., student lunches, movie nights) **Target:** Satisfaction to Importance gap is less than .50 for Satisfaction with College sponsored activities OR the satisfaction score is higher than the importance score. Target prior to 2025-2026: Satisfaction to Importance gap < .50.	**Result Date**: 07/30/2025 **Result**: The reported satisfaction with College-Sponsored social activities (e.g. student lunches, movie nights) was 5.7. The reported importance was 5.43. Since satisfaction was rated higher than importance, this goal was met. Like this year, students rated their satisfaction with social activities higher than importance. The satisfaction from last year was 5.84 compared to 5.7 this year, which means there was a slight drop in satisfaction between the two years. The importance also dropped from 5.61 last year to 5.43 this year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Timeframe: Annually **Responsible Parties:** Director of Student Success and Engagement	**Action Plan Impact**: The utilization of the Student Success Survey was beneficial as it identified areas students were wanting to see more social engagement. Students identified they were looking for more active activities that took short amounts of time that could be done between classes. Attendance was taken at each event to track total attendance, individual student attendance, and participation. Feedback was also received about activity ideas and food options for those events that offered it. Overall, the number events offered per term increased as well as the number of student participants. The academic term 23-24 saw 27 events with approximately 75 students attending, while the academic term 24-25 saw an increase to a total of 77 events with 399 students attending. **Actions** **Action**: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college. **Follow-up** **Follow-up**: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “Extracurricular activities (e.g., chorus, Nurses Christian Fellowship)”	**Result Date**: 07/30/2025

Measures	Result
Target: Extra-Curricular Activities Satisfaction to Importance gap is less than .50 OR satisfaction is higher than the importance. Target prior to 2025-2026 was 80% of students report satisfied or very satisfied **Timeframe:** Annually **Responsible Parties:** Director of Student Success and Engagement	**Result**: NEW TARGET: Extra-Curricular Activities Satisfaction to Importance gap is less than .50 or if the satisfaction is higher than the importance. The student satisfaction with extracurricular activities was rated at 6.02 and the importance was rated at 5.63. Since the satisfaction score is higher than the importance score, this goal was met. Last year, students reported 6.12 satisfaction and 5.5 importance. Although last year it was indicated that the goal was not met, the intent of the satisfaction gap is to identify issues when the student rates importance higher than their satisfaction. Therefore, when the student's satisfaction is greater than the importance, the goal will be met. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Having monthly communications between the various student organizations did help avoid conflicts within the activities hosted on campus. It is important to note, that due to a faculty adviser, NCF was disbanded. ASRO, ASNA, SOTA, and the Student Ambassadors were all active on campus and contributed to fundraising and service goals. The Student Ambassadors in particular saw an increase in their membership as well as the number of hours served per term. **Actions** **Action**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented. **Follow-up** **Follow-up**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented.

Admin - Teaching & Learning Committee

TLC 1.0

AU Outcome
Allen College courses will reflect Quality Matters standards.

Outcome Status
Active
Start Date
07/01/2015

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** SL: Survey **Measure:** Mean rating of all 8 items on course evaluation tool completed by students (1.0 = strongly disagree, 2.0 = disagree, 3.0 = agree, 4.0 = strongly agree). The mean rating of each item will be averaged for an overall mean rating for each course. **Target:** 95% of courses will have a mean rating for all 8 items of at least a 3.0 (agree) on a 4.0 (strongly agree) scale. **Timeframe:** Health Sciences courses based on evaluation cycle. Nursing courses based on curriculum course review schedule. **Responsible Parties:** TLC Chair and Committee Members	**Result Date**: 10/15/2025 **Result**: Overall 92% (95/103) courses had mean rating of at least 3.0/4.0 representing failure to meet goal. 100% (4/4) of Undergrad Nursing courses / 100% (9/9) of graduate nursing courses reviewed had an average course evaluation rating of 3.0 or above (agree, strongly agree), demonstrating maintenance of 100% of graduate and undergraduate nursing courses having average course evaluation ratings of 3.0 or above. Overall, 100% (13/13) nursing courses reviewed met criteria. In contrast, 91% (82/90) of Health Science Courses reviewed had an average course evaluation rating of 3.0 or above compared to 93% of courses reviewed the previous two years This demonstrates the third time this target has not been met in 4 years. Prior year goal was not met due to OT program scores, this year not met due to combination of OT, PH, and ASR scores begin below target. DPT 100% (19/19) MI 100% (7/7) EdD 100% (9/9) OT 71% (15/21) PH 92% (11/12) – DECREASE FROM 100% PREVIOUS YEAR MLS 100% (12/12) ASR 90% (9/10) – DECREASE FROM PREVIOUS YEAR

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Prior action plan was not effective. Program director feedback on unmet targets as follows: ASR - No significant changes were made in the 2023/2024 academic year. PH " New program director and associate professor began teaching in the Fall of 2024 with different teaching style and professional background " Minor revisions were made to existing fall courses " Major revisions were made to existing spring courses " Curriculum mapping was completed to ensure assignments are reflective of module outcomes and program outcomes OT " Transitioning to OTD " Final Masters level students accepted Fall 2024 " Program not accepting new students following Fall 2024 **Actions** **Action Date**: 01/19/2026 **Action**: Proposed Actions: 1. Meet w/ Dean of Health Sciences who oversees OT program and facilitate conversation with OT program director to review for discernable pattern of course reviews not meeting criteria given persistence of OT not meeting this marker last 2 years. **Follow-up**

TLC 3.0

AU Outcome
Graduates will demonstrate commitment to lifelong learning
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Alumni survey lifelong learning item: Which of the following activities have you been involved in since graduating from Allen College? Select all that apply. **Target:** 100% of alumni will report at least one lifelong learning activity since graduating from Allen College. **Timeframe:** Annually **Responsible Parties:** Evaluation and Study Committee/TLC Committee **Related Documents:** Lifelong Learning Activities Reported by 2022-2023 Grads For 2023-2024 CAP Report.pdf	**Result Date**: 10/15/2025 **Result**: Of the 2023-2024 graduates surveyed (n = 210), 47 (22%) returned the alumni survey for their respective programs. Of the 47 alumni who returned the survey, 42 (89.4%) reported engaging in one or more lifelong learning activities since graduating from Allen College. Although these results do not represent achievement of the target for this measure, they do demonstrate improvement since the survey of 2020-2021 graduates (Covid-19 pandemic era), when 75% reported engaging in at least one lifelong learning activity since graduating from Allen College as well as an improvement from last year in which 81% of respondents reported engaging in lifelong learning activities. The results demonstrate a return to pre-pandemic findings when 89% of 2019-2020 grads reported at least one lifelong learning activity. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: see attached document **Related Documents**: Alumni Lifelong Learning Reported by 2023-2024 Grads For 2024-2025 CAP Report.pdf **Actions** **Action Date**: 01/26/2026 **Action**: Create an alternative way to measure Allen College academic goal 1, “Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. - This will be put on agenda for January 2026 TLC meeting **Follow-up**

Program (HS) - Associate of Science in Radiography (ASR)

ASR 1.1

AU Outcome
Students will practice proper radiation protection
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 135 Competency Testing/CCE Part II, numbers 5, 7, 9, 15, 17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level 1-Fall Semester **Responsible Parties:** Lab Instructor/ Program Faculty/HS APG Committee	**Result Date**: 09/30/2025

Measures	Result
	Result: In Fall 2023, the average score of the RA135 Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 3.99. This year's average score of 4.0 is slightly higher, yet consistent, with prior year's data. This data shows that the students continue to practice proper radiation protection at a high level. 2024 = 4 (n=24) Previous data: 2023 = 3.99(n=22) 2022 = 3.96 (n=16) 2021 = 3.95 (n=13) 2020 = 3.94 (n=23) 2019 = 3.91 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructors continue to have students practice radiation protection in each lab and in the clinical environment. The program faculty provided guidance and instruction for students to enable them to practice and apply radiation protection principles in the clinical setting. Students demonstrated clinical competence by applying proper radiation protection. A variety of radiation protection practices and principles are emphasized throughout the curriculum and students continue to evidence the application of this knowledge in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: ASR faculty will continue to instruct and reinforce radiation protection practices and concepts in classes and labs. A variety of radiation protection practices and principles will continue to be emphasized throughout the curriculum. The program will continue to use and assess this measurement tool with each new cohort. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 275 Final Clinical Competency Testing/ CCE Part II, numbers 5,7,9,15,17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level II-Spring Semester **Responsible Parties:** Clinical Instructors/Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA275 Final Clinical Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 4.0. This is consistent with this year's average score of 4.0. This year's data, along with prior year's data, shows that the students continue to practice proper radiation protection at a high level consistently. 2025 = 4 (n=21) Previous data: 2024 = 4.0 (n=13) 2023 = 3.97 (n=10) 2022 = 4.0 (n=17) 2021= 3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the program's curriculum continues to integrate radiation protection concepts each semester. The action plan from 2023-2024 was successful. All students demonstrated clinical proficiency and competency in providing radiation protection. Each student's performance demonstrated clinical competence. Students continue to have access to an appropriate exam volume in a variety of settings to prepare them for their final competencies. Clinical instructors continue to instruct students in the clinical setting and evaluate them regarding their level of competency with practicing proper radiation protection. **Actions** **Action Date**: 09/30/2025 **Action**: During the 2025-2026 academic year, the program's curriculum will continue to integrate radiation protection concepts each semester. The recommendation is the continued use of this assessment tool since there are variations in patients and exams. This evaluation will continue to be completed by the clinical instructors. **Follow-up**

ASR 1.2

AU Outcome
Students will apply correct positioning skills
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 145 Certification Testing/ Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the average score of the RA145 Certification Testing/Part I, numbers 3,12,14,15 was 4.0. This is slightly higher than last year's average of 3.97, yet consistent when looking at data over the last 5 years. This data shows that the student's consistently apply correct positioning skills during radiography procedures. 2025= 4 (n=24) Previous data: 2024=3.97(n=21) 2023=3.94(n=14) 2022= 3.98 (n=10) 2021= 3.93 (n=17) 2020= 3.92 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, course instructors continued to assess this item since certification testing is completed at various clinical sites and with different clinical instructors. The action plan was effective. All students demonstrated clinical competence while applying correct positioning skills. Program faculty assist the students in applying correct positioning skills in the lab setting. The students demonstrated the ability to apply what they learned in theory and lab in the clinical setting. The clinical instructors encouraged the students to continually practice and review positioning principles. The students demonstrated knowledge of positioning in relation to their level of placement in the program. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with the students and encourage them to practice and review positioning principles while in the clinical setting. Certification testing will continue to be completed at various clinical sites with different clinical instructors. The course instructors recommend continuing to assess this item. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 09/30/2025

Measures	Result
Measure: RA: 265 Certification Testing/Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level II-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: In Fall 2024, the average score of the RA265 Certification Testing/Part I, numbers 3,12,14,15, was 4.0. This score is very consistent when comparing it to all prior data through 2019, yet slightly higher than last year's average of 3.97. All cohorts starting in 2019 have scored an average of 3.9 or higher each year. Students continually exceed benchmark demonstrating their ability to apply correct positioning skills while performing radiography procedures. 2024= 4 (n=21) Previous data: 2023= 3.97(n=13) 2022=4.0 (n=10) 2021=3.96(n=17) 2020=3.95(n=16) 2019=3.9(n= 10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student's level in the program. Faculty continue to provide effective instruction in the classroom and lab which permits success in the clinical setting. The action plan was effective. All students demonstrated clinical competence and applied correct positioning skills for the certifications. Students are guided by the program faculty and are well prepared in the classroom and lab which equates to success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The faculty will continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student's level in the program. Faculty will continue to provide effective instruction in the classroom and lab. **Follow-up**

ASR 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the

workforce needs of Iowa and the nation.
(**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
(**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:135 Clinical Instructor/ Preceptor Evaluations/ Numbers 3, 6, 10,11 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level I-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA135 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.82. This year's average score of 3.87 is comparable to the prior academic year. This data shows that students are able to demonstrate effective communication skills in the clinical setting. 2024 = 3.87 (n=24) Previous data: 2023 3.82 (n=22) 2022 3.85 (n=16) 2021 3.52 (n=13) 2020 3.27 (n=22) 2019 3.47 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The clinical site rotations provide each student with the opportunity to work in diverse environments and with diverse patients. The action plan was effective. The students' average scores increased in all measured areas including patient care, interpersonal relationships, age-appropriate care, and multicultural diversity. The class size has increased by two students compared to last year, otherwise the data has remained consistent with slight increases across the board of measurement.

Measures	Result
	Actions **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The ASR faculty will continue to provide diverse clinical sites to all students with the opportunity to work with diverse patients. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Clinical Instructor/ Preceptor Evaluations/Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Level II -Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA275 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.91. This year's average score of 3.95 demonstrated an increase when compared to the prior academic year. Cohorts continue to exceed benchmark each year. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.95 (N = 21) Previous Data: 2024 =3.91 (N = 13) 2023 = 3.84 (N =10) 2022 = 3.92 (N = 17) 2020-2021 = 3.66 (N =16) 2019-2020 3.86 (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct students by exhibiting effective communication in the clinical environment. The action plan was effective. The current data shows that exceptional instruction and supervision was conducted by clinical instructors/preceptors allowing for communication skills to be assessed adequately. There was an increase in the areas of patient care and age-appropriate care. The categories of interpersonal relationships and multicultural diversity stayed equal compared to the previous cohort. Overall, students continue to demonstrate effective communication skills in the clinical setting. Faculty continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors and preceptors will continue to instruct students by exhibiting effective communication in the clinical environment. Faculty will continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:135 Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3 (0-4 pt. scale)	**Result Date**: 09/30/2025

Measures	Result
Timeframe: Level I-Fall Semester **Responsible Parties:** Clinical Instructor/Program Faculty/ HS Curriculum Committee	**Result**: This year's average score of the RA135 Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 3.99. This score is consistent with prior years, with students continually receiving an average score of 3.94 or above since 2019. Based on the consistency from cohort to cohort, students continue to demonstrate effective communication skills in the clinical setting. 2024= 3.99 (n=24) Previous data: 2023=4.0(n=22) 2022=3.98(n=16) 2021=3.94(n=13) 2020=3.96(n=23) 2019=3.94 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program faculty continue to provide the students with the skills needed for effective clinical communication. The program faculty also continue to assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. The action plan was effective. All students demonstrated communication skills reflective of their level in the program in the clinical setting. The program curriculum and faculty continue to provide students with the necessary skills to progress from the classroom and lab setting to the clinical setting. The clinical instructors provided effective instruction, supervision, and feedback to the students. **Actions** **Action Date**: 09/30/2025 **Action**: The program faculty will continue to provide the students with the skills needed for effective clinical communication. The program faculty will continue to guide and assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Final Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level II- Spring Semester **Responsible Parties:** Clinical Instructor/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA275 Final Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 4 on a 0–4-point scale. Students exceeded benchmark with the highest score possible. This data is consistent with prior years as students have achieved an average score of 3.98 or higher since 2021. Students consistently demonstrate effective communication skills in the clinical setting. 2025= 4 (n=21) Previous data: 2024=4 (n=13) 2023= 4 (n=10) 2022=4 (n=17) 2021=3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the students will continue to be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. The action plan was effective. Students continue to exceed benchmark. Students demonstrated excellent communication skills in the clinical setting. Many of this year's final CCEs were performed on patients that required multiple exams and extensive patient communication. **Actions** **Action Date**: 09/30/2025 **Action**: Students will continue be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. **Follow-up**

ASR 2.2

AU Outcome
Students will practice and demonstrate communication skills (formerly Students will practice written communication skills)
Outcome Status
Active
Start Date
09/25/2023

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 115 Patient Care Presentation **Target:** Average score of >= 85% **Timeframe:** Level I-Fall Semester **Responsible Parties:** RA: 115 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 89% is slightly lower when compared to last year's average of 97%. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students continue to practice effective communication skills. Benchmark was exceeded. 2024 = 89% (n =24) Previous Data: 2023 = 97% (n = 22) Written Communication 2022= 97.7% (n=15) Oral Communication 2022=94.3% (n=15) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. Although benchmark was met, there was an 8% drop in overall scores compared to last year. The students gave great presentations but failed to answer the main theme of explaining how the selected topic will influence them in providing patient care during a medical imaging procedure. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. This measurement tool will be moved from the RA115 course to the RA122 course for 2025/2026 academic year.

Measures	Result
	Follow-up
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:258 Pathology Systems Presentation **Target:** Average score of >= 85% **Timeframe:** Level II-Spring Semester **Responsible Parties:** RA: 258 Course Instructor/ HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 99.3% is slightly higher, yet comparable, when looking at the prior academic year. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students consistently continue to practice effective communication skills. Spring 2025 = 99.3 % (n =21) Previous Data: Fall 2023 = 96% (n = 13) Written Communication 2022=93.9% (n=10) Oral Communication 2022=94.2% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students and encourages them to review APA guidelines. The RA258 course was moved from the fall semester to the spring semester during this academic year. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. The students were allowed scheduled class times to work on the presentations with guidance from the instructor. Benchmark was met and exceeded the last cohort's score. A new rubric and more detailed instructions to help guide the students was incorporated this year. Students consistently continue to practice effective communication skills. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. **Follow-up**

ASR 3.1

AU Outcome
Students will appropriately critique radiographic images
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 255 Radiographic image analysis worksheets **Target:** Average score of >= 80% **Timeframe:** Level II-Summer Semester **Responsible Parties:** RA: 255 Course Instructors/HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA255 Radiographic Image Analysis Worksheets was 84.9%. This is lower than last year's average score of 89.85%. Overall, the students have consistently exceeded benchmark demonstrating their ability to appropriately critique radiographic images. 2024 = 84.90% (n =21) Previous data: 2023 = 89.85% (n =13) 2022 = 94.7% (n = 10) 2021 = 90% (n=17) 2020 = 91.94% (n=16) 2019 = 92.72% (n=11) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the faculty continue to assign learning opportunities from the new 5th edition textbook. This text offers multiple images to assist the students in mastering critically analyzing and critiquing images. The action plan was effective. Overall, the students applied critical thinking skills and critiqued radiographs. A few students in this cohort put forth minimal effort and/or submitted a few of their worksheets late which reduced the average score for this cohort. Multiple reminders for due dates were shared and faculty used multiple forms of communication for reminders. The course instructors are replacing this measurement tool for the 2025-2026 academic year with Clover learning assignments. Overall, all students demonstrated the ability to apply critical thinking skills while correctly analyzing radiographic images. **Actions** **Action Date**: 09/30/2025 **Action**: The ASR faculty will be updating this measurement tool for the 2025-2026 academic year and will be utilizing the Clover Learning platform to help ensure that students will be able to demonstrate the use of critical thinking skills. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 265 Radiographic image analysis worksheets **Target:** Average score of >= 80% **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Radiographic Image Analysis Worksheets was 90.61%. This year's average score is slightly lower at 89.19%, yet comparable when looking at prior data. Since 2020, all cohorts consistently score an average of 88-92%. The students demonstrated the ability to appropriately critique radiographic images. 2024 = 89.19% (n=21) Previous data: 2023= 90.61% (n=13) 2022= 89.7% (n=10) 2021=88.88% (n=17) 2020 = 91.69% (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to assign learning opportunities from the new 5th edition textbook and review each item on the worksheets for clarity and accuracy with the new edition text. The action plan was effective. All students demonstrated the ability to apply their critical thinking skills and accurately critique radiographic images. Overall, the students applied critical thinking skills and critiqued radiographs. A few students in this cohort put forth minimal effort which reduced the average score for this cohort. Two untimed attempts are allowed but some chose to only submit one attempt. The course instructors are replacing this measurement tool for the 2025-2026 academic year with Clover learning assignments. **Actions** **Action Date**: 09/30/2025 **Action**: The ASR faculty will be updating this measurement tool for the 2025-2026 academic year and will be utilizing the Clover Learning platform to help ensure that students will be able to demonstrate the use of critical thinking skills. **Follow-up**

ASR 3.2

AU Outcome
Students will demonstrate ability to practice critical thinking
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** RA: 203B Corectec exams	**Result Date**: 09/30/2025

Measures	Result
Target: > 80% of the students will achieve a score of 70 or greater on one of the four exams. **Timeframe:** Level II- Spring Semester **Responsible Parties:** RA: 203B Course Instructor/HS Curriculum Committee	**Result**: In Spring 2025, 67% of the students achieved a score of 70 or greater on one of the four Corectec Exams assigned in RA203B. This is a slight increase from last year's average of 62%, but still significantly lower when compared to data from 2023. Benchmark was not met. The students did not demonstrate their ability to practice critical thinking. 2025 = 67% (14 of 21) (n=21) achieved a 70 or greater on one of the four exams. Previous data: 2024 = 62% (n = 13) 2023 = 90% (n= 10) 2022 = 71% (n = 17) 2021 = 69% (n = 16) 2020 = 90% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor made a few revisions to the guided review assignments. All students were required to attend both days of the student educator seminar and the mock board exam score completed at the seminar was included in the RA275 course grade. All students are provided with multiple, learning tools to assist them with achieving a 70 on a Corectec exam. Any student not earning a 70 Corectec score is also required to complete additional guided review assignments with specific due dates. All steps in the guided review assignments are assigned to be completed prior to the next exam. Three students were late on portions of the first guided review assignment. To encourage timely completion of all assignments the instructor made changes on the guided review assignment instructions and increased the grade reduction for late submission of work. A few students still completed their work late. The action plan from the prior year did not improve the outcome for the current academic year. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will revise the guided review assignment instructions and grading expectations to encourage timely completion of all assignments. The ASR Program will implement Clover Learning throughout the curriculum for the next academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:154 CT Topic Presentation **Target:** Average score of >= 80% **Timeframe:** Level I- Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA154 CT Topic Presentation was 99%. This year's average score of 99.7% is slightly higher yet consistent with prior data. Benchmark continues to be exceeded. The students continue to demonstrate their ability to practice critical thinking consistently. Spring 2025 = 99.7% (n=14) Previous Data: Spring 2024 = 99% (n=16) Spring 2023 = 96.4% (n=10) Spring 2022 = 96.75% (n=8) Spring 2021 = 96.24% (n=13) **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided each student with a grading rubric and a presentation example within Blackboard. The instructor also had each student conduct 2 peer reviews on their classmate's presentations. Students are expected to use critical thinking skills to help teach the class about specific CT topics. The topics presented this year included various procedures, pathologies, animal radiography, and trauma. Each student is evaluated on presentation format, content, audio/professionalism, and creativity. The entire cohort excelled in all categories. The student peer review feedback was taken into consideration when the instructor completed the final grade/feedback for each presentation. Through the creation of their presentations, the students did a great job at demonstrating their ability to practice critical thinking in the learning environment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide each student with a grading rubric and a presentation example within Blackboard. The instructor will continue to have each student conduct peer reviews on their classmate's presentations. The feedback provided by the students during their peer reviews will be used by the instructor when they complete a final grade for each presentation. **Follow-up**

ASR 3.3

AU Outcome
Students will be able to critically think in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:145 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** RA: 145 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA145 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8 was 3.83. This year's average score is slightly lower yet comparable at 3.72. All students continue to exceed benchmark with consistently averaging 3.65 and higher for the last 5 years. Students continue to demonstrate their ability to critically think in the clinical setting. Spring 2025 =3.72 (N =24) Previous data: 2024 = 3.83 (N =21) 2023 = 3.74 (N =15) 2022 = 3.66 (N =10) 2021 = 3.65 (N=18) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors in the clinical setting continued to provide excellent instruction and supervision of students to assess their critical thinking skills. Although benchmark was made, there was an overall decrease compared to the previous year in all four categories: Self-Image for Level in the ASR Program, Ability to follow directions, Applications of Knowledge, and Composure and Adaptability. Overall, the action plan was effective. Students demonstrated the ability to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide the needed instruction and supervision of the students to evaluate their critical thinking skills in the clinical setting. **Follow-up**

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:265 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8, was 3.82. This year's score was slightly higher at 3.87, but this increase is not considered significant and is consist with prior data. The benchmark continues to be exceeded, and the students continue to demonstrate their ability to critically think in the clinical setting. 2024 = 3.87 (n=21) Previous Data: 2023 3.82 (n=13) 2022 3.86 (n=10) 2021 3.57 (n=17) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct, explain, and demonstrate to students how to practice critically thinking skills in the clinical environment. The action plan was effective to meet benchmark. The students' scores increased in all four performance criteria areas: application of knowledge, ability to follow directions, self-image for level in the ASR program, and composure and adaptability. Students have immediate access to their completed evaluations on Trajecsys. The Clinical Coordinator reviews the evaluations on a routine basis when they are completed and meets with any students that may need guidance before the next evaluation is filled out. Students continue to be able to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to instruct, explain and demonstrate to students how to practice critical thinking skills in the clinical environment. **Follow-up**

Program (HS) - Doctor of Education (Ed.D.)

EdD 1.1

AU Outcome
Students will demonstrate advanced educator competencies to enact increasingly complex faculty and leadership roles.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)

- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 720: Finance and Fiscal Management – Budget Assignment **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught (e.g. Spring 2017)	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**

Measures	Result
Responsible Parties: Program Chair/ HS Grad Curriculum Committee	
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Final Paper **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 50% of students received a score of >85% Overall average score = 84.8% (47.5/56) 2018 (n=1) – target met (overall average = 98.2%) 2020 (n=2) – target met (overall average = 98.5%) 2022 (n=2) – target met (overall average = 92.5%) Reflection: The purpose of this paper was for students to speak to the course objectives which included addressing trends within, the culture of, and solutions/adaptations for health sciences educational environments. This assignment was graded using a rubric based on the writing rubric developed for the EdD program. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated an updated writing support session aligned with the course material to assist with writing the final paper would be included in the course. The writing support session included information on developing themes and constructing an argument. This is one of the first formal papers students write in the program, depending on when they start the program, and some inexperienced students struggle with doctoral-level writing. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education --Technology Transcendence Final Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2015, Fall 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.5% (96.5/100) 2018 (n=4) – target not met (overall average = 86.5%) 2020 (n=4) – target met (overall average = 100%) 2022 (n=2) – target met (overall average = 84.5%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The 2022-2023 action plan for the 2024-2025 academic year indicated a final project overview recording would be created to explain the project criteria along with ideas on how to meet the stated requirements. Additionally, a criterion should be added that addresses APA formatting, mechanics, and spelling. Neither of these changes were made for the current offering, and the performance on this assignment was not affected. To allow students flexibility in how they complete the project, the APA item was not added. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Final Paper **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught (e.g., Fall 2017) **Responsible Parties:** Program Chair/HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 795: Project Conference **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/25/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (60/60) The purpose of this project is for students to create an education-focused project that aligns with at least two EdD graduate outcomes. This assignment was graded using a rubric that explained what the requirements were for the conference submission. Only the final conference was assessed for this item. This item has not been assessed for several years, so no previous action plan was developed. This project is flexible so students can develop something appropriate for their educational setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: NA - New item **Actions** **Action Date**: 08/25/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**

EdD 1.2

AU Outcome
Students will assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – Literature Review **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Service Learning Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.9% (23.25/24) 2022 (n=2) – target met (overall average = 93.8%) 2020 (n=2) – target met (overall average = 95.8%) 2018 (n=1) – target met (overall average = 97.9%) 2016 – 84.5% (average) The purpose of this assignment was for students to develop a service-learning project that could be offered in a course. Students use the Engaged Faculty Institute curriculum as a framework to explore service learning. The project requires students to communicate what they learned about service learning and if an activity could be incorporated into their instructional settings. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year stated this assignment would be included with no changes. This assignment was updated in the spring 2023 section to have students focus on the viability of using service learning in their setting. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will continue to be included with no changes. We will also continue to explore virtual service learning as an option for health professions educators. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Strategic Planning Environmental Scan Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85%	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Strategic Planning Environmental Scan Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year.

Measures	Result
Timeframe: When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 2.1

AU Outcome
Students will facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 2:** Provide graduate education programs of excellence through the use of information, communication, and practice. (**X**)
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 750: Curriculum Theory and Design in the Health Professions – Final Project **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (100/100) Summer 2023 – Met; 100% (average); n=1 Summer 2022 – Met; 100% (average); n=1 Fall 2019 – Met; 100% (average); n=1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment based on the past successes. A new required textbook was added for the 2024 section. The final project requires students to develop a unit of instruction following a curriculum development framework. Students worked on different sections of the project throughout the course and received feedback prior to assembling the final project. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Teaching Evaluation **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2014, 2017, etc.) **Responsible Parties:** Program Chair/HS Graduate Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 96.7% (29/30) 2020 (n=3) – target met (overall average = 100%) 2023 (n=2) – target not met (overall average = 65%) Within each module, students evaluated an existing teaching evaluation tool against the learning theories covered in that module. By the end of the course, each student had created a unique teaching evaluation to use for a peer review.

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated the assignment instructions would be reviewed for clarity. No changes were made. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no changes. **Follow-up**

EdD 3.1

AU Outcome
Students will demonstrate organizational and systems leadership to advance quality improvement and systems change.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Discussions **Target:** Students will receive an average score of >90% for all discussions within the course **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Accreditation and Quality Improvement Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Accreditation and Quality Improvement Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 4.1

AU Outcome
Students will apply analytical methods and research to develop best practices and practice guidelines.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Personal Statement of Teaching Philosophy **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course taught (e.g., spring, Year 1) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 99.6% (49.8/50) 2020 (n=3) – target met (overall average = 97.6%) 2023 (n=2) – target met (overall average = 99.6%) Within each module, students completed a journal entry to help capture information about their teaching style to use in the final assignment. Students were allowed flexibility in the format of their submission. All three completed an essay. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment.

Measures	Result
	Actions **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. A guidance document with assignment expectations provides information to students, and that will continue to be used. Subsequent sections will be assessed to ensure the target continues to be met. **Follow-up**

EdD 5.1

AU Outcome
Students will advance the scholarship of education in a variety of health science and nursing professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education –Tech Topic Assignment **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 98% (24.5/25) 2018 (n=4) – target met (overall average = 100%) 2020 (n=4 – target met (overall average = 100%) 2022 (n=2 – target met (overall average = 88%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2023 action plan for 2024-2025 academic year, no changes were recommended for this assignment. The rubric was updated for the fall 2022 course section, but no significant changes were made to the assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. Students are required to help classmates engage with their topic and to engage with their classmates' topics. **Follow-up**

EdD 5.2

AU Outcome
Students will evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application, and teaching to further knowledge and competencies of the health science and nursing education professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 770: Assessment and Evaluation in Health Sciences Education – Assessment Process Assignment **Target:** Students will receive an average score at least 80% **Timeframe:** When course is taught (e.g., 2016, 2019, etc.) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**

Program (HS) - Doctor of Physical Therapy (DPT)

Graduate Goal 1

AU Outcome
GG1. Graduates provide competent physical therapy services, including acting with care, compassion, and integrity.

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 1.1. Graduate Survey: Percentage of graduates who agree they are able to provide competent physical therapy services in employment environments. **Target:** 100% of responding graduates will strongly agree or agree that they are able to provide competent physical therapy services in their employment environments. **Timeframe:** Annually @ faculty retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/17/2025 **Result**: 100% of students from inaugural class strongly agree that they were prepared for compassionate care. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of students from inaugural class strongly agree that they were prepared for compassionate care. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Actions** **Action**: We will continue to teach evidence-based physical therapy, perform continuous curriculum review, and use high stake examinations to ensure students perform at the highest level. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 1.2. Employer Survey: Percentage of employers who agree that graduates provide competent physical therapy services. **Target:** 100% of responding employers will strongly agree or agree that graduates provide competent physical therapy services. **Timeframe:** Annually @ faculty retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/17/2025 **Result**: 100% of employers who answered the employee survey on our inaugural class strongly agree that they were prepared for compassionate care. This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of employers who answered the employee survey on our inaugural class strongly agree that they were prepared for compassionate care. This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Actions** **Action**: We will continue to ask employers to fill out the employer survey 1 year after they graduate. The DPT program will continue to focus on continuous curriculum improvement, evidence based and client centered care as well as service opportunities to practice affective skills. **Follow-up**
Assessment Measure Status: Active	**Result Date**: 09/17/2025

Measures	Result
Assessment Type: SL: Survey **Measure:** 1.3. Employer Survey: Percentage of employers who agree that graduates provide competent physical therapy services.1.3. Employer Survey: Percentage of employers who agree that graduates act with care, compassion, and integrity in patient/family services. **Target:** 100% of responding employers will strongly agree or agree that graduates provide competent physical therapy services. **Timeframe:** Annually @ faculty retreat **Responsible Parties:** Assessment Committee	**Result**: 100% of employers who answered the employee survey agreed or strongly agreed that our graduates provide competent physical therapy services, including acting with care, compassion, and integrity.. This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of employers who answered the employee survey agreed or strongly agreed that our graduates provide competent physical therapy services, including acting with care, compassion, and integrity.. This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Actions** **Action**: We will continue to ask employers to fill out the employer survey 1 year after they graduate. The DPT program will continue to focus on continuous curriculum improvement, evidence based and client centered care as well as service opportunities to practice affective skills. **Follow-up**

Graduate Goal 3

AU Outcome
GG3. Demonstrate skill in the use of technology to enhance patient care and their own professional development.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 3.1. Graduate Survey: Percentage of graduates who agree they use technology-based resources in clinical decision making. **Target:** 100% of responding graduates will strongly agree or agree that they use technology-based resources in clinical decision making. **Timeframe:** Annually @ Faculty Retreat	**Result Date**: 09/17/2025 **Result**: 100% of students from inaugural class strongly agree and agree they use technology-based resources in clinical decision making. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Responsible Parties: Assessment Committee	**Action Plan Impact**: 100% of students from inaugural class strongly agree and agree that they demonstrate skill in the use of technology to enhance patient care and their own professional development. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Actions** **Action**: Continue with the use of technology. and integrating technology within the curriculum for asynchronous, synchronous, and lab immersions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 3.2. Graduate Survey: Percentage of graduates who agree they use technology-based resources to advance learning and professional development **Target:** 100% of responding graduates will strongly agree or agree that they use technology-based resources to advance learning and professional development. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/17/2025 **Result**: 100% of students from inaugural class strongly agree and agree that they demonstrate skill in the use of technology to enhance patient care and their own professional development. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of students from inaugural class strongly agree and agree that they demonstrate skill in the use of technology to enhance patient care and their own professional development. At the time of this report this data is still from our 2023 graduates due to the Alumni/Graduate survey was collected the beginning of 2024, 1 year after graduation. Moving forward with the timing of the CAP reporting due in fall and the collection of this survey data is in the spring 1 year after graduation we will report on 2024 graduation data at the 2025-2026 CAP. **Actions** **Action**: Continue with the use of technology. and integrating technology within the curriculum for asynchronous, synchronous, and lab immersions. **Follow-up**

Student Goal 3

AU Outcome
SG3. Demonstrate skill in the use of technology to enhance patient care and their own professional development.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 3.2. Exit Survey: Percentage of students who agree they used technology-based resources in clinical decision making during clinical experiences. **Target:** 100% of students will strongly agree or agree that they used technology-based resources in clinical decision making during clinical experiences. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/15/2025 **Result**: 100% of students agree and strongly agree that they were proficient in the use of technology for clinical reasoning experiences. These 2024-2025 results match the previous 2023-2024 results. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of students agree and strongly agree that they were proficient in the use of technology for clinical reasoning experiences. These 2024-2025 results match the previous 2023-2024 results. **Actions** **Action**: Continue with the use of technology in all aspects of curriculum, including asynchronous, synchronous, lab immersions, and clinical education. Faculty also continues to take con-ed training to translate best practice in hybrid education. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 3.3. Exit Survey: Percentage of students who agree they used technology-based resources for their own professional development during clinical experiences. **Target:** 100% of students will strongly agree or agree that they used technology-based resources for their own professional development during clinical experiences. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/15/2025 **Result**: 100% of graduates agreed they were well prepared in the use of technology and used technology for their professional development. These 2024-2025 results match the previous 2023-2024 results. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of graduates agreed they were well prepared in the use of technology and used technology for their professional development. These 2024-2025 results match the previous 2023-2024 results. **Actions** **Action**: We will continue with the implementation of technology during the online and face-to-face components of the curriculum. Faculty also models con-ed for hybrid teaching environment. **Follow-up**

Program (HS) - Masters in Occupational Therapy (MS in OT)

MS in OT 1.0 Critical reasoning community-based systems

AU Outcome
Students will demonstrate appropriate critical reasoning in the provision of evidence-based OT services in community-based systems.
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 1:** Use critical reasoning to provide evidence based occupational therapy services in a variety of service delivery models, health care settings, and community-based systems. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 602 – OT School System Practice, Case Study Intervention Plan **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/Program Faculty/HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score for the Fall 2024 cohort = 83.5%, compared to 2023 cohort = 87%, Fall 2022 88% and Fall 2021 91.7%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The course faculty developed additional opportunities for students to practice with school-based case studies experiences to increase experience with this skill and therefore increase student success with the performance of the skill. This action plan did not impact the cohort average compared to prior years. **Actions** **Action**: The course faculty developed additional opportunities for students to practice writing intervention plans within school-based case studies experiences from lab to increase experience with this skill and therefore increase student success with the performance of the skill. **Follow-up**

MS in OT 2.0 Critical reasoning health care settings

AU Outcome

Students will demonstrate appropriate critical reasoning in the provision of evidence-based OT services in health care settings.

Outcome Status

Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 1:** Use critical reasoning to provide evidence based occupational therapy services in a variety of service delivery models, health care

settings, and community-based systems. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 611 –Clinical Reasoning Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/Program Faculty/HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score was 90.9% on final written clinical reasoning assignment. This compares to an average cohort score of 85.6% in 2024 fall 2023 of 90.16%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will provide enhanced opportunities for clinical reasoning during intervention and discharge planning throughout the semester through multiple experiential learning and virtual learning opportunities. A variety of clinical reasoning learning activities were provided through hands-on learning labs and virtual learning opportunities. **Actions** **Action**: Faculty will continue to provide enhanced opportunities for clinical reasoning during intervention and discharge planning throughout the semester through multiple experiential learning, virtual learning, and interprofessional opportunities. **Follow-up**

MS in OT 3.0 Incorporate models of practice

AU Outcome
Students will incorporate models of practice/frames of reference with client-centered strategies that consider a variety of underlying factors.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 2:** Provide services within a client-centered, occupational-based theoretical foundation with consideration of the underlying factors including, but not limited to, the culture and contexts that influence the individual's ability to engage in meaningful occupational tasks and roles. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 601 –Care Plan Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Cohort in 2024 completed Evaluation/Treatment plan assignment with an average percentage of 98%. These results are compared to fall 2023 Cohort completed Evaluation/Treatment plan assignment with average percentage of 95%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Continue to implement live case study, to allow students to ask questions of therapists or be present with intervention. Attempt to use EMR platform for electronic medical record experience. Live labs be scheduled outside of class and lab times as a means of achieving more volunteers, allowing students to perform evaluation within smaller groups. The write-up assignment will continue to be an individual assignment. Plan to include intraprofessional and interprofessional opportunities for this assignment with potential participation of certified occupational therapy assistants and/or physical therapy students. Impact Statement: Volunteer Children attended campus and were evaluated within a groups of students in which students then independently wrote the report as planned. This allowed for hands on and in-person reactions with the child, the caregiver and DPT students. Valued interprofessional opportunities and interactions were gained. This action plan resulted in students continuing to meet the goal as indicated in student performance from 95% during the past reporting period to 98% this reporting period, suggesting the action plan was effective for achieving the target. **Actions** **Action**: Continue to implement live case study, to allow students to ask questions of therapists or be present with intervention. Consider the use of electronic documentation methods via Doculearn platform, for upcoming years. Live labs may be scheduled outside of class and lab times as a means of achieving more volunteers, allowing students to perform evaluations within smaller groups. The write-up assignment will continue to be an individual assignment. Consider allotting time for debriefing to occur with the same OT supervisor as was present in the live evaluation to allow for more in-depth debriefing to be reflected within their write up and chosen FOR. Consider interprofessional and intra professional evaluation opportunities with Allen PT program and surrounding COTA programs. **Follow-up**

MS in OT 7.0 Adaptive equipment

AU Outcome
Students will demonstrate the ability to select and apply appropriate adaptive equipment/technology in treatment.

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 4:** Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** Final Exam Video Case **Target:** Average cohort score of 90% or higher **Timeframe:** 1st Year of program, Semester 3 (Summer) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score was 96%. This compares to 97.0%, in 2023 which was a significant increase from the 2022 average cohort score of 91.6%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year. Faculty will continue to review the exam and make appropriate changes to capture student learning. Lab opportunities for clinical reasoning and practice with justification for assistive technology recommendations will be modified and implemented. Impact: Students had multiple opportunities for clinical reasoning and practice with justification for assistive technology which resulted in consistent student performance on the assessment measure for this timeframe, suggesting the action plan was effective for achieving the target. **Actions** **Action**: Faculty will continue to provide lab opportunities for clinical reasoning and practice with justification for assistive technology recommendations. Will also continue to use Simucase for clinical reasoning. **Follow-up**

MS in OT 8.0 Ability to modify environments

AU Outcome
Students demonstrate the ability to modify environments to support best outcomes in care.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 4:** Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 523 – Case Study Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 1st Year of program, Semester 3 (Summer) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Students average score on both the WS/ECT/Dysphagia Case Studies and Cardio/Pulmonary Case Studies were 100% compared to an average score 100% in 2023, 100% in 2022, and 96% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to provide enriching experiences through hands-on activities to support student success in modifying environments to support best outcomes in care. Benchmark continues to be met suggesting this action plan was successful. **Actions** **Action**: Faculty will continue to provide enriching experiences through hands-on activities to support student success in modifying environments to support best outcomes in care. **Follow-up**

MS in OT 9.0 Supervision guidelines

AU Outcome
Students will demonstrate an understanding of the supervision guidelines for OT and other essential personnel.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 5:** Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students within the guidelines of the professional practice. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** OT 613 – Supervision Guidelines Assessment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score of 92.8% for Spring 2025 is compared to Spring 2024 score of 31.23/35 points and 89.22% at average, 2023 Average cohort score 32.25/35 points at 92% average, and 2022 an average cohort score 31.63/35 points at 90%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Students will be provided with additional opportunities for practical application of supervision to real life and experiential experiences. This plan resulted in improved cohort average to goal attainment. **Actions** **Action**: Students will continue to be provided with opportunities for practical application of supervision to real life and experiential experiences including live OT/OTA intradisciplinary experiences throughout the program. **Follow-up**

MS in OT 11.0 Collaborate to meet patient outcomes

AU Outcome
Students will collaborate with interdisciplinary care teams in determining appropriate occupational therapy service delivery to meet patient outcomes.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 6:** Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** OT 611 – Documentation Assessment for IPE Experience **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score of 97% with 2024 average cohort score of 94.6%. This compares to 93% in 2023, and a 2022 average of 95%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to modify this assignment develop continued experiential interprofessional clinical reasoning opportunities and facilitate interprofessional OSCEs on an annual basis. This outcome is an increase from the 2024 2023 average indicating that the action plan appeared to be a success. **Actions** **Action**: Faculty will continue to evolve experiential interprofessional clinical reasoning opportunities and facilitate interprofessional OSCEs on an annual basis. Rubric will also be adjusted to reflect new standards **Follow-up**

MS in OT 12.0 Collaborate to meet education outcomes

AU Outcome
Students will collaborate with an interdisciplinary educational team in determining appropriate occupational therapy service delivery to meet student-client educational outcomes.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 6:** Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 602 Case Study Evaluation Report **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: In Fall 2024 the average cohort score was 91.6% compared to the average cohort score of 88% in 2023, 87% in 2022 and a score of 91.1% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan implemented during 2024-2025 (proposed in 2023-2024 CAP report): The faculty of the course will review lessons to offer examples of a completed school-based evaluation report and additional opportunities for question and answer and peer review along with opportunities to practice completion of this assignment in lab activities. Impact: This cohort demonstrated an increase in performance given the action plan stated above to meet the goals of 90% or higher indicating that the action plan was successful. **Actions** **Action**: The faculty of the course will review lessons to offer examples of a completed school-based evaluation report, in class evaluation writing activities, and additional opportunities for question and answer and peer review along with opportunities to practice completion of this assignment in lab activities. **Follow-up**

Program (HS) - Medical Imaging (MI)

MI 1.1

AU Outcome
Students will demonstrate appropriate patient preparation for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 09/30/2025

Measures	Result
Measure: MI: 460 Competency Evaluation/CCE Part I, numbers 4, 5, 6, 7 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ Health Sciences(HS) Curriculum Committee	**Result**: In Spring 2025, the average score of the MI460 Competency Evaluation/CCE Part 1, numbers 4-7, and Part 2 numbers 1-2, is 3.67. This year's average score is lower when compared to the Spring 2024 average score of 4.0. The significance of this decrease is difficult to determine due to only one student being enrolled in this course. Data is not available from spring 2023 due to no enrollment. Clinical competence was demonstrated. 2025 = 3.67 (n=1) Previous data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.88 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to educate the students on the importance of patient preparation and safety as it relates to MRI in the clinical environment. The clinical instructors utilized the evaluation process as a way to determine the student's growth and development throughout their clinical rotation. The program faculty ensured that all staff and students had the resources needed to provide quality patient care. When completing the competency evaluations, the students demonstrate the ability to properly educate the patient, screen the patient, obtain appropriate patient history, and position the patient on the MRI exam table. An evaluation process is in place at each clinical site to ensure that the students have the ability to obtain feedback on the patient preparation process and has the opportunity to demonstrate growth throughout their clinical rotation. Clinical competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part I, numbers 4, 5, 6 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. 2025 = no data available 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.75 (n=1) **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 1.2

AU Outcome
Outcome: Students will demonstrate appropriate protocol and parameter selection for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part II, numbers 3, 4, 5 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the MI 460 Competency Evaluation/CCE Part II, numbers 3-5 average score is 3.79. This is slightly lower when compared to last year's data, but it is still comparable, and students continue to exceed benchmark. 2025 = 3.79 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.9 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continued to work with the students in the clinical environment educating them on proper protocol, coil, and scan parameter selections for various MRI procedures. The students are able to gain valuable feedback from their clinical instructors through non-graded and graded evaluations throughout their clinical rotation. This evaluation process allows the students to better know how they can show growth throughout the semester and improve their imaging procedure knowledge. The students take MI 450 MRI Procedures I in this same semester, so they are able to take what they learn in their online didactic course and apply it in their clinical environment. Clinical Competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part II, numbers 3, 4 **Target:** Average score of >= 3. (0-4 pt. scale)	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA

Measures	Result
Timeframe: Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 3,6,10,11 was 4.0. This year's average score of 3.0 is lower, yet the significance is difficult to determine due to only have one student enrolled in the course. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.0 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.54 (n=3) 2020 = 3.75 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student in the clinical environment while providing direct patient care. The instructors did a great job at focusing their attention on helping students to improve their overall communication with patients and other healthcare professionals. This specific student scored a 3.0 (on a 0–4-point scale) in all areas on the evaluation form. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. Effective communication skills in the clinical setting were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. Moving forward, program faculty will continue working on revising the curriculum for primary pathway students to provide additional clinical coursework with a patient care focus. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal	**Result Date**: 09/30/2025

Measures	Result
Measure: MI: 465 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 2.2

AU Outcome
Students will practice written communication skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 410 Research PowerPoint Presentation (MRI) **Target:** Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** MI: 410 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score is 98.2%. This is slightly lower, yet consistent, with last year's average score of 99%. Benchmark continues to be exceeded, and students continue to practice written communication skills. 2024 = 98.2% (n=4) Previous Data: 2023 = 99% (n=3) 2022 = no data available 2021 = 96% (n=1) 2020 = 98.2% (n=4) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor broke down the rubric to make it more specific in regards to APA formatting and content. Proper APA formatting examples were provided to the student within their Blackboard course which included a PowerPoint presentation. Minor points were deducted from one student for grammatical and sentence structure errors and APA formatting on the reference page. Overall, APA did not pose much of challenge for this cohort. Each student is required to submit a portion of their presentation part way through the semester and feedback is provided to the student at that time regarding APA formatting, content, etc. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric so each student understands how they will be graded with regards to APA formatting. The instructor will continue to provide APA formatting examples within their Blackboard course. The instructor will continue to require each student to submit a partial submission part way through the semester for feedback. APA will remain a focus moving forward even though this cohort did not struggle in that area. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 435 CT Procedures I Reflection Paper **Target:** Average score of >= 80% **Timeframe:** Spring Semester	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA

Measures	Result
Responsible Parties: MI: 435 Course Instructor/ HS Curriculum Committee	**Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will create a detailed rubric to ensure that each student is reflecting on what they learned throughout the course. The instructor will implement APA requirements within the rubric to ensure that each student follows proper APA format. **Follow-up**

MI 3.1

AU Outcome
Students will demonstrate critical thinking skills in the clinical environment.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 2,4,7,8 is 4.0. This year's average score of 2.5 is significantly lower and inconsistent with prior data. Benchmark was not exceeded. 2025 = 2.5 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.46 (n=3) 2020 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. This specific student scored a 2.0 (on a 0–4-point scale) in the areas of: application of knowledge and ability to follow directions. This student scored a 3.0 in the areas of self-image for Level in the program and composure and adaptability. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. The student consistently scored high on all non-graded evaluations conducted throughout their clinical experience. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth with prior cohorts. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment.

Measures	Result
	Actions **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 3.2

AU Outcome
Students will demonstrate the ability to practice critical thinking skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Board Review Exam (MRI) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 480 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2025, 100% of the students achieved a passing score of 75 or greater on one of the three assigned mock board exams. This is consistent when compared to prior cohorts. The students continue to demonstrate the ability to practice critical thinking skills. 2025 100% (n=1) Previous Data: 2024 100% (n=1) 2023 no data available 2022 (n=0) 2021 (n=2) 100% 2020 (n=3) 100% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor began the registry review assignments in the spring semester to allow each student 16 additional weeks of board preparation. Additional structured quizzes and exams in each of the four categories were assigned and completed by the student. The action plan was effective. The student scored very well on all three mock board exams, achieving scores of 76.5%, 88%, and 83.5%. The student stated that the board review assignments were beneficial in preparing them for the mock board exams at the end of the semester. Critical thinking skills were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. The instructor will continue to provide structured quizzes and exams in each of the four key categories to help students prepare for the mock board exams. The instructor will discuss with the students the importance of completing all registry review assignments and mock board exams. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Board Review Exam (CT) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 465 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. Structured quizzes that include questions from each of the four categories will be assigned to help each student prepare for the mock board exams. **Follow-up**

MI 4.1

AU Outcome
Students will integrate leadership skills and construct professional practices.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 460 Service Learning Project (MRI) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 460 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: The Spring 2025 MI 460 Service-Learning Project average score is 74%. This is significantly lower than the Spring 2024 average score of 90%. Benchmark was not exceeded for this cohort. 2025 = 74% (n=1) Previous Data: 2024 = 90% (n=1) 2023 = no data available 2022 = 88% (n=1) 2021 = 91.5% (n=2) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided a detailed rubric at the beginning of the course. Information was provided to the students throughout the semester regarding service-learning opportunities. APA formatting information was available to all students within their Blackboard course. For this specific student, points were deducted in the categories of APA format, overall writing, and use of research. This student elected to not submit a draft of the paper for feedback prior to submission for a final grade. They elected to not incorporate research. APA formatting issues throughout. Grammatical and sentence structure concerns were noted throughout. Instructor expectations were not met by the student even with continued communication and guidance. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. The instructor is considering reformatting the service-learning assignment. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 445 Service Learning Project (CT) **Target:** Average score of >= 80%. **Timeframe:** Spring Semester **Responsible Parties:** MI: 445 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. **Follow-up**

MI 4.2

AU Outcome
Students will practice professionalism.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 is 4.0. This year's average score of 2.8 is significantly lower. Benchmark was not exceeded. Overall, professionalism was not practiced at the level of program's expectations. 2025 = 2.8 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to provide feedback through non-graded evaluations throughout the semester to allow students the opportunity to develop and practice professionalism. The clinical instructors continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide direct patient care. The action plan was not effective for this student. This specific student scored a 3.0 (on a 0–4-point scale) in the areas of: organization of assignments, initiative, policies and procedures, and ethical and professional behaviors. They scored a 2.0 in the area of appearance. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**

Program (HS) - Medical Laboratory Science (MLS)

MLS 1.1

AU Outcome
Students will apply theory and principles related to laboratory testing
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Exam scores – MLS 440: Clinical Hematology and Hemostasis **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – (n=17) 47% (8/17) earned an average exam score of >80%. Overall average exam score = 79.1% Fall 2023 = 75% Fall 2022 = 33.3% Fall 2021 = 68.75% Fall 2020 = 79.5% Fall 2019 = 71.2% Fall 2018 = 69.2% Fall 2017 = 88.3% Fall 2015 = 91.3% Reflection: Target was not met. In looking at the data students performed well on Exams 1, 3, and 4. Exam 1 and 3 had a mandatory virtual session prior to the exam and Exam 2 covered traditionally tougher topics and more material than the other exams. The final exam had the lowest overall exam score and was worth 100 points. An optional final exam review assignment was given to students in week 14 and 14 out of 17 students accessed it. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-2024 CAP stated that the course would continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam would be given (for a total of five exams). This target has been inconsistently met the past four years and appears to depend on the student cohort. **Actions** **Action Date**: 08/11/2025 **Action**: Action plan: I have used statistics to analyze each individual exam to examine any trends or outside influences on exam scores. This course is adopting a new textbook with a new publisher so the exam questions will most likely change completely going forward. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Clinical Microbiology Exam Scores (formerly Exam Scores – MLS 460: Clinical Microbiology) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Spring 2025 (n=16) 12/16 (75%) students received an average score of >80% Overall average = 252.6/300 points (84.2%) Spring 2024 (n=11) (72.7%) Average score = (83.8%) Spring 2023 (n=12) (58%) Average score = (82.9%) Spring 2022 (n=16) (75%) Average score = (83.3%) Spring 2021 (n=15) (80%) Average score = 84.7% Spring 2020 (n=6) 33.3% Average score = 80.5% Spring 2019 (n=14) 100% Average score = 88.1% These results demonstrate that the target has been inconsistently met (4/7 times) since the 2018-2019 academic year. Reflection: This course helps students to apply theory and principles related to microbiology. The multiple-choice exams help prepare students for clinical rotations, where theory and principles of microbiology are applied. The last five cohorts have scored an overall average within one percentage point from year to year. Cohorts with less than 13 students have not met the target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 CAP stated that the course would include four exams (one unproctored), with updated questions, which was the case for 2024-2025. This target has been met 57% of the time over the past seven years. Given the inconsistent achievement of the target for this measure, the action plan seems dependent on the cohort and number of students. **Actions** **Action Date**: 08/11/2025 **Action**: This course will continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam will be given (for a total of five exams). Student outcomes will continue to be assessed with the same target. **Follow-up**

MLS 1.2

AU Outcome
Students will apply concepts and principles of laboratory operations in a clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Affective Evaluation – Microbiology **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Spring 2025 (n=12) 12/12 (100%) of students received an average score of >80% Ave. = 24.75/25 points (99%) Spring 2024 (n=10) (90%) Ave. = 23.1/25 points (92%) Spring 2023 (n=11) (90.9%) Ave. = 23.5/25 points (94%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: This is the fourth year of measuring this target. This evaluation occurs in the final semester for students during the third or fourth rotation. Results indicate that students are learning and retaining behaviors needed to be successful in a professional lab setting. Students are assessed by their clinical instructors on interest in learning, initiative, communication skills, acceptance of constructive criticism, and safety. **Actions** **Action Date**: 08/11/2025 **Action**: We will evaluate subsequent cohorts of students on this measurement item with the same target. In addition, students will continue to receive a didactic affective evaluation at midterm and the end of each course to continue to promote professional behaviors. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** MediaLab Exam Simulator Scores (formerly MediaLab Exam Simulator Scores – MLS 475: Medical Laboratory Science Review **Target:** 75% of students will achieve a CAT difficulty of 5.0 **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 17 students 88.2% (15/17) achieved a CAT difficulty level of at least 5.0 on CAT exams (5 exams) Average level of difficulty = 6.1 Practice CATs = 5.61 Graded CATs = 6.2 2018 – 90%; 5.3 2019 – 83.3%; 5.9 2020 (n=6) • Proctored – 16.7%; 4.5 • Non-proctored – 83.3%; 5.8 2021 (n=17); 82.4%; 5.5 2022 (n=16); 100%; 6.8 2023 (n=10); 100%; 6.5 2024 (n=10); 100%; 6.1

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Exam Simulator (ES) is a preparatory resource we purchase for students to help them prepare for the BOC exam. Students took 5 CAT exams (all non-proctored) during the last 8 weeks of the semester. Our 2023-2024 action plan for 2024-2025 academic year indicated we would provide students with a study template to help them complete efficient reviews on all topic areas. We referred students to an exam content guideline from a credentialing agency, but some students expressed wanting something additional. The graded CAT exam average was higher again this year which shows the power of incentivization. Students were provided with information about past student outcomes, different certification exam options, and recommendations on when to schedule their certification exams. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to require students to complete practice and graded CAT exams. Students will be provided with a program-specific study template to help them complete efficient reviews on all topic areas. **Follow-up**

MLS 2.1

AU Outcome
Students will demonstrate technical competency in the delivery of quality laboratory service
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** Basic Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% (formerly 75% of students will complete all assignments) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 (n=19) 94.7% of students (18/19) received an average score of >80% Overall average = 28.7/30 points (95.7%) 2021 (n=16) – target met; overall ave. = 99% 2022 (n=12) – target met; overall ave. = 94.3% 2023 (n=13) – target met; overall ave. = 98.3% Target has been met since the measure was first evaluated in 2021. Students are provided with tools and resources to help them learn cellular morphology including a synchronous lab session and practice differentials for which they receive feedback from Cellavision on their performance. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered cell morphology during a virtual lab and provided numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to include these assignments without any revisions. Course faculty will continue to cover cell morphology during a virtual lab session and provide numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. A new textbook will be used for the 2025 course section. **Follow-up**

MLS 2.2

AU Outcome
Students will assess the accuracy of laboratory test results by correlating laboratory data with clinical diagnoses
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** Advanced Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Fall 2024 – (n=17) 100% (17/17) earned an average exam score of >80%. Fall 2023 = 100% Fall 2022 = 91.7% Fall 2021 = 100% This assignment was introduced in 2021 and students enjoyed the assignment and engaged with this assignment by asking questions. They were able to see some higher level cells to identify and higher level cases of real patient slides. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered advanced cell morphology in the coursework and then provided students a chance to review slides from actual patients with advanced morphological abnormalities. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to use this program (CellaVision) to teach and assess advanced cell morphology and competency within this course. No plans to change this assignment. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Program Comprehensive Exam (FKA: MLS Program Final Exam [formerly MLS 475: Medical Laboratory Science Review - Final Exam]) **Target:** 75% of students will receive a score of >55% (target prior to 2021-2022 = 75% of students will receive an average score of >=80%) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Faculty Org Committee	**Result Date**: 08/11/2025 **Result**: Spring 2024 – 16 students 87.5% of students (14/16) received a score of >55% Overall average score = 68% Spring 2020 (n=6) • 0 met target • 51.2% average score Spring 2021 (n=17) • 0 met target • 59.1% average score Spring 2022 (n=16) • 12 met target • 65.7% average score Spring 2023 (n=10) • 10 met target • 72.0% average score Spring 2024 (n=10) • 9 met target • 74.7% average score

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated we would continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. Both parts of the final exam were minimally updated from spring 2024 to improve question clarity. The spring 2024 course continued to include resources on how to study for a comprehensive exam. Weeks 1-9 allowed students to review summer and fall topics and create study outlines. Weeks 10-15 included subject-specific review activities for all program topics. The Week 9 synchronous session was moved to Week 2. Some new review materials were provided for some of the topics. One non-graduating student did not complete the final exams and was not included in the data. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. A program-specific review template will be provided to help students to efficiently review material. **Follow-up**

MLS 3.1

AU Outcome
Students will maintain competency in the laboratory field of study
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** Immunohematology Competency Exercises (MediaLab and MedTraining) **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – (n = 16) 100% (16/16) successfully complete MediaLab (8 assignments) and MTS assignments (4 assignments) New item this year All MediaLab and MTS assignments were graded as complete/incomplete, so the target does not apply to how these assignments were graded. Students can repeat assignments until the system marks them as complete. Since all assignments were successfully completed, all students met a minimum score of 70%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: None - new item this year **Actions** **Action Date**: 08/11/2025 **Action**: This item should be revised to 75% of students will successfully complete all assigned competency modules. **Follow-up**

MLS 3.2

AU Outcome
Students will integrate team-building skills into professional practice
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** Service Learning Project **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 76.5% (13/17) of students earned an average score of >80%. Overall average score 26.1/30 = 87% Overall Averages 2023 (n=12) = 76.3%; 41.7% of students met target 2022 (n=12) = 80.8%; 66.7% of students met target 2021 (n=16) = 98.3%; 100% of students met target 2020 (n=15) = 90%; 73% of students met target 2019 (n=6) = 98.9% (target met) 2018 = 98.9% 2017 = 95.5% 2016 = 90.0% 2015 = 92.5% 2014 = 95.6% 2013 = 95.7% 2012 = 97.3% These results demonstrate the target (75% of students will receive an average score of >= 80%) has been consistently met (10/13 times) since the 2012-2013 academic year with the exception of the 2020-2021, 2022-2023, and the 2023-2024 academic years. The overall average score for this assignment increased for the current assessment year. Students who watched the project overview video did better than those who did not. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated the project handout should be expanded to include additional information about what should be included to fully meet each criterion. This was not completed. A project overview video provides this information, but all students did not watch the video. While the project handout was not updated, the service learning project was discussed during the Week 9 synchronous session which allowed students another opportunity to engage with instructions about how to complete the project. **Actions** **Action Date**: 08/11/2025 **Action**: Students who do not watch the project overview generally do not meet all project requirements, so the project overview lecture could be made mandatory. Students evaluate their own performance on this project with a rubric that is reviewed by the instructor. Adding additional information to the rubric may be helpful. A new instructor will be teaching this course for the 2025-2026 academic year. **Follow-up**

MLS 4.2

AU Outcome
Students will communicate effectively in an online environment
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 4:** Graduates will be able to display a commitment to the role and the development of the medical laboratory professional (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: Management Topics Discussion Board Posts (formerly Management Section Discussion Board posts – MLS 470: Laboratory Management) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result**: Spring 2025 (n=17) 100% students earned an average score of >80% (Ave. score = 83.1%) Spring 2024 (n=11): 97.3%% Spring 2023 (n=11): 100% Spring 2022 (n=16): 100% Spring 2021 (n=17): 100% Spring 2020:100% Spring 2019: 98% This target has been consistently met for the past seven years. Approximately half of the course modules contained discussion. Any deductions in posts were due to late work and APA formatting errors. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated that discussion assignments would be used to foster student interaction and effective communication skills. The variety of discussion assignments based on student experiences and perspectives continue to positively impact this target. **Actions** **Action Date**: 08/11/2025 **Action**: Discussion board assignments will continue to be used in this course to foster student interaction and effective communication skills in the online environment. **Follow-up**

Program (HS) - Public Health (PH)

PH Outcome 1.1 [Formerly 1.2]

AU Outcome
Students will be able to identify sources of public health data and information
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 1:** Students will demonstrate analytical and assessment skills (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** Community needs assessment as part of mid-term project. **Target:** Successful completion of report Average score of >80% **Timeframe:** Spring semester **Responsible Parties:** Program faculty / Health Science (HS) Curriculum committee	**Result Date**: 01/20/2025 **Result**: In the summer of 2024, 7 students earned an average of 86.86%. This was a significant increase from the previous year when the average was 76.6%. Students are able to identify sources of public health information, but there is room for improvement. There is an abundance of organizations that house public health data. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between the instructor and student to discuss the project and address any questions. Based on exploration of the Blackboard course, it was not evident that those meetings were held. The rough draft was also removed. As a result, since the grades for this project increased, meeting with the student had no impact on the outcome. The instructor for this course will continue to show students where to find credible and valid data related to public health activities. **Actions** **Action Date**: 01/20/2025 **Action**: After reviewing the purpose and the assignment instructions, it does allow the students to identify sources of public health information but does not align with course learning objectives. It will be removed as a measure in Summer 2025. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:400 Research Paper **Target:** Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** Course Faculty/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025

Measures	Result
	Action: N/A **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:420 Health Disparities in Rural Populations Paper **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Faculty/Health Sciences (HS) Committee	**Result Date**: 11/03/2025 **Result**: This measure was not active during the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**

PH Outcome 2.2

AU Outcome
Students will be able to identify mechanisms to evaluate programs for their quality and effectiveness
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 2:** Students will practice the essential services of public health (**X**)

- **PH Goal 2 (before 2024-2025):** Student will demonstrate program planning skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:445 Program Evaluation PowerPoint (Not active until Spring 2027) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 10/31/2025 **Result**: This measure is not effective until Spring 2027 since the course was recently added to the curriculum. It was not active in 2024-2025. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: N/A **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH480 Final Exam **Target:** Average score >= 80% **Timeframe:** Spring semester **Responsible Parties:** Course Instructor, Health Sciences (HS) Curriculum Committee	**Result Date**: 01/20/2025 **Result**: In Spring 2025, 7 students averaged 93% on the final exam, which was consistent from the previous Spring where 10 students earned a 94% on the exam. In looking at historical data, students tend to perform very well on the final exam and have a good understanding of how to assess public health research and evaluation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, the instructor continued to post short videos, supplemental short readings, and a study guide for the final exam. Even with the unlimited time removed from the exam, student scores are consistent with the previous year. They have an excellent understanding of research study designs and different ways to evaluate interventions. **Actions** **Action Date**: 05/17/2025 **Action**: Due to the high scores for the exam, it's evident that students have a good understanding of research methods and their significance. The course evaluations, however, were much lower this semester which warrants continued revisions. Additional resources and detailed instructions will be put in place for Spring 2026. **Follow-up**

PH 1.1

AU Outcome
Student will be able to identify determinants of health and illness
Outcome Status
Inactive

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 1:** Students will demonstrate analytical and assessment skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 430 Final exam **Target:** Average score of >80% **Timeframe:** Fall Semester **Responsible Parties:** Program faculty / HS APG committee	**Result Date**: 01/20/2025 **Result**: The results from the final exam in Fall 2024 were 86% (n=4). This was an increase from the previous year when the average was 84%. It's evident that the students are able to use epidemiological principles to identify the determinants of health and disease. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was going to be provided to the students. Due to transition in program management, the study guide was not provided. Even without the study guide, the scores increased from previous years indicating students are knowledgeable in epidemiological principles to identify determinants of health and illness. **Actions** **Action Date**: 01/20/2025 **Action**: The course will undergo a revision in Fall 2025 that uses a new textbook that includes both epidemiological principles and biostatistics. The instructor will include tutorials and short videos to help explain the concepts since they tend to be challenging for undergraduate students. This measure will fall under a new goal in 2025-2026. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 05/17/2025

Measures	Result
Measure: PH420 Community needs assessment as part of mid-term project. **Target:** Average score of >80% **Timeframe:** Spring semester **Responsible Parties:** Program faculty / Health Science (HS) Curriculum committee	**Result**: In Summer 2024, seven students earned an average of 86.85% on the project. This was significantly higher than the previous year with the average being 76.6%. The average of 76.6% appears to be an outlier with grades being above 84% for all other years. The students are able to identify the social determinants of health and how they influence health and illness. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between the instructor and student to discuss the project and address any questions. Based on exploration of the Blackboard course, it was not evident that those meetings were held. The rough draft was also removed. As a result, since the grades for this project increased, meeting with the student had no impact on the outcome. **Actions** **Action Date**: 05/17/2025 **Action**: After reviewing the purpose and the assignment instructions, it does allow the students to identify the determinants of health and illness but does not align with course learning objectives. It will be removed as a measure in Summer 2025 and replaced with a measure that is better aligned with goal. **Follow-up**

PH 2.1

AU Outcome
Student will be able to gather information on policy
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 2 (before 2024-2025):** Student will demonstrate program planning skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH 495 Final Exam **Target:** Average score >= 80% **Timeframe:** Summer semester **Responsible Parties:** PH 495 Course Instructor/HS Curriculum Committee	**Result Date**: 08/07/2024 **Result**: In Summer 2024, 13 students earned an average of 89.77% on the final exam. In Summer 2023, eight students scored an average of 94.75% on the final exam. The average scores decreased significantly from the previous year and tend to fluctuate every other year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, the instructor stated he would provide a study guide for the final exam. In reviewing the course, it doesn't appear that a study guide was provided which may have impacted the final exam grades since they dropped significantly since 2023. The basic management skills are important for students to know if they want to advance into a management position. **Actions** **Action Date**: 01/15/2025 **Action**: For Summer 2025, a study guide will be provided to the students so they know what areas to concentrate on for the final exam that relate to course learning objectives. There are multiple areas to find information on health care policies so an additional learning module will be created to house credible and reliable information related to policies. This measure will fall under a new outcome name in 2025-2026 which aligns better with the outcome. **Follow-up**

PH 3.2

AU Outcome
Student should be able to describes the role of governmental and non-governmental organizations in the delivery of community health services
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 410 Final exam **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Faculty Org. committee	**Result Date**: 01/20/2025 **Result**: In Fall 2024, 8 students earned an average of 89% on the final exam. These results were a 5 percent increase since the previous year and almost 10 percent increase since 2022. Since public health services are delivered by a variety of different entities, it's important that the students are aware of the role between governmental organizations, such as the CDC, and non-governmental agencies such as the American Cancer Society or the Gates Foundation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was to be provided to the students. Due to the transition in public health management, a study guide was not provided, which did not impact the final exam scores since they did increase from the previous year. The students can identify governmental and non-governmental organizations and the types of health services they deliver. **Actions** **Action Date**: 01/20/2025 **Action**: In examining the scores over the past five years, they tend to range in the low range. Content over governmental and non-governmental organizations make up a very small percentage of the final exam, so the final exam is not an accurate measure for this goal. The goal will be removed for Fall 2025. **Follow-up**

PH 4.1

AU Outcome
Student should be able to describe the scientific foundation of the field of public health

Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 4 (before 2024-2025):** Student will demonstrate public health skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 400 Identify prominent events in the history of public health Midterm Exam and assignments **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Curriculum committee	**Result Date**: 01/20/2025 **Result**: Results: In Fall 2024 = 6 students earned an average of 93% on the mid-term exam. In previous years, the averages have been in the mid-90% range, so the results are historically consistent. Students are able to identify the prominent events in public health history that contributed to the scientific foundation of public health. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a statement was made about the removal of extra credit questions and checking the wording and the validity of the questions. Since the exam scores were very high, all extra credit questions were removed. The scores did decrease by almost three percent, so removal of the extra credit questions did impact the mid-term exam scores, however, the scores remain high demonstrating that the students are able to explain the scientific foundation of public health and the historical events. **Actions** **Action Date**: 01/20/2025 **Action**: The program outcomes, goals, and measures will be revised in 2025, so this outcome and measure will be removed. **Follow-up**

5.0 Advocate for healthcare change

AU Outcome
Advocate for healthcare change through policy development and evaluation.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

ZZZ Program (Nursing) - Doctor of Nursing Practice (DNP)(8/29/25): *(X - Highlight Selected)*
- **DNP Goal 1:** Assume clinical and leadership roles in a variety of settings. (**X**)

- **DNP Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Summative Evaluation **Measure:** Summative Evaluation Tool: Advocate for healthcare change through policy development and evaluation. **Target:** 100% of students achieve an acceptable level (1) on a scale of 0-2 **Timeframe:** Annually upon program completion **Responsible Parties:** Assistant Dean, Graduate Nursing /Graduate Curriculum Committee	**Result Date**: 10/13/2024 **Result**: 100% (10/10) of students achieved an acceptable level (1) on a scale of 0-2 on all criteria included in the DNP Outcome 5.0. Results are consistent with the following academic year (2022-2023) when 100% (4/4) students achieved an acceptable rating on DNP Outcome 5.0. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2023 action plan for 2023-2024, summative evaluations were completed for all students. The summative evaluation is completed at program completion and it is expected that all students would demonstrate achievement of program outcomes as reflected in the summative evaluation tool. **Actions** **Action**: The graduate programs will be implementing new graduate outcomes for the 2024-2025 academic year; thus, an action plan for this target and measure is not needed. **Follow-up**

College Goal 2

College Goal
Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.

College Goal Status
Active

Admin - Administration

Admin 1.0

AU Outcome
Remain a fiscally sound institution
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Grant proposal writer's record of submissions **Target:** Maintain the minimum number of applications submitted at 20 while increasing the total dollar value of approved grants **Timeframe:** Annually **Responsible Parties:** President	**Result Date**: 09/26/2025

Measures	Result
	Result: For the reporting year 2024-2025, Allen College submitted a total 14 grants that had a potential cumulative value of $5,516,130. The number of grants submitted (n=14) in 2024-2025 fell short of meeting the target of grant applications to submit (n=20) and was identical to the number of grants submitted in 2023-2024. The potential cumulative value for grant funding was fifteen times higher in 2024-2025 compared to 2023-2024 and the funded amount was ten times higher than the prior reporting cycle. As of July 1, 2024, two of the 14 submitted grants remained pending for a combined potential value of $123,000. Of note, it was suggested in the 2023-2024 action plan to reduce the number of grants to submit at 18 and the measure was not updated and remained at 20. Regardless, the target would not have been met if it was lowered to 18. 2024-2025 # Grants Submitted: 14** Potential Value: $5,516,130** # Grants Funded: 8 Value of Grants Funded: $1,641,306 **Includes HRSA Scholarships for Disadvantaged Students application for $2,132,225 which HRSA withdrew/cancelled the RFP. 2023-2024 # Grants Submitted: 14 Potential Value: $358,214 # Grants Funded: 8 Value of Grants Funded: $166,017 2022-2023 # Grants Submitted: 19 Potential Value: $ 7,322,260 # Grants Funded: 6 Value of Grants Funded: $ 147,145 2021-2022 # Grants Submitted: 13 Potential Value: $3,666,687 # Grants Funded: 9 Value of Grants Funded: $1,696,249 2020-2021 # Grants Submitted: 19 Potential Value: $378,277 # Grants Funded: 13 Value of Grants Funded: $449,183 **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: No **Action Plan Impact**: Even though this measure did not meet the target of submitting 20 (18) grants for the reporting cycle, this was still a successful grant cycle. In 2024-2025, Allen College pursed a Federal “Scholarships for Disadvantaged” (SDS) grant that took over two months to complete. This was a strategic approach to work on this grant while not pursuing smaller grants which are less involved to write and submit. It is probable that four smaller grants could have been prepared and submitted in the same time it took to submit the SDS grant. Even thought we were unsuccessful in meeting this target, the grant funded total was the highest it had been since 2021-2022. **Actions** **Action Date**: 09/26/2025 **Action**: For 2025-2026 action plan, the College President and Grant Writing team met at the conclusion of the 2024-2025 academic year. It was decided at that meeting that because of the Federal changes and the announced discontinuation of several Federal grants, Allen College will be intentionally pursuing more smaller grants in 2025-2026 than prior year. Internally, we have set a goal where the Grant Writer will find at least two grants per month to present to the President who will decide to pursue. We are aware of one possible Federal grant to pursue, the Sustaining Institutions Programs (SIP) grant which is only available every other year and eligible institutions must be Title III/IV eligible (Allen College received a waiver in 2024-2025 to be eligible). For 2025-2026, it is recommended to have the target remain at submitting 18 grants in the reporting year. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen foundation record of scholarships **Target:** Annual increase in number of endowed scholarships **Timeframe:** Annually **Responsible Parties:** Administrative Assistant to the President	**Result Date**: 10/07/2025

Measures	Result
	Result: The number of newly established endowed scholarships was lower in 2024-2025 (n=2) compared to 2023-2024 (n=8). 2024-2025 • # New Endowed Scholarships: 2 • # New Scholarships Established (includes endowed and non-endowed): 3 • # Endowed Scholarships 1st-Time Awarded: 8 2023-2024 • # New Endowed Scholarships: 8 • # New Scholarships Established (includes endowed and non-endowed): 12 • # Endowed Scholarships 1st-Time Awarded: 2 2022-2023 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 11 • # Endowed Scholarships 1st-Time Awarded: 5 2021-2022 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 6 • # Endowed Scholarships 1st-Time Awarded: 2 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan was effective as it did increase the communication between the College and Foundation. A weekly meeting was held on Fridays where the Foundation staff and College President met to review the weekly gift giving recap (sent every week on Wednesdays) to answer any questions about the gifts received. Additionally, a Foundation report from the Executive Director was added to the Board of Trustees agendas with at least one in-person Board Meeting attendance by the Foundation Executive Director. Even though the communication opportunities increased, it did not have a noticeable effect on the establishment of new scholarships. **Actions** **Action**: The number of new scholarships established in 2024-2025 was the lowest amount received in the last 5 years. While no concrete reasons exist that would attribute to this decline, it is possible that the focus on fundraising for the simulation expansion project significantly impacted (negatively) the number of scholarships established. It is recommended that for 2025-2026, the College President work with the Executive Director of the Foundation to create a KPI metric that has a monthly report of new scholarships established. This will provide a more real-time report of the scholarship efforts and will allow for fundraising strategy shifts if progress on scholarship establishment is not being made. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Iowa Student Aid Commission data used to compare Allen college tuition and fees to tuition and fees of other comparable private institutions **Target:** Allen College tuition is in bottom 25th percentile of Iowa Private Colleges offering prelicensure baccalaureate nursing programs [Target prior to 2024-2025 was "Allen College is among the least expensive private colleges offering pre-licensure BSN programs"] **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Please see attached chart which is for 2024-25, which shows us as fifth out of seventeen for all and third out of fifteen when excluding the state institutions. Allen College remains competitive with tuition and fees and the Board of Trustees approves any increases on an annual basis. In 2023-2024, the Board approved a 1.5% increase in tuition and fees, which is the same increase that we did in 2022-2023. The tuition increase is a data-driven decision each year and our action item from 2023-2024 on monitoring other institutions' tuition and fees to inform the decision. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action plan for 2023-24 to monitor tuition and fees compared to other colleges was successful based on the information gathered for the 2025 budget process, Allen College currently is one of the least expenses private colleges in Iowa offering pre-licensure BSN programs. **Related Documents**: Tuition and fees 2024-25.pdf **Actions** **Action Date**: 05/20/2025 **Action**: We continue to be a tuition driven institution; therefore, we will continue to monitor tuition and fees to and reduce expenses when feasible to keep Allen College competitively affordable for current and prospective students. Allen College will need to remain diligent in monitoring price competitiveness. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College balance sheet: Compare December 31 of current year to prior year. **Target:** Annual increase in College's endowment **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Upon review of our December 31, 2024, balance sheet, the permanently restricted assets which represent non-spendable net asset balances increased. which is account 2540-10000-33000-0000, and primarily represents scholarship endowments. Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6%. The change in beneficial interest (2540-10000-33000-1000) represents market fluctuation which decreased from the prior year by $174,873,94 or -46.6%. The total permanently restricted net assets (both accounts) increased between 2023 and 2024 by $200,757.98 or 1.8%. The percent increase does reflect the efforts of the College Leadership and the Foundation staff who work diligently to identify donors and funding sources (e.g., large grants and estate gifts) to increase the College's permanently restricted endowment. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6% **Related Documents**: 12-31-24 Balance Sheet.pdf **Actions**

Measures	Result
	Action Date: 05/20/2025 **Action**: The college and foundation will continue to raise funds for permanently and temporarily restricted net assets for the benefit of the college and its students. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Projected credit hours compared to actual credit hours. **Target:** Actual credit hours meet or exceed projected credits hours annually. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management & DOBAS	**Result Date**: 05/20/2025 **Result**: During the 2024 calendar year, 11,949 actual credit hours were taught compared to 12,955 budgeted credit hours. The decreases in credit hours compared to budget were in all programs except ASR, MLS, DNP, EdD and MS in OT. Our total credit hours decreased from 2023 to 2024 from 12,323 to 11,949. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: For budget for the 2024 year, we used credit hour projections as an estimate based on student plans of study. Attrition is difficult to predict in the various programs, as is final number of incoming students in new and smaller programs. We will continue to monitor credit hour trends and budget accordingly. **Related Documents**: Credit Hours 12-31-24.pdf **Actions** **Action Date**: 05/20/2025 **Action**: For 2025 budget year, we will use credit hour projections as an estimate based on student plans of study and program attrition statistics to set credit hours by program. We will continue to monitor credit hour trends and budget accordingly. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College year-end income statement: Actual performance compared to budget performance **Target:** Allen College's annual actual operating margin percentage meets or exceeds its annual budgeted operating margin percentage. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: We budgeted a -8.6% operating margin for 2024 but we ended 2024 with a -9.7% operating margin due to not meeting our budgeted credit hours for the year. Our action plan to help mitigate did help us save in expenses but our revenue was short $854,352 and we could not mitigate enough to overcome the revenue shortfall. We came in $48,393 under budget for the year. Our operating margin dropped from 2023 -4.8% to -9.7% in 2024. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: We did implement mitigation measures in 2024 as prescribed by the 2023 action plan. The 2023 mitigation action plan was not successful due to that fact that our revenue short fall was too great to be able to mitigate enough in expenses. **Related Documents**: UPH Flex Income Statement December 2024 with STIP.xls **Actions** **Action Date**: 05/20/2025 **Action**: We continue to use actual financials to come up with a starting budget for the following year. When revenue targets are not met, mitigation takes place to reduce our expenses so that we can attempt to meet budget targets. Since we are credit hour driven for revenue and when those credit hours do not occur, we can only mitigate expenses to help offset to point that we can still operate.

Measures	Result
	Follow-up

Admin 2.0

AU Outcome
Environment encourages Allen College employees to maximize their performance
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Salary comparison tools (e.g., IAICU, etc.) **Target:** Faculty salaries will be at the average comparable salary for rank at peer institutions. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Allen College is at or above 2023-24 average salaries for all ranks except for instructor when compared to Iowa colleges with nursing pre-licensure programs. We have very few instructors and the ones we have are very new. Iowa private colleges (IAICU) was used to benchmark and for the pre-licensure colleges that reported, Allen salaries met or exceeded the average in all ranks except instructor. These results are comparable to those of the previous reporting year, during which the target was also met. Faculty salary market adjustments were made based on our data. Staff salary comparisons were completed in 2024 and 2025 and market adjustments and GEO adjustments were made. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Allen College compared all data as indicated in our action plan for comparison data which resulted in a few market adjustments being needed for faculty. The 2024-2025 results were influenced by the 2023-2024 action plan by conducting the annual salary audit using all available sources of information and presenting the findings to the Allen College President who made the final determinations of appropriate adjustments. Staff market adjustments were also made using data and approved by HR and College President. **Related Documents**: V.B. UPH Allen College 2025-26 Faculty Salary Review BOT - Updated.pptx **Actions** **Action Date**: 05/20/2025 **Action**: Continue to compare annually faculty and staff salaries with state, regional and national data if available. Make salary market adjustments as necessary based on data and trends if budget allows. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-short term teaching goals **Target:** 85% of faculty completely meet short-term teaching goals **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 97.9% (46/47) met the short-term teaching goals. These results are slightly higher than, but comparable to 2023-2024 where 90.5% (48/53) faculty met the short-term teaching goals. As described in the 2023-2024 action plan, the academic Deans continued to communicate the information about short-term teaching goals to faculty during the fall semester and reviewed during the faculty evaluation process. The academic leaders also intentionally connected with newer faculty (those with less than two years of teaching at Allen College) to check in on their progress and answer any questions. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The strategy of discussing at time of evaluation and connecting with new faculty has proven to be a successful strategy in continuing to meet this goal. **Actions** **Action Date**: 11/21/2025 **Action**: For the next academic year, the academic deans will continue to discuss short-term teaching goals during the faculty evaluation process, which now are occurring earlier due to the issuing of faculty agreements in February compared to March (as in prior years). Since the evaluations are occurring earlier, the effect on meeting this goal will need to be evaluated. No other changes are recommended for 2025-2026. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-progress on scholarly enrichment **Target:** 85% of faculty demonstrate progress on scholarly enrichment plans. **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 91.5% (43/47) of faculty demonstrated progress on scholarly enrichment plans. These results are slightly higher than the 2023-2024 results where 88.6% (47/53) of faculty made progress on plans and it is still above the target of 85%. The 2023-2024 results may have been effected by a higher amount of new faculty being on staff and now that they have had more time to acclimate to Allen College process and more time to work on their plan, the 2024-2025 results were higher. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The strategy of discussing with faculty at the time of evaluation has proven to be an effective strategy in meeting this goal. The 2024 the deans focused on the timing of having discussions with faculty prior to the evaluation cycle. Also, since we had a higher amount of new faculty in 2023-2024, the conversations the Deans had with these faculty contributed to a higher percentage making progress this year. **Actions** **Action Date**: 11/21/2025 **Action**: For the 2025-2026 academic year, the academic deans will continue to discuss the individual needs of faculty and importance of long-term goals in the academic setting. Timing this with annual evaluations is appropriate, and the evaluation are now being conducted earlier in the academic year (in some cases during the fall semester) due to moving the distributions of faculty agreements from March to February. They will also focus on newer faculty to give them feedback and advice on how to achieve their scholarly enrichment plans. No other changes are recommended. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Summary of Expenditures for Faculty and Staff Professional Development [e.g., total dollars spent for meetings, travel, and educational expenses]. **Target:** College provided financial support to college faculty and staff to attend educational and/or professional development activities **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: In 2024 we budgeted for our education and travel expenses and were successful as $43,729 was spent on tuition assistance for faculty and staff and $39,346 was spent on conference and meeting travel totaling $83,075 for faculty and staff. For 2024 there was $170,371 budgeted for education and travel. These results met target, and education did increase when compared with prior year due to increase educational assistance requested and travel did decrease slightly compared to prior year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As mentioned in the 2023 action plan, the College appropriately budgets for professional development opportunities. In the event of revenue shortfalls, the executive leaders determine if and how much savings can be mitigated from the professional development/travel budgets. **Actions** **Action Date**: 05/20/2025 **Action**: Continue to budget education and travel expenses annually for faculty and staff professional development. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Professional Development and Welfare (PDW) committee annual scholarly recognition report. **Target:** 55% of faculty and staff are recognized for their service and scholarly accomplishments **Timeframe:** Annually **Responsible Parties:** Chair--Professional Development and Welfare Committee	**Result Date**: 11/21/2025

Measures	Result
	Result: 14/77 (18.2%) of faculty and staff were recognized for a scholarly achievement (down 3% from last year) during 2022. 14/77 (18.2%) of faculty and staff were recognized for a service award (down 3% from last year) during 2022. The results for 2024-2025 were not met. Based upon the reporting of faculty/staff accomplishments reported in the weekly newsletter, these results are lower than what is reported. The issue is not faculty/staff completing these activities, it is a reporting issue. Previous results for comparison: 2023-2024: 21% of faculty and staff were recognized for a scholarly achievement during 2023. 2022-2023: 32% of faculty and staff were recognized for a scholarly achievement during 2022. 2021-2022: 35% of faculty and staff were recognized for a scholarly achievement and 16% were recognized for service during 2021. 2020-2021: 35% of faculty and staff were recognized for a scholarly achievement and 20.3% were recognized for service during 2020. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: According 2024-2025 action plan, the scholarly recognition data was requested every three months via Microsoft Teams. This proved to be ineffective to increase the amount of scholarly awards. **Actions** **Action Date**: 11/21/2025 **Action**: For 2025-2026, the PDW Committee will be tasked to identify new ways to engage faculty and staff and they will be responsible for increasing the amount of people who are reporting. Additionally, the academic Deans will remind faculty during their annual evaluations to submit their scholarly achievements and the staff executive leaders will remind their teams at huddle. **Follow-up**

Admin 4.0

AU Outcome
Allen College has appropriate technology for facilities, resources, and education services.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "24. The equipment in the lab facilities is kept up to date." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/16/2025 **Result**: For 2024-25, lab facilities from the SSI reports that 88% of students rated this item important or very important and 66% were satisfied or very satisfied, indicating a 22% performance gap. When compared to 2023-2024 which had results of 87% of students rated this item important or very important and 74% were satisfied or very satisfied, 2024-25 shows a 1% increase in importance and an 8% decrease in satisfaction which is a mixed trend. We did not meet our goal of at least 80% satisfied or very satisfied for the last two years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-24 action plan was to continue to update lab facilities for appropriate equipment and setting which was we did do by completing the following lab updates: the DCS lab was completed by fall 2024. The ROAM cart and new fidelity simulators were available for use for our students in 2024-2025. A Cardiac ultrasound system for the sonography program was installed, and two ultrasound machines were purchased and delivered in January 2025. Even with these updates, and with planning renovations for our nursing labs, our target was not met. **Actions** **Action**: The college will continue to research and plan for renovation/expansion of our labs and simulation equipment. DMS/DCS simulation equipment was approved and will be available for 2025-26 for the sonography labs. Planning has started for skills lab and simulation lab renovation/expansion. We will continue to collaborate with the hospital and other UPH facilities to acquire lab equipment as well as plan for capital expenses as appropriate. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "39. On the whole, the school is well-maintained." **Target:** 80% of students report satisfied or very satisfied [need to verify target]	**Result Date**: 06/20/2025 **Result**: The maintaining of the school from the SSI reports that 83% of students rated this item important or very important and 93% were satisfied, indicating a -10% performance gap. When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Timeframe: Annually **Responsible Parties:** Buildings & Grounds	**Action Plan Impact**: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. Even though When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Actions** **Action**: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. We continue to assess plans and this summer the Gerard and Winter Hall and Barrett Forum parking lot will have a new asphalt overlay completed. **Follow-up** **Follow-up**: Continue to monitor that the school is well-maintained to ensure it meets the needs of our students, which includes planned initiatives at Gerard and Winter Hall and Barrett Forum in updating of the Barrett Forum patio and sidewalk.

Admin 5.0

AU Outcome
Classroom and Lab facilities are available for students
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Classrooms **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 46 - Classrooms for 2024-25 from the SSI reports that 82% of students rated this item important or very important and 86% were satisfied or very satisfied, indicating a -4% performance gap. In 2023-24 this item was rated important or very important by 86% of students and 91% were satisfied or very satisfied. This is a decrease of 4% in importance and a decrease of 5% in student satisfaction from the 2023-24 SSI survey; however, it still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-24 action plan was to continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. We updated the drop-down computer screen in Baskins Classroom, build a new microphone set with 8 portable microphones for better face-to-face, hybrid and online courses and meetings, swapped the old projector in McElroy Hall Classroom # 132 with a new Sony laser, 6,400 lumens projector, updated a computer speaker for the OT program, and added a computer speaker to the OT # 132 observation area. **Actions** **Action**: Continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. In our strategic and capital planning classroom technology and furniture are considered. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—"18. Computer labs are adequate and accessible." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the SSI 2025 survey indicate students' level of importance and satisfaction that computers and/or Wi-Fi are adequate and accessible show that 94% indicate that this is important or very important and 87% indicate that they are satisfied or very satisfied, indicating a performance gap favoring importance of 7%. This satisfaction still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The plan for 2023-24 was to continue to monitor and maintain our computer labs and Wi-Fi to ensure they meet the needs of our students. Students are now able to print from their laptops for their studies. The computer lab computers ended their lease in summer 2024 and we have reduced the number of devices in the computer lab. There were no campus Wi-Fi outages in the 2024-25 academic year. The action plan appears to have worked as the survey results met or exceeded the 80% target. **Actions** **Action**: We will continue to monitor and maintain our computer labs to ensure they meet the needs of our students. Plans are underway to monitor computer use in the lab and library through quarterly/annual reports to determine sufficient computer/printer availability while being good stewards of our resources. **Follow-up**
Assessment Method Status: Inactive	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory –"21. The amount of student parking space is adequate." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Results from 2025 RNLSSI item percentages report: 83% rated this item important or very important and 93% were satisfied with adequacy of parking space, indicating a performance gap favoring satisfaction of -10%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: While the percentage of important or very important has decreased by 2% and the satisfaction has decreased by 1% compared to the 2023-24 SSI survey results we are still well above the satisfaction threshold of 80%. **Actions** **Action**: The 2023-24 action plan was to continue to monitor our parking space to make sure they meet the needs of our students. Based on students on campus and an increase in virtual offerings, this has continued to ease parking constrictions. **Follow-up** **Follow-up**: We will continue to monitor our parking space to make sure they meet the needs of our students.
Assessment Method Status: Inactive **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “10. Parking lots are well-lighted and secure.” **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the 2025 RNL SSI where the students think that the parking lots are well lighted and secure: 83% think it is important or very important and 94% are satisfied or very satisfied. This indicates a performance gab favoring satisfaction of -11%. When compared to the 2024 RNL SSI the importance of 83% and satisfaction of 94% shows a decrease in importance of 3% and a satisfaction that has stayed the same. These results continue to be well over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-25 was to continue to monitor the parking lots to ensure that they are well-lighted and secure for our students. **Actions** **Action**: The 2025-26 plan is to continue to monitor the parking lots to keep them well lighted and secure. UPH Security does regular rounds in our parking lots daily to monitor the safety of our lots. **Follow-up** **Follow-up**: We will continue to monitor our parking lots to ensure that are well lite and secure.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)--Satisfaction with Study Areas **Target:** 80% of students report satisfied or very satisfied [need to verify target]	**Result Date**: 09/23/2024

Measures	Result
Timeframe: Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 45 - Study Areas from the SSI reports that 83% of students rated this item important or very important and 82% were satisfied or very satisfied, indicating a 1% performance gap. 2023-24 SSI reports that 86% of students rated this item important or very important and 89% were satisfied or very satisfied, indicating a decrease in importance of 3% and a decrease in satisfaction of 7%. These results are still over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2023-24 was to continue to monitor and maintain study areas to ensure that they meet the needs of our students. We did monitor and no changes were identified for 2024-25 academic year. **Actions** **Action**: For 2025-26 continue to monitor and maintain study areas for student use and review the current study spaces with the ability to add more if needed. Providing private study spaces can be challenging due to limited campus space; however, we are working with faculty, staff, and students to improve our study space offerings. Plans are underway to transition the Louviere Study Room into a meditation/quiet space for students to decompress during the day. **Follow-up** **Follow-up**: We will continue to monitor the study areas for student use.

Admin 6.0

AU Outcome
Financial Aid policies and processes are fair and timely
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Access to financial aid Information during admissions process. **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 74% of students reported as either extremely satisfied or satisfied with access to financial aid during admissions. This is a 9% decrease from the prior year's rate of 83%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-24 action plan was to continue to communicate with students immediately upon receiving their application for admission via email and meet with students on individual requests when they are on-campus for admission visits. We continued to communicate with students immediately upon receiving their application for admission via email and met with students on individual requests when they were on-campus for admission visits. We also presented to each visit group during their campus visits. 2024-25 was a challenging year for financial aid due to many changes with the federal FAFSA application and students dealt with many frustrations throughout the year in delays of being able to complete applications, have applications processed, etc. so some of the dissatisfaction is contributed to federal delays. Timelines and processing are resuming back to normal throughout the 2025-26 year. **Actions** **Action**: Continue to communicate with students immediately upon receiving their application for admission via email and meet with students on individual requests when they are on-campus for admission visits. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “5. Financial aid awards are announced in time to be helpful in planning.” **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 58% of students reported as either extremely satisfied or satisfied with access to financial aid during admissions. This is a 25% decrease from the prior year's rate of 83%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The plan was to use new processes to create awards as timely and efficiently as possible. Federally, a new FAFSA was rolled out late on behalf of the Department of Education and with endless errors and processing delays. This coincided with Allen College also implementing a new student information system. **Actions** **Action**: With a new, simplified FAFSA and new SIS fully implemented, results should improve for the reporting year of 2025-26. Things are improving on the federal and institutional side for 2025-26 with hope that 2026-27 resumes timelines that were normal prior to 2024-25. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 78% of students reported as either extremely satisfied or satisfied with financial aid counseling being available. This is an 8% decrease from 2024 when 86% of students reported being satisfied or very satisfied on the SSI.

Measures	Result
Measure: Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "15. Financial aid counseling is available if I need it." **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: 2024-25 was a very difficult year for financial aid from a federal stand point as Department of Ed overhauled their systems and the FAFSA application leaving institutions with their hands tied on being able to assist students or speed things up. In addition, Allen College transitioned to a new student information system amplifying the change for students. **Actions** **Action**: For 2025-26 we will work to communicate the changes to students, give grace on bill deadlines, and work with students individually as much as possible to assist in navigating all the financial aid changes that have occurred over the past few years. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "23. This institution helps me identify resources to finance my education." **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 69% of students reported as either extremely satisfied or satisfied with the institution helping to identify resources to fund their education. This is unfavorable to our 80% target, and a decrease of 8% from 2023-24 when 77% of students reported being satisfied or highly satisfied. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: 2024-25 was an exceptionally challenging year for financial aid from a federal and institutional standpoint. The Department of Education overhauled the FAFSA and retired the systems used for 40+ years to deliver financial information to institutions causing many delays not previously experienced. In addition to implementing a new student information system institutionally, it was challenging to provide information to students in a timely manner. **Actions** **Action**: For 2025-26 with now having a fully functional student information system and the Department of Education continuing to fine-tune their new systems and the FAFSA application for faster processing, we will work to provide student funding information we receive responsively and timely. **Follow-up**

Admin - Enrollment Management

EM 1.0

AU Outcome
Retain Students

Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

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  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Program Completion Rates (Graduation Rates Spreadsheet) **Target:** 70% of graduate students complete their program **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 06/09/2025

	Result: Allen College Graduate Programs – 67/96 (70%) School of Nursing Total - 50/79 (63%) MSN: Fall 2019 – 25/35 graduated (71%) Spring 2020 – 12/16 graduated (75%) PGC: Fall 2019 – 7/9 graduated (77%) Spring 2020 – 2/12 graduated (17%) Assessment Method Status:Active Assessment Type:AD: Report - Internal Measure:Program Completion Rates (Graduation Rates Spreadsheet) Target:70% of graduate students complete their program Timeframe:Annually BSN-DNP Fall 2019 – 2/3 (67%) Spring 2020 – NA Post-Graduate DNP Fall 2020 – 1/1 graduated (100%) Spring 2021 – 1/3 graduated (33%) School of Health Sciences – 17/17 (100%) MS in OT Fall 2021 – 12/12 graduated (100%) DPT Spring 2021 – 5/5 graduated (100%) EdD

Measures	Result
	Fall 2019 - NA Spring 2020 - NA **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There was no action plan identified by graduate programs so there was no impact. **Actions** **Action Date**: 09/12/2025 **Action**: Graduate Nursing Do a more thorough follow-up with students who do not complete to determine their reason for leaving. Connect with students as they are admitted to the college. Request that admissions include the assistant dean on weekly new admit reports. Have the admissions counselor cc the assistant dean on communications to students after they have applied if they are stalling on completing their applications. There was not an action plan submitted by graduate health sciences APG. **Follow-up** **Follow-up Date**: 08/15/2025
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Graduation Rates within 150% **Target:** 70% of undergraduate students complete their program within 150% of the program completion time. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 07/01/2025

Measures	Result
	Result: 2021 Cohorts School of Health Sciences – 35/46 (76%) ASR – 10/15 graduated (67%) MLS – 15/16 graduated (94%) DMS – 6/8 graduated (75%) PH – 2/5 graduated (40%) MI – 2/2 graduated (100%) School of Nursing – 113/134 (84%) Summer ABSN – 33/36 graduated (92%) Fall ABSN - 29/33 graduated (88%) Fall TBSN – 20/30 graduated (67%) Spring TBSN – 25/26 graduated (96%) Fall RN-BSN – 3/5 graduated (60%) Spring RN-BSN – 3/4 graduated (75%) All undergraduates: 148/180 (82%) Last year's results: The School of Health Sciences had an 83% graduation rate last year and went down to a 76% graduation rate based on the 2021 cohorts. The School of Nursing had an 89% graduation rate last year and an 84% graduation rate based on the 2021 cohorts. The overall undergraduate graduation rate is 82%, which is down from 87% from last year. **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: APG **Actions** **Action Date**: 09/12/2025

	Action: Public Health: Since it appears that the addition of resources and extra support increased student retention, those same activities will be used next year. The instructors will proactively reach out to at-risk students who have low scores, missing assignments, and decreased participation in the courses. To continue to support students, all instructors will be proactive in identifying students who may be at risk in completing the program. If students have been absent for a significant length of time or has missing assignments, the instructor will reach out to the student and offer support. ASR 1. The curriculum revision that was implemented in Fall 2024 did prove to be beneficial to the students when referencing student feedback from the course evaluations. The professional development sessions that were piloted in Fall 2024 over professionalism, study habits, and APA were helpful, but faculty feel that a more structured, consistent approach to professional development would have more of an impact as they progress through the program. 2. The ASR faculty will continue to initiate communication with new students upon admission. Faculty will continue to ensure that all student questions are answered and that they are aware of the program's structure, policies, and procedures prior to the start of the program. Faculty will continue to provide resources and referrals to students in need. Clover learning is a new platform that was integrated into the ASR curriculum in 2025. The faculty plan to utilize this platform to enhance professional development and to provide a more structured, consistent avenue for students to review pertinent concepts, develop self-study tools, and to provide unlimited access to board prep material. MI 1. The curriculum revision that was implemented in Fall 2025 included a Primary Pathway track for those students wishing to pursue MRI without holding radiography credentials. While the program traditionally doesn't have an issue with retention, this will provide an additional pathway for more students to enroll in the program. The program did have 2 new students who started the program using this pathway in Fall 2025. The outreach and feedback from prospective students have shown the effectiveness of the Allen College website, as many students mention how useful it was them as they were researching programs. The revision in the admission process to require all prospective MI students to communicate with the program director has been extremely helpful. This has proven beneficial in ensuring that students are enrolling in the correct program/pathway. 2. The Primary Pathway track will remain an option for those students wishing to pursue MRI without having any radiology experience or credentials. MI faculty will continue to update the program's website to be more transparent regarding the program's policies and procedures. The current admission process will remain in effect to connect prospective students with the program director. MLS: We are going to follow the same action plan from last year with these additional plans of action:

Measures	Result
	Faculty refer students to the student success coordinator whenever we see a continued pattern of lack of engagement, missing deadlines, and/or a course grade near or below 75% Depending on the situation and/or feedback from faculty, the program director will also follow up with students who are referred to the student success coordinator and may set up a meeting to talk with the student one-on-one Nursing: The undergraduate nursing program will continue to evaluate student progression, utilize the Student Success Coordinator as appropriate, and intervene with students, as necessary. The NCLEX Success SOP (2-A-900-08) will continue to guide the identification and intervention with students who demonstrate risk factors at Allen College. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Retention Plan--Tutoring Outcomes **Target:** 100% of tutees achieve a C or higher in tutored courses **Timeframe:** Annually **Responsible Parties:** Student Success Coordinator	**Result Date**: 07/30/2025 **Result**: Summer 2024: 93.75% of tutees passed the course. Fall 2024: 93.88% of tutees passed the course. Spring 2025: 95.65% of tutees passed the course. Percentages of students who passed the courses while attending tutoring has increased overall, showing a positive impact of peer tutoring on our student population. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The new clock-in system did assist in the organization of tutoring, however did become a bit of a hinderance if a virtual option was held. Not many students utilized the 1-on-1 tutoring, though we do continue to offer this as an option. We also expanded the tutoring offerings to include sonography courses as well. **Actions** **Action Date**: 07/30/2025

Measures	Result
	Action: We have seen an overall decrease in peer tutoring attendance as a whole, so we will take this next academic year to identify if that trend is being maintained and what obstacles are keeping students from attending tutoring (through the Student Success Survey). If attendance continues to decline, efforts will be taken to explore other tutoring options (both synchronous and asynchronous) as needed. **Follow-up**

EM 8.0

AU Outcome
Increase the number of underrepresented students enrolled at Allen College.

Outcome Status
Inactive
Inactive Date
08/26/2025

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Inactive **Assessment Type:** AD: Report - Internal **Measure:** Admissions Reports; Dashboard Statistics, Census Report found at http://quickfacts.census.gov/qfd/states/19/19013.html	**Result Date**: 07/31/2025 **Result**: As of September 15, 2024, 47/483 (9.7%) of Allen College's enrollment reported being an ethnic minority. Using the 2023 census data for the state of Iowa, 17% of Iowans reported as either non-white or white and at least one other ethnicity. The data from last year was collected based on Black Hawk County instead of the state of Iowa, so there is nothing to compare. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No

Measures	Result
Target: The diverse population of Allen College is equal to or greater than the diverse population of Iowa [Prior to 2024-2025, target was "Diverse population at Allen College is equal to the diverse population of Black Hawk County."] **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Action Plan Impact**: No, the action plan did not impact the results. **Actions** **Action**: Remove this goal. **Follow-up**

Admin - Teaching & Learning Committee

TLC 1.0

AU Outcome
Allen College courses will reflect Quality Matters standards.
Outcome Status
Active
Start Date
07/01/2015

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** SL: Survey **Measure:** Mean rating of all 8 items on course evaluation tool completed by students (1.0 = strongly disagree, 2.0 = disagree, 3.0 = agree, 4.0 = strongly agree). The mean rating of each item will be averaged for an overall mean rating for each course. **Target:** 95% of courses will have a mean rating for all 8 items of at least a 3.0 (agree) on a 4.0 (strongly agree) scale. **Timeframe:** Health Sciences courses based on evaluation cycle. Nursing courses based on curriculum course review schedule. **Responsible Parties:** TLC Chair and Committee Members	**Result Date**: 10/15/2025 **Result**: Overall 92% (95/103) courses had mean rating of at least 3.0/4.0 representing failure to meet goal. 100% (4/4) of Undergrad Nursing courses / 100% (9/9) of graduate nursing courses reviewed had an average course evaluation rating of 3.0 or above (agree, strongly agree), demonstrating maintenance of 100% of graduate and undergraduate nursing courses having average course evaluation ratings of 3.0 or above. Overall, 100% (13/13) nursing courses reviewed met criteria. In contrast, 91% (82/90) of Health Science Courses reviewed had an average course evaluation rating of 3.0 or above compared to 93% of courses reviewed the previous two years This demonstrates the third time this target has not been met in 4 years. Prior year goal was not met due to OT program scores, this year not met due to combination of OT, PH, and ASR scores begin below target. DPT 100% (19/19) MI 100% (7/7) EdD 100% (9/9) OT 71% (15/21) PH 92% (11/12) – DECREASE FROM 100% PREVIOUS YEAR MLS 100% (12/12) ASR 90% (9/10) – DECREASE FROM PREVIOUS YEAR **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Prior action plan was not effective. Program director feedback on unmet targets as follows: ASR - No significant changes were made in the 2023/2024 academic year. PH " New program director and associate professor began teaching in the Fall of 2024 with different teaching style and professional background " Minor revisions were made to existing fall courses " Major revisions were made to existing spring courses " Curriculum mapping was completed to ensure assignments are reflective of module outcomes and program outcomes OT " Transitioning to OTD " Final Masters level students accepted Fall 2024 " Program not accepting new students following Fall 2024 **Actions** **Action Date**: 01/19/2026 **Action**: Proposed Actions: 1. Meet w/ Dean of Health Sciences who oversees OT program and facilitate conversation with OT program director to review for discernable pattern of course reviews not meeting criteria given persistence of OT not meeting this marker last 2 years.

Measures	Result
	Follow-up

TLC 3.0

AU Outcome
Graduates will demonstrate commitment to lifelong learning
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Alumni survey lifelong learning item: Which of the following activities have you been involved in since graduating from Allen College? Select all that apply. **Target:** 100% of alumni will report at least one lifelong learning activity since graduating from Allen College. **Timeframe:** Annually **Responsible Parties:** Evaluation and Study Committee/TLC Committee **Related Documents:** Lifelong Learning Activities Reported by 2022-2023 Grads For 2023-2024 CAP Report.pdf	**Result Date**: 10/15/2025 **Result**: Of the 2023-2024 graduates surveyed (n = 210), 47 (22%) returned the alumni survey for their respective programs. Of the 47 alumni who returned the survey, 42 (89.4%) reported engaging in one or more lifelong learning activities since graduating from Allen College. Although these results do not represent achievement of the target for this measure, they do demonstrate improvement since the survey of 2020-2021 graduates (Covid-19 pandemic era), when 75% reported engaging in at least one lifelong learning activity since graduating from Allen College as well as an improvement from last year in which 81% of respondents reported engaging in lifelong learning activities. The results demonstrate a return to pre-pandemic findings when 89% of 2019-2020 grads reported at least one lifelong learning activity. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: see attached document **Related Documents**:

Measures	Result
	Alumni Lifelong Learning Reported by 2023-2024 Grads For 2024-2025 CAP Report.pdf **Actions** **Action Date**: 01/26/2026 **Action**: Create an alternative way to measure Allen College academic goal 1, “Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. - This will be put on agenda for January 2026 TLC meeting **Follow-up**

Program (HS) - Associate of Science in Radiography (ASR)

ASR 1.1

AU Outcome
Students will practice proper radiation protection
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 135 Competency Testing/CCE Part II, numbers 5, 7, 9, 15, 17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level 1-Fall Semester **Responsible Parties:** Lab Instructor/ Program Faculty/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA135 Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 3.99. This year's average score of 4.0 is slightly higher, yet consistent, with prior year's data. This data shows that the students continue to practice proper radiation protection at a high level. 2024 = 4 (n=24) Previous data: 2023 = 3.99(n=22) 2022 = 3.96 (n=16) 2021 = 3.95 (n=13) 2020 = 3.94 (n=23) 2019 = 3.91 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructors continue to have students practice radiation protection in each lab and in the clinical environment. The program faculty provided guidance and instruction for students to enable them to practice and apply radiation protection principles in the clinical setting. Students demonstrated clinical competence by applying proper radiation protection. A variety of radiation protection practices and principles are emphasized throughout the curriculum and students continue to evidence the application of this knowledge in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: ASR faculty will continue to instruct and reinforce radiation protection practices and concepts in classes and labs. A variety of radiation protection practices and principles will continue to be emphasized throughout the curriculum. The program will continue to use and assess this measurement tool with each new cohort. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 275 Final Clinical Competency Testing/ CCE Part II, numbers 5,7,9,15,17	**Result Date**: 09/30/2025

Measures	Result
Target: Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level II-Spring Semester **Responsible Parties:** Clinical Instructors/Program Faculty/HS Curriculum Committee	**Result**: In Spring 2024, the average score of the RA275 Final Clinical Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 4.0. This is consistent with this year's average score of 4.0. This year's data, along with prior year's data, shows that the students continue to practice proper radiation protection at a high level consistently. 2025 = 4 (n=21) Previous data: 2024 = 4.0 (n=13) 2023 = 3.97 (n=10) 2022 = 4.0 (n=17) 2021= 3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program's curriculum continues to integrate radiation protection concepts each semester. The action plan from 2023-2024 was successful. All students demonstrated clinical proficiency and competency in providing radiation protection. Each student's performance demonstrated clinical competence. Students continue to have access to an appropriate exam volume in a variety of settings to prepare them for their final competencies. Clinical instructors continue to instruct students in the clinical setting and evaluate them regarding their level of competency with practicing proper radiation protection. **Actions** **Action Date**: 09/30/2025 **Action**: During the 2025-2026 academic year, the program's curriculum will continue to integrate radiation protection concepts each semester. The recommendation is the continued use of this assessment tool since there are variations in patients and exams. This evaluation will continue to be completed by the clinical instructors. **Follow-up**

ASR 1.2

AU Outcome
Students will apply correct positioning skills
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the

workforce needs of Iowa and the nation.
(**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
(**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 145 Certification Testing/ Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the average score of the RA145 Certification Testing/Part I, numbers 3,12,14,15 was 4.0. This is slightly higher than last year's average of 3.97, yet consistent when looking at data over the last 5 years. This data shows that the student's consistently apply correct positioning skills during radiography procedures. 2025= 4 (n=24) Previous data: 2024=3.97(n=21) 2023=3.94(n=14) 2022= 3.98 (n=10) 2021= 3.93 (n=17) 2020= 3.92 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, course instructors continued to assess this item since certification testing is completed at various clinical sites and with different clinical instructors. The action plan was effective. All students demonstrated clinical competence while applying correct positioning skills. Program faculty assist the students in applying correct positioning skills in the lab setting. The students demonstrated the ability to apply what they learned in theory and lab in the clinical setting. The clinical instructors encouraged the students to continually practice and review positioning principles. The students demonstrated knowledge of positioning in relation to their level of placement in the program. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with the students and encourage them to practice and review positioning principles while in the clinical setting. Certification testing will continue to be completed at various clinical sites with different clinical instructors. The course instructors recommend continuing to assess this item. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 265 Certification Testing/Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level II-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2024, the average score of the RA265 Certification Testing/Part I, numbers 3,12,14,15, was 4.0. This score is very consistent when comparing it to all prior data through 2019, yet slightly higher than last year's average of 3.97. All cohorts starting in 2019 have scored an average of 3.9 or higher each year. Students continually exceed benchmark demonstrating their ability to apply correct positioning skills while performing radiography procedures. 2024= 4 (n=21) Previous data: 2023= 3.97(n=13) 2022=4.0 (n=10) 2021=3.96(n=17) 2020=3.95(n=16) 2019=3.9(n= 10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student's level in the program. Faculty continue to provide effective instruction in the classroom and lab which permits success in the clinical setting. The action plan was effective. All students demonstrated clinical competence and applied correct positioning skills for the certifications. Students are guided by the program faculty and are well prepared in the classroom and lab which equates to success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The faculty will continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student's level in the program. Faculty will continue to provide effective instruction in the classroom and lab.

Measures	Result
	Follow-up

ASR 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool	**Result Date**: 09/30/2025

Measures	Result
Measure: RA:135 Clinical Instructor/ Preceptor Evaluations/ Numbers 3, 6, 10,11 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level I-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: In Fall 2023, the average score of the RA135 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.82. This year's average score of 3.87 is comparable to the prior academic year. This data shows that students are able to demonstrate effective communication skills in the clinical setting. 2024 = 3.87 (n=24) Previous data: 2023 3.82 (n=22) 2022 3.85 (n=16) 2021 3.52 (n=13) 2020 3.27 (n=22) 2019 3.47 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The clinical site rotations provide each student with the opportunity to work in diverse environments and with diverse patients. The action plan was effective. The students' average scores increased in all measured areas including patient care, interpersonal relationships, age-appropriate care, and multicultural diversity. The class size has increased by two students compared to last year, otherwise the data has remained consistent with slight increases across the board of measurement. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The ASR faculty will continue to provide diverse clinical sites to all students with the opportunity to work with diverse patients. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Clinical Instructor/ Preceptor Evaluations/Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Level II -Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA275 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.91. This year's average score of 3.95 demonstrated an increase when compared to the prior academic year. Cohorts continue to exceed benchmark each year. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.95 (N = 21) Previous Data: 2024 =3.91 (N = 13) 2023 = 3.84 (N =10) 2022 = 3.92 (N = 17) 2020-2021 = 3.66 (N =16) 2019-2020 3.86 (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct students by exhibiting effective communication in the clinical environment. The action plan was effective. The current data shows that exceptional instruction and supervision was conducted by clinical instructors/preceptors allowing for communication skills to be assessed adequately. There was an increase in the areas of patient care and age-appropriate care. The categories of interpersonal relationships and multicultural diversity stayed equal compared to the previous cohort. Overall, students continue to demonstrate effective communication skills in the clinical setting. Faculty continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors and preceptors will continue to instruct students by exhibiting effective communication in the clinical environment. Faculty will continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:135 Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Level I-Fall Semester **Responsible Parties:** Clinical Instructor/Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA135 Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 3.99. This score is consistent with prior years, with students continually receiving an average score of 3.94 or above since 2019. Based on the consistency from cohort to cohort, students continue to demonstrate effective communication skills in the clinical setting. 2024= 3.99 (n=24) Previous data: 2023=4.0(n=22) 2022=3.98(n=16) 2021=3.94(n=13) 2020=3.96(n=23) 2019=3.94 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program faculty continue to provide the students with the skills needed for effective clinical communication. The program faculty also continue to assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. The action plan was effective. All students demonstrated communication skills reflective of their level in the program in the clinical setting. The program curriculum and faculty continue to provide students with the necessary skills to progress from the classroom and lab setting to the clinical setting. The clinical instructors provided effective instruction, supervision, and feedback to the students. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The program faculty will continue to provide the students with the skills needed for effective clinical communication. The program faculty will continue to guide and assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Final Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level II- Spring Semester **Responsible Parties:** Clinical Instructor/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA275 Final Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 4 on a 0–4-point scale. Students exceeded benchmark with the highest score possible. This data is consistent with prior years as students have achieved an average score of 3.98 or higher since 2021. Students consistently demonstrate effective communication skills in the clinical setting. 2025= 4 (n=21) Previous data: 2024=4 (n=13) 2023= 4 (n=10) 2022=4 (n=17) 2021=3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the students will continue to be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. The action plan was effective. Students continue to exceed benchmark. Students demonstrated excellent communication skills in the clinical setting. Many of this year's final CCEs were performed on patients that required multiple exams and extensive patient communication. **Actions** **Action Date**: 09/30/2025 **Action**: Students will continue be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. **Follow-up**

ASR 2.2

AU Outcome
Students will practice and demonstrate communication skills (formerly Students will practice written communication skills)
Outcome Status
Active
Start Date
09/25/2023

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 115 Patient Care Presentation **Target:** Average score of >= 85% **Timeframe:** Level I-Fall Semester **Responsible Parties:** RA: 115 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025

Measures	Result
	Result: This year's average score of 89% is slightly lower when compared to last year's average of 97%. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students continue to practice effective communication skills. Benchmark was exceeded. 2024 = 89% (n =24) Previous Data: 2023 = 97% (n = 22) Written Communication 2022= 97.7% (n=15) Oral Communication 2022=94.3% (n=15) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. Although benchmark was met, there was an 8% drop in overall scores compared to last year. The students gave great presentations but failed to answer the main theme of explaining how the selected topic will influence them in providing patient care during a medical imaging procedure. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. This measurement tool will be moved from the RA115 course to the RA122 course for 2025/2026 academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:258 Pathology Systems Presentation **Target:** Average score of >= 85% **Timeframe:** Level II-Spring Semester **Responsible Parties:** RA: 258 Course Instructor/ HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 99.3% is slightly higher, yet comparable, when looking at the prior academic year. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students consistently continue to practice effective communication skills. Spring 2025 = 99.3 % (n =21) Previous Data: Fall 2023 = 96% (n = 13) Written Communication 2022=93.9% (n=10) Oral Communication 2022=94.2% (n=10)

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students and encourages them to review APA guidelines. The RA258 course was moved from the fall semester to the spring semester during this academic year. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. The students were allowed scheduled class times to work on the presentations with guidance from the instructor. Benchmark was met and exceeded the last cohort's score. A new rubric and more detailed instructions to help guide the students was incorporated this year. Students consistently continue to practice effective communication skills. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. **Follow-up**

ASR 3.1

AU Outcome
Students will appropriately critique radiographic images
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 255 Radiographic image analysis worksheets **Target:** Average score of >= 80% **Timeframe:** Level II-Summer Semester **Responsible Parties:** RA: 255 Course Instructors/HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA255 Radiographic Image Analysis Worksheets was 84.9%. This is lower than last year's average score of 89.85%. Overall, the students have consistently exceeded benchmark demonstrating their ability to appropriately critique radiographic images. 2024 = 84.90% (n =21) Previous data: 2023 = 89.85% (n =13) 2022 = 94.7% (n = 10) 2021 = 90% (n=17) 2020 = 91.94% (n=16) 2019 = 92.72% (n=11) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to assign learning opportunities from the new 5th edition textbook. This text offers multiple images to assist the students in mastering critically analyzing and critiquing images. The action plan was effective. Overall, the students applied critical thinking skills and critiqued radiographs. A few students in this cohort put forth minimal effort and/or submitted a few of their worksheets late which reduced the average score for this cohort. Multiple reminders for due dates were shared and faculty used multiple forms of communication for reminders. The course instructors are replacing this measurement tool for the 2025-2026 academic year with Clover learning assignments. Overall, all students demonstrated the ability to apply critical thinking skills while correctly analyzing radiographic images. **Actions** **Action Date**: 09/30/2025 **Action**: The ASR faculty will be updating this measurement tool for the 2025-2026 academic year and will be utilizing the Clover Learning platform to help ensure that students will be able to demonstrate the use of critical thinking skills. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 265 Radiographic image analysis worksheets **Target:** Average score of >= 80% **Timeframe:** Level II- Fall Semester	**Result Date**: 09/30/2025

Measures	Result
Responsible Parties: RA: 265 Course Instructors/HS APG Committee	**Result**: In Fall 2023, the average score of the RA265 Radiographic Image Analysis Worksheets was 90.61%. This year's average score is slightly lower at 89.19%, yet comparable when looking at prior data. Since 2020, all cohorts consistently score an average of 88-92%. The students demonstrated the ability to appropriately critique radiographic images. 2024 = 89.19% (n=21) Previous data: 2023= 90.61% (n=13) 2022= 89.7% (n=10) 2021=88.88% (n=17) 2020 = 91.69% (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to assign learning opportunities from the new 5th edition textbook and review each item on the worksheets for clarity and accuracy with the new edition text. The action plan was effective. All students demonstrated the ability to apply their critical thinking skills and accurately critique radiographic images. Overall, the students applied critical thinking skills and critiqued radiographs. A few students in this cohort put forth minimal effort which reduced the average score for this cohort. Two untimed attempts are allowed but some chose to only submit one attempt. The course instructors are replacing this measurement tool for the 2025-2026 academic year with Clover learning assignments. **Actions** **Action Date**: 09/30/2025 **Action**: The ASR faculty will be updating this measurement tool for the 2025-2026 academic year and will be utilizing the Clover Learning platform to help ensure that students will be able to demonstrate the use of critical thinking skills. **Follow-up**

ASR 3.2

AU Outcome
Students will demonstrate ability to practice critical thinking
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.

(**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** RA: 203B Corectec exams **Target:** > 80% of the students will achieve a score of 70 or greater on one of the four exams. **Timeframe:** Level II- Spring Semester **Responsible Parties:** RA: 203B Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, 67% of the students achieved a score of 70 or greater on one of the four Corectec Exams assigned in RA203B. This is a slight increase from last year's average of 62%, but still significantly lower when compared to data from 2023. Benchmark was not met. The students did not demonstrate their ability to practice critical thinking. 2025 = 67% (14 of 21) (n=21) achieved a 70 or greater on one of the four exams. Previous data: 2024 = 62% (n = 13) 2023 = 90% (n= 10) 2022 = 71% (n = 17) 2021 = 69% (n = 16) 2020 = 90% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the instructor made a few revisions to the guided review assignments. All students were required to attend both days of the student educator seminar and the mock board exam score completed at the seminar was included in the RA275 course grade. All students are provided with multiple, learning tools to assist them with achieving a 70 on a Corectec exam. Any student not earning a 70 Corectec score is also required to complete additional guided review assignments with specific due dates. All steps in the guided review assignments are assigned to be completed prior to the next exam. Three students were late on portions of the first guided review assignment. To encourage timely completion of all assignments the instructor made changes on the guided review assignment instructions and increased the grade reduction for late submission of work. A few students still completed their work late. The action plan from the prior year did not improve the outcome for the current academic year. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will revise the guided review assignment instructions and grading expectations to encourage timely completion of all assignments. The ASR Program will implement Clover Learning throughout the curriculum for the next academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:154 CT Topic Presentation **Target:** Average score of >= 80% **Timeframe:** Level I- Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA154 CT Topic Presentation was 99%. This year's average score of 99.7% is slightly higher yet consistent with prior data. Benchmark continues to be exceeded. The students continue to demonstrate their ability to practice critical thinking consistently. Spring 2025 = 99.7% (n=14) Previous Data: Spring 2024 = 99% (n=16) Spring 2023 = 96.4% (n=10) Spring 2022 = 96.75% (n=8) Spring 2021 = 96.24% (n=13) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided each student with a grading rubric and a presentation example within Blackboard. The instructor also had each student conduct 2 peer reviews on their classmate's presentations. Students are expected to use critical thinking skills to help teach the class about specific CT topics. The topics presented this year included various procedures, pathologies, animal radiography, and trauma. Each student is evaluated on presentation format, content, audio/professionalism, and creativity. The entire cohort excelled in all categories. The student peer review feedback was taken into consideration when the instructor completed the final grade/feedback for each presentation. Through the creation of their presentations, the students did a great job at demonstrating their ability to practice critical thinking in the learning environment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide each student with a grading rubric and a presentation example within Blackboard. The instructor will continue to have each student conduct peer reviews on their classmate's presentations. The feedback provided by the students during their peer reviews will be used by the instructor when they complete a final grade for each presentation. **Follow-up**

ASR 3.3

AU Outcome
Students will be able to critically think in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:145 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** RA: 145 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA145 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8 was 3.83. This year's average score is slightly lower yet comparable at 3.72. All students continue to exceed benchmark with consistently averaging 3.65 and higher for the last 5 years. Students continue to demonstrate their ability to critically think in the clinical setting. Spring 2025 =3.72 (N =24) Previous data: 2024 = 3.83 (N =21) 2023 = 3.74 (N =15) 2022 = 3.66 (N =10) 2021 = 3.65 (N=18) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors in the clinical setting continued to provide excellent instruction and supervision of students to assess their critical thinking skills. Although benchmark was made, there was an overall decrease compared to the previous year in all four categories: Self-Image for Level in the ASR Program, Ability to follow directions, Applications of Knowledge, and Composure and Adaptability. Overall, the action plan was effective. Students demonstrated the ability to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide the needed instruction and supervision of the students to evaluate their critical thinking skills in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:265 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8, was 3.82. This year's score was slightly higher at 3.87, but this increase is not considered significant and is consist with prior data. The benchmark continues to be exceeded, and the students continue to demonstrate their ability to critically think in the clinical setting. 2024 = 3.87 (n=21) Previous Data: 2023 3.82 (n=13) 2022 3.86 (n=10) 2021 3.57 (n=17) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct, explain, and demonstrate to students how to practice critically thinking skills in the clinical environment. The action plan was effective to meet benchmark. The students' scores increased in all four performance criteria areas: application of knowledge, ability to follow directions, self-image for level in the ASR program, and composure and adaptability. Students have immediate access to their completed evaluations on Trajecsys. The Clinical Coordinator reviews the evaluations on a routine basis when they are completed and meets with any students that may need guidance before the next evaluation is filled out. Students continue to be able to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to instruct, explain and demonstrate to students how to practice critical thinking skills in the clinical environment. **Follow-up**

Program (HS) - Diagnostic Medical Sonography (DMS)

DMS 1.1

AU Outcome
Students will show knowledge of ultrasound transducers
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 1:** Provide the medical community with individuals that have attained the knowledge and skills appropriate for an entry-level sonographer (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Ultrasound Transducer Exam **Target:** Students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair HS Curriculum Committee	**Result Date**: 07/25/2025 **Result**: 2024-2025: 91.6% (11/12) of students received score of = 80% Result is improved slightly from previous year but still did not meet target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Result improved slightly from previous year. Per the 2023-2024 action plan, faculty provided rubric identifying project requirements and associated scoring. The course also included topic lecture/discussion, graded homework assignments, and offered tutoring. This action plan appears to have been effective in promoting student success on this assignment. **Actions** **Action**: To meet the target during the 2025-2026, faculty will continue to provide lecture content regarding topic, provide additional remedial/tutor sessions and referral to Student Success Coordinator for assistance if needed. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Students will construct transducer model **Target:** Each student will receive a score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair HS Curriculum Committee	**Result Date**: 12/30/2025 **Result**: 2024-2025 91.6% of students received greater than 80% (11 of 12) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Result decreased slightly from previous year. Per the 2023-2024 action plan, faculty provided rubric identifying project requirements and associated scoring. This action plan appears to have been effective for most students in the course. **Actions** **Action**: To meet the target during the 2025-2026, faculty will continue to provide lecture content regarding topic, provide additional remedial/tutor sessions and referral to Student Success Coordinator for assistance if needed. **Follow-up**

DMS 1.2

AU Outcome
Students will apply correct scanning skills
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the

workforce needs of Iowa and the nation.
(**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 1:** Provide the medical community with individuals that have attained the knowledge and skills appropriate for an entry-level sonographer (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Lab **Measure:** Final Lab Practical **Target:** Students will achieve an average score of >= 80%. **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** Program Faculty/ HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 100% = 80% (n=7) Result was comparable to previous years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty members provided instruction in areas of basic anatomy, sonographic anatomy, imaging techniques and instrumentation, and protocols though demonstration, verbal and written instruction, and individual and group image and technique review. Faulty required scanning sessions and offered additional scanning sessions supervised by various instructors. This action plan appears to have been effective in helping students be successful on the assignment **Actions** **Action**: Action To meet the target during the 2025-2026, faculty will continue to provide lecture content regarding topic, provide additional scanning sessions and referral to Student Success Coordinator for assistance if needed. **Follow-up** **Result Date**: 07/25/2025 **Result**: Fall 2024 100% = 80% (n=7) Result was comparable to previous years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2024 action plan, faculty members provided instruction in areas of basic anatomy, sonographic anatomy, imaging techniques and instrumentation, and protocols though demonstration, verbal and written instruction, and individual and group image and technique review. Faulty required scanning sessions and offered additional scanning sessions supervised by various instructors. This action plan appears to have been effective in helping students be successful on the assignment. **Actions** **Action**: Action :To meet the target during the 2025-2026, faculty will continue to provide lecture content regarding topic, provide additional scanning sessions and referral to Student Success Coordinator for assistance if needed.

Measures	Result
	Follow-up
Assessment Measure Status: Active **Assessment Type:** SL: Lab **Measure:** Practical Testing in Laboratory on Thyroid: Exam Protocol **Target:** >=90% of students will pass lab practical on 1st attempt **Timeframe:** Didactic Level - Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 100% (7/7) passed of students lab practical on 1st attempt Result were comparable to previous years. Students adequately demonstrated appropriate knowledge of anatomy, exam protocols and imaging techniques **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty members provided instruction in areas of basic anatomy, sonographic anatomy, imaging techniques and instrumentation, and protocols though demonstration, verbal and written instruction, and individual and group image and technique review. Faulty required scanning sessions and offered additional scanning sessions supervised by various instructors. This action plan appears to have been effective in helping students be successful on the assignment. **Actions** **Action**: To meet the target during the 2025-2026, faculty will continue to provide lecture content regarding topic, provide additional scanning sessions and referral to Student Success Coordinator for assistance if needed. **Follow-up**

DMS 2.1

AU Outcome
Students will demonstrate effective communication skills in the imaging lab setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 2:** Facilitate the development of effective communication and interpersonal skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/Preceptor Evaluations 2, 3, 10, 11,17 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg score 4.6 (n=6) Scores decreased slightly from previous years but still remain high. Students continue to demonstrate effective communication in the clinical setting **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, the CI's provided excellent instruction and supervision of students to enhance communication skills **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide instruction and supervision of students to assess their communication and critical thinking skills **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:409 Clinical Instructor/Preceptor Evaluations 2, 3, 10, 11, 17 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 avg is 4.9 Scores remain high and comparable to previous years. Students continue to demonstrate effective communication in the clinical setting **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, the CI's provided excellent instruction and supervision of students to enhance the student's communication skills **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2024-2025 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide excellent instruction and supervision of students to assess their communication and critical thinking skills. **Follow-up**

DMS 2.2

AU Outcome
Students will successfully obtain patient history
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*

- **DMS Goal 2:** Facilitate the development of effective communication and interpersonal skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/Preceptor Evaluations Number 1 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** DMS:408 Course Instructor/Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg 4.7 Fall 2023 avg 4.25 Scores increased from previous year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty chose to continue using present evaluation form. Faculty obtained and assessed feedback from clinical instructors. Faculty reviewed evaluations with clinical instructors and student at each site visit and identified /made recommendations for student improvement **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, faculty will continue to use current forms. Faculty will continue to review evaluations with students at each site visit, and identify areas of concern, and make recommendations/plan for student improvement. **Follow-up**

DMS 3.1

AU Outcome
Students will successfully analyze sonographic images
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 3:** Promote the development of critical thinking and problem-solving abilities (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Ultrasound Imaging Imaging Portfolio **Target:** Each student will receive score >= 80% **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** Course Instructor/ Program Faculty/ HS Faculty Org. Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 57.1 % scored =80% n=8 (4/7) Result decreased from previous years. This was early in the semester when students still learning anatomy and acquiring scanning skills. Faculty provided additional image review and scan sessions. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Per the 2023-2024 action plan, faculty required image portfolios to be submitted with expectations that students would demonstrate the necessary skills to acquire quality diagnostic images, The opportunity for faculty and students to identify what factors contributed to make an exam “diagnostic” does not appear to have been effective in helping students be successful on the assignment and achieve the target. **Actions** **Action**: To meet or exceed the target for during the 2025-2026 academic year, faculty will continue to require image portfolios to be submitted with expectations that students would demonstrate the necessary skills to acquire quality diagnostic images. It is recommended that Faculty meet with individually with each student to review images, then repeat the inadequate images and provide additional scan sessions for performance improvement. Referral to the Student Success Coordinator for assistance when necessary. **Follow-up**

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** ABD II Thyroid Image Assessment **Target:** Each student will receive score >= 80% **Timeframe:** Annually-Spring semester **Responsible Parties:** ABD II Course Instructor	**Result Date**: 07/29/2025 **Result**: Sp 2025 100% scored =80% n=7 Sp 2024 100% scored =80% n=8 Result comparable to previous years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty would continue to include both didactic and labs sessions to enhance the student's knowledge and skills level to evaluate images successfully. The consistent results for this measure demonstrate that this action plan is effective. **Actions** **Action**: To continue to meet or exceed the target for this measure during the 2025-2026 academic year, faculty will continue to include both didactic and labs sessions to enhance the student's knowledge and skills level to evaluate images successfully. Faculty will also distribute an image assessment rubric and will demonstrate the image assessment process prior to submission of the image assessment assignment. **Follow-up**

DMS 3.2

AU Outcome
Students will be able to critically reflect on their performance in the clinical lab
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 3:** Promote the development of critical thinking and problem-solving abilities (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Student Self Evaluation **Target:** On a scale from 0-4, 4 being the highest rating, the average of all the responses >= 3 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** Clinical Instructor/Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg 3.28 Fall 2023 avg 3.0 Fall 2022 avg 3.17 Results increased from previous year **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025action plan, faculty will continue use of current self-evaluation forms to assess student self -assess. This process is effective in helping students identify areas of concern so that the outcome will be that the student can be successful in the clinical setting. **Actions** **Action**: To meet the target during the 2025-2026, faculty will continue use of current self- evaluation forms. Faculty will continue to obtain and assess self-evaluations from students and compare them to the evaluations from clinical instructors. Faculty will continue to review evaluations with students at each site visit, and identify areas of concern, and make recommendations/plan for student improvement. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:409 Student Self evaluation **Target:** On a scale from 0-4, 4 being the highest rating, the average of all the responses >= 3 **Timeframe:** Didactic Level Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 avg 3.4 Spring 2024 avg 3.0 Spring 2023 avg- 3.37 Results increased from previous year **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025action plan, faculty will continue to use of current self-evaluation forms to assess student self -assess. This process appears to be effective in helping students identify areas of concern so that the outcome will be that the student can be successful in the clinical setting. **Actions** **Action**: To meet the target during the 2025-2026, faculty will continue use of current self- evaluation forms. Faculty will continue to obtain and assess self-evaluations from students and compare them to the evaluations from clinical instructors. Faculty will continue to review evaluations with students at each site visit, and identify areas of concern, and make recommendations/plan for student improvement **Follow-up**

DMS 4.1

AU Outcome
Students will demonstrate professional growth or learning

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 4:** Provide an environment that supports and promotes professional growth, a commitment to life-long learning and prepares sonography professionals who function as competent members of the health care team (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Innovations in Sonography - Presentation **Target:** Each student will receive score >= 90% **Timeframe:** Annually **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 91.6% of students receive score = 90% (11/12) Spring 2024 100% of students receive score = 90% (n=8) Results decreased from previous year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: : Per the 2024-2025action plan, the faculty required students to develop and give a presentation on sonography issues or topics and that faculty would continue to provide feedback and tips on development of presentations. This action plan appears to have been effective for most but not all students be successful on the assignment and to achieve the target **Actions** **Action**: To meet the target during 2025-2026, faculty will continue to require that students develop and give a presentation on sonography issues or topics. Faculty will provide feedback regarding methods/ options to help presentations be successful. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** B- Sonography webinar **Target:** Each student will receive score >= 90% **Timeframe:** Annually **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 12/30/2025 **Result**: Sp 2025 100% (7/7) received score = 90% Result comparable to previous years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025 action plan, faculty continued to require students to view webinar and complete a worksheet as a course assignment which assisted the students in their professional growth and learning. **Actions**

Measures	Result
	Action: To meet or exceed the target for this measure during the 2025=2026 school year academic year, faculty will continue to use the same activity/ requirement for the course **Follow-up**
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** Sonography webinar **Target:** 80% of students will view webinar **Timeframe:** Annually **Responsible Parties:** DMS Program Director/H.S. Faculty Org	**Result Date**: 07/29/2025 **Result**: Sp 2025 100% (7/7) received score = 90% Sp 2024 100% (8/8) received score = 90% Sp 2023 100% (7/7) received score = 90% Results are consistent with previous 4 years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025 action plan, the faculty required students to develop and give a presentation on sonography issues or topics and that faculty would continue to provide feedback and tips on development of presentations. This action plan appears to have been effective in helping students be successful on the assignment and to achieve the target. **Actions** **Action**: To meet the target during 2025-20256 faculty will continue to require that students develop and give a presentation on sonography issues or topics. Faculty and fellow students will continue to provide feedback regarding classmates' presentations. **Follow-up**

DMS 4.2

AU Outcome
Students will practice professionalism in the clinical lab setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 4:** Provide an environment that supports and promotes professional growth, a commitment to life-long learning and prepares sonography

professionals who function as competent members of the health care team (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/ Preceptor Evaluations Numbers 1,2,10-13,15-19 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** DMS 408 Instructor/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg score = 4.7 Fall 2023 avg score = 4.62 Fall 2022 avg score 4.86 Scores remain high. Students continue to demonstrate professional in the clinical setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty evaluated feedback from clinical instructors. At each site visit, faculty reviewed evaluations with clinical instructors and the student. Areas of concern were identified and recommendations for student improvement were developed. This action plan appears to have been effective in helping students be successful in the clinical setting. **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide excellent instruction and supervision of students to assess their critical thinking skills. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:409 Clinical Instructor/ Preceptor Evaluations Numbers 1,2,10-13,15-19 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Spring Semester **Responsible Parties:** DMS 408 Instructor/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 avg score 4.8 (n=5) Spring 2024 avg score 4.8 (n=6) Spring 2023 avg score 4.9 Scores remain high. Students continue to demonstrate professional in the clinical setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025 action plan, faculty evaluated feedback from clinical instructors. At each site visit, faculty reviewed evaluations with clinical instructors and the student. Areas of concern were identified and recommendations for student improvement were developed. This action plan appears to have been effective in helping students be successful in the clinical setting. **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide excellent instruction and supervision of students to assess their critical thinking skills. **Follow-up**

Program (HS) - Doctor of Education (Ed.D.)

EdD 1.1

AU Outcome
Students will demonstrate advanced educator competencies to enact increasingly complex faculty and leadership roles.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)
- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)

- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 720: Finance and Fiscal Management – Budget Assignment **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught (e.g. Spring 2017) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Final Paper **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 50% of students received a score of >85% Overall average score = 84.8% (47.5/56) 2018 (n=1) – target met (overall average = 98.2%) 2020 (n=2) – target met (overall average = 98.5%) 2022 (n=2) – target met (overall average = 92.5%) Reflection: The purpose of this paper was for students to speak to the course objectives which included addressing trends within, the culture of, and solutions/adaptations for health sciences educational environments. This assignment was graded using a rubric based on the writing rubric developed for the EdD program. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated an updated writing support session aligned with the course material to assist with writing the final paper would be included in the course. The writing support session included information on developing themes and constructing an argument. This is one of the first formal papers students write in the program, depending on when they start the program, and some inexperienced students struggle with doctoral-level writing. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active	**Result Date**: 08/11/2025

Measures	Result
Assessment Type: SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education --Technology Transcendence Final Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2015, Fall 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.5% (96.5/100) 2018 (n=4) – target not met (overall average = 86.5%) 2020 (n=4) – target met (overall average = 100%) 2022 (n=2) – target met (overall average = 84.5%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated a final project overview recording would be created to explain the project criteria along with ideas on how to meet the stated requirements. Additionally, a criterion should be added that addresses APA formatting, mechanics, and spelling. Neither of these changes were made for the current offering, and the performance on this assignment was not affected. To allow students flexibility in how they complete the project, the APA item was not added. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Final Paper **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught (e.g., Fall 2017) **Responsible Parties:** Program Chair/HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 795: Project Conference **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/25/2025

Measures	Result
	Result: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (60/60) The purpose of this project is for students to create an education-focused project that aligns with at least two EdD graduate outcomes. This assignment was graded using a rubric that explained what the requirements were for the conference submission. Only the final conference was assessed for this item. This item has not been assessed for several years, so no previous action plan was developed. This project is flexible so students can develop something appropriate for their educational setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: NA - New item **Actions** **Action Date**: 08/25/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**

EdD 1.2

AU Outcome
Students will assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – Literature Review **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Service Learning Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.9% (23.25/24) 2022 (n=2) – target met (overall average = 93.8%) 2020 (n=2) – target met (overall average = 95.8%) 2018 (n=1) – target met (overall average = 97.9%) 2016 – 84.5% (average) The purpose of this assignment was for students to develop a service-learning project that could be offered in a course. Students use the Engaged Faculty Institute curriculum as a framework to explore service learning. The project requires students to communicate what they learned about service learning and if an activity could be incorporated into their instructional settings. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year stated this assignment would be included with no changes. This assignment was updated in the spring 2023 section to have students focus on the viability of using service learning in their setting. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will continue to be included with no changes. We will also continue to explore virtual service learning as an option for health professions educators. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Strategic Planning Environmental Scan Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Strategic Planning Environmental Scan Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 2.1

AU Outcome
Students will facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 2:** Provide graduate education programs of excellence through the use of information, communication, and practice. (**X**)
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 750: Curriculum Theory and Design in the Health Professions – Final Project **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (100/100) Summer 2023 – Met; 100% (average); n=1 Summer 2022 – Met; 100% (average); n=1 Fall 2019 – Met; 100% (average); n=1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment based on the past successes. A new required textbook was added for the 2024 section. The final project requires students to develop a unit of instruction following a curriculum development framework. Students worked on different sections of the project throughout the course and received feedback prior to assembling the final project. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Teaching Evaluation **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2014, 2017, etc.) **Responsible Parties:** Program Chair/HS Graduate Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 96.7% (29/30) 2020 (n=3) – target met (overall average = 100%) 2023 (n=2) – target not met (overall average = 65%) Within each module, students evaluated an existing teaching evaluation tool against the learning theories covered in that module. By the end of the course, each student had created a unique teaching evaluation to use for a peer review. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated the assignment instructions would be reviewed for clarity. No changes were made. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no changes.

Measures	Result
	Follow-up

EdD 3.1

AU Outcome
Students will demonstrate organizational and systems leadership to advance quality improvement and systems change.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)

Measures	Result
Assessment Measure Status: Active	**Result Date**: 08/11/2025

Measures	Result
Assessment Type: SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Discussions **Target:** Students will receive an average score of >90% for all discussions within the course **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Accreditation and Quality Improvement Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Accreditation and Quality Improvement Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 4.1

AU Outcome
Students will apply analytical methods and research to develop best practices and practice guidelines.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Personal Statement of Teaching Philosophy **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course taught (e.g., spring, Year 1) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 99.6% (49.8/50) 2020 (n=3) – target met (overall average = 97.6%) 2023 (n=2) – target met (overall average = 99.6%) Within each module, students completed a journal entry to help capture information about their teaching style to use in the final assignment. Students were allowed flexibility in the format of their submission. All three completed an essay. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. A guidance document with assignment expectations provides information to students, and that will continue to be used. Subsequent sections will be assessed to ensure the target continues to be met. **Follow-up**

EdD 5.1

AU Outcome
Students will advance the scholarship of education in a variety of health science and nursing professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education –Tech Topic Assignment	**Result Date**: 08/11/2025

Measures	Result
Target: 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 98% (24.5/25) 2018 (n=4) – target met (overall average = 100%) 2020 (n=4 – target met (overall average = 100%) 2022 (n=2 – target met (overall average = 88%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2023 action plan for 2024-2025 academic year, no changes were recommended for this assignment. The rubric was updated for the fall 2022 course section, but no significant changes were made to the assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. Students are required to help classmates engage with their topic and to engage with their classmates' topics. **Follow-up**

EdD 5.2

AU Outcome
Students will evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application, and teaching to further knowledge and competencies of the health science and nursing education professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.

(**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 770: Assessment and Evaluation in Health Sciences Education – Assessment Process Assignment **Target:** Students will receive an average score at least 80% **Timeframe:** When course is taught (e.g., 2016, 2019, etc.) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**

Program (HS) - Doctor of Physical Therapy (DPT)

CAPTE 1C2

AU Outcome
CAPTE 1C2:the program to meet the expectation for an ultimate two-year licensure pass rate of at least 85%.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Licensure Passing Rate (FSBPT) **Target:** Licensure passing rate will be over 85% **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/15/2025 **Result**: The 2024-2025 reporting year shows the program reached 100% ultimate passing rate which is the same from the 2023-2024 academic year **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2024-2025 reporting year shows the program reached 100% ultimate passing rate which is the same from the 2023-2024 academic year **Actions** **Action**: The curriculum is up-to-date and evidence-based and we continue to make it mandatory that students take a board exam prep course and take the PEAT examination practice exam in their last semester. **Follow-up**

CAPTE 1C1

AU Outcome
CAPTE 1C1: Graduation rates are at least 80%.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Measures	Result
Assessment Measure Status: Active	**Result Date**: 09/15/2025

Measures	Result
Assessment Type: AD: Report - Internal **Measure:** Graduation Rate **Target:** Graduation Rate of at last 80% **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result**: The 2024-2025 academic year had a graduation rate of 81% which hits the target of the stated 80% outcome but is a decrease from the 100% graduation rate of the 2023-2024 academic rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2024-2025 academic year had a graduation rate of 81% which hits the target of the stated 80% outcome but is a decrease from the 100% graduation rate of the 2023-2024 academic rate. **Actions** **Action**: We will continue to support students in the didactic and face-to-face component by mentorship and advisement strategies. We also now have enough data to advise admissions on the DPT student profile which supports a strong academically successful DPT student in the program. This information was disseminated and shared with the admissions staff this year. **Follow-up**

CAPTE 1C4

AU Outcome
CAPTE 1C4: Students demonstrate entry-level clinical performance during clinical education experiences prior to graduation.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** PTMACS: Entry-Level Performance **Target:** 100% of students reach entry-level performance in their last clinical education experience. **Timeframe:** Annually @ end of last clinical experience. **Responsible Parties:** Director Clinical Education	**Result Date**: 09/18/2025 **Result**: 100% of students reached entry-level performance during their final clinical education experience in the 2024-2025 academic year, which is the same results as the prior 2023-2024 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: 100% of students reached entry-level performance during their final clinical education experience in the 2024-2025 academic year, which is the same results as the prior 2023-2024 academic year. **Actions** **Action**: In addition to using an evidence-based and up-to-date curriculum we will continue using high stake practical examination mimicking complex clinical scenarios. **Follow-up**

Program (HS) - Masters in Occupational Therapy (MS in OT)

MS in OT 3.0 Incorporate models of practice

AU Outcome
Students will incorporate models of practice/frames of reference with client-centered strategies that consider a variety of underlying factors.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 2:** Provide services within a client-centered, occupational-based theoretical foundation with consideration of the underlying factors including, but not limited to, the culture and contexts that influence the individual's ability to engage in meaningful occupational tasks and roles. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 601 –Care Plan Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall)	**Result Date**: 11/07/2025 **Result**: Cohort in 2024 completed Evaluation/Treatment plan assignment with an average percentage of 98%. These results are compared to fall 2023 Cohort completed Evaluation/Treatment plan assignment with average percentage of 95%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Responsible Parties: Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Continue to implement live case study, to allow students to ask questions of therapists or be present with intervention. Attempt to use EMR platform for electronic medical record experience. Live labs be scheduled outside of class and lab times as a means of achieving more volunteers, allowing students to perform evaluation within smaller groups. The write-up assignment will continue to be an individual assignment. Plan to include intraprofessional and interprofessional opportunities for this assignment with potential participation of certified occupational therapy assistants and/or physical therapy students. Impact Statement: Volunteer Children attended campus and were evaluated within a groups of students in which students then independently wrote the report as planned. This allowed for hands on and in-person reactions with the child, the caregiver and DPT students. Valued interprofessional opportunities and interactions were gained. This action plan resulted in students continuing to meet the goal as indicated in student performance from 95% during the past reporting period to 98% this reporting period, suggesting the action plan was effective for achieving the target. **Actions** **Action**: Continue to implement live case study, to allow students to ask questions of therapists or be present with intervention. Consider the use of electronic documentation methods via Doculearn platform, for upcoming years. Live labs may be scheduled outside of class and lab times as a means of achieving more volunteers, allowing students to perform evaluations within smaller groups. The write-up assignment will continue to be an individual assignment. Consider allotting time for debriefing to occur with the same OT supervisor as was present in the live evaluation to allow for more in-depth debriefing to be reflected within their write up and chosen FOR. Consider interprofessional and intra professional evaluation opportunities with Allen PT program and surrounding COTA programs. **Follow-up**

MS in OT 4.0 Collaborative decision-making

AU Outcome
Students will demonstrate collaborative approaches to decision-making with patients/clients/consumers/families that includes client-specific culture and context.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 2:** Provide services within a client-centered, occupational-based theoretical foundation with consideration of the underlying factors including, but not limited to, the culture and contexts that influence the individual's ability to engage in meaningful occupational tasks and roles. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** OT 523 Care Plan/Occupational Profile **Target:** Average cohort score of 90% or higher **Timeframe:** 1st Year of program, Semester 3 (Summer) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Addressed in Patient Observation & Interaction: On-campus Experience: POC's & Intervention; Average score for this assignment was 100% in 2024 compared to the average score for this assignment in 2023 at 100%, 2022 at 96%, and 92% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Student's will be provided with face-to-face simulated opportunities to practice collaboration with patients/clients/consumers/families with a focus on the occupational profile to include client specific culture and contexts. The care plan/occupational profile will then first be written in small groups with feedback as appropriate with the aim of continuing to meet or improving student success this outcome next timeframe. Action plan was successful with all students meeting 100%. **Actions** **Action**: Student's will continue to be provided with face-to-face simulated opportunities to practice collaboration with patients/clients/consumers/families with a focus on the occupational profile to include client specific culture and contexts to continue student success in this area. **Follow-up**

MS in OT 7.0 Adaptive equipment

AU Outcome
Students will demonstrate the ability to select and apply appropriate adaptive equipment/technology in treatment.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.

(**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 4:** Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** Final Exam Video Case **Target:** Average cohort score of 90% or higher **Timeframe:** 1st Year of program, Semester 3 (Summer) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score was 96%. This compares to 97.0%, in 2023 which was a significant increase from the 2022 average cohort score of 91.6%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year. Faculty will continue to review the exam and make appropriate changes to capture student learning. Lab opportunities for clinical reasoning and practice with justification for assistive technology recommendations will be modified and implemented. Impact: Students had multiple opportunities for clinical reasoning and practice with justification for assistive technology which resulted in consistent student performance on the assessment measure for this timeframe, suggesting the action plan was effective for achieving the target. **Actions** **Action**: Faculty will continue to provide lab opportunities for clinical reasoning and practice with justification for assistive technology recommendations. Will also continue to use Simucase for clinical reasoning. **Follow-up**

MS in OT 8.0 Ability to modify environments

AU Outcome
Students demonstrate the ability to modify environments to support best outcomes in care.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 4:** Provide direct and indirect services to promote and sustain health, facilitate typical growth and development, prevent deficits, and maintain, restore, or enhance function through compensation, adaptation, and the selection and participation of appropriate therapeutic methods, environmental modifications, use of adaptive equipment, and assistive technologies to enhance meaningful occupations. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 523 – Case Study Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 1st Year of program, Semester 3 (Summer) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Students average score on both the WS/ECT/Dysphagia Case Studies and Cardio/Pulmonary Case Studies were 100% compared to an average score 100% in 2023, 100% in 2022, and 96% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to provide enriching experiences through hands-on activities to support student success in modifying environments to support best outcomes in care. Benchmark continues to be met suggesting this action plan was successful. **Actions** **Action**: Faculty will continue to provide enriching experiences through hands-on activities to support student success in modifying environments to support best outcomes in care. **Follow-up**

MS in OT 10.0 Develop program evaluation

AU Outcome
Students will demonstrate skills in developing programs for individuals, groups, and communities.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 5:** Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students within the guidelines of the professional practice. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 603 – Program Plan Presentation **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score is 95% and average cohort score from 2023 was 91.4%. This compares to an average cohort score of 96.6% in 2022, and 97% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to review the rubric for this presentation. Faculty will provide opportunities for students to explore and develop programs for individuals and communities with emerging needs. The target was met with significant improvement from the prior year. The action plan allowed the goal to be met during this timeframe. **Actions** **Action**: Faculty will continue to review the rubric for this presentation and update to meet revised standards. Faculty will provide opportunities for students to explore and develop programs for individuals and communities with emerging needs. **Follow-up**

MS in OT 11.0 Collaborate to meet patient outcomes

AU Outcome
Students will collaborate with interdisciplinary care teams in determining appropriate occupational therapy service delivery to meet patient outcomes.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.

(**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 6:** Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** OT 611 – Documentation Assessment for IPE Experience **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score of 97% with 2024 average cohort score of 94.6%. This compares to 93% in 2023, and a 2022 average of 95%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to modify this assignment develop continued experiential interprofessional clinical reasoning opportunities and facilitate interprofessional OSCEs on an annual basis. This outcome is an increase from the 2024 2023 average indicating that the action plan appeared to be a success. **Actions** **Action**: Faculty will continue to evolve experiential interprofessional clinical reasoning opportunities and facilitate interprofessional OSCEs on an annual basis. Rubric will also be adjusted to reflect new standards **Follow-up**

MS in OT 12.0 Collaborate to meet education outcomes

AU Outcome
Students will collaborate with an interdisciplinary educational team in determining appropriate occupational therapy service delivery to meet student-client educational outcomes.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 6:** Initiate and participate in collaborative and cooperative interactions with intra-disciplinary and interdisciplinary professionals, clients, significant others, and caregivers to achieve the desired occupational therapy outcomes. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 602 Case Study Evaluation Report **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: In Fall 2024 the average cohort score was 91.6% compared to the average cohort score of 88% in 2023, 87% in 2022 and a score of 91.1% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan implemented during 2024-2025 (proposed in 2023-2024 CAP report): The faculty of the course will review lessons to offer examples of a completed school-based evaluation report and additional opportunities for question and answer and peer review along with opportunities to practice completion of this assignment in lab activities. Impact: This cohort demonstrated an increase in performance given the action plan stated above to meet the goals of 90% or higher indicating that the action plan was successful. **Actions** **Action**: The faculty of the course will review lessons to offer examples of a completed school-based evaluation report, in class evaluation writing activities, and additional opportunities for question and answer and peer review along with opportunities to practice completion of this assignment in lab activities. **Follow-up**

Program (HS) - Medical Imaging (MI)

MI 1.1

AU Outcome
Students will demonstrate appropriate patient preparation for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part I, numbers 4, 5, 6, 7 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ Health Sciences(HS) Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the average score of the MI460 Competency Evaluation/CCE Part 1, numbers 4-7, and Part 2 numbers 1-2, is 3.67. This year's average score is lower when compared to the Spring 2024 average score of 4.0. The significance of this decrease is difficult to determine due to only one student being enrolled in this course. Data is not available from spring 2023 due to no enrollment. Clinical competence was demonstrated. 2025 = 3.67 (n=1) Previous data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.88 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors continue to educate the students on the importance of patient preparation and safety as it relates to MRI in the clinical environment. The clinical instructors utilized the evaluation process as a way to determine the student's growth and development throughout their clinical rotation. The program faculty ensured that all staff and students had the resources needed to provide quality patient care. When completing the competency evaluations, the students demonstrate the ability to properly educate the patient, screen the patient, obtain appropriate patient history, and position the patient on the MRI exam table. An evaluation process is in place at each clinical site to ensure that the students have the ability to obtain feedback on the patient preparation process and has the opportunity to demonstrate growth throughout their clinical rotation. Clinical competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part I, numbers 4, 5, 6 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. 2025 = no data available 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.75 (n=1) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 1.2

AU Outcome
Outcome: Students will demonstrate appropriate protocol and parameter selection for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part II, numbers 3, 4, 5 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester	**Result Date**: 09/30/2025

Measures	Result
Responsible Parties: Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: In Spring 2025, the MI 460 Competency Evaluation/CCE Part II, numbers 3-5 average score is 3.79. This is slightly lower when compared to last year's data, but it is still comparable, and students continue to exceed benchmark. 2025 = 3.79 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.9 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continued to work with the students in the clinical environment educating them on proper protocol, coil, and scan parameter selections for various MRI procedures. The students are able to gain valuable feedback from their clinical instructors through non-graded and graded evaluations throughout their clinical rotation. This evaluation process allows the students to better know how they can show growth throughout the semester and improve their imaging procedure knowledge. The students take MI 450 MRI Procedures I in this same semester, so they are able to take what they learn in their online didactic course and apply it in their clinical environment. Clinical Competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part II, numbers 3, 4 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 3,6,10,11 was 4.0. This year's average score of 3.0 is lower, yet the significance is difficult to determine due to only have one student enrolled in the course. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.0 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.54 (n=3) 2020 = 3.75 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student in the clinical environment while providing direct patient care. The instructors did a great job at focusing their attention on helping students to improve their overall communication with patients and other healthcare professionals. This specific student scored a 3.0 (on a 0–4-point scale) in all areas on the evaluation form. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. Effective communication skills in the clinical setting were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. Moving forward, program faculty will continue working on revising the curriculum for primary pathway students to provide additional clinical coursework with a patient care focus. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA

Measures	Result
Responsible Parties: Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 2.2

AU Outcome
Students will practice written communication skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 410 Research PowerPoint Presentation (MRI) **Target:** Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** MI: 410 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score is 98.2%. This is slightly lower, yet consistent, with last year's average score of 99%. Benchmark continues to be exceeded, and students continue to practice written communication skills. 2024 = 98.2% (n=4) Previous Data: 2023 = 99% (n=3) 2022 = no data available 2021 = 96% (n=1) 2020 = 98.2% (n=4) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor broke down the rubric to make it more specific in regards to APA formatting and content. Proper APA formatting examples were provided to the student within their Blackboard course which included a PowerPoint presentation. Minor points were deducted from one student for grammatical and sentence structure errors and APA formatting on the reference page. Overall, APA did not pose much of challenge for this cohort. Each student is required to submit a portion of their presentation part way through the semester and feedback is provided to the student at that time regarding APA formatting, content, etc. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric so each student understands how they will be graded with regards to APA formatting. The instructor will continue to provide APA formatting examples within their Blackboard course. The instructor will continue to require each student to submit a partial submission part way through the semester for feedback. APA will remain a focus moving forward even though this cohort did not struggle in that area. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 435 CT Procedures I Reflection Paper **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 435 Course Instructor/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment.

Measures	Result
	Actions **Action Date**: 09/30/2025 **Action**: The instructor will create a detailed rubric to ensure that each student is reflecting on what they learned throughout the course. The instructor will implement APA requirements within the rubric to ensure that each student follows proper APA format. **Follow-up**

MI 3.1

AU Outcome
Students will demonstrate critical thinking skills in the clinical environment.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 2,4,7,8 is 4.0. This year's average score of 2.5 is significantly lower and inconsistent with prior data. Benchmark was not exceeded. 2025 = 2.5 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.46 (n=3) 2020 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. This specific student scored a 2.0 (on a 0–4-point scale) in the areas of: application of knowledge and ability to follow directions. This student scored a 3.0 in the areas of self-image for Level in the program and composure and adaptability. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. The student consistently scored high on all non-graded evaluations conducted throughout their clinical experience. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth with prior cohorts. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 3.2

AU Outcome
Students will demonstrate the ability to practice critical thinking skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active	**Result Date**: 09/30/2025

Measures	Result
Measure: MI: 480 Board Review Exam (MRI) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 480 Course Instructor/HS Curriculum Committee	**Result**: In Summer 2025, 100% of the students achieved a passing score of 75 or greater on one of the three assigned mock board exams. This is consistent when compared to prior cohorts. The students continue to demonstrate the ability to practice critical thinking skills. 2025 100% (n=1) Previous Data: 2024 100% (n=1) 2023 no data available 2022 (n=0) 2021 (n=2) 100% 2020 (n=3) 100% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor began the registry review assignments in the spring semester to allow each student 16 additional weeks of board preparation. Additional structured quizzes and exams in each of the four categories were assigned and completed by the student. The action plan was effective. The student scored very well on all three mock board exams, achieving scores of 76.5%, 88%, and 83.5%. The student stated that the board review assignments were beneficial in preparing them for the mock board exams at the end of the semester. Critical thinking skills were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. The instructor will continue to provide structured quizzes and exams in each of the four key categories to help students prepare for the mock board exams. The instructor will discuss with the students the importance of completing all registry review assignments and mock board exams. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Board Review Exam (CT) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 465 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. Structured quizzes that include questions from each of the four categories will be assigned to help each student prepare for the mock board exams. **Follow-up**

MI 4.1

AU Outcome
Students will integrate leadership skills and construct professional practices.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 460 Service Learning Project (MRI) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 460 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: The Spring 2025 MI 460 Service-Learning Project average score is 74%. This is significantly lower than the Spring 2024 average score of 90%. Benchmark was not exceeded for this cohort. 2025 = 74% (n=1) Previous Data: 2024 = 90% (n=1) 2023 = no data available 2022 = 88% (n=1) 2021 = 91.5% (n=2) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided a detailed rubric at the beginning of the course. Information was provided to the students throughout the semester regarding service-learning opportunities. APA formatting information was available to all students within their Blackboard course. For this specific student, points were deducted in the categories of APA format, overall writing, and use of research. This student elected to not submit a draft of the paper for feedback prior to submission for a final grade. They elected to not incorporate research. APA formatting issues throughout. Grammatical and sentence structure concerns were noted throughout. Instructor expectations were not met by the student even with continued communication and guidance. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. The instructor is considering reformatting the service-learning assignment. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 445 Service Learning Project (CT) **Target:** Average score of >= 80%. **Timeframe:** Spring Semester **Responsible Parties:** MI: 445 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. **Follow-up**

MI 4.2

AU Outcome
Students will practice professionalism.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 is 4.0. This year's average score of 2.8 is significantly lower. Benchmark was not exceeded. Overall, professionalism was not practiced at the level of program's expectations. 2025 = 2.8 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to provide feedback through non-graded evaluations throughout the semester to allow students the opportunity to develop and practice professionalism. The clinical instructors continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide direct patient care. The action plan was not effective for this student. This specific student scored a 3.0 (on a 0–4-point scale) in the areas of: organization of assignments, initiative, policies and procedures, and ethical and professional behaviors. They scored a 2.0 in the area of appearance. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**

Program (HS) - Medical Laboratory Science (MLS)

MLS 1.1

AU Outcome
Students will apply theory and principles related to laboratory testing
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Exam scores – MLS 440: Clinical Hematology and Hemostasis **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – (n=17) 47% (8/17) earned an average exam score of >80%. Overall average exam score = 79.1% Fall 2023 = 75% Fall 2022 = 33.3% Fall 2021 = 68.75% Fall 2020 = 79.5% Fall 2019 = 71.2% Fall 2018 = 69.2% Fall 2017 = 88.3% Fall 2015 = 91.3% Reflection: Target was not met. In looking at the data students performed well on Exams 1, 3, and 4. Exam 1 and 3 had a mandatory virtual session prior to the exam and Exam 2 covered traditionally tougher topics and more material than the other exams. The final exam had the lowest overall exam score and was worth 100 points. An optional final exam review assignment was given to students in week 14 and 14 out of 17 students accessed it. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-2024 CAP stated that the course would continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam would be given (for a total of five exams). This target has been inconsistently met the past four years and appears to depend on the student cohort. **Actions** **Action Date**: 08/11/2025 **Action**: Action plan: I have used statistics to analyze each individual exam to examine any trends or outside influences on exam scores. This course is adopting a new textbook with a new publisher so the exam questions will most likely change completely going forward. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Clinical Microbiology Exam Scores (formerly Exam Scores – MLS 460: Clinical Microbiology) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Spring 2025 (n=16) 12/16 (75%) students received an average score of >80% Overall average = 252.6/300 points (84.2%) Spring 2024 (n=11) (72.7%) Average score = (83.8%) Spring 2023 (n=12) (58%) Average score = (82.9%) Spring 2022 (n=16) (75%) Average score = (83.3%) Spring 2021 (n=15) (80%) Average score = 84.7% Spring 2020 (n=6) 33.3% Average score = 80.5% Spring 2019 (n=14) 100% Average score = 88.1% These results demonstrate that the target has been inconsistently met (4/7 times) since the 2018-2019 academic year. Reflection: This course helps students to apply theory and principles related to microbiology. The multiple-choice exams help prepare students for clinical rotations, where theory and principles of microbiology are applied. The last five cohorts have scored an overall average within one percentage point from year to year. Cohorts with less than 13 students have not met the target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 CAP stated that the course would include four exams (one unproctored), with updated questions, which was the case for 2024-2025. This target has been met 57% of the time over the past seven years. Given the inconsistent achievement of the target for this measure, the action plan seems dependent on the cohort and number of students. **Actions** **Action Date**: 08/11/2025 **Action**: This course will continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam will be given (for a total of five exams). Student outcomes will continue to be assessed with the same target. **Follow-up**

MLS 1.2

AU Outcome
Students will apply concepts and principles of laboratory operations in a clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Affective Evaluation – Microbiology **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Spring 2025 (n=12) 12/12 (100%) of students received an average score of >80% Ave. = 24.75/25 points (99%) Spring 2024 (n=10) (90%) Ave. = 23.1/25 points (92%) Spring 2023 (n=11) (90.9%) Ave. = 23.5/25 points (94%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: This is the fourth year of measuring this target. This evaluation occurs in the final semester for students during the third or fourth rotation. Results indicate that students are learning and retaining behaviors needed to be successful in a professional lab setting. Students are assessed by their clinical instructors on interest in learning, initiative, communication skills, acceptance of constructive criticism, and safety. **Actions** **Action Date**: 08/11/2025 **Action**: We will evaluate subsequent cohorts of students on this measurement item with the same target. In addition, students will continue to receive a didactic affective evaluation at midterm and the end of each course to continue to promote professional behaviors. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** MediaLab Exam Simulator Scores (formerly MediaLab Exam Simulator Scores – MLS 475: Medical Laboratory Science Review **Target:** 75% of students will achieve a CAT difficulty of 5.0 **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 17 students 88.2% (15/17) achieved a CAT difficulty level of at least 5.0 on CAT exams (5 exams) Average level of difficulty = 6.1 Practice CATs = 5.61 Graded CATs = 6.2 2018 – 90%; 5.3 2019 – 83.3%; 5.9 2020 (n=6) • Proctored – 16.7%; 4.5 • Non-proctored – 83.3%; 5.8 2021 (n=17); 82.4%; 5.5 2022 (n=16); 100%; 6.8 2023 (n=10); 100%; 6.5 2024 (n=10); 100%; 6.1

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Exam Simulator (ES) is a preparatory resource we purchase for students to help them prepare for the BOC exam. Students took 5 CAT exams (all non-proctored) during the last 8 weeks of the semester. Our 2023-2024 action plan for 2024-2025 academic year indicated we would provide students with a study template to help them complete efficient reviews on all topic areas. We referred students to an exam content guideline from a credentialing agency, but some students expressed wanting something additional. The graded CAT exam average was higher again this year which shows the power of incentivization. Students were provided with information about past student outcomes, different certification exam options, and recommendations on when to schedule their certification exams. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to require students to complete practice and graded CAT exams. Students will be provided with a program-specific study template to help them complete efficient reviews on all topic areas. **Follow-up**

MLS 2.1

AU Outcome
Students will demonstrate technical competency in the delivery of quality laboratory service
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** Basic Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% (formerly 75% of students will complete all assignments) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 (n=19) 94.7% of students (18/19) received an average score of >80% Overall average = 28.7/30 points (95.7%) 2021 (n=16) – target met; overall ave. = 99% 2022 (n=12) – target met; overall ave. = 94.3% 2023 (n=13) – target met; overall ave. = 98.3% Target has been met since the measure was first evaluated in 2021. Students are provided with tools and resources to help them learn cellular morphology including a synchronous lab session and practice differentials for which they receive feedback from Cellavision on their performance. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered cell morphology during a virtual lab and provided numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to include these assignments without any revisions. Course faculty will continue to cover cell morphology during a virtual lab session and provide numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. A new textbook will be used for the 2025 course section. **Follow-up**

MLS 2.2

AU Outcome
Students will assess the accuracy of laboratory test results by correlating laboratory data with clinical diagnoses
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** Advanced Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Fall 2024 – (n=17) 100% (17/17) earned an average exam score of >80%. Fall 2023 = 100% Fall 2022 = 91.7% Fall 2021 = 100% This assignment was introduced in 2021 and students enjoyed the assignment and engaged with this assignment by asking questions. They were able to see some higher level cells to identify and higher level cases of real patient slides. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered advanced cell morphology in the coursework and then provided students a chance to review slides from actual patients with advanced morphological abnormalities. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to use this program (CellaVision) to teach and assess advanced cell morphology and competency within this course. No plans to change this assignment. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Program Comprehensive Exam (FKA: MLS Program Final Exam [formerly MLS 475: Medical Laboratory Science Review - Final Exam]) **Target:** 75% of students will receive a score of >55% (target prior to 2021-2022 = 75% of students will receive an average score of >=80%) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Faculty Org Committee	**Result Date**: 08/11/2025 **Result**: Spring 2024 – 16 students 87.5% of students (14/16) received a score of >55% Overall average score = 68% Spring 2020 (n=6) • 0 met target • 51.2% average score Spring 2021 (n=17) • 0 met target • 59.1% average score Spring 2022 (n=16) • 12 met target • 65.7% average score Spring 2023 (n=10) • 10 met target • 72.0% average score Spring 2024 (n=10) • 9 met target • 74.7% average score

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated we would continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. Both parts of the final exam were minimally updated from spring 2024 to improve question clarity. The spring 2024 course continued to include resources on how to study for a comprehensive exam. Weeks 1-9 allowed students to review summer and fall topics and create study outlines. Weeks 10-15 included subject-specific review activities for all program topics. The Week 9 synchronous session was moved to Week 2. Some new review materials were provided for some of the topics. One non-graduating student did not complete the final exams and was not included in the data. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. A program-specific review template will be provided to help students to efficiently review material. **Follow-up**

MLS 3.2

AU Outcome
Students will integrate team-building skills into professional practice
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** Service Learning Project **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 76.5% (13/17) of students earned an average score of >80%. Overall average score 26.1/30 = 87% Overall Averages 2023 (n=12) = 76.3%; 41.7% of students met target 2022 (n=12) = 80.8%; 66.7% of students met target 2021 (n=16) = 98.3%; 100% of students met target 2020 (n=15) = 90%; 73% of students met target 2019 (n=6) = 98.9% (target met) 2018 = 98.9% 2017 = 95.5% 2016 = 90.0% 2015 = 92.5% 2014 = 95.6% 2013 = 95.7% 2012 = 97.3% These results demonstrate the target (75% of students will receive an average score of >= 80%) has been consistently met (10/13 times) since the 2012-2013 academic year with the exception of the 2020-2021, 2022-2023, and the 2023-2024 academic years. The overall average score for this assignment increased for the current assessment year. Students who watched the project overview video did better than those who did not. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated the project handout should be expanded to include additional information about what should be included to fully meet each criterion. This was not completed. A project overview video provides this information, but all students did not watch the video. While the project handout was not updated, the service learning project was discussed during the Week 9 synchronous session which allowed students another opportunity to engage with instructions about how to complete the project. **Actions** **Action Date**: 08/11/2025 **Action**: Students who do not watch the project overview generally do not meet all project requirements, so the project overview lecture could be made mandatory. Students evaluate their own performance on this project with a rubric that is reviewed by the instructor. Adding additional information to the rubric may be helpful. A new instructor will be teaching this course for the 2025-2026 academic year. **Follow-up**

MLS 4.2

AU Outcome
Students will communicate effectively in an online environment
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 4:** Graduates will be able to display a commitment to the role and the development of the medical laboratory professional (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: Management Topics Discussion Board Posts (formerly Management Section Discussion Board posts – MLS 470: Laboratory Management) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result**: Spring 2025 (n=17) 100% students earned an average score of >80% (Ave. score = 83.1%) Spring 2024 (n=11): 97.3%% Spring 2023 (n=11): 100% Spring 2022 (n=16): 100% Spring 2021 (n=17): 100% Spring 2020:100% Spring 2019: 98% This target has been consistently met for the past seven years. Approximately half of the course modules contained discussion. Any deductions in posts were due to late work and APA formatting errors. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated that discussion assignments would be used to foster student interaction and effective communication skills. The variety of discussion assignments based on student experiences and perspectives continue to positively impact this target. **Actions** **Action Date**: 08/11/2025 **Action**: Discussion board assignments will continue to be used in this course to foster student interaction and effective communication skills in the online environment. **Follow-up**

Program (HS) - Public Health (PH)

PH Outcome 1.1 [Formerly 1.2]

AU Outcome
Students will be able to identify sources of public health data and information
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 1:** Students will demonstrate analytical and assessment skills (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** Community needs assessment as part of mid-term project. **Target:** Successful completion of report Average score of >80% **Timeframe:** Spring semester **Responsible Parties:** Program faculty / Health Science (HS) Curriculum committee	**Result Date**: 01/20/2025 **Result**: In the summer of 2024, 7 students earned an average of 86.86%. This was a significant increase from the previous year when the average was 76.6%. Students are able to identify sources of public health information, but there is room for improvement. There is an abundance of organizations that house public health data. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between the instructor and student to discuss the project and address any questions. Based on exploration of the Blackboard course, it was not evident that those meetings were held. The rough draft was also removed. As a result, since the grades for this project increased, meeting with the student had no impact on the outcome. The instructor for this course will continue to show students where to find credible and valid data related to public health activities. **Actions** **Action Date**: 01/20/2025 **Action**: After reviewing the purpose and the assignment instructions, it does allow the students to identify sources of public health information but does not align with course learning objectives. It will be removed as a measure in Summer 2025. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:400 Research Paper **Target:** Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** Course Faculty/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025

Measures	Result
	Action: N/A **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:420 Health Disparities in Rural Populations Paper **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Faculty/Health Sciences (HS) Committee	**Result Date**: 11/03/2025 **Result**: This measure was not active during the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**

PH Outcome 2.2

AU Outcome
Students will be able to identify mechanisms to evaluate programs for their quality and effectiveness
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 2:** Students will practice the essential services of public health (**X**)

- **PH Goal 2 (before 2024-2025):** Student will demonstrate program planning skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:445 Program Evaluation PowerPoint (Not active until Spring 2027) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 10/31/2025 **Result**: This measure is not effective until Spring 2027 since the course was recently added to the curriculum. It was not active in 2024-2025. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: N/A **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH480 Final Exam **Target:** Average score >= 80% **Timeframe:** Spring semester **Responsible Parties:** Course Instructor, Health Sciences (HS) Curriculum Committee	**Result Date**: 01/20/2025 **Result**: In Spring 2025, 7 students averaged 93% on the final exam, which was consistent from the previous Spring where 10 students earned a 94% on the exam. In looking at historical data, students tend to perform very well on the final exam and have a good understanding of how to assess public health research and evaluation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, the instructor continued to post short videos, supplemental short readings, and a study guide for the final exam. Even with the unlimited time removed from the exam, student scores are consistent with the previous year. They have an excellent understanding of research study designs and different ways to evaluate interventions. **Actions** **Action Date**: 05/17/2025 **Action**: Due to the high scores for the exam, it's evident that students have a good understanding of research methods and their significance. The course evaluations, however, were much lower this semester which warrants continued revisions. Additional resources and detailed instructions will be put in place for Spring 2026. **Follow-up**

PH Outcome 3.1

AU Outcome
Students will recognize the role of cultural factors in the delivery of public health services
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 3:** Students will demonstrate cultural competency skills (**X**)

- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** PH: 420 Final report **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Curriculum committee	**Result Date**: 01/20/2025 **Result**: In 2024, 7 students earned an 82.67% on the final project. In the prior year, the average was 85.6% so there was a small decrease in the scores. Since the United States population is becoming more diverse, students should be able to recognize various cultural factors in the delivery of public health services such as language, religion, health beliefs, etc. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between instructor and student to check progress of final project a week before the due date. After exploring the Blackboard course, it was not evident that those meetings were held. If they were, it may have made an impact since the scores were lower than the previous year. The course instructor is no longer at Allen College, so I could not confirm the proposed action was taken. **Actions** **Action Date**: 01/20/2025

Measures	Result
	Action: In reviewing the assignment purpose and instructions, the assignment doesn't align with learning objectives and course objectives to warrant a large project. The measure will be changed for Summer 2025 to include a final exam that incorporates more of the concepts that relate to cultural competency rather than focus on one small aspect. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH:420 Final Exam **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:420 Case Scenario: Linguistic Diversity **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**

PH 1.1

AU Outcome
Student will be able to identify determinants of health and illness
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 1:** Students will demonstrate analytical and assessment skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 430 Final exam **Target:** Average score of >80% **Timeframe:** Fall Semester **Responsible Parties:** Program faculty / HS APG committee	**Result Date**: 01/20/2025 **Result**: The results from the final exam in Fall 2024 were 86% (n=4). This was an increase from the previous year when the average was 84%. It's evident that the students are able to use epidemiological principles to identify the determinants of health and disease. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was going to be provided to the students. Due to transition in program management, the study guide was not provided. Even without the study guide, the scores increased from previous years indicating students are knowledgeable in epidemiological principles to identify determinants of health and illness. **Actions** **Action Date**: 01/20/2025 **Action**: The course will undergo a revision in Fall 2025 that uses a new textbook that includes both epidemiological principles and biostatistics. The instructor will include tutorials and short videos to help explain the concepts since they tend to be challenging for undergraduate students. This measure will fall under a new goal in 2025-2026. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH420 Community needs assessment as part of mid-term project. **Target:** Average score of >80% **Timeframe:** Spring semester	**Result Date**: 05/17/2025 **Result**: In Summer 2024, seven students earned an average of 86.85% on the project. This was significantly higher than the previous year with the average being 76.6%. The average of 76.6% appears to be an outlier with grades being above 84% for all other years. The students are able to identify the social determinants of health and how they influence health and illness. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Responsible Parties: Program faculty / Health Science (HS) Curriculum committee	**Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between the instructor and student to discuss the project and address any questions. Based on exploration of the Blackboard course, it was not evident that those meetings were held. The rough draft was also removed. As a result, since the grades for this project increased, meeting with the student had no impact on the outcome. **Actions** **Action Date**: 05/17/2025 **Action**: After reviewing the purpose and the assignment instructions, it does allow the students to identify the determinants of health and illness but does not align with course learning objectives. It will be removed as a measure in Summer 2025 and replaced with a measure that is better aligned with goal. **Follow-up**

PH 1.3

AU Outcome
Student will be able to analyze data
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 1:** Students will demonstrate analytical and assessment skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made	**Result Date**: 01/20/2025

Measures	Result
Measure: PH: 430 Final exam **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Faculty Org. committee	**Result**: In Fall 2024, four students earned an average of 86% on the final exam. That is a slight increase from 2023 when the average was 84%. Data analysis can be challenging for undergraduate students, so scores are acceptable. Instructor will continue to work with students on the different types of data analyses. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was to be provided for the final exam. Due to transition in program management, the study guide was not provided. Even without the study guide, the student scores increased demonstrating their ability to provide statistical analyses and interpretation of the data. **Actions** **Action Date**: 01/20/2025 **Action**: Biostatistics is a challenging concept to grasp, so an average of 86% is considered good. In Fall 2025, the instructor will provide a study guide for the final exam and offer an optional review session a week before the exam. The instructor will also include tutorials and short videos to help explain the concepts since they tend to be challenging for undergraduate students. The course will also go through a revision, but the final exam will remain a measure for Fall 2025. **Follow-up**

PH 3.2

AU Outcome
Student should be able to describes the role of governmental and non-governmental organizations in the delivery of community health services
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 410 Final exam **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Faculty Org. committee	**Result Date**: 01/20/2025 **Result**: In Fall 2024, 8 students earned an average of 89% on the final exam. These results were a 5 percent increase since the previous year and almost 10 percent increase since 2022. Since public health services are delivered by a variety of different entities, it's important that the students are aware of the role between governmental organizations, such as the CDC, and non-governmental agencies such as the American Cancer Society or the Gates Foundation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was to be provided to the students. Due to the transition in public health management, a study guide was not provided, which did not impact the final exam scores since they did increase from the previous year. The students can identify governmental and non-governmental organizations and the types of health services they deliver. **Actions** **Action Date**: 01/20/2025 **Action**: In examining the scores over the past five years, they tend to range in the low range. Content over governmental and non-governmental organizations make up a very small percentage of the final exam, so the final exam is not an accurate measure for this goal. The goal will be removed for Fall 2025. **Follow-up**

PH 4.1

AU Outcome
Student should be able to describe the scientific foundation of the field of public health
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 4 (before 2024-2025):** Student will demonstrate public health skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 400 Identify prominent events in the history of public health Midterm Exam and assignments **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Curriculum committee	**Result Date**: 01/20/2025 **Result**: Results: In Fall 2024 = 6 students earned an average of 93% on the mid-term exam. In previous years, the averages have been in the mid-90% range, so the results are historically consistent. Students are able to identify the prominent events in public health history that contributed to the scientific foundation of public health. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a statement was made about the removal of extra credit questions and checking the wording and the validity of the questions. Since the exam scores were very high, all extra credit questions were removed. The scores did decrease by almost three percent, so removal of the extra credit questions did impact the mid-term exam scores, however, the scores remain high demonstrating that the students are able to explain the scientific foundation of public health and the historical events. **Actions** **Action Date**: 01/20/2025 **Action**: The program outcomes, goals, and measures will be revised in 2025, so this outcome and measure will be removed. **Follow-up**

College Goal 3

College Goal
Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.

College Goal Status
Active

Admin - Administration

Admin 1.0

AU Outcome
Remain a fiscally sound institution
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Grant proposal writer's record of submissions **Target:** Maintain the minimum number of applications submitted at 20 while increasing the total dollar value of approved grants **Timeframe:** Annually **Responsible Parties:** President	**Result Date**: 09/26/2025

Measures	Result
	Result: For the reporting year 2024-2025, Allen College submitted a total 14 grants that had a potential cumulative value of $5,516,130. The number of grants submitted (n=14) in 2024-2025 fell short of meeting the target of grant applications to submit (n=20) and was identical to the number of grants submitted in 2023-2024. The potential cumulative value for grant funding was fifteen times higher in 2024-2025 compared to 2023-2024 and the funded amount was ten times higher than the prior reporting cycle. As of July 1, 2024, two of the 14 submitted grants remained pending for a combined potential value of $123,000. Of note, it was suggested in the 2023-2024 action plan to reduce the number of grants to submit at 18 and the measure was not updated and remained at 20. Regardless, the target would not have been met if it was lowered to 18. 2024-2025 # Grants Submitted: 14** Potential Value: $5,516,130** # Grants Funded: 8 Value of Grants Funded: $1,641,306 **Includes HRSA Scholarships for Disadvantaged Students application for $2,132,225 which HRSA withdrew/cancelled the RFP. 2023-2024 # Grants Submitted: 14 Potential Value: $358,214 # Grants Funded: 8 Value of Grants Funded: $166,017 2022-2023 # Grants Submitted: 19 Potential Value: $ 7,322,260 # Grants Funded: 6 Value of Grants Funded: $ 147,145 2021-2022 # Grants Submitted: 13 Potential Value: $3,666,687 # Grants Funded: 9 Value of Grants Funded: $1,696,249 2020-2021 # Grants Submitted: 19 Potential Value: $378,277 # Grants Funded: 13 Value of Grants Funded: $449,183 **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: No **Action Plan Impact**: Even though this measure did not meet the target of submitting 20 (18) grants for the reporting cycle, this was still a successful grant cycle. In 2024-2025, Allen College pursed a Federal “Scholarships for Disadvantaged” (SDS) grant that took over two months to complete. This was a strategic approach to work on this grant while not pursuing smaller grants which are less involved to write and submit. It is probable that four smaller grants could have been prepared and submitted in the same time it took to submit the SDS grant. Even thought we were unsuccessful in meeting this target, the grant funded total was the highest it had been since 2021-2022. **Actions** **Action Date**: 09/26/2025 **Action**: For 2025-2026 action plan, the College President and Grant Writing team met at the conclusion of the 2024-2025 academic year. It was decided at that meeting that because of the Federal changes and the announced discontinuation of several Federal grants, Allen College will be intentionally pursuing more smaller grants in 2025-2026 than prior year. Internally, we have set a goal where the Grant Writer will find at least two grants per month to present to the President who will decide to pursue. We are aware of one possible Federal grant to pursue, the Sustaining Institutions Programs (SIP) grant which is only available every other year and eligible institutions must be Title III/IV eligible (Allen College received a waiver in 2024-2025 to be eligible). For 2025-2026, it is recommended to have the target remain at submitting 18 grants in the reporting year. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen foundation record of scholarships **Target:** Annual increase in number of endowed scholarships **Timeframe:** Annually **Responsible Parties:** Administrative Assistant to the President	**Result Date**: 10/07/2025

Measures	Result
	Result: The number of newly established endowed scholarships was lower in 2024-2025 (n=2) compared to 2023-2024 (n=8). 2024-2025 • # New Endowed Scholarships: 2 • # New Scholarships Established (includes endowed and non-endowed): 3 • # Endowed Scholarships 1st-Time Awarded: 8 2023-2024 • # New Endowed Scholarships: 8 • # New Scholarships Established (includes endowed and non-endowed): 12 • # Endowed Scholarships 1st-Time Awarded: 2 2022-2023 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 11 • # Endowed Scholarships 1st-Time Awarded: 5 2021-2022 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 6 • # Endowed Scholarships 1st-Time Awarded: 2 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan was effective as it did increase the communication between the College and Foundation. A weekly meeting was held on Fridays where the Foundation staff and College President met to review the weekly gift giving recap (sent every week on Wednesdays) to answer any questions about the gifts received. Additionally, a Foundation report from the Executive Director was added to the Board of Trustees agendas with at least one in-person Board Meeting attendance by the Foundation Executive Director. Even though the communication opportunities increased, it did not have a noticeable effect on the establishment of new scholarships. **Actions** **Action**: The number of new scholarships established in 2024-2025 was the lowest amount received in the last 5 years. While no concrete reasons exist that would attribute to this decline, it is possible that the focus on fundraising for the simulation expansion project significantly impacted (negatively) the number of scholarships established. It is recommended that for 2025-2026, the College President work with the Executive Director of the Foundation to create a KPI metric that has a monthly report of new scholarships established. This will provide a more real-time report of the scholarship efforts and will allow for fundraising strategy shifts if progress on scholarship establishment is not being made. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Iowa Student Aid Commission data used to compare Allen college tuition and fees to tuition and fees of other comparable private institutions **Target:** Allen College tuition is in bottom 25th percentile of Iowa Private Colleges offering prelicensure baccalaureate nursing programs [Target prior to 2024-2025 was "Allen College is among the least expensive private colleges offering pre-licensure BSN programs"] **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Please see attached chart which is for 2024-25, which shows us as fifth out of seventeen for all and third out of fifteen when excluding the state institutions. Allen College remains competitive with tuition and fees and the Board of Trustees approves any increases on an annual basis. In 2023-2024, the Board approved a 1.5% increase in tuition and fees, which is the same increase that we did in 2022-2023. The tuition increase is a data-driven decision each year and our action item from 2023-2024 on monitoring other institutions' tuition and fees to inform the decision. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action plan for 2023-24 to monitor tuition and fees compared to other colleges was successful based on the information gathered for the 2025 budget process, Allen College currently is one of the least expenses private colleges in Iowa offering pre-licensure BSN programs. **Related Documents**: Tuition and fees 2024-25.pdf **Actions** **Action Date**: 05/20/2025 **Action**: We continue to be a tuition driven institution; therefore, we will continue to monitor tuition and fees to and reduce expenses when feasible to keep Allen College competitively affordable for current and prospective students. Allen College will need to remain diligent in monitoring price competitiveness. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College balance sheet: Compare December 31 of current year to prior year. **Target:** Annual increase in College's endowment **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Upon review of our December 31, 2024, balance sheet, the permanently restricted assets which represent non-spendable net asset balances increased. which is account 2540-10000-33000-0000, and primarily represents scholarship endowments. Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6%. The change in beneficial interest (2540-10000-33000-1000) represents market fluctuation which decreased from the prior year by $174,873,94 or -46.6%. The total permanently restricted net assets (both accounts) increased between 2023 and 2024 by $200,757.98 or 1.8%. The percent increase does reflect the efforts of the College Leadership and the Foundation staff who work diligently to identify donors and funding sources (e.g., large grants and estate gifts) to increase the College's permanently restricted endowment. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6% **Related Documents**: 12-31-24 Balance Sheet.pdf **Actions**

Measures	Result
	Action Date: 05/20/2025 **Action**: The college and foundation will continue to raise funds for permanently and temporarily restricted net assets for the benefit of the college and its students. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Projected credit hours compared to actual credit hours. **Target:** Actual credit hours meet or exceed projected credits hours annually. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management & DOBAS	**Result Date**: 05/20/2025 **Result**: During the 2024 calendar year, 11,949 actual credit hours were taught compared to 12,955 budgeted credit hours. The decreases in credit hours compared to budget were in all programs except ASR, MLS, DNP, EdD and MS in OT. Our total credit hours decreased from 2023 to 2024 from 12,323 to 11,949. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: For budget for the 2024 year, we used credit hour projections as an estimate based on student plans of study. Attrition is difficult to predict in the various programs, as is final number of incoming students in new and smaller programs. We will continue to monitor credit hour trends and budget accordingly. **Related Documents**: Credit Hours 12-31-24.pdf **Actions** **Action Date**: 05/20/2025 **Action**: For 2025 budget year, we will use credit hour projections as an estimate based on student plans of study and program attrition statistics to set credit hours by program. We will continue to monitor credit hour trends and budget accordingly. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College year-end income statement: Actual performance compared to budget performance **Target:** Allen College's annual actual operating margin percentage meets or exceeds its annual budgeted operating margin percentage. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: We budgeted a -8.6% operating margin for 2024 but we ended 2024 with a -9.7% operating margin due to not meeting our budgeted credit hours for the year. Our action plan to help mitigate did help us save in expenses but our revenue was short $854,352 and we could not mitigate enough to overcome the revenue shortfall. We came in $48,393 under budget for the year. Our operating margin dropped from 2023 -4.8% to -9.7% in 2024. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: We did implement mitigation measures in 2024 as prescribed by the 2023 action plan. The 2023 mitigation action plan was not successful due to that fact that our revenue short fall was too great to be able to mitigate enough in expenses. **Related Documents**: UPH Flex Income Statement December 2024 with STIP.xls **Actions** **Action Date**: 05/20/2025 **Action**: We continue to use actual financials to come up with a starting budget for the following year. When revenue targets are not met, mitigation takes place to reduce our expenses so that we can attempt to meet budget targets. Since we are credit hour driven for revenue and when those credit hours do not occur, we can only mitigate expenses to help offset to point that we can still operate.

Measures	Result
	Follow-up

Admin 2.0

AU Outcome
Environment encourages Allen College employees to maximize their performance
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Salary comparison tools (e.g., IAICU, etc.) **Target:** Faculty salaries will be at the average comparable salary for rank at peer institutions. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Allen College is at or above 2023-24 average salaries for all ranks except for instructor when compared to Iowa colleges with nursing pre-licensure programs. We have very few instructors and the ones we have are very new. Iowa private colleges (IAICU) was used to benchmark and for the pre-licensure colleges that reported, Allen salaries met or exceeded the average in all ranks except instructor. These results are comparable to those of the previous reporting year, during which the target was also met. Faculty salary market adjustments were made based on our data. Staff salary comparisons were completed in 2024 and 2025 and market adjustments and GEO adjustments were made. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Allen College compared all data as indicated in our action plan for comparison data which resulted in a few market adjustments being needed for faculty. The 2024-2025 results were influenced by the 2023-2024 action plan by conducting the annual salary audit using all available sources of information and presenting the findings to the Allen College President who made the final determinations of appropriate adjustments. Staff market adjustments were also made using data and approved by HR and College President. **Related Documents**: V.B. UPH Allen College 2025-26 Faculty Salary Review BOT - Updated.pptx **Actions** **Action Date**: 05/20/2025 **Action**: Continue to compare annually faculty and staff salaries with state, regional and national data if available. Make salary market adjustments as necessary based on data and trends if budget allows. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-short term teaching goals **Target:** 85% of faculty completely meet short-term teaching goals **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 97.9% (46/47) met the short-term teaching goals. These results are slightly higher than, but comparable to 2023-2024 where 90.5% (48/53) faculty met the short-term teaching goals. As described in the 2023-2024 action plan, the academic Deans continued to communicate the information about short-term teaching goals to faculty during the fall semester and reviewed during the faculty evaluation process. The academic leaders also intentionally connected with newer faculty (those with less than two years of teaching at Allen College) to check in on their progress and answer any questions. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The strategy of discussing at time of evaluation and connecting with new faculty has proven to be a successful strategy in continuing to meet this goal. **Actions** **Action Date**: 11/21/2025 **Action**: For the next academic year, the academic deans will continue to discuss short-term teaching goals during the faculty evaluation process, which now are occurring earlier due to the issuing of faculty agreements in February compared to March (as in prior years). Since the evaluations are occurring earlier, the effect on meeting this goal will need to be evaluated. No other changes are recommended for 2025-2026. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-progress on scholarly enrichment **Target:** 85% of faculty demonstrate progress on scholarly enrichment plans. **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 91.5% (43/47) of faculty demonstrated progress on scholarly enrichment plans. These results are slightly higher than the 2023-2024 results where 88.6% (47/53) of faculty made progress on plans and it is still above the target of 85%. The 2023-2024 results may have been effected by a higher amount of new faculty being on staff and now that they have had more time to acclimate to Allen College process and more time to work on their plan, the 2024-2025 results were higher. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The strategy of discussing with faculty at the time of evaluation has proven to be an effective strategy in meeting this goal. The 2024 the deans focused on the timing of having discussions with faculty prior to the evaluation cycle. Also, since we had a higher amount of new faculty in 2023-2024, the conversations the Deans had with these faculty contributed to a higher percentage making progress this year. **Actions** **Action Date**: 11/21/2025 **Action**: For the 2025-2026 academic year, the academic deans will continue to discuss the individual needs of faculty and importance of long-term goals in the academic setting. Timing this with annual evaluations is appropriate, and the evaluation are now being conducted earlier in the academic year (in some cases during the fall semester) due to moving the distributions of faculty agreements from March to February. They will also focus on newer faculty to give them feedback and advice on how to achieve their scholarly enrichment plans. No other changes are recommended. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Summary of Expenditures for Faculty and Staff Professional Development [e.g., total dollars spent for meetings, travel, and educational expenses]. **Target:** College provided financial support to college faculty and staff to attend educational and/or professional development activities **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: In 2024 we budgeted for our education and travel expenses and were successful as $43,729 was spent on tuition assistance for faculty and staff and $39,346 was spent on conference and meeting travel totaling $83,075 for faculty and staff. For 2024 there was $170,371 budgeted for education and travel. These results met target, and education did increase when compared with prior year due to increase educational assistance requested and travel did decrease slightly compared to prior year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As mentioned in the 2023 action plan, the College appropriately budgets for professional development opportunities. In the event of revenue shortfalls, the executive leaders determine if and how much savings can be mitigated from the professional development/travel budgets. **Actions** **Action Date**: 05/20/2025 **Action**: Continue to budget education and travel expenses annually for faculty and staff professional development. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Professional Development and Welfare (PDW) committee annual scholarly recognition report. **Target:** 55% of faculty and staff are recognized for their service and scholarly accomplishments **Timeframe:** Annually **Responsible Parties:** Chair--Professional Development and Welfare Committee	**Result Date**: 11/21/2025

Measures	Result
	Result: 14/77 (18.2%) of faculty and staff were recognized for a scholarly achievement (down 3% from last year) during 2022. 14/77 (18.2%) of faculty and staff were recognized for a service award (down 3% from last year) during 2022. The results for 2024-2025 were not met. Based upon the reporting of faculty/staff accomplishments reported in the weekly newsletter, these results are lower than what is reported. The issue is not faculty/staff completing these activities, it is a reporting issue. Previous results for comparison: 2023-2024: 21% of faculty and staff were recognized for a scholarly achievement during 2023. 2022-2023: 32% of faculty and staff were recognized for a scholarly achievement during 2022. 2021-2022: 35% of faculty and staff were recognized for a scholarly achievement and 16% were recognized for service during 2021. 2020-2021: 35% of faculty and staff were recognized for a scholarly achievement and 20.3% were recognized for service during 2020. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: According 2024-2025 action plan, the scholarly recognition data was requested every three months via Microsoft Teams. This proved to be ineffective to increase the amount of scholarly awards. **Actions** **Action Date**: 11/21/2025 **Action**: For 2025-2026, the PDW Committee will be tasked to identify new ways to engage faculty and staff and they will be responsible for increasing the amount of people who are reporting. Additionally, the academic Deans will remind faculty during their annual evaluations to submit their scholarly achievements and the staff executive leaders will remind their teams at huddle. **Follow-up**

Admin 4.0

AU Outcome
Allen College has appropriate technology for facilities, resources, and education services.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "24. The equipment in the lab facilities is kept up to date." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/16/2025 **Result**: For 2024-25, lab facilities from the SSI reports that 88% of students rated this item important or very important and 66% were satisfied or very satisfied, indicating a 22% performance gap. When compared to 2023-2024 which had results of 87% of students rated this item important or very important and 74% were satisfied or very satisfied, 2024-25 shows a 1% increase in importance and an 8% decrease in satisfaction which is a mixed trend. We did not meet our goal of at least 80% satisfied or very satisfied for the last two years. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-24 action plan was to continue to update lab facilities for appropriate equipment and setting which was we did do by completing the following lab updates: the DCS lab was completed by fall 2024. The ROAM cart and new fidelity simulators were available for use for our students in 2024-2025. A Cardiac ultrasound system for the sonography program was installed, and two ultrasound machines were purchased and delivered in January 2025. Even with these updates, and with planning renovations for our nursing labs, our target was not met. **Actions** **Action**: The college will continue to research and plan for renovation/expansion of our labs and simulation equipment. DMS/DCS simulation equipment was approved and will be available for 2025-26 for the sonography labs. Planning has started for skills lab and simulation lab renovation/expansion. We will continue to collaborate with the hospital and other UPH facilities to acquire lab equipment as well as plan for capital expenses as appropriate. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "39. On the whole, the school is well-maintained." **Target:** 80% of students report satisfied or very satisfied [need to verify target]	**Result Date**: 06/20/2025 **Result**: The maintaining of the school from the SSI reports that 83% of students rated this item important or very important and 93% were satisfied, indicating a -10% performance gap. When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Timeframe: Annually **Responsible Parties:** Buildings & Grounds	**Action Plan Impact**: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. Even though When compared to 2023-24 SSI survey results this is a 11% decrease in importance and a 5% decrease in student satisfaction, still above the 80% target for satisfaction. **Actions** **Action**: Our 2023-24 action plan was to continue to monitor that the school is well-maintained to make sure it meets the needs of our students. We continue to assess plans and this summer the Gerard and Winter Hall and Barrett Forum parking lot will have a new asphalt overlay completed. **Follow-up** **Follow-up**: Continue to monitor that the school is well-maintained to ensure it meets the needs of our students, which includes planned initiatives at Gerard and Winter Hall and Barrett Forum in updating of the Barrett Forum patio and sidewalk.

Admin 5.0

AU Outcome
Classroom and Lab facilities are available for students
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
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Measures	Result
Assessment Method Status: Active	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Classrooms **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 46 - Classrooms for 2024-25 from the SSI reports that 82% of students rated this item important or very important and 86% were satisfied or very satisfied, indicating a -4% performance gap. In 2023-24 this item was rated important or very important by 86% of students and 91% were satisfied or very satisfied. This is a decrease of 4% in importance and a decrease of 5% in student satisfaction from the 2023-24 SSI survey; however, it still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-24 action plan was to continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. We updated the drop-down computer screen in Baskins Classroom, build a new microphone set with 8 portable microphones for better face-to-face, hybrid and online courses and meetings, swapped the old projector in McElroy Hall Classroom # 132 with a new Sony laser, 6,400 lumens projector, updated a computer speaker for the OT program, and added a computer speaker to the OT # 132 observation area. **Actions** **Action**: Continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. In our strategic and capital planning classroom technology and furniture are considered. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—"18. Computer labs are adequate and accessible." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the SSI 2025 survey indicate students' level of importance and satisfaction that computers and/or Wi-Fi are adequate and accessible show that 94% indicate that this is important or very important and 87% indicate that they are satisfied or very satisfied, indicating a performance gap favoring importance of 7%. This satisfaction still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The plan for 2023-24 was to continue to monitor and maintain our computer labs and Wi-Fi to ensure they meet the needs of our students. Students are now able to print from their laptops for their studies. The computer lab computers ended their lease in summer 2024 and we have reduced the number of devices in the computer lab. There were no campus Wi-Fi outages in the 2024-25 academic year. The action plan appears to have worked as the survey results met or exceeded the 80% target. **Actions** **Action**: We will continue to monitor and maintain our computer labs to ensure they meet the needs of our students. Plans are underway to monitor computer use in the lab and library through quarterly/annual reports to determine sufficient computer/printer availability while being good stewards of our resources. **Follow-up**
Assessment Method Status: Inactive	**Result Date**: 06/20/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory –"21. The amount of student parking space is adequate." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result**: Results from 2025 RNLSSI item percentages report: 83% rated this item important or very important and 93% were satisfied with adequacy of parking space, indicating a performance gap favoring satisfaction of -10%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: While the percentage of important or very important has decreased by 2% and the satisfaction has decreased by 1% compared to the 2023-24 SSI survey results we are still well above the satisfaction threshold of 80%. **Actions** **Action**: The 2023-24 action plan was to continue to monitor our parking space to make sure they meet the needs of our students. Based on students on campus and an increase in virtual offerings, this has continued to ease parking constrictions. **Follow-up** **Follow-up**: We will continue to monitor our parking space to make sure they meet the needs of our students.
Assessment Method Status: Inactive **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “10. Parking lots are well-lighted and secure.” **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the 2025 RNL SSI where the students think that the parking lots are well lighted and secure: 83% think it is important or very important and 94% are satisfied or very satisfied. This indicates a performance gab favoring satisfaction of -11%. When compared to the 2024 RNL SSI the importance of 83% and satisfaction of 94% shows a decrease in importance of 3% and a satisfaction that has stayed the same. These results continue to be well over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-25 was to continue to monitor the parking lots to ensure that they are well-lighted and secure for our students. **Actions** **Action**: The 2025-26 plan is to continue to monitor the parking lots to keep them well lighted and secure. UPH Security does regular rounds in our parking lots daily to monitor the safety of our lots. **Follow-up** **Follow-up**: We will continue to monitor our parking lots to ensure that are well lite and secure.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)--Satisfaction with Study Areas **Target:** 80% of students report satisfied or very satisfied [need to verify target]	**Result Date**: 09/23/2024

Measures	Result
Timeframe: Annually **Responsible Parties:** Buildings & Grounds	**Result**: Question 45 - Study Areas from the SSI reports that 83% of students rated this item important or very important and 82% were satisfied or very satisfied, indicating a 1% performance gap. 2023-24 SSI reports that 86% of students rated this item important or very important and 89% were satisfied or very satisfied, indicating a decrease in importance of 3% and a decrease in satisfaction of 7%. These results are still over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2023-24 was to continue to monitor and maintain study areas to ensure that they meet the needs of our students. We did monitor and no changes were identified for 2024-25 academic year. **Actions** **Action**: For 2025-26 continue to monitor and maintain study areas for student use and review the current study spaces with the ability to add more if needed. Providing private study spaces can be challenging due to limited campus space; however, we are working with faculty, staff, and students to improve our study space offerings. Plans are underway to transition the Louviere Study Room into a meditation/quiet space for students to decompress during the day. **Follow-up** **Follow-up**: We will continue to monitor the study areas for student use.

Admin 6.0

AU Outcome
Financial Aid policies and processes are fair and timely
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Access to financial aid Information during admissions process. **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 74% of students reported as either extremely satisfied or satisfied with access to financial aid during admissions. This is a 9% decrease from the prior year's rate of 83%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-24 action plan was to continue to communicate with students immediately upon receiving their application for admission via email and meet with students on individual requests when they are on-campus for admission visits. We continued to communicate with students immediately upon receiving their application for admission via email and met with students on individual requests when they were on-campus for admission visits. We also presented to each visit group during their campus visits. 2024-25 was a challenging year for financial aid due to many changes with the federal FAFSA application and students dealt with many frustrations throughout the year in delays of being able to complete applications, have applications processed, etc. so some of the dissatisfaction is contributed to federal delays. Timelines and processing are resuming back to normal throughout the 2025-26 year. **Actions** **Action**: Continue to communicate with students immediately upon receiving their application for admission via email and meet with students on individual requests when they are on-campus for admission visits. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “5. Financial aid awards are announced in time to be helpful in planning.” **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 58% of students reported as either extremely satisfied or satisfied with access to financial aid during admissions. This is a 25% decrease from the prior year's rate of 83%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The plan was to use new processes to create awards as timely and efficiently as possible. Federally, a new FAFSA was rolled out late on behalf of the Department of Education and with endless errors and processing delays. This coincided with Allen College also implementing a new student information system. **Actions** **Action**: With a new, simplified FAFSA and new SIS fully implemented, results should improve for the reporting year of 2025-26. Things are improving on the federal and institutional side for 2025-26 with hope that 2026-27 resumes timelines that were normal prior to 2024-25. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 78% of students reported as either extremely satisfied or satisfied with financial aid counseling being available. This is an 8% decrease from 2024 when 86% of students reported being satisfied or very satisfied on the SSI.

Measures	Result
Measure: Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "15. Financial aid counseling is available if I need it." **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: 2024-25 was a very difficult year for financial aid from a federal stand point as Department of Ed overhauled their systems and the FAFSA application leaving institutions with their hands tied on being able to assist students or speed things up. In addition, Allen College transitioned to a new student information system amplifying the change for students. **Actions** **Action**: For 2025-26 we will work to communicate the changes to students, give grace on bill deadlines, and work with students individually as much as possible to assist in navigating all the financial aid changes that have occurred over the past few years. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with "23. This institution helps me identify resources to finance my education." **Target:** 80% of students report satisfied or very satisfied on questions [need to verify target] **Timeframe:** Annually **Responsible Parties:** Financial Aid	**Result Date**: 08/29/2025 **Result**: The SSI results from spring 2025 showed 69% of students reported as either extremely satisfied or satisfied with the institution helping to identify resources to fund their education. This is unfavorable to our 80% target, and a decrease of 8% from 2023-24 when 77% of students reported being satisfied or highly satisfied. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: 2024-25 was an exceptionally challenging year for financial aid from a federal and institutional standpoint. The Department of Education overhauled the FAFSA and retired the systems used for 40+ years to deliver financial information to institutions causing many delays not previously experienced. In addition to implementing a new student information system institutionally, it was challenging to provide information to students in a timely manner. **Actions** **Action**: For 2025-26 with now having a fully functional student information system and the Department of Education continuing to fine-tune their new systems and the FAFSA application for faster processing, we will work to provide student funding information we receive responsively and timely. **Follow-up**

Admin - Diversity, Equity, & Inclusion Committee

DEI 1.1

AU Outcome
Recruit and retain a diverse student body [DEI Goal 1: Representational Diversity--Recruit, retain, advance, recognize, and promote ...]
Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Ethnic Diversity Assessment [Report of, based on ethnic diversity data obtained from Student Services and compared to most recent Iowa figures.] **Target:** Ethnicity of student body reflects the diversity of the state of Iowa (e.g., if 5.5% of the Iowa population is comprised of Hispanics or Latinos, then the AC Hispanic-Latino Target for the student body would be 5.5%) **Timeframe:** Year 1, Year 3 **Responsible Parties:** DEI Committee Chair **Related Documents:** Dashboards 2018-2019.doc	**Result Date**: 09/29/2025 **Result**: During the 24-25 academic year, the college had 47/483 minority students (9.7%). The number and percentage of ethnic minority students remained the same from the 22-23 academic year, Allen College had 48/497, or 9.7% minority. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Allen College 2022-2023 was able to hire a rural grant coordinator through the Rural Grant. To recruit students on a national basis, partnerships were formed for both OT and PT therapy programs with Iowa Private Schools. To obtain a greater number of geographically diverse students, the number of partner schools needs to increase. Locally the Rural High School Counselor Day April 28,2023 and additional Day In The Life for rural schools March 24, 2023 where about 75 New Hartford sophomores, juniors, and seniors will visit Allen College. (02/13/2023) **Actions** **Action**: Continue using resources to outreach to rural areas for a diversity of prospective students. However, the Diversity and Inclusion Committee has been dissolved and absorbed by other college entities to continue initiatives. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Student Gender Diversity Assessment [Report based on gender diversity data obtained from Student Services and compared to most recent figures for each profession] **Target:** Gender diversity of student body reflects that of the professions represented by Allen College academic programs (e.g., if males represent 8% of the nursing profession, then males will represent 8% of the student composition of the nursing program) **Timeframe:** Year 1; Year 3 **Responsible Parties:** DEI Committee Chair	**Result Date**: 09/29/2025 **Result**: The target was not met due to male representation in nursing of 30%, PT 30%, and occupational therapy 20%. Overall respectively 30% of healthcare professionals are at 30% nationally. The academic year 2024-2025 shows the student body as 52 Males and 431 females, 12% males respectively which is below the national average. During the 22-23 academic year, the Health Sciences school had 14/63 male students (22%) and the Nursing school had 16/147 male students (11%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The library continues to highlight minority populations in healthcare which includes the male gender. The 2022-2023 academic year DEI subcommittees focused on retention activities such as mentorship and guest speaker representation of minority groups, however there were no specific initiatives by enrollment management to attract male students.

Measures	Result
	Actions **Action**: No specific initiatives are currently planned by Diversity and Inclusion Committee due to this committee being resolves and absorbed by other college entities for initiative planning. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Student Recruitment Assessment [Report of efforts to recruit students who represent traditionally under-represented groups, e.g., males, Hispanics, African Americans, etc.] **Target:** There will be evidence of regular activities designed to recruit students who represent under-represented groups (e.g., student recruiters attend or host 6 recruitment events annually in settings where contact with underrepresented groups is possible). **Timeframe:** Annually **Responsible Parties:** Admissions Counselors (Data Source); DEI Committee Chair (trends, action plan impact, action plans)	**Result Date**: 09/19/2025 **Result**: For the 2023-2024 there were 6 recruitment activities specific to students who represent under-represented groups. This past 2024-2025 year the following events were completed: Jesse Cosby Center, Job Foundation, Day in the Life, Health Care Career Clubs with Rural Students, Men in Nursing Event, Co-host with Hawkeye “Pipeline night” . Allen continues to have at least 6 events per year to recruit under-represented students. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The Community Outreach Coordinator had events planned for the 2024-2025 academic year which reflects the events done last academic year. The additional rural grant and addition of the Community Outreach Coordinator allowed an increase in recruitment efforts which was a favorable impact from the previous years action plan. As well as the addition of a Allen College DEI liaison on the UPH DEI committee which increased awareness and collaboration with UPH. **Actions** **Action**: We continue to communicate with the CommUNITY groups to collaborate on events/activities (Shanna Pikora). Outreach to UNI, Wartburg, and Hawkeye DEI Officers for collaboration. Blue Crew Events/Activities, CommUNITY Groups. Nursing Ambassadors/Recruitment Group. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Pipeline Program Development Report [Report of DEI efforts to recruit students who represent traditionally under-represented groups, e.g., males, Hispanics, African Americans, etc.] **Target:** There will be evidence of regular activities designed to recruit students who represent under-represented groups (e.g., at least 6 career days for surrounding communities annually; annual summer nurse camp for at least 25 students). **Timeframe:** Annually **Responsible Parties:** DEI Committee Chair	**Result Date**: 09/19/2025 **Result**: For the 2023-2024 there were 6 recruitment activities specific to students who represent under-represented groups. This past 2024-2025 year the following events were completed: Jesse Cosby Center, Job Foundation, Day in the Life, Health Care Career Clubs with Rural Students, Men in Nursing Event, Co-host with Hawkeye “Pipeline night” . Allen continues to have at least 6 events per year to recruit under-represented students. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The Community Outreach Coordinator had events planned for the 2024-2025 academic year which reflects the events done last academic year. The additional rural grant and addition of the Community Outreach Coordinator allowed an increase in recruitment efforts which was a favorable impact from the previous years action plan. As well as the addition of a Allen College DEI liaison on the UPH DEI committee which increased awareness and collaboration with UPH. **Actions**

Measures	Result
	Action: We continue to communicate with the CommUNITY groups to collaborate on events/activities (Shanna Pikora). Outreach to UNI, Wartburg, and Hawkeye DEI Officers for collaboration. Blue Crew Events/Activities, CommUNITY Groups. Nursing Ambassadors/Recruitment Group. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Retention of ethnic minority and male students (Recruitment Plan; Retention Plan; Graduation Rates; Dashboard Statistics) **Target:** Retention rates of ethnic minority and male students are equal to or greater than the entire Allen College population. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management (data source); DEI Committee Chair (trends, action plan impact, action plans)	**Result Date**: 12/04/2025 **Result**: Eighty-eight percent of Allen College students were retained from the 2023 - 2024 academic year. Ninety-three percent of individuals under-represented in healthcare were retained during the same time period. In 2022-2023, 88% of Allen College students were retained while 90% of individuals under-represented in healthcare were retained. Retention rates for Allen College students remained the same, however, the retention rates of individuals under-represented in healthcare were retained at a higher rate than both the college as well as from the last year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There is no evidence that the action plan had any impact on the success of this goal. **Related Documents**: Dashboard - Student Body Profile 24-25.xlsx **Actions** **Action Date**: 12/04/2025 **Action**: Due to federal government restrictions that prohibit goals specifically related to treating one group of individuals different from others groups, there is no action plan and this goal will be discontinued. **Follow-up**

DEI 1.2

AU Outcome
Recruit and retain a diverse faculty, staff, and administration (DEI Goal 1: Representational Diversity--Recruit, retain, advance, recognize, and promote ...)
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Associate Ethnic Diversity Assessment (Report of faculty ethnic diversity data obtained from administration and compared to most recent Iowa figures) **Target:** Diversity of Allen College associates will reflect the ethnic and cultural diversity of the state of Iowa [e.g., if 5.5% of the Iowa population is comprised of Hispanics or Latinos, then the AC Hispanic-Latino Target for associates would be 5.5%) **Timeframe:** Year 2 **Responsible Parties:** DEI Committee Chair	**Result Date**: 10/31/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Action**: Not active 2024-2025 **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Faculty Gender Diversity Assessment [Report of gender diversity data obtained from administration and compared to most recent figures for each professional program.] **Target:** Gender diversity of faculty reflects that of the professions represented by Allen College academic programs (e.g., if males represent 8% of the nursing profession, then males will represent 8% of the faculty composition in nursing programs) **Timeframe:** Year 2 **Responsible Parties:** DEI Committee Chair	**Result Date**: 10/31/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Action**: Not active 2024-2025 **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Staff Gender Diversity Assessment [Report of gender diversity data obtained from administration and compared to most recent figures for each professional program] **Target:** Gender diversity of staff reflects diversity of the state of Iowa **Timeframe:** Year 2 **Responsible Parties:** DEI Committee Chair	**Result Date**: 10/31/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Action**: Not active 2024-2025 **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal	**Result Date**: 09/29/2025

Measures	Result
Measure: Associate Recruitment Assessment [Report of efforts to recruit associates who represent under-represented groups for open positions and success of those efforts; e.g., number of newly hired associates who represent underrepresented groups]. **Target:** There will be evidence of regular activities designed to recruit associates who represent under-represented groups to fill open positions (e.g., advertisements in male nurse journals to recruit male faculty; advertisements in African American publications to recruit Black faculty and staff) **Timeframe:** Annual **Responsible Parties:** Provost (data source); DEI Committee Chair (trends, action plan impact, action plans)	**Result**: 2024-25 New Hires Tricia Kasemeier – Female – White – HD 8/19/2024 Ramey Creery – Female – White – HD 7/15/2024 Lori Miller – Female – White – HD 8/12/2024 Gayle Walter – Female – White – HD – 7/8/2024 2025-26 New Hires Teresa Isaacson – Female – White – HD 8/10/2025 Emily Schaefer – Female – White – HD 8/4/2025 Joy Wilcox – Female – 2 or More Races – HD 8/10/2025 Lindsey Schulz – Female – White – HD 8/10/2025 Lindsay Maltas – Female – White – HD 8/4/2025 Julie Pfeiffer – Female – White – HD 8/4/2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Compared to the academic year 2023-2024 demographics there were 3 faculty positions and 3 staff positions filled, all six were white/non-Hispanic; 5 female and 1 male. This is similar to the current 2024-2025 gender diversity, except for one identified 2 or more races, but not favorable in race diversity compared to the academic year of 2022-2023 when there were 4 new faculty/staff positions filled, three were white/non-Hispanic; 1 was Chinese; 3 female and 1 male. All positions are posted on Higher Education Recruitment Consortium (HERC) which is a national, nonprofit consortium working to advance equity and excellence in the higher education workforce. I do not know the diversity or if they identify as an under-represented group of any of our applicants as that is a question we do not ask them. **Actions** **Action**: All positions are posted on Higher Education Recruitment Consortium (HERC) which is a national, nonprofit consortium working to advance equity and excellence in the higher education workforce. I do not know the diversity or if they identify as an under-represented group of any of our applicants as that is a question we do not ask them. This Diversity and Inclusion committee is being dissolved and duties being absorbed by other college entities to continue initiatives.

Measures	Result
	Follow-up

Admin - Enrollment Management

EM 1.0

AU Outcome
Retain Students

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Program Completion Rates (Graduation Rates Spreadsheet) **Target:** 70% of graduate students complete their program **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 06/09/2025

	Result: Allen College Graduate Programs – 67/96 (70%) School of Nursing Total - 50/79 (63%) MSN: Fall 2019 – 25/35 graduated (71%) Spring 2020 – 12/16 graduated (75%) PGC: Fall 2019 – 7/9 graduated (77%) Spring 2020 – 2/12 graduated (17%) Assessment Method Status:Active Assessment Type:AD: Report - Internal Measure:Program Completion Rates (Graduation Rates Spreadsheet) Target:70% of graduate students complete their program Timeframe:Annually BSN-DNP Fall 2019 – 2/3 (67%) Spring 2020 – NA Post-Graduate DNP Fall 2020 – 1/1 graduated (100%) Spring 2021 – 1/3 graduated (33%) School of Health Sciences – 17/17 (100%) MS in OT Fall 2021 – 12/12 graduated (100%) DPT Spring 2021 – 5/5 graduated (100%) EdD

Measures	Result
	Fall 2019 - NA Spring 2020 - NA **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There was no action plan identified by graduate programs so there was no impact. **Actions** **Action Date**: 09/12/2025 **Action**: Graduate Nursing Do a more thorough follow-up with students who do not complete to determine their reason for leaving. Connect with students as they are admitted to the college. Request that admissions include the assistant dean on weekly new admit reports. Have the admissions counselor cc the assistant dean on communications to students after they have applied if they are stalling on completing their applications. There was not an action plan submitted by graduate health sciences APG. **Follow-up** **Follow-up Date**: 08/15/2025
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Graduation Rates within 150% **Target:** 70% of undergraduate students complete their program within 150% of the program completion time. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 07/01/2025

Measures	Result
	Result: 2021 Cohorts School of Health Sciences – 35/46 (76%) ASR – 10/15 graduated (67%) MLS – 15/16 graduated (94%) DMS – 6/8 graduated (75%) PH – 2/5 graduated (40%) MI – 2/2 graduated (100%) School of Nursing – 113/134 (84%) Summer ABSN – 33/36 graduated (92%) Fall ABSN - 29/33 graduated (88%) Fall TBSN – 20/30 graduated (67%) Spring TBSN – 25/26 graduated (96%) Fall RN-BSN – 3/5 graduated (60%) Spring RN-BSN – 3/4 graduated (75%) All undergraduates: 148/180 (82%) Last year's results: The School of Health Sciences had an 83% graduation rate last year and went down to a 76% graduation rate based on the 2021 cohorts. The School of Nursing had an 89% graduation rate last year and an 84% graduation rate based on the 2021 cohorts. The overall undergraduate graduation rate is 82%, which is down from 87% from last year. **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: APG **Actions** **Action Date**: 09/12/2025

	Action: Public Health: Since it appears that the addition of resources and extra support increased student retention, those same activities will be used next year. The instructors will proactively reach out to at-risk students who have low scores, missing assignments, and decreased participation in the courses. To continue to support students, all instructors will be proactive in identifying students who may be at risk in completing the program. If students have been absent for a significant length of time or has missing assignments, the instructor will reach out to the student and offer support. ASR 1. The curriculum revision that was implemented in Fall 2024 did prove to be beneficial to the students when referencing student feedback from the course evaluations. The professional development sessions that were piloted in Fall 2024 over professionalism, study habits, and APA were helpful, but faculty feel that a more structured, consistent approach to professional development would have more of an impact as they progress through the program. 2. The ASR faculty will continue to initiate communication with new students upon admission. Faculty will continue to ensure that all student questions are answered and that they are aware of the program's structure, policies, and procedures prior to the start of the program. Faculty will continue to provide resources and referrals to students in need. Clover learning is a new platform that was integrated into the ASR curriculum in 2025. The faculty plan to utilize this platform to enhance professional development and to provide a more structured, consistent avenue for students to review pertinent concepts, develop self-study tools, and to provide unlimited access to board prep material. MI 1. The curriculum revision that was implemented in Fall 2025 included a Primary Pathway track for those students wishing to pursue MRI without holding radiography credentials. While the program traditionally doesn't have an issue with retention, this will provide an additional pathway for more students to enroll in the program. The program did have 2 new students who started the program using this pathway in Fall 2025. The outreach and feedback from prospective students have shown the effectiveness of the Allen College website, as many students mention how useful it was them as they were researching programs. The revision in the admission process to require all prospective MI students to communicate with the program director has been extremely helpful. This has proven beneficial in ensuring that students are enrolling in the correct program/pathway. 2. The Primary Pathway track will remain an option for those students wishing to pursue MRI without having any radiology experience or credentials. MI faculty will continue to update the program's website to be more transparent regarding the program's policies and procedures. The current admission process will remain in effect to connect prospective students with the program director. MLS: We are going to follow the same action plan from last year with these additional plans of action:

Measures	Result
	Faculty refer students to the student success coordinator whenever we see a continued pattern of lack of engagement, missing deadlines, and/or a course grade near or below 75% Depending on the situation and/or feedback from faculty, the program director will also follow up with students who are referred to the student success coordinator and may set up a meeting to talk with the student one-on-one Nursing: The undergraduate nursing program will continue to evaluate student progression, utilize the Student Success Coordinator as appropriate, and intervene with students, as necessary. The NCLEX Success SOP (2-A-900-08) will continue to guide the identification and intervention with students who demonstrate risk factors at Allen College. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Retention Plan--Tutoring Outcomes **Target:** 100% of tutees achieve a C or higher in tutored courses **Timeframe:** Annually **Responsible Parties:** Student Success Coordinator	**Result Date**: 07/30/2025 **Result**: Summer 2024: 93.75% of tutees passed the course. Fall 2024: 93.88% of tutees passed the course. Spring 2025: 95.65% of tutees passed the course. Percentages of students who passed the courses while attending tutoring has increased overall, showing a positive impact of peer tutoring on our student population. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The new clock-in system did assist in the organization of tutoring, however did become a bit of a hinderance if a virtual option was held. Not many students utilized the 1-on-1 tutoring, though we do continue to offer this as an option. We also expanded the tutoring offerings to include sonography courses as well. **Actions** **Action Date**: 07/30/2025

Measures	Result
	Action: We have seen an overall decrease in peer tutoring attendance as a whole, so we will take this next academic year to identify if that trend is being maintained and what obstacles are keeping students from attending tutoring (through the Student Success Survey). If attendance continues to decline, efforts will be taken to explore other tutoring options (both synchronous and asynchronous) as needed. **Follow-up**

EM 2.0

AU Outcome
Offer a variety of student activities

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory Satisfaction with College sponsored social activities (e.g., student lunches, movie nights) **Target:** Satisfaction to Importance gap is less than .50 for Satisfaction with College sponsored activities OR the satisfaction score is higher than the importance score. Target prior to 2025-2026: Satisfaction to Importance gap < .50.	**Result Date**: 07/30/2025 **Result**: The reported satisfaction with College-Sponsored social activities (e.g. student lunches, movie nights) was 5.7. The reported importance was 5.43. Since satisfaction was rated higher than importance, this goal was met. Like this year, students rated their satisfaction with social activities higher than importance. The satisfaction from last year was 5.84 compared to 5.7 this year, which means there was a slight drop in satisfaction between the two years. The importance also dropped from 5.61 last year to 5.43 this year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Timeframe: Annually **Responsible Parties:** Director of Student Success and Engagement	**Action Plan Impact**: The utilization of the Student Success Survey was beneficial as it identified areas students were wanting to see more social engagement. Students identified they were looking for more active activities that took short amounts of time that could be done between classes. Attendance was taken at each event to track total attendance, individual student attendance, and participation. Feedback was also received about activity ideas and food options for those events that offered it. Overall, the number events offered per term increased as well as the number of student participants. The academic term 23-24 saw 27 events with approximately 75 students attending, while the academic term 24-25 saw an increase to a total of 77 events with 399 students attending. **Actions** **Action**: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college. **Follow-up** **Follow-up**: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “Extracurricular activities (e.g., chorus, Nurses Christian Fellowship)”	**Result Date**: 07/30/2025

Measures	Result
Target: Extra-Curricular Activities Satisfaction to Importance gap is less than .50 OR satisfaction is higher than the importance. Target prior to 2025-2026 was 80% of students report satisfied or very satisfied **Timeframe:** Annually **Responsible Parties:** Director of Student Success and Engagement	**Result**: NEW TARGET: Extra-Curricular Activities Satisfaction to Importance gap is less than .50 or if the satisfaction is higher than the importance. The student satisfaction with extracurricular activities was rated at 6.02 and the importance was rated at 5.63. Since the satisfaction score is higher than the importance score, this goal was met. Last year, students reported 6.12 satisfaction and 5.5 importance. Although last year it was indicated that the goal was not met, the intent of the satisfaction gap is to identify issues when the student rates importance higher than their satisfaction. Therefore, when the student's satisfaction is greater than the importance, the goal will be met. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Having monthly communications between the various student organizations did help avoid conflicts within the activities hosted on campus. It is important to note, that due to a faculty adviser, NCF was disbanded. ASRO, ASNA, SOTA, and the Student Ambassadors were all active on campus and contributed to fundraising and service goals. The Student Ambassadors in particular saw an increase in their membership as well as the number of hours served per term. **Actions** **Action**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented. **Follow-up** **Follow-up**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented.

EM 3.0

AU Outcome
Admissions policies and processes are fair and timely

Outcome Status
Active

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Orientation Survey-Satisfaction with new student orientation **Target:** 90% of students report being satisfied or very satisfied with new student orientation [Target prior to 2022-2023 was 80% of students report being satisfied or very satisfied with new student orientation] **Timeframe:** Annually **Responsible Parties:** Admissions	**Result Date**: 07/31/2025 **Result**: Total 24-25 Academic Year- 95% of new students reported feeling prepared or very prepared to begin their coursework at Allen College. This was last reported during the 2022-23 academic year. The academic year 2023-24 was not calculated likely due to staff turnover during that year. The 2022-23 goal was met at 94%. This year's score was slightly higher. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Last year's admissions team met with Organizational Development, as planned. It is not known if this made an impact on the student preparedness or not. It likely did not since this year and the prior reported year (22-23) were not significantly different. **Related Documents**: Orientation Survey Results 2022-23.xlsx **Actions** **Action**: In the 25-26 academic year, the focus of orientation is moving towards team building within the student's cohorts and less on Strengths Finder training. The Strengths Finder application is being moved to programs and faculty are taking Strengths Finder and attending training summer 2025 to help build a foundation of how to use strengths practically. **Follow-up** **Follow-up**: In the 25-26 academic year, the focus of orientation is moving towards team building within the student's cohorts and less on Strengths Finder training. The Strengths Finder application is being moved to programs and faculty are taking Strengths Finder and attending training summer 2025 to help build a foundation of how to use strengths practically.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Admissions Survey-Satisfaction with admissions process **Target:** 90% of students report being satisfied or very satisfied	**Result Date**: 07/31/2025

Measures	Result
Timeframe: Annually **Responsible Parties:** Admissions	**Result**: Admitted students - 94% Withdrew after admitted students - 100% Withdrew before admitted students - 57% Denied students - no response to survey Overall - 93% satisfaction Last year only students who were admitted were reviewed. The satisfaction was 98% last year and 94% this year. This year we included all student surveys, despite the low response rate of students who are not admitted. Overall, 93% of students were satisfied with the communication from the admissions office. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There is not a direct link to last year's action plan to this years' decline in satisfaction. **Related Documents**: Admissions Survey Results 2022-23.xlsx **Actions**

	Action: he action plan for this year will be to use the following comments to determine ways in improve communication: Admitted student comments: There were a lot of hidden fees that added up to around $500 before, during, and after admission for acceptance and medical tests. This was very expensive, and I feel that there should have been fewer fees here. Allen could do more to minimize unexpected fees with a short deadline. The whole admission process was terrible for me after I got accepted. I got multiple different names/addresses/plans of study sent to me. After 3 attempts, I was finally sent the correct information. When I notified staff, it was always told me to "the intern must have made a mistake". While I understand that once happening, it was very disturbing to me that it happened multiple times. Overall, amazing support! I was very impressed with how timely responses were answered to my questions, whether it was by email or telephone. It was also really great to see how well all of the different departments within Allen College work together. If there was ever a time where I sent an email to a department who did not have an answer to my question, my email was always forwarded on to the right person who could answer my questions. I agree with all the questions asked above, but what was difficult to follow was the packet I received after being admitted. I had to call admissions multiple times because I had questions that the papers in the packet couldn't answer. I also had to email different people my mandatory reporting certificates because the email the packet told me to send it to wasn't working. I sent my email to the email it said, and then would receive an email back saying my email can't reach the person I want it to. All of the MyPulse, CastleBranch, emails etc are very disorganized. I get emails sent to both my Allen email as well as my Google email address for post-admission requirements and it is very annoying. MyPulse and CastleBranch are also very bad platforms that are very confusing and need improvement for how to use them. Post-admission requirements are also hefty, and I feel the admissions office needs to email one big list rather than spread all of the requirements between email, CastleBranch, and MyPulse. I am overwhelmed with everything I have to do since each platform is needing different things. WDAA student comments: DPT- Information on the website was not completely accurate at the time when I applied for the Doctor of Physical Therapy Program. Resources felt somewhat limited regarding how the program was going to be run.

Measures	Result
	DPT- Allen College's cost of tuition was higher than at least one of the other programs I applied to. For an almost completely remote program, this seems counterintuitive. MSN - On-campus requirements were different for MSN program than other programs WDBA student comments: The format of the initial application was shockingly outdated. It left me questioning how outdated other aspects of the college and program might be, and it wasn't something I wanted to take a risk on. I also signed up for a campus visit, and then heard nothing. Perhaps I didn't complete the form correctly, but that disappointment stayed with me. The application format felt like it was from the 90s. I need to feel connected and confident in where I attend, and I was missing both of those feelings. ABSN - Hawkeye would not send over my letter of good standing OTD - I had applied in the summer and never heard back until end of October. I also never got any emails from anyone during that time to know what was going on with my application and the admissions process. I would've shown more interest if I got emails. I just felt like communication was off. This led me to accept somewhere else since I knew within a month & had weekly communications from the admission team. OTD - I did not hear from Allen for weeks, well after all of the other schools that I had applied to. I was not sure if I was going to get an interview or not, but I had heard from other schools much quicker and had communication with them throughout those waiting periods. MSN -The website is not user friendly and very busy to look at. Takes time to figure out where to go **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Admissions Survey-Satisfaction with "Communication with the admissions office during the application process was timely." **Target:** 90% of students report being satisfied or very satisfied. **Timeframe:** Annually	**Result Date**: 07/31/2025

Measures	Result
Responsible Parties: Admissions	**Result**: This is a duplicate question. Admitted Students - 94% Withdrawn after admitted students - 100% Withdrawn before admitted students - 57% Denied students - no surveys returned Overall - 93% Last year only students who were admitted were reviewed. The satisfaction was 98% last year and 94% this year. This year we included all student surveys, despite the low response rate of students who are not admitted. Overall, 93% of students were satisfied with the communication from the admissions office. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There is not a direct link to last year's action plan to this years' decline in satisfaction. **Related Documents**: Admissions Survey Results 2022-23.xlsx **Actions** **Action**: Since this is a duplicate of another question, the action plan is to move this to inactive. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Admissions Survey-Satisfaction with "If I had questions, I could reach someone in the admissions office." **Target:** 90% of students report being satisfied or very satisfied **Timeframe:** Annually **Responsible Parties:** Admissions	**Result Date**: 07/31/2025 **Result**: Admitted students - 98% Withdrew after admitted students - 100% Withdrew before admitted students - 71% Denied students - no surveys returned Overall - 90% The overall percentage of decreased from last year from 95% to 90% satisfaction. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There was no action plan from last year, so there was no impact. **Related Documents**: Admissions Survey Results 2022-23.xlsx **Actions**

	Action: First, retain admissions counselors. In the past year, six individuals have held that role. Use the comments below to improve availability of admissions counselors. Admitted student comments:/ There were a lot of hidden fees that added up to around $500 before, during, and after admission for acceptance and medical tests. This was very expensive, and I feel that there should have been fewer fees here. Allen could do more to minimize unexpected fees with a short deadline./ The whole admission process was terrible for me after I got accepted. I got multiple different names/addresses/plans of study sent to me. After 3 attempts, I was finally sent the correct information. When I notified staff, it was always told me to "the intern must have made a mistake". While I understand that once happening, it was very disturbing to me that it happened multiple times./ Overall, amazing support!/ I was very impressed with how timely responses were answered to my questions, whether it was by email or telephone./ It was also really great to see how well all of the different departments within Allen College work together./ If there was ever a time where I sent an email to a department who did not have an answer to my question, my email was always forwarded on to the right person who could answer my questions./ I agree with all the questions asked above, but what was difficult to follow was the packet I received after being admitted. I had to call admissions multiple times because I had questions that the papers in the packet couldn't answer. I also had to email different people my mandatory reporting certificates because the email the packet told me to send it to wasn't working. I sent my email to the email it said, and then would receive an email back saying my email can't reach the person I want it to./ All of the MyPulse, CastleBranch, emails etc are very disorganized. I get emails sent to both my Allen email as well as my Google email address for post-admission requirements and it is very annoying. MyPulse and CastleBranch are also very bad platforms that are very confusing and need improvement for how to use them. Post-admission requirements are also hefty, and I feel the admissions office needs to email one big list rather than spread all of the requirements between email, CastleBranch, and MyPulse. I am overwhelmed with everything I have to do since each platform is needing different things./

Measures	Result
	WDAA student comments:/ DPT- Information on the website was not completely accurate at the time when I applied for the Doctor of Physical Therapy Program. Resources felt somewhat limited regarding how the program was going to be run./ DPT- Allen College's cost of tuition was higher than at least one of the other programs I applied to. For an almost completely remote program, this seems counterintuitive./ MSN - On-campus requirements were different for MSN program than other programs/ WDBA student comments:// The format of the initial application was shockingly outdated. It left me questioning how outdated other aspects of the college and program might be, and it wasn't something I wanted to take a risk on. I also signed up for a campus visit, and then heard nothing. Perhaps I didn't complete the form correctly, but that disappointment stayed with me./ The application format felt like it was from the 90s./ I need to feel connected and confident in where I attend, and I was missing both of those feelings./ ABSN - Hawkeye would not send over my letter of good standing/ OTD - I had applied in the summer and never heard back until end of October. I also never got any emails from anyone during that time to know what was going on with my application and the admissions process. I would've shown more interest if I got emails. I just felt like communication was off. This led me to accept somewhere else since I knew within a month & had weekly communications from the admission team./ OTD - I did not hear from Allen for weeks, well after all of the other schools that I had applied to. I was not sure if I was going to get an interview or not, but I had heard from other schools much quicker and had communication with them throughout those waiting periods./ MSN -The website is not user friendly and very busy to look at. Takes time to figure out where to go/ **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Admissions Survey Item "Transfer Credit Evaluations are done timely"	**Result Date**: 07/31/2025

Measures	Result
Target: 90% of students report being satisfied or very satisfied **Timeframe:** Annual **Responsible Parties:** Dean of Enrollment Management	**Result**: Admitted Students - 99% - The survey was inadvertently not given to students who withdrew their application either before or after admission, or students who were denied. The surveys have been updated for future years. This is the first-year satisfaction with transfer credit evaluations were reviewed so there is nothing to compare. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: There was no action plan from last year since this is the first year the goal was tracked. **Related Documents**: Admissions Survey Results 2022-23.xlsx **Actions** **Action**: After considering other options, transfer credit evaluations will remain in the Registrar's Office. However, they will be sent to students by the admissions counselors once completed. Data will be collected via the admissions survey with a continued goal of 90% satisfaction. **Follow-up**

EM 7.0

AU Outcome
Qualified students are admitted to college programs

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal	**Result Date**: 07/31/2025

Measure: Program Enrollment (Admissions Report; Correspondence Spreadsheet; Dashboard Statistics) **Target:** Allen College programs are 100% enrolled (Formerly "Fill programs with qualified students as follows: School of Health Sciences—100%, Accelerated BSN—100% Upper Division BSN—100%) **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management	**Result**: Programs Capacities based on budgeted credit hours (first percentage) and program capacity (second percentage). Summer 2024 ASR – 105% - 96% MLS – 119% - 119% ABSN-SU – 59% - 44% Fall 2024 DMS – 100% - 100% DCS - 125% - 125% PH – 40% - 20% MI – 50% - 38% MS in OT – 158% - 79% EdD – 100% - 50% ABSN – 96% - 69% TBSN – 129% - 125% ACPNP – 50% - 20% AGACNP – 150% - 60% FNP – 417% - 104% PMHNP – 250% - 100% Lead – 100% - 40% DNP- Post graduate – 300% - 120%

	Spring 2025 PH – 29% - 10% DPT – 108% - 54% TBSN – 75% - 58% ACPNP – 20% - 20% AGACNP – 140% - 140% FNP – 300% - 300% PMHNP – 160% - 160% Lead – 100% - 60% DNP – 50% - 30% Last year: The summer programs: ASR, MLS, and ABSN had a higher percentage of enrollment capacity. ASR and MLS came close to or went over their budgeted students. Fall programs: DMS – filled to 100% DCS – new program, filled above capacity at 125% PH – Admissions declined MI – Admissions declined MS in OT – Admissions increased from 46% to 79% EdD – Admissions was equal to last year. ABSN – Admissions increased slightly from last year. TBSN – Admissions declined

Measures	Result
	ACPNP – Admissions increased AGACNP – Admissions declined FNP – Admissions declined PMHNP – Admissions increased Lead – Admissions declined DNP- Admissions declined Spring programs DPT – Admissions increased TBSN – Admissions significantly declined ACPNP – Admissions increased AGACNP – Admissions significantly increased FNP – 54% - Admissions significantly increased PMHNP – Admissions significantly increased Lead – 40% DNP – 20% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Since the action plan was not realized during the academic year, it is likely that the lack of enrollment has continued to decline due to staffing issues. **Actions** **Action**: Request a 1.0 FTE to assist with admissions and communications to students. Increase the number of partner schools for graduate programs. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Increase in enrollment per Dashboard statistics [prior to 2022-2023: Enrollment increases in under enrolled programs (Admissions Report; Correspondence Spreadsheet; Dashboard Statistics)Enrollment increases in under enrolled programs)] **Target:** 10% enrollment increase in graduate programs (PT, OT, EdD, graduate nursing), 5% in undergraduate nursing, radiography, and MLS Targets prior to 2025-2026: 10% enrollment increase in graduate programs 5% enrollment increase in undergraduate nursing programs 5% enrollment increase in Radiography program 5% enrollment increase in MLS program **Timeframe:** Annually **Responsible Parties:** Reporting: Dean of Enrollment Management Action plan and tracking: Enrollment Management	**Result Date**: 07/31/2025 **Result**: Graduate Nursing: fall 23 enrollment - 147 fall 24 enrollment – 158 Change: - 7% increase (Goal met) Undergraduate Nursing: fall 23 enrollment - 184 fall 24 enrollment – 165 Change: - 10% decrease (Goal not met) Radiography: fall 23 enrollment - 35 fall 24 enrollment – 45 Change: 29% increase – Goal met MLS: fall 23 enrollment - 13 fall 24 enrollment – 19 Change: 46% increase – Goal met During the 24-25 academic year, all specified programs except undergraduate nursing increased enrollment. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: It is unknown whether last year's action plan contributed to the success of the enrollment increase. **Related Documents**: Dashboard - Student Body Profile 24-25.xlsx

Measures	Result
	Actions **Action**: Focus recruitment efforts on PT, OT, EdD, and graduate nursing by including attendance at mid-west conferences as sponsors or presence at vendor booths. Change target to graduate programs and remove undergraduate programs. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Customer Relations Management System (CRM): Increase in prospective students **Target:** 25% increase in prospective students **Timeframe:** Annually **Responsible Parties:** Admissions	**Result Date**: 07/31/2025 **Result**: During the 23-24 Academic year, there were 6926 prospective students based on CRM activity. When compared to 6096 during 22-23, there was a 14% increase in prospective students. The 23-24 academic year's prospects did increase by 14%, they were substantially lower than the 114% increase the year before. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: While additional communication plans were developed for the life cycle of students in the application process, they did not have a great impact on the number of prospective students. **Actions** **Action**: As the SIS and CRM systems have changed in the last year and a half, the functionality of the new systems are not as robust as they were previously. The action plan is to have the staff available to help with this transition, so we do not lose prospective students. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Increase retention of admitted students to matriculation (Admissions Report) **Target:** 60% of admitted students matriculate each semester **Timeframe:** Annual **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 08/01/2025

Measures	Result
	Result: Summer 2024 ASR – 36 admitted, 23 matriculated = 67% retention after admission MLS – 22 admitted, 19 matriculated = 86% retention after admission ABSN – 28 admitted, 16 matriculated = 57% retention after admission SUMMER TOTAL – 86 admitted, 58 matriculated = 67% retention after admission Fall 2024 DMS – 11 admitted, 8 matriculated = 73% retention after admission DCS – 5 admitted, 5 matriculated = 100% retention after admission PH – 4 admitted, 2 matriculated = 50% retention after admission MI – 6 admitted, 3 matriculated = 50% retention after admission MS in OT – 24 admitted, 19 matriculated = 86% retention after admission EdD – 1 admitted, 1 matriculated = 100% retention after admission TBSN – 49 admitted, 40 matriculated = 82% retention after admitted ABSN – 38 admitted, 25 matriculated = 66% retention after admitted ACPNP – 3 admitted, 1 matriculated = 33% retention after admitted AGACNP – 6 admitted, 3 matriculated = 50 % retention after admission FNP – 37 admitted, 25 matriculated = 68% retention after admission PMHNP – 19 admitted, 15 matriculated = 79% retention after admission Lead – 3 admitted, 2 matriculated = 67% retention after admission Post-Grad DNP – 8 admitted, 6 matriculated = 75% retention after admission FALL TOTAL – 214 admitted, 155 matriculated = 72% retention after admission Spring 2025 PH – 1 admitted, 1 matriculated = 100% retention after admission EdD – 1 admitted, 1 matriculated = 100% retention after admission DPT – 32 admitted, 13 matriculated – 41% retention after admission TBSN – 27 admitted, 19 matriculated = 70% retention after admission ACPNP – 1 admitted, 0 matriculated = 0 % retention after admission AGANP – 11 admitted, 7 matriculated = 64% retention after admission FNP – 18 admitted, 15 matriculated = 83% retention after admission PMHNP – 13 admitted, 8 matriculated = 62% retention after admission Lead – 4 admitted, 3 matriculated = 75% retention after admission Post-Grad DNP – 3 admitted, 3 matriculated = 100 retention after admission SPRING TOTAL – 111 admitted, 70 matriculated = 63% retention after admission 2024-25 TOTAL – 411 admitted, 283 matriculated = 69% retention after admission **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: This was not tracked previously so there was not an action plan in place. **Actions**

Measures	Result
	Action: Work with program directors and faculty to develop communication plans with admitted students in order to create additional engagement between the program and students. **Follow-up**

EM 8.0

AU Outcome
Increase the number of underrepresented students enrolled at Allen College.

Outcome Status
Inactive
Inactive Date
08/26/2025

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Method Status: Inactive **Assessment Type:** AD: Report - Internal **Measure:** Admissions Reports; Dashboard Statistics, Census Report found at http://quickfacts.census.gov/qfd/states/19/19013.html **Target:** The diverse population of Allen College is equal to or greater than the diverse population of Iowa [Prior to 2024-2025, target was "Diverse population at Allen College is equal to the diverse population of Black Hawk County."]	**Result Date**: 07/31/2025 **Result**: As of September 15, 2024, 47/483 (9.7%) of Allen College's enrollment reported being an ethnic minority. Using the 2023 census data for the state of Iowa, 17% of Iowans reported as either non-white or white and at least one other ethnicity. The data from last year was collected based on Black Hawk County instead of the state of Iowa, so there is nothing to compare. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: No, the action plan did not impact the results. **Actions** **Action**: Remove this goal.

Measures	Result
Timeframe: Annually **Responsible Parties:** Dean of Enrollment Management	**Follow-up**

Program (HS) - Associate of Science in Radiography (ASR)

ASR 1.1

AU Outcome
Students will practice proper radiation protection
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 135 Competency Testing/CCE Part II, numbers 5, 7, 9, 15, 17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level 1-Fall Semester **Responsible Parties:** Lab Instructor/ Program Faculty/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA135 Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 3.99. This year's average score of 4.0 is slightly higher, yet consistent, with prior year's data. This data shows that the students continue to practice proper radiation protection at a high level. 2024 = 4 (n=24) Previous data: 2023 = 3.99(n=22) 2022 = 3.96 (n=16) 2021 = 3.95 (n=13) 2020 = 3.94 (n=23) 2019 = 3.91 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructors continue to have students practice radiation protection in each lab and in the clinical environment. The program faculty provided guidance and instruction for students to enable them to practice and apply radiation protection principles in the clinical setting. Students demonstrated clinical competence by applying proper radiation protection. A variety of radiation protection practices and principles are emphasized throughout the curriculum and students continue to evidence the application of this knowledge in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: ASR faculty will continue to instruct and reinforce radiation protection practices and concepts in classes and labs. A variety of radiation protection practices and principles will continue to be emphasized throughout the curriculum. The program will continue to use and assess this measurement tool with each new cohort. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 275 Final Clinical Competency Testing/ CCE Part II, numbers 5,7,9,15,17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level II-Spring Semester **Responsible Parties:** Clinical Instructors/Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025

Measures	Result
	Result: In Spring 2024, the average score of the RA275 Final Clinical Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 4.0. This is consistent with this year's average score of 4.0. This year's data, along with prior year's data, shows that the students continue to practice proper radiation protection at a high level consistently. 2025 = 4 (n=21) Previous data: 2024 = 4.0 (n=13) 2023 = 3.97 (n=10) 2022 = 4.0 (n=17) 2021= 3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program's curriculum continues to integrate radiation protection concepts each semester. The action plan from 2023-2024 was successful. All students demonstrated clinical proficiency and competency in providing radiation protection. Each student's performance demonstrated clinical competence. Students continue to have access to an appropriate exam volume in a variety of settings to prepare them for their final competencies. Clinical instructors continue to instruct students in the clinical setting and evaluate them regarding their level of competency with practicing proper radiation protection. **Actions** **Action Date**: 09/30/2025 **Action**: During the 2025-2026 academic year, the program's curriculum will continue to integrate radiation protection concepts each semester. The recommendation is the continued use of this assessment tool since there are variations in patients and exams. This evaluation will continue to be completed by the clinical instructors. **Follow-up**

ASR 1.2

AU Outcome
Students will apply correct positioning skills
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the

workforce needs of Iowa and the nation.
(**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
(**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 145 Certification Testing/ Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the average score of the RA145 Certification Testing/Part I, numbers 3,12,14,15 was 4.0. This is slightly higher than last year's average of 3.97, yet consistent when looking at data over the last 5 years. This data shows that the student's consistently apply correct positioning skills during radiography procedures. 2025= 4 (n=24) Previous data: 2024=3.97(n=21) 2023=3.94(n=14) 2022= 3.98 (n=10) 2021= 3.93 (n=17) 2020= 3.92 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, course instructors continued to assess this item since certification testing is completed at various clinical sites and with different clinical instructors. The action plan was effective. All students demonstrated clinical competence while applying correct positioning skills. Program faculty assist the students in applying correct positioning skills in the lab setting. The students demonstrated the ability to apply what they learned in theory and lab in the clinical setting. The clinical instructors encouraged the students to continually practice and review positioning principles. The students demonstrated knowledge of positioning in relation to their level of placement in the program. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with the students and encourage them to practice and review positioning principles while in the clinical setting. Certification testing will continue to be completed at various clinical sites with different clinical instructors. The course instructors recommend continuing to assess this item. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 265 Certification Testing/Part I, numbers 3,12,14,15 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Level II-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2024, the average score of the RA265 Certification Testing/Part I, numbers 3,12,14,15, was 4.0. This score is very consistent when comparing it to all prior data through 2019, yet slightly higher than last year's average of 3.97. All cohorts starting in 2019 have scored an average of 3.9 or higher each year. Students continually exceed benchmark demonstrating their ability to apply correct positioning skills while performing radiography procedures. 2024= 4 (n=21) Previous data: 2023= 3.97(n=13) 2022=4.0 (n=10) 2021=3.96(n=17) 2020=3.95(n=16) 2019=3.9(n= 10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the faculty continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student's level in the program. Faculty continue to provide effective instruction in the classroom and lab which permits success in the clinical setting. The action plan was effective. All students demonstrated clinical competence and applied correct positioning skills for the certifications. Students are guided by the program faculty and are well prepared in the classroom and lab which equates to success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The faculty will continue to communicate with the clinical instructors and encourage them to select from more advanced and challenging exams to correlate with the student’s level in the program. Faculty will continue to provide effective instruction in the classroom and lab.

Measures	Result
	Follow-up

ASR 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool	**Result Date**: 09/30/2025

Measures	Result
Measure: RA:135 Clinical Instructor/ Preceptor Evaluations/ Numbers 3, 6, 10,11 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level I-Fall Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: In Fall 2023, the average score of the RA135 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.82. This year's average score of 3.87 is comparable to the prior academic year. This data shows that students are able to demonstrate effective communication skills in the clinical setting. 2024 = 3.87 (n=24) Previous data: 2023 3.82 (n=22) 2022 3.85 (n=16) 2021 3.52 (n=13) 2020 3.27 (n=22) 2019 3.47 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The clinical site rotations provide each student with the opportunity to work in diverse environments and with diverse patients. The action plan was effective. The students' average scores increased in all measured areas including patient care, interpersonal relationships, age-appropriate care, and multicultural diversity. The class size has increased by two students compared to last year, otherwise the data has remained consistent with slight increases across the board of measurement. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide instruction to students in the areas of patient care, interpersonal relationships, multicultural diversity and age-appropriate care in the clinical setting. The ASR faculty will continue to provide diverse clinical sites to all students with the opportunity to work with diverse patients. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Clinical Instructor/ Preceptor Evaluations/Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Level II -Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA275 Clinical Instructor/Preceptor Evaluations/Numbers 3,6,10,11, was 3.91. This year's average score of 3.95 demonstrated an increase when compared to the prior academic year. Cohorts continue to exceed benchmark each year. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.95 (N = 21) Previous Data: 2024 =3.91 (N = 13) 2023 = 3.84 (N =10) 2022 = 3.92 (N = 17) 2020-2021 = 3.66 (N =16) 2019-2020 3.86 (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct students by exhibiting effective communication in the clinical environment. The action plan was effective. The current data shows that exceptional instruction and supervision was conducted by clinical instructors/preceptors allowing for communication skills to be assessed adequately. There was an increase in the areas of patient care and age-appropriate care. The categories of interpersonal relationships and multicultural diversity stayed equal compared to the previous cohort. Overall, students continue to demonstrate effective communication skills in the clinical setting. Faculty continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors and preceptors will continue to instruct students by exhibiting effective communication in the clinical environment. Faculty will continue to work and communicate with clinical instructors and preceptors to ensure student success in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:135 Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Level I-Fall Semester **Responsible Parties:** Clinical Instructor/Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA135 Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 3.99. This score is consistent with prior years, with students continually receiving an average score of 3.94 or above since 2019. Based on the consistency from cohort to cohort, students continue to demonstrate effective communication skills in the clinical setting. 2024= 3.99 (n=24) Previous data: 2023=4.0(n=22) 2022=3.98(n=16) 2021=3.94(n=13) 2020=3.96(n=23) 2019=3.94 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program faculty continue to provide the students with the skills needed for effective clinical communication. The program faculty also continue to assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. The action plan was effective. All students demonstrated communication skills reflective of their level in the program in the clinical setting. The program curriculum and faculty continue to provide students with the necessary skills to progress from the classroom and lab setting to the clinical setting. The clinical instructors provided effective instruction, supervision, and feedback to the students. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The program faculty will continue to provide the students with the skills needed for effective clinical communication. The program faculty will continue to guide and assist the clinical instructors as they provide effective instruction, supervision, and feedback to the students in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:275 Final Clinical Competency Evaluation/ Part I – Number 4 Part III- Numbers 1,3,6-8 **Target:** Average score >= 3.5 (0-4 pt. scale) **Timeframe:** Level II- Spring Semester **Responsible Parties:** Clinical Instructor/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of the RA275 Final Clinical Competency Evaluation/Part I Number 4, Part III Numbers 1,3,6-8, was 4 on a 0–4-point scale. Students exceeded benchmark with the highest score possible. This data is consistent with prior years as students have achieved an average score of 3.98 or higher since 2021. Students consistently demonstrate effective communication skills in the clinical setting. 2025= 4 (n=21) Previous data: 2024=4 (n=13) 2023= 4 (n=10) 2022=4 (n=17) 2021=3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the students will continue to be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. The action plan was effective. Students continue to exceed benchmark. Students demonstrated excellent communication skills in the clinical setting. Many of this year's final CCEs were performed on patients that required multiple exams and extensive patient communication. **Actions** **Action Date**: 09/30/2025 **Action**: Students will continue be instructed and guided in effective clinical communication skills in every semester of the program. All clinical instructors and preceptors at all clinical sites assist with this instruction and guidance. **Follow-up**

ASR 2.2

AU Outcome
Students will practice and demonstrate communication skills (formerly Students will practice written communication skills)
Outcome Status
Active
Start Date
09/25/2023

Mapping

Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 115 Patient Care Presentation **Target:** Average score of >= 85% **Timeframe:** Level I-Fall Semester **Responsible Parties:** RA: 115 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025

Measures	Result
	Result: This year's average score of 89% is slightly lower when compared to last year's average of 97%. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students continue to practice effective communication skills. Benchmark was exceeded. 2024 = 89% (n =24) Previous Data: 2023 = 97% (n = 22) Written Communication 2022= 97.7% (n=15) Oral Communication 2022=94.3% (n=15) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. Although benchmark was met, there was an 8% drop in overall scores compared to last year. The students gave great presentations but failed to answer the main theme of explaining how the selected topic will influence them in providing patient care during a medical imaging procedure. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. This measurement tool will be moved from the RA115 course to the RA122 course for 2025/2026 academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:258 Pathology Systems Presentation **Target:** Average score of >= 85% **Timeframe:** Level II-Spring Semester **Responsible Parties:** RA: 258 Course Instructor/ HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 99.3% is slightly higher, yet comparable, when looking at the prior academic year. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students consistently continue to practice effective communication skills. Spring 2025 = 99.3 % (n =21) Previous Data: Fall 2023 = 96% (n = 13) Written Communication 2022=93.9% (n=10) Oral Communication 2022=94.2% (n=10)

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students and encourages them to review APA guidelines. The RA258 course was moved from the fall semester to the spring semester during this academic year. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. The students were allowed scheduled class times to work on the presentations with guidance from the instructor. Benchmark was met and exceeded the last cohort's score. A new rubric and more detailed instructions to help guide the students was incorporated this year. Students consistently continue to practice effective communication skills. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. **Follow-up**

ASR 3.2

AU Outcome
Students will demonstrate ability to practice critical thinking
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** RA: 203B Corectec exams **Target:** > 80% of the students will achieve a score of 70 or greater on one of the four exams. **Timeframe:** Level II- Spring Semester **Responsible Parties:** RA: 203B Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, 67% of the students achieved a score of 70 or greater on one of the four Corectec Exams assigned in RA203B. This is a slight increase from last year's average of 62%, but still significantly lower when compared to data from 2023. Benchmark was not met. The students did not demonstrate their ability to practice critical thinking. 2025 = 67% (14 of 21) (n=21) achieved a 70 or greater on one of the four exams. Previous data: 2024 = 62% (n = 13) 2023 = 90% (n= 10) 2022 = 71% (n = 17) 2021 = 69% (n = 16) 2020 = 90% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor made a few revisions to the guided review assignments. All students were required to attend both days of the student educator seminar and the mock board exam score completed at the seminar was included in the RA275 course grade. All students are provided with multiple, learning tools to assist them with achieving a 70 on a Corectec exam. Any student not earning a 70 Corectec score is also required to complete additional guided review assignments with specific due dates. All steps in the guided review assignments are assigned to be completed prior to the next exam. Three students were late on portions of the first guided review assignment. To encourage timely completion of all assignments the instructor made changes on the guided review assignment instructions and increased the grade reduction for late submission of work. A few students still completed their work late. The action plan from the prior year did not improve the outcome for the current academic year. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The course instructor will revise the guided review assignment instructions and grading expectations to encourage timely completion of all assignments. The ASR Program will implement Clover Learning throughout the curriculum for the next academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:154 CT Topic Presentation **Target:** Average score of >= 80% **Timeframe:** Level I- Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA154 CT Topic Presentation was 99%. This year's average score of 99.7% is slightly higher yet consistent with prior data. Benchmark continues to be exceeded. The students continue to demonstrate their ability to practice critical thinking consistently. Spring 2025 = 99.7% (n=14) Previous Data: Spring 2024 = 99% (n=16) Spring 2023 = 96.4% (n=10) Spring 2022 = 96.75% (n=8) Spring 2021 = 96.24% (n=13) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided each student with a grading rubric and a presentation example within Blackboard. The instructor also had each student conduct 2 peer reviews on their classmate's presentations. Students are expected to use critical thinking skills to help teach the class about specific CT topics. The topics presented this year included various procedures, pathologies, animal radiography, and trauma. Each student is evaluated on presentation format, content, audio/professionalism, and creativity. The entire cohort excelled in all categories. The student peer review feedback was taken into consideration when the instructor completed the final grade/feedback for each presentation. Through the creation of their presentations, the students did a great job at demonstrating their ability to practice critical thinking in the learning environment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide each student with a grading rubric and a presentation example within Blackboard. The instructor will continue to have each student conduct peer reviews on their classmate's presentations. The feedback provided by the students during their peer reviews will be used by the instructor when they complete a final grade for each presentation. **Follow-up**

ASR 3.3

AU Outcome
Students will be able to critically think in the clinical setting

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:145 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester	**Result Date**: 09/30/2025

Measures	Result
Responsible Parties: RA: 145 Course Instructor/HS APG Committee	**Result**: In Spring 2024, the average score of the RA145 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8 was 3.83. This year's average score is slightly lower yet comparable at 3.72. All students continue to exceed benchmark with consistently averaging 3.65 and higher for the last 5 years. Students continue to demonstrate their ability to critically think in the clinical setting. Spring 2025 =3.72 (N =24) Previous data: 2024 = 3.83 (N =21) 2023 = 3.74 (N =15) 2022 = 3.66 (N =10) 2021 = 3.65 (N=18) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors in the clinical setting continued to provide excellent instruction and supervision of students to assess their critical thinking skills. Although benchmark was made, there was an overall decrease compared to the previous year in all four categories: Self-Image for Level in the ASR Program, Ability to follow directions, Applications of Knowledge, and Composure and Adaptability. Overall, the action plan was effective. Students demonstrated the ability to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide the needed instruction and supervision of the students to evaluate their critical thinking skills in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:265 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8, was 3.82. This year's score was slightly higher at 3.87, but this increase is not considered significant and is consist with prior data. The benchmark continues to be exceeded, and the students continue to demonstrate their ability to critically think in the clinical setting. 2024 = 3.87 (n=21) Previous Data: 2023 3.82 (n=13) 2022 3.86 (n=10) 2021 3.57 (n=17) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct, explain, and demonstrate to students how to practice critically thinking skills in the clinical environment. The action plan was effective to meet benchmark. The students' scores increased in all four performance criteria areas: application of knowledge, ability to follow directions, self-image for level in the ASR program, and composure and adaptability. Students have immediate access to their completed evaluations on Trajecsys. The Clinical Coordinator reviews the evaluations on a routine basis when they are completed and meets with any students that may need guidance before the next evaluation is filled out. Students continue to be able to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to instruct, explain and demonstrate to students how to practice critical thinking skills in the clinical environment. **Follow-up**

Program (HS) - Doctor of Education (Ed.D.)

EdD 1.1

AU Outcome
Students will demonstrate advanced educator competencies to enact increasingly complex faculty and leadership roles.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)
- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 720: Finance and Fiscal Management – Budget Assignment **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught (e.g. Spring 2017) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Final Paper **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 – 2 students 50% of students received a score of >85% Overall average score = 84.8% (47.5/56) 2018 (n=1) – target met (overall average = 98.2%) 2020 (n=2) – target met (overall average = 98.5%) 2022 (n=2) – target met (overall average = 92.5%) Reflection: The purpose of this paper was for students to speak to the course objectives which included addressing trends within, the culture of, and solutions/adaptations for health sciences educational environments. This assignment was graded using a rubric based on the writing rubric developed for the EdD program. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated an updated writing support session aligned with the course material to assist with writing the final paper would be included in the course. The writing support session included information on developing themes and constructing an argument. This is one of the first formal papers students write in the program, depending on when they start the program, and some inexperienced students struggle with doctoral-level writing. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education --Technology Transcendence Final Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2015, Fall 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.5% (96.5/100) 2018 (n=4) – target not met (overall average = 86.5%) 2020 (n=4) – target met (overall average = 100%) 2022 (n=2) – target met (overall average = 84.5%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The 2022-2023 action plan for the 2024-2025 academic year indicated a final project overview recording would be created to explain the project criteria along with ideas on how to meet the stated requirements. Additionally, a criterion should be added that addresses APA formatting, mechanics, and spelling. Neither of these changes were made for the current offering, and the performance on this assignment was not affected. To allow students flexibility in how they complete the project, the APA item was not added. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Final Paper **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught (e.g., Fall 2017) **Responsible Parties:** Program Chair/HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 795: Project Conference **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/25/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (60/60) The purpose of this project is for students to create an education-focused project that aligns with at least two EdD graduate outcomes. This assignment was graded using a rubric that explained what the requirements were for the conference submission. Only the final conference was assessed for this item. This item has not been assessed for several years, so no previous action plan was developed. This project is flexible so students can develop something appropriate for their educational setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: NA - New item **Actions** **Action Date**: 08/25/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**

EdD 1.2

AU Outcome
Students will assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – Literature Review **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Service Learning Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.9% (23.25/24) 2022 (n=2) – target met (overall average = 93.8%) 2020 (n=2) – target met (overall average = 95.8%) 2018 (n=1) – target met (overall average = 97.9%) 2016 – 84.5% (average) The purpose of this assignment was for students to develop a service-learning project that could be offered in a course. Students use the Engaged Faculty Institute curriculum as a framework to explore service learning. The project requires students to communicate what they learned about service learning and if an activity could be incorporated into their instructional settings. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year stated this assignment would be included with no changes. This assignment was updated in the spring 2023 section to have students focus on the viability of using service learning in their setting. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will continue to be included with no changes. We will also continue to explore virtual service learning as an option for health professions educators. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Strategic Planning Environmental Scan Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85%	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Strategic Planning Environmental Scan Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year.

Measures	Result
Timeframe: When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 2.1

AU Outcome
Students will facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 2:** Provide graduate education programs of excellence through the use of information, communication, and practice. (**X**)
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 750: Curriculum Theory and Design in the Health Professions – Final Project **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (100/100) Summer 2023 – Met; 100% (average); n=1 Summer 2022 – Met; 100% (average); n=1 Fall 2019 – Met; 100% (average); n=1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment based on the past successes. A new required textbook was added for the 2024 section. The final project requires students to develop a unit of instruction following a curriculum development framework. Students worked on different sections of the project throughout the course and received feedback prior to assembling the final project. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Teaching Evaluation **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2014, 2017, etc.) **Responsible Parties:** Program Chair/HS Graduate Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 96.7% (29/30) 2020 (n=3) – target met (overall average = 100%) 2023 (n=2) – target not met (overall average = 65%) Within each module, students evaluated an existing teaching evaluation tool against the learning theories covered in that module. By the end of the course, each student had created a unique teaching evaluation to use for a peer review.

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated the assignment instructions would be reviewed for clarity. No changes were made. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no changes. **Follow-up**

EdD 3.1

AU Outcome
Students will demonstrate organizational and systems leadership to advance quality improvement and systems change.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Discussions **Target:** Students will receive an average score of >90% for all discussions within the course **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Accreditation and Quality Improvement Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Accreditation and Quality Improvement Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 4.1

AU Outcome
Students will apply analytical methods and research to develop best practices and practice guidelines.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Personal Statement of Teaching Philosophy **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course taught (e.g., spring, Year 1) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 99.6% (49.8/50) 2020 (n=3) – target met (overall average = 97.6%) 2023 (n=2) – target met (overall average = 99.6%) Within each module, students completed a journal entry to help capture information about their teaching style to use in the final assignment. Students were allowed flexibility in the format of their submission. All three completed an essay. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment.

Measures	Result
	Actions **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. A guidance document with assignment expectations provides information to students, and that will continue to be used. Subsequent sections will be assessed to ensure the target continues to be met. **Follow-up**

EdD 5.1

AU Outcome
Students will advance the scholarship of education in a variety of health science and nursing professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education –Tech Topic Assignment **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 98% (24.5/25) 2018 (n=4) – target met (overall average = 100%) 2020 (n=4 – target met (overall average = 100%) 2022 (n=2 – target met (overall average = 88%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2023 action plan for 2024-2025 academic year, no changes were recommended for this assignment. The rubric was updated for the fall 2022 course section, but no significant changes were made to the assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. Students are required to help classmates engage with their topic and to engage with their classmates' topics. **Follow-up**

EdD 5.2

AU Outcome
Students will evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application, and teaching to further knowledge and competencies of the health science and nursing education professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 770: Assessment and Evaluation in Health Sciences Education – Assessment Process Assignment **Target:** Students will receive an average score at least 80% **Timeframe:** When course is taught (e.g., 2016, 2019, etc.) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**

Program (HS) - Doctor of Physical Therapy (DPT)

Faculty Goal 1

AU Outcome
FG1: Faculty members demonstrate innovative teaching and learning strategies that meet the diverse needs of learners in the DPT curriculum and in the professional community.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Survey **Measure:** Student Evaluations **Target:** Faculty will be rated over 3 in a 4-point likert scale. **Timeframe:** Annually @ time of faculty evaluations **Responsible Parties:** Program Director	**Result Date**: 09/18/2025 **Result**: Faculty average teaching effectiveness scores is 3.85 for the 2024-2025 academic year because the instructor evaluations embedded in Blackboard are on a 4 point scale. Faculty average teaching effectiveness scores was 4.05 for the 2024-2025 academic year, but that was based on a 5 point Likert scale. Moving forward the 4pt scale will be utilized. Based on percentage comparison between the two scale results: for the 2024-2025 academic year it is 96% teaching effectiveness and 81% for the 2023-2024 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Faculty average teaching effectiveness scores is 3.85 for the 2024-2025 academic year because the instructor evaluations embedded in Blackboard are on a 4 point scale. Faculty average teaching effectiveness scores was 4.05 for the 2024-2025 academic year, but that was based on a 5 point Likert scale. Moving forward the 4pt scale will be utilized. Based on percentage comparison between the two scale results: for the 2024-2025 academic year it is 96% teaching effectiveness and 81% for the 2023-2024 academic year. **Actions** **Action**: Scores have increased from last academic year. The DPT program is implementing formal mentorship to new faculty starting in fall of 2025 to provide support and guidance for continued improvement of teaching effectiveness. The 4pt Likert scale will be used as a measure for this outcome moving forward. **Follow-up**

AU Outcome
CAPTE 5A
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Admissions Report **Target:** Reach admission cohort size **Timeframe:** Annually @ end of each admission cycle. **Responsible Parties:** Director of Admissions	**Result Date**: 09/15/2025 **Result**: We have not been able to reach the desired cohort size. However, admission applications have increased over time in the last academic year. At the time of this report at the end of the academic 2024-2025 year there are a total of 10 admitted students, compared to 9 admitted at the 2023-2024 report. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Admission applications have increased over time in the last academic year with more faculty involvement in recruiting. At the time of this report at the end of the academic 2024-2025 year there are a total of 10 admitted students, compared to 9 admitted at the 2023-2024 report. **Actions** **Action**: The DPT program has implemented several recruitment activities. The DPT program is developing our own targeting marketing program and SWOT analysis. Webinars are being increased to once a month from every other month. Faculty is actively involved in attending face-to-face and virtual recruiting presentations. **Follow-up**

Program (HS) - Medical Imaging (MI)

MI 1.1

AU Outcome
Students will demonstrate appropriate patient preparation for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part I, numbers 4, 5, 6, 7 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3. (0-4 pt. scale)	**Result Date**: 09/30/2025

Measures	Result
Timeframe: Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ Health Sciences(HS) Curriculum Committee	**Result**: In Spring 2025, the average score of the MI460 Competency Evaluation/CCE Part 1, numbers 4-7, and Part 2 numbers 1-2, is 3.67. This year's average score is lower when compared to the Spring 2024 average score of 4.0. The significance of this decrease is difficult to determine due to only one student being enrolled in this course. Data is not available from spring 2023 due to no enrollment. Clinical competence was demonstrated. 2025 = 3.67 (n=1) Previous data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.88 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to educate the students on the importance of patient preparation and safety as it relates to MRI in the clinical environment. The clinical instructors utilized the evaluation process as a way to determine the student's growth and development throughout their clinical rotation. The program faculty ensured that all staff and students had the resources needed to provide quality patient care. When completing the competency evaluations, the students demonstrate the ability to properly educate the patient, screen the patient, obtain appropriate patient history, and position the patient on the MRI exam table. An evaluation process is in place at each clinical site to ensure that the students have the ability to obtain feedback on the patient preparation process and has the opportunity to demonstrate growth throughout their clinical rotation. Clinical competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part I, numbers 4, 5, 6 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. 2025 = no data available 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.75 (n=1) **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 3,6,10,11 was 4.0. This year's average score of 3.0 is lower, yet the significance is difficult to determine due to only have one student enrolled in the course. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.0 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.54 (n=3) 2020 = 3.75 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student in the clinical environment while providing direct patient care. The instructors did a great job at focusing their attention on helping students to improve their overall communication with patients and other healthcare professionals. This specific student scored a 3.0 (on a 0–4-point scale) in all areas on the evaluation form. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. Effective communication skills in the clinical setting were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. Moving forward, program faculty will continue working on revising the curriculum for primary pathway students to provide additional clinical coursework with a patient care focus. **Follow-up**
Assessment Measure Status: Active	**Result Date**: 09/30/2025

Measures	Result
Assessment Type: AD: Report - Internal **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 2.2

AU Outcome
Students will practice written communication skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 410 Research PowerPoint Presentation (MRI) **Target:** Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** MI: 410 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: This year's average score is 98.2%. This is slightly lower, yet consistent, with last year's average score of 99%. Benchmark continues to be exceeded, and students continue to practice written communication skills. 2024 = 98.2% (n=4) Previous Data: 2023 = 99% (n=3) 2022 = no data available 2021 = 96% (n=1) 2020 = 98.2% (n=4) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor broke down the rubric to make it more specific in regards to APA formatting and content. Proper APA formatting examples were provided to the student within their Blackboard course which included a PowerPoint presentation. Minor points were deducted from one student for grammatical and sentence structure errors and APA formatting on the reference page. Overall, APA did not pose much of challenge for this cohort. Each student is required to submit a portion of their presentation part way through the semester and feedback is provided to the student at that time regarding APA formatting, content, etc. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric so each student understands how they will be graded with regards to APA formatting. The instructor will continue to provide APA formatting examples within their Blackboard course. The instructor will continue to require each student to submit a partial submission part way through the semester for feedback. APA will remain a focus moving forward even though this cohort did not struggle in that area. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 435 CT Procedures I Reflection Paper **Target:** Average score of >= 80% **Timeframe:** Spring Semester	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA

Measures	Result
Responsible Parties: MI: 435 Course Instructor/ HS Curriculum Committee	**Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will create a detailed rubric to ensure that each student is reflecting on what they learned throughout the course. The instructor will implement APA requirements within the rubric to ensure that each student follows proper APA format. **Follow-up**

MI 3.1

AU Outcome
Students will demonstrate critical thinking skills in the clinical environment.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 2,4,7,8 is 4.0. This year's average score of 2.5 is significantly lower and inconsistent with prior data. Benchmark was not exceeded. 2025 = 2.5 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.46 (n=3) 2020 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. This specific student scored a 2.0 (on a 0–4-point scale) in the areas of: application of knowledge and ability to follow directions. This student scored a 3.0 in the areas of self-image for Level in the program and composure and adaptability. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. The student consistently scored high on all non-graded evaluations conducted throughout their clinical experience. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth with prior cohorts. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 2, 4, 7, 8 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment.

Measures	Result
	Actions **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each student to ensure they are provided with the opportunities needed to enhance their critical thinking skills in the clinical environment. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. **Follow-up**

MI 3.2

AU Outcome
Students will demonstrate the ability to practice critical thinking skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 3::** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Board Review Exam (MRI) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 480 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2025, 100% of the students achieved a passing score of 75 or greater on one of the three assigned mock board exams. This is consistent when compared to prior cohorts. The students continue to demonstrate the ability to practice critical thinking skills. 2025 100% (n=1) Previous Data: 2024 100% (n=1) 2023 no data available 2022 (n=0) 2021 (n=2) 100% 2020 (n=3) 100% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor began the registry review assignments in the spring semester to allow each student 16 additional weeks of board preparation. Additional structured quizzes and exams in each of the four categories were assigned and completed by the student. The action plan was effective. The student scored very well on all three mock board exams, achieving scores of 76.5%, 88%, and 83.5%. The student stated that the board review assignments were beneficial in preparing them for the mock board exams at the end of the semester. Critical thinking skills were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. The instructor will continue to provide structured quizzes and exams in each of the four key categories to help students prepare for the mock board exams. The instructor will discuss with the students the importance of completing all registry review assignments and mock board exams. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 465 Board Review Exam (CT) **Target:** >= 80% of the students will achieve a passing score of 75 or greater on one of the three exams. **Timeframe:** Summer Semester **Responsible Parties:** MI: 465 Course Instructor/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to begin the registry review assignments in the spring semester. Structured quizzes that include questions from each of the four categories will be assigned to help each student prepare for the mock board exams. **Follow-up**

MI 4.1

AU Outcome
Students will integrate leadership skills and construct professional practices.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 460 Service Learning Project (MRI) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 460 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: The Spring 2025 MI 460 Service-Learning Project average score is 74%. This is significantly lower than the Spring 2024 average score of 90%. Benchmark was not exceeded for this cohort. 2025 = 74% (n=1) Previous Data: 2024 = 90% (n=1) 2023 = no data available 2022 = 88% (n=1) 2021 = 91.5% (n=2) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided a detailed rubric at the beginning of the course. Information was provided to the students throughout the semester regarding service-learning opportunities. APA formatting information was available to all students within their Blackboard course. For this specific student, points were deducted in the categories of APA format, overall writing, and use of research. This student elected to not submit a draft of the paper for feedback prior to submission for a final grade. They elected to not incorporate research. APA formatting issues throughout. Grammatical and sentence structure concerns were noted throughout. Instructor expectations were not met by the student even with continued communication and guidance. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. The instructor is considering reformatting the service-learning assignment. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 445 Service Learning Project (CT) **Target:** Average score of >= 80%. **Timeframe:** Spring Semester **Responsible Parties:** MI: 445 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. **Follow-up**

MI 4.2

AU Outcome
Students will practice professionalism.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 is 4.0. This year's average score of 2.8 is significantly lower. Benchmark was not exceeded. Overall, professionalism was not practiced at the level of program's expectations. 2025 = 2.8 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to provide feedback through non-graded evaluations throughout the semester to allow students the opportunity to develop and practice professionalism. The clinical instructors continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide direct patient care. The action plan was not effective for this student. This specific student scored a 3.0 (on a 0–4-point scale) in the areas of: organization of assignments, initiative, policies and procedures, and ethical and professional behaviors. They scored a 2.0 in the area of appearance. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**

Program (HS) - Medical Laboratory Science (MLS)

MLS 1.1

AU Outcome
Students will apply theory and principles related to laboratory testing
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Exam scores – MLS 440: Clinical Hematology and Hemostasis **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – (n=17) 47% (8/17) earned an average exam score of >80%. Overall average exam score = 79.1% Fall 2023 = 75% Fall 2022 = 33.3% Fall 2021 = 68.75% Fall 2020 = 79.5% Fall 2019 = 71.2% Fall 2018 = 69.2% Fall 2017 = 88.3% Fall 2015 = 91.3% Reflection: Target was not met. In looking at the data students performed well on Exams 1, 3, and 4. Exam 1 and 3 had a mandatory virtual session prior to the exam and Exam 2 covered traditionally tougher topics and more material than the other exams. The final exam had the lowest overall exam score and was worth 100 points. An optional final exam review assignment was given to students in week 14 and 14 out of 17 students accessed it. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2023-2024 CAP stated that the course would continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam would be given (for a total of five exams). This target has been inconsistently met the past four years and appears to depend on the student cohort. **Actions** **Action Date**: 08/11/2025 **Action**: Action plan: I have used statistics to analyze each individual exam to examine any trends or outside influences on exam scores. This course is adopting a new textbook with a new publisher so the exam questions will most likely change completely going forward. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Clinical Microbiology Exam Scores (formerly Exam Scores – MLS 460: Clinical Microbiology) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Spring 2025 (n=16) 12/16 (75%) students received an average score of >80% Overall average = 252.6/300 points (84.2%) Spring 2024 (n=11) (72.7%) Average score = (83.8%) Spring 2023 (n=12) (58%) Average score = (82.9%) Spring 2022 (n=16) (75%) Average score = (83.3%) Spring 2021 (n=15) (80%) Average score = 84.7% Spring 2020 (n=6) 33.3% Average score = 80.5% Spring 2019 (n=14) 100% Average score = 88.1% These results demonstrate that the target has been inconsistently met (4/7 times) since the 2018-2019 academic year. Reflection: This course helps students to apply theory and principles related to microbiology. The multiple-choice exams help prepare students for clinical rotations, where theory and principles of microbiology are applied. The last five cohorts have scored an overall average within one percentage point from year to year. Cohorts with less than 13 students have not met the target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 CAP stated that the course would include four exams (one unproctored), with updated questions, which was the case for 2024-2025. This target has been met 57% of the time over the past seven years. Given the inconsistent achievement of the target for this measure, the action plan seems dependent on the cohort and number of students. **Actions** **Action Date**: 08/11/2025 **Action**: This course will continue to include four exams (one unproctored) for the next academic year, with updated questions added. Additionally, a proctored comprehensive exam will be given (for a total of five exams). Student outcomes will continue to be assessed with the same target. **Follow-up**

MLS 1.2

AU Outcome
Students will apply concepts and principles of laboratory operations in a clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Affective Evaluation – Microbiology **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Spring 2025 (n=12) 12/12 (100%) of students received an average score of >80% Ave. = 24.75/25 points (99%) Spring 2024 (n=10) (90%) Ave. = 23.1/25 points (92%) Spring 2023 (n=11) (90.9%) Ave. = 23.5/25 points (94%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: This is the fourth year of measuring this target. This evaluation occurs in the final semester for students during the third or fourth rotation. Results indicate that students are learning and retaining behaviors needed to be successful in a professional lab setting. Students are assessed by their clinical instructors on interest in learning, initiative, communication skills, acceptance of constructive criticism, and safety. **Actions** **Action Date**: 08/11/2025 **Action**: We will evaluate subsequent cohorts of students on this measurement item with the same target. In addition, students will continue to receive a didactic affective evaluation at midterm and the end of each course to continue to promote professional behaviors. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** MediaLab Exam Simulator Scores (formerly MediaLab Exam Simulator Scores – MLS 475: Medical Laboratory Science Review **Target:** 75% of students will achieve a CAT difficulty of 5.0 **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 17 students 88.2% (15/17) achieved a CAT difficulty level of at least 5.0 on CAT exams (5 exams) Average level of difficulty = 6.1 Practice CATs = 5.61 Graded CATs = 6.2 2018 – 90%; 5.3 2019 – 83.3%; 5.9 2020 (n=6) • Proctored – 16.7%; 4.5 • Non-proctored – 83.3%; 5.8 2021 (n=17); 82.4%; 5.5 2022 (n=16); 100%; 6.8 2023 (n=10); 100%; 6.5 2024 (n=10); 100%; 6.1

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Exam Simulator (ES) is a preparatory resource we purchase for students to help them prepare for the BOC exam. Students took 5 CAT exams (all non-proctored) during the last 8 weeks of the semester. Our 2023-2024 action plan for 2024-2025 academic year indicated we would provide students with a study template to help them complete efficient reviews on all topic areas. We referred students to an exam content guideline from a credentialing agency, but some students expressed wanting something additional. The graded CAT exam average was higher again this year which shows the power of incentivization. Students were provided with information about past student outcomes, different certification exam options, and recommendations on when to schedule their certification exams. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to require students to complete practice and graded CAT exams. Students will be provided with a program-specific study template to help them complete efficient reviews on all topic areas. **Follow-up**

MLS 2.1

AU Outcome
Students will demonstrate technical competency in the delivery of quality laboratory service
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** Basic Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% (formerly 75% of students will complete all assignments) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 (n=19) 94.7% of students (18/19) received an average score of >80% Overall average = 28.7/30 points (95.7%) 2021 (n=16) – target met; overall ave. = 99% 2022 (n=12) – target met; overall ave. = 94.3% 2023 (n=13) – target met; overall ave. = 98.3% Target has been met since the measure was first evaluated in 2021. Students are provided with tools and resources to help them learn cellular morphology including a synchronous lab session and practice differentials for which they receive feedback from Cellavision on their performance. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered cell morphology during a virtual lab and provided numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to include these assignments without any revisions. Course faculty will continue to cover cell morphology during a virtual lab session and provide numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. A new textbook will be used for the 2025 course section. **Follow-up**

MLS 2.2

AU Outcome
Students will assess the accuracy of laboratory test results by correlating laboratory data with clinical diagnoses
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** Advanced Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Fall 2024 – (n=17) 100% (17/17) earned an average exam score of >80%. Fall 2023 = 100% Fall 2022 = 91.7% Fall 2021 = 100% This assignment was introduced in 2021 and students enjoyed the assignment and engaged with this assignment by asking questions. They were able to see some higher level cells to identify and higher level cases of real patient slides. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered advanced cell morphology in the coursework and then provided students a chance to review slides from actual patients with advanced morphological abnormalities. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to use this program (CellaVision) to teach and assess advanced cell morphology and competency within this course. No plans to change this assignment. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Program Comprehensive Exam (FKA: MLS Program Final Exam [formerly MLS 475: Medical Laboratory Science Review - Final Exam]) **Target:** 75% of students will receive a score of >55% (target prior to 2021-2022 = 75% of students will receive an average score of >=80%) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Faculty Org Committee	**Result Date**: 08/11/2025 **Result**: Spring 2024 – 16 students 87.5% of students (14/16) received a score of >55% Overall average score = 68% Spring 2020 (n=6) • 0 met target • 51.2% average score Spring 2021 (n=17) • 0 met target • 59.1% average score Spring 2022 (n=16) • 12 met target • 65.7% average score Spring 2023 (n=10) • 10 met target • 72.0% average score Spring 2024 (n=10) • 9 met target • 74.7% average score

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated we would continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. Both parts of the final exam were minimally updated from spring 2024 to improve question clarity. The spring 2024 course continued to include resources on how to study for a comprehensive exam. Weeks 1-9 allowed students to review summer and fall topics and create study outlines. Weeks 10-15 included subject-specific review activities for all program topics. The Week 9 synchronous session was moved to Week 2. Some new review materials were provided for some of the topics. One non-graduating student did not complete the final exams and was not included in the data. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. A program-specific review template will be provided to help students to efficiently review material. **Follow-up**

MLS 3.2

AU Outcome
Students will integrate team-building skills into professional practice
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** Service Learning Project **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 76.5% (13/17) of students earned an average score of >80%. Overall average score 26.1/30 = 87% Overall Averages 2023 (n=12) = 76.3%; 41.7% of students met target 2022 (n=12) = 80.8%; 66.7% of students met target 2021 (n=16) = 98.3%; 100% of students met target 2020 (n=15) = 90%; 73% of students met target 2019 (n=6) = 98.9% (target met) 2018 = 98.9% 2017 = 95.5% 2016 = 90.0% 2015 = 92.5% 2014 = 95.6% 2013 = 95.7% 2012 = 97.3% These results demonstrate the target (75% of students will receive an average score of >= 80%) has been consistently met (10/13 times) since the 2012-2013 academic year with the exception of the 2020-2021, 2022-2023, and the 2023-2024 academic years. The overall average score for this assignment increased for the current assessment year. Students who watched the project overview video did better than those who did not. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated the project handout should be expanded to include additional information about what should be included to fully meet each criterion. This was not completed. A project overview video provides this information, but all students did not watch the video. While the project handout was not updated, the service learning project was discussed during the Week 9 synchronous session which allowed students another opportunity to engage with instructions about how to complete the project. **Actions** **Action Date**: 08/11/2025 **Action**: Students who do not watch the project overview generally do not meet all project requirements, so the project overview lecture could be made mandatory. Students evaluate their own performance on this project with a rubric that is reviewed by the instructor. Adding additional information to the rubric may be helpful. A new instructor will be teaching this course for the 2025-2026 academic year. **Follow-up**

MLS 4.2

AU Outcome
Students will communicate effectively in an online environment
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 4:** Graduates will be able to display a commitment to the role and the development of the medical laboratory professional (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: Management Topics Discussion Board Posts (formerly Management Section Discussion Board posts – MLS 470: Laboratory Management) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result**: Spring 2025 (n=17) 100% students earned an average score of >80% (Ave. score = 83.1%) Spring 2024 (n=11): 97.3%% Spring 2023 (n=11): 100% Spring 2022 (n=16): 100% Spring 2021 (n=17): 100% Spring 2020:100% Spring 2019: 98% This target has been consistently met for the past seven years. Approximately half of the course modules contained discussion. Any deductions in posts were due to late work and APA formatting errors. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated that discussion assignments would be used to foster student interaction and effective communication skills. The variety of discussion assignments based on student experiences and perspectives continue to positively impact this target. **Actions** **Action Date**: 08/11/2025 **Action**: Discussion board assignments will continue to be used in this course to foster student interaction and effective communication skills in the online environment. **Follow-up**

Program (HS) - Public Health (PH)

PH Outcome 3.1

AU Outcome
Students will recognize the role of cultural factors in the delivery of public health services
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse

populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 3:** Students will demonstrate cultural competency skills (**X**)

- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** PH: 420 Final report **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Curriculum committee	**Result Date**: 01/20/2025 **Result**: In 2024, 7 students earned an 82.67% on the final project. In the prior year, the average was 85.6% so there was a small decrease in the scores. Since the United States population is becoming more diverse, students should be able to recognize various cultural factors in the delivery of public health services such as language, religion, health beliefs, etc. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between instructor and student to check progress of final project a week before the due date. After exploring the Blackboard course, it was not evident that those meetings were held. If they were, it may have made an impact since the scores were lower than the previous year. The course instructor is no longer at Allen College, so I could not confirm the proposed action was taken. **Actions** **Action Date**: 01/20/2025 **Action**: In reviewing the assignment purpose and instructions, the assignment doesn't align with learning objectives and course objectives to warrant a large project. The measure will be changed for Summer 2025 to include a final exam that incorporates more of the concepts that relate to cultural competency rather than focus on one small aspect. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH:420 Final Exam **Target:** Average score of >= 80% **Timeframe:** Summer Semester	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA

Measures	Result
Responsible Parties: Course Instructor/Health Sciences (HS) Curriculum Committee	**Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:420 Case Scenario: Linguistic Diversity **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**

College Goal 4

College Goal
Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service.
College Goal Status
Active

Admin - Center for Engagement, Learning, and Leadership

CELL 1.1

AU Outcome
Allen College culture supports and sustains community service and service-learning
Outcome Status
Active

Mapping
Admin - Center for Engagement, Learning, and Leadership: *(X - Highlight Selected)*
- **CELL Goal 1:** CELL Goal 1.0 Develop an institutional culture to support and sustain community service and service-learning. (**X**)

Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Service-Learning Faculty Scholars Survey [email survey of Allen College programs to ascertain incorporation of service and/or service learning into curricula] **Target:** 100% of Allen College programs incorporate service and/or service learning activities into their curricula. **Timeframe:** Years 2 and 4 **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result Date**: 05/14/2025 **Result**: This item is not reported in year 3. This will be assessed in year 4 (2025-2026). A service-learning stipend was awarded in 2024-2025 for implementation into a DPT course in 2025-2026. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: N/A **Actions** **Follow-up**
Assessment Method Status: Active	**Result Date**: 10/14/2025

Measures	Result
Assessment Type: AD: Survey **Measure:** Exit survey question "Do you intend to volunteer in your community in the future?" (yes, no) **Target:** 85% of exiting students report that they intend to volunteer in their communities in the future [Target decreased from 90% to 85% beginning 2024-2025 academic year.] **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result**: For 2024-2025,164/185 (88.6%) students who completed the survey reported they intend to volunteer in their community in the future (target met). This result is nearly the same as the previous year. This target was decreased from 90% to 85% in 2024-2025. Previous results are listed here: 2023-2024: 89.5% 2022-2023: 78.15% 2021-2022: 89% 2020-2021: 92% 2019-2020: 84.6% 2018-2019: 97% 2017-2018: 91% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-2025 was for the CELL committee to again discuss the target and consider adjusting it. It was discussed at the first fall CELL meeting in 2024, and the committee agreed to adjust the target slightly downward, which aided in meeting the target. **Related Documents**: Exit Survey Service Report For 2024-2025 CAP Report.pdf **Actions** **Action**: A variety of service activities will continue to be promoted throughout the 2025-2026 academic year to spark community engagement and service among students. **Follow-up**

CELL 2.1

AU Outcome
Alumni will demonstrate community service
Outcome Status
Active

Mapping
Admin - Center for Engagement, Learning, and Leadership: *(X - Highlight Selected)*
- **CELL Goal 2:** CELL Goal 2.0 Foster civic responsibility, leadership development, and lifelong learning through engagement in service. (**X**)

Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Alumni survey item: To what extent did your educational experience influence your desire to provide service to your community? (not at all, very little, some, quite a bit, very much) **Target:** 50% of alumni reported that their educational experience influenced their desire to provide service to their communities at least "some" (i.e., not at all, very little, some, quite a bit, very much). **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result Date**: 10/14/2025 **Result**: Of the 47 alumni who returned the alumni survey, 41 answered this question. Of the 41 alumni who answered this question, 27 (66%) reported their education at Allen College influenced their desire to provide service to their communities at least “some,” so the target was met. There were 20 (49%) alumni who answered “some,” 4 (10%) who answered “quite a bit”, and 3 (7%) who answered “very much.” The survey response rate was lower this year than the previous year. This target has been met for the past seven years: 2022-2023 Alumni: 69% of alumni reported their education at Allen College influenced their desire to provide service to their communities at least “some" (44%), “quite a bit” (16%), or “very much” (10%) 2021-2022 Alumni: 63% of alumni reported their education at Allen College influenced their desire to provide service to their community at least "some" (41%), quite a bit (15%), or very much (7%) 2020-2021 Alumni: 52% of alumni reported their education at Allen College influenced their desire to provide service to their community at least "some" (some = 33%, quite a bit = 16%, very much = 3%). (No data provided for DMS or PH.) 2019-2020 Alumni: 79% of alumni reported their education at Allen College influenced their desire to provide service to their community at least "some" (some = 61%, quite a bit = 16%, very much = 2%). (No data provided for DMS or PH.) 2018-2019 alumni: 73.4% of alumni responding to the alumni survey reported their education at Allen College influenced their desire to provide service to their community at least "some" (some = 41%, quite a bit = 22%, very much = 11%). (No data provided for DMS, EdD, or PH.) 2017-2018 Alumni: 71% responding to alumni reported their education at Allen College influenced their desire to provide service to their community at least "some." **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The proposed action plan for 2024-2025 was for the CELL to continue to host a variety of volunteer activities (both small and large group), and to promote volunteering on social media. Since the surveys are a year behind the CAP, the service and service-learning culture within the college environment may have influenced the desire of graduates to provide service to their community. **Related Documents**: Service Reported by 2023-2024 Grads For 2024-2025 CAP Report.pdf **Actions** **Action**: For 2025-2026, the CELL will continue to offer a variety of volunteer activities (both small and large group), and to promote volunteering on social media. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Alumni survey item: How many hours of community service have you been involved in during the past 12 months? (0, 1-4, 5-9, 10-14, 15-19, 20-24, 25 or more) **Target:** 40% of alumni responding to the survey report performing 1-4 hours of service during the past 12 months [Target reduced from 60% to 40% starting 2022-2023 academic year and from 1-4 hours from 5-9 hours for 2023-2024 academic year] **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result Date**: 10/14/2025 **Result**: Results presented here are for 2023-2024 graduates. Of the 47 alumni who returned the alumni survey, 41 answered this question. Of the 41 alumni who answered this questions, 24 (59%) reported performing at least 1-4 hours of service during the past 12 months, so the target was met. There were 12 (29%) who reported 1-4 hours, 4 (10%) who reported 5-9 hours, 5 (12%) who reported 10-14 hours, 0 (0%) who reported 15-19 hours, 1 (2%) who reported 20-24 hours, and 2 (5%) who reported 25 or more hours. There were 17 alumni (41%) who reported performing no community service during the previous 12 months. For the 2022-2023 graduates, 61% of the 62 alumni answering this question reported performing at least 1 or more hours of service during the past 12 months. 19 (31%) reported 1-4 hours, 6 (10%) reported 5-9 hours, 9 (15%) reported 10-14 hours, 2 (3%) reported 15-19 hours, 0 reported 20-24 hours, and 2 (3%) reported 25 or more hours. Twenty-four (39%) reported performing 0 hours of service during the previous 12 months. Prior to the 2022-2023 reporting year, the target has consistently not been met for several years. For the 2021-2022 graduates, 31/102 (30%) of respondents reported at least 5-9 hours of service in the past 12 months. 5-9 hours (n = 9; 9%), 10-14 hours (n = 8; 8%), 15-19 hours (n = 4; 4%), 20-24 hours (n = 4; 4%), or 25 or more hours (n = 6; 6%). 2020-2021 grads: 20% reported being involved in at least 5-9 hours of community service in the previous 12 months (0 hrs = 36%; 1-4 hrs = 22%; 5-9 hrs = 8%, 10-14 hrs = 3%; 15-19 hrs = 3%; 20-24 hrs = 1%; 25 or more hrs = 5%). 2019-2020 grads: 26% reported being involved in at least 5-9 hours of community service in the previous 12 months (0 hrs = 45%; 1-4 hrs = 29%; 5-9 hrs = 5%, 10-14 hrs = 3%; 15-19 hrs = 0%; 20-24 hrs = 13% 25 or more hrs = 5%). 2018-2019 grads: 29.7% reported they have been involved in at least "5-9" hours of community service during the past 12 months (5-9 = 10.9%, 10-14 = 9.4%, 1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-2025 was to continue to offer a variety of service activities throughout the year to encourage student volunteering. Since the alumni survey results are a year behind the CAP reporting, the previous year's proposed action plan impact is also included here. For 2023-2024, proposed action plan was for the CELL to consider adjusting this target to at least 1-4 hours, since it has been well below 40% despite the year-delay in collecting alumni survey results. This change was implemented following the first CELL meeting in the fall of 2023. The target was adjusted to 40% in the fall of 2022. The target was met based on the mentioned changes. **Related Documents**:

Measures	Result
	Service Reported by 2023-2024 Grads For 2024-2025 CAP Report.pdf **Actions** **Action**: For 2025-2026, the CELL will continue to offer a variety of service activities throughout the year to encourage student volunteering. **Follow-up**

CELL 2.2

AU Outcome
Promote leadership development through community service
Outcome Status
Active

Mapping
Admin - Center for Engagement, Learning, and Leadership: *(X - Highlight Selected)*
- **CELL Goal 2:** CELL Goal 2.0 Foster civic responsibility, leadership development, and lifelong learning through engagement in service. (**X**)

Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** SL: Survey **Measure:** Exit Survey question: Did you participate in any on or off campus committees, organizations, or projects outside of required coursework while you were a student at Allen College? (yes or no) **Target:** 40% of the respondents report participation in either on- or off-campus committees, organizations, or projects [target decreased from 60% to 40% starting 2023-2024 academic year] **Timeframe:** Annually	**Result Date**: 10/14/2025 **Result**: For 2024-2025, 82/185 (44.3%) reported they participated in on- or off-campus committees while enrolled as student at Allen College (target met). This result was slightly higher than the previous year, and the survey had a higher response rate for 2024-2025. 2023-2024: 38.6% 2022-2023: 40.40% 2021-2022: 39.62% 2020-2021: 50% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Responsible Parties: Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Action Plan Impact**: The action plan for 2024-2025 was to send an email and/or post a communication in the Blackboard Student Success course to all students during the first month of the fall semester to let students know what types of committees/organizations are available at the college and to encourage participation (e.g., CELL, APG, Curriculum, professional organizations). This was done, which may have positively impacted the target. **Related Documents**: Exit Survey Service Report For 2024-2025 CAP Report.pdf **Actions** **Action**: The action plan for 2025-2026 will be to continue to communicate on-campus committee and organizational opportunities for student participation. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Honors Program and Service Learning course rosters **Target:** 35% of each cohort in the in the traditional BSN track enrolls in the service honors program or a service-learning elective [target changed from "...upper division pre-licensure BSN program" to "in the traditional BSN track" starting 2023-2024 academic year] **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result Date**: 08/05/2025 **Result**: This target was partially met. During the 2024-2025 academic year, a total of 21 of 58 Traditional track BSN students (36.2%) completed either the service honors program or a service-learning elective, specifically Mission Nursing in Guatemala. 4 of 16 graduates from the old curriculum in Fall 2023 (25%), 3 of 18 graduates from the new curriculum in Fall 2024 (16.7%) and 14 of 24 graduates in Spring 2025 (58.3%). So this target was not met for each cohort, but was met for the entire academic year when looking at total number of graduates from this BSN track. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-2025 was that course faculty will continue to promote the importance of service and flexibility offered through both of these electives in the traditional track of the BSN program. The Assistant Dean, School of Nursing, Undergraduate Program, has promoted the service-learning courses as a great opportunity for the pre-licensure BSN students. Students appear to be very interested in providing service to both the local and global community. **Actions** **Action**: For 2025-2026, in order to fully meet this target in the future, faculty will promote the enrollment of pre-licensure students in nursing elective courses that include service. The Assistant Dean, School of Nursing, Undergraduate Program, will invite students who have participated in these electives focused on service to talk with new cohorts of students to encourage their engagement and participation in these courses to fulfill their elective requirement. **Follow-up**
Assessment Method Status: Active **Assessment Type:** SL: Survey **Measure:** Exit Survey question: While participating in on- or off-campus committees, organizations, or projects, did you assume a leadership role? (yes or no) **Target:** 40% of respondents report managing or leading an organization [target increased from 15% to 40% starting 2023-2024 academic year] **Timeframe:** Annually	**Result Date**: 10/14/2025

Measures	Result
Responsible Parties: Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result**: For 2024-2025, of the 82 students who reported participating in an on- or off-campus committee, 47 (57.3%) reported having been involved in a leadership role (target met). This result is nearly the same as the previous year. The target has consistently been exceeded for the past seven years. 2023-2024: 57.6% 2022-2023: 54% 2021-2022: 53% 2020-2021: 47% 2019-2020: 41% 2018-2019: 45% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: For 2024-2025, the action plan was for the CELL committee to continue to invite students to serve on committees and perform ambassador roles within the college. This was done at the start of the fall semester, and facilitated achievement of the target. **Related Documents**: Exit Survey Service Report For 2024-2025 CAP Report.pdf **Actions** **Action**: For 2025-2026, the CELL committee will continue to invite students to serve on committees and perform ambassador roles within the college. **Follow-up**

CELL 3.1

AU Outcome
Collaborate with partners in the community
Outcome Status
Active

Mapping
Admin - Center for Engagement, Learning, and Leadership: *(X - Highlight Selected)*
- **CELL Goal 3:** CELL Goal 3.0 Enhance existing community partnerships and build relationships with diverse partners through collaboration. (**X**)

Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Rosters from college-wide service activities (formerly "Signup sheets from service days") **Target:** 25% of students attend college-wide community service events yearly (formerly 15%) **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result Date**: 08/06/2025 **Result**: For 2022-2023, it was decided to raise the target from 15% to 25% and include student participation in all college-sponsored service activities to allow the college to more accurately reflect the number of students that are serving the community within the broader scope of college service activities. Based on the average enrollment for summer 2024 – spring 2025 of 437.3, the percentage of students participating in college-wide service events well-surpassed the target of 25% (182/437.3=41.6%; excluding service from service-learning courses). This may be underestimated, as only the largest total student group event was counted per organization, despite numerous additional activities with lower participation. In 2024-2025, the CELL organized several service activities. CELL volunteers participated in service with the following community partners: Salvation Army, Northeast Iowa Food Bank, House of Hope, Special Olympics, and Cedar Valley Trails Partnership. The number of students that participated in CELL events in 2024-2025 was 51/437.3 (11.6%). Previous results: 2023-2024: 28/400.6 (6.9%) 2022-2023: 31/427.6 (7.2%) Previous results with updated target of 25% in 2022 for college-wide events: Summer 2023 – Spring 2024: (186/400.6=46%) Summer 2022 – Spring 2023: (120/427.6=28%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-2025 was that the CELL committee will to continue to collaborate with existing partners within the college/community and create at least one new opportunity for the Allen College student body and colleagues to fill a community need. The CELL planned several service activities throughout the year, with one new activity - a winter hat and gloves collection for the DeBonis Free Medical Clinic. **Actions** **Action**: For 2025-2026, the CELL committee will to continue to collaborate with existing partners within the college/community. **Follow-up**
Assessment Method Status: Active **Assessment Type:** SL: Service **Measure:** Service stories posted on social media	**Result Date**: 08/05/2025

Measures	Result
Target: 95% of featured service stories on social media will reach 1500 people and/or have 15 reactions [Target adjusted beginning 2024-2025 academic year. Previous target: Featured service stories on social media will reach 1,500 people and have 15 “likes”] **Timeframe:** Annually **Responsible Parties:** Center for Engagement, Learning, and Leadership Committee/CELL coordinator	**Result**: Throughout the year, the CELL committee promoted the sharing of the college's service stories on social media to increase awareness of the college's mission of service in the community. Seventeen posts were shared to social media during the reporting year, and thirteen of seventeen (76.5%) reached at least 1500 people and/or had a minimum of 15 reactions ("likes" or "shares"). One of the posts reached over 15,000 people. Previous results are provided here: 2023-2024: 11/13 (84.6%) reached at least 1500 people and 76.9% had greater than 15 “likes” 2022-2023: 13/14 (93%) reached at least 1500 people and 100% had greater than 15 “likes” 2021-2022: 9/11 (82%) reached at least 1500 people and 11/11 (100%) had at least 15 "likes" 2020-2021: 7/14 (50%) reached at least 1500 people and 13/14 (93%) had at least 15 "likes" 2019-2020: 5/15 (33%) reached at least 1500 people and 13/15 (87%) had at least 15 "likes" **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The action plan proposed in 2024-2025 was to discuss and clarify the target for this measure. This was completed at the first fall CELL meeting on 9.16.24, resulting in clarification to the target: “95% of featured service stories on social media will reach 1500 people and/or receive a minimum of 15 reactions.” **Related Documents**: CELL Social Media Data 2024 and 2025.docx **Actions** **Action**: For 2025-2026, social media will continue to be used to share the service mission of the college. **Follow-up**

Admin - Enrollment Management

EM 2.0

AU Outcome
Offer a variety of student activities

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse

populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory Satisfaction with College sponsored social activities (e.g., student lunches, movie nights) **Target:** Satisfaction to Importance gap is less than .50 for Satisfaction with College sponsored activities OR the satisfaction score is higher than the importance score. Target prior to 2025-2026: Satisfaction to Importance gap < .50. **Timeframe:** Annually **Responsible Parties:** Director of Student Success and Engagement	**Result Date**: 07/30/2025 **Result**: The reported satisfaction with College-Sponsored social activities (e.g. student lunches, movie nights) was 5.7. The reported importance was 5.43. Since satisfaction was rated higher than importance, this goal was met. Like this year, students rated their satisfaction with social activities higher than importance. The satisfaction from last year was 5.84 compared to 5.7 this year, which means there was a slight drop in satisfaction between the two years. The importance also dropped from 5.61 last year to 5.43 this year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The utilization of the Student Success Survey was beneficial as it identified areas students were wanting to see more social engagement. Students identified they were looking for more active activities that took short amounts of time that could be done between classes. Attendance was taken at each event to track total attendance, individual student attendance, and participation. Feedback was also received about activity ideas and food options for those events that offered it. Overall, the number events offered per term increased as well as the number of student participants. The academic term 23-24 saw 27 events with approximately 75 students attending, while the academic term 24-25 saw an increase to a total of 77 events with 399 students attending. **Actions** **Action**: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college. **Follow-up**

Measures	Result
	Follow-up: For the next academic year, Student Success will be focusing on more hands-on, quick-timed activities for students to enjoy. A thorough look of the student schedule will determine the best times for these events and activities. In addition, student success in engaging various marketing strategies to ensure the students are aware of the activities being offered (i.e., social media, bulletin boards, weekly newsletters, and announcements in class). In terms of academic support, the office of student success is looking into creating learning modules through our Blackboard pages as well as exploring other student support platforms that could be utilized by the college.
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “Extracurricular activities (e.g., chorus, Nurses Christian Fellowship)” **Target:** Extra-Curricular Activities Satisfaction to Importance gap is less than .50 OR satisfaction is higher than the importance. Target prior to 2025-2026 was 80% of students report satisfied or very satisfied **Timeframe:** Annually **Responsible Parties:** Director of Student Success and Engagement	**Result Date**: 07/30/2025 **Result**: NEW TARGET: Extra-Curricular Activities Satisfaction to Importance gap is less than .50 or if the satisfaction is higher than the importance. The student satisfaction with extracurricular activities was rated at 6.02 and the importance was rated at 5.63. Since the satisfaction score is higher than the importance score, this goal was met. Last year, students reported 6.12 satisfaction and 5.5 importance. Although last year it was indicated that the goal was not met, the intent of the satisfaction gap is to identify issues when the student rates importance higher than their satisfaction. Therefore, when the student’s satisfaction is greater than the importance, the goal will be met. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Having monthly communications between the various student organizations did help avoid conflicts within the activities hosted on campus. It is important to note, that due to a faculty adviser, NCF was disbanded. ASRO, ASNA, SOTA, and the Student Ambassadors were all active on campus and contributed to fundraising and service goals. The Student Ambassadors in particular saw an increase in their membership as well as the number of hours served per term. **Actions** **Action**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented. **Follow-up** **Follow-up**: The Student Ambassadors will be examining their committee goals and make-ups to determine if student mentoring can be expanded or not. Additionally, more deliberate action will be taken to coordinate co-sponsored events between the various student organizations and to ensure all students feel they have a student organization they can join. Recruitment efforts for the student ambassadors is also expanding to the OTD, DMS, and DCS programs in hopes of getting a higher diversity of students and programs represented.

EM 9.0

AU Outcome
Students are represented on college committees

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Opportunity for student involvement in college committees **Target:** Gap between the importance and satisfaction <.50 OR satisfaction is higher than the importance for item #43 Opportunity for student involvement in college committees. Target prior to 2025-2026: Gap between importance and satisfaction <.50 (previous target = 80% of students report they are satisfied or very satisfied) **Timeframe:** Year 4 **Responsible Parties:** Dean of Enrollment Management	**Result Date**: 07/30/2025 **Result**: Students rated their satisfaction with their opportunities for representation on college committees at 6.1. The students rated the importance as 5.74. Since the satisfaction is greater than the importance, this goal was met. Last year, students rated their satisfaction with the opportunity for representation on college committees at 6.23, which is higher than this year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Last year's action plan was to monitor the comments in the RNLSSI to ensure students feel like they have a voice and/or a place to voice comments or concerns. It is unknown whether this action plan helped with the success of this goal. **Actions** **Action Date**: 07/19/2025 **Action**: Continue to monitor the comments in the RNLSSI survey and reported student concerns from the webpage to ensure students feel like they have a voice and/or a place to voice comments or concerns./ **Follow-up** **Follow-up Date**: 07/30/2026 **Follow-up**: Continue to monitor the comments in the RNLSSI survey and reported student concerns from the webpage to ensure students feel like they have a voice and/or a place to voice comments or concerns./ **Result Date**: 07/15/2025

Measures	Result
	Result: Students rated their satisfaction with their opportunities for representation on college committees at 6.1. The students rated the importance as 5.74. Since the satisfaction is greater than the importance, this goal was met. How do they compare to last year? Last year, students rated their satisfaction with the opportunity for representation on college committees at 6.23, which is higher than this year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Last year's action plan was to monitor the comments in the RNLSSI to ensure students feel like they have a voice and/or a place to voice comments or concerns. It is unknown whether this action plan helped with the success of this goal. **Related Documents**: RNLSSI 2025 Results.xlsx **Actions** **Action Date**: 07/15/2025 **Action**: What is the action plan for next year?/ Continue to monitor the comments in the RNLSSI survey and reported student concerns from the webpage to ensure students feel like they have a voice and/or a place to voice comments or concerns./ **Follow-up**

Program (HS) - Associate of Science in Radiography (ASR)

ASR 2.2

AU Outcome
Students will practice and demonstrate communication skills (formerly Students will practice written communication skills)
Outcome Status
Active
Start Date
09/25/2023

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 115 Patient Care Presentation **Target:** Average score of >= 85% **Timeframe:** Level I-Fall Semester **Responsible Parties:** RA: 115 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 89% is slightly lower when compared to last year's average of 97%. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students continue to practice effective communication skills. Benchmark was exceeded. 2024 = 89% (n =24) Previous Data: 2023 = 97% (n = 22) Written Communication 2022= 97.7% (n=15) Oral Communication 2022=94.3% (n=15) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. Although benchmark was met, there was an 8% drop in overall scores compared to last year. The students gave great presentations but failed to answer the main theme of explaining how the selected topic will influence them in providing patient care during a medical imaging procedure. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. This measurement tool will be moved from the RA115 course to the RA122 course for 2025/2026 academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:258 Pathology Systems Presentation **Target:** Average score of >= 85% **Timeframe:** Level II-Spring Semester **Responsible Parties:** RA: 258 Course Instructor/ HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 99.3% is slightly higher, yet comparable, when looking at the prior academic year. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students consistently continue to practice effective communication skills. Spring 2025 = 99.3 % (n =21) Previous Data: Fall 2023 = 96% (n = 13) Written Communication 2022=93.9% (n=10) Oral Communication 2022=94.2% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students and encourages them to review APA guidelines. The RA258 course was moved from the fall semester to the spring semester during this academic year. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. The students were allowed scheduled class times to work on the presentations with guidance from the instructor. Benchmark was met and exceeded the last cohort's score. A new rubric and more detailed instructions to help guide the students was incorporated this year. Students consistently continue to practice effective communication skills. **Actions**

Measures	Result
	Action Date: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. **Follow-up**

ASR 3.3

AU Outcome
Students will be able to critically think in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*

- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:145 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** RA: 145 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA145 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8 was 3.83. This year's average score is slightly lower yet comparable at 3.72. All students continue to exceed benchmark with consistently averaging 3.65 and higher for the last 5 years. Students continue to demonstrate their ability to critically think in the clinical setting. Spring 2025 =3.72 (N =24) Previous data: 2024 = 3.83 (N =21) 2023 = 3.74 (N =15) 2022 = 3.66 (N =10) 2021 = 3.65 (N=18) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors in the clinical setting continued to provide excellent instruction and supervision of students to assess their critical thinking skills. Although benchmark was made, there was an overall decrease compared to the previous year in all four categories: Self-Image for Level in the ASR Program, Ability to follow directions, Applications of Knowledge, and Composure and Adaptability. Overall, the action plan was effective. Students demonstrated the ability to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide the needed instruction and supervision of the students to evaluate their critical thinking skills in the clinical setting. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:265 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8, was 3.82. This year's score was slightly higher at 3.87, but this increase is not considered significant and is consist with prior data. The benchmark continues to be exceeded, and the students continue to demonstrate their ability to critically think in the clinical setting. 2024 = 3.87 (n=21) Previous Data: 2023 3.82 (n=13) 2022 3.86 (n=10) 2021 3.57 (n=17) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct, explain, and demonstrate to students how to practice critically thinking skills in the clinical environment. The action plan was effective to meet benchmark. The students' scores increased in all four performance criteria areas: application of knowledge, ability to follow directions, self-image for level in the ASR program, and composure and adaptability. Students have immediate access to their completed evaluations on Trajecsys. The Clinical Coordinator reviews the evaluations on a routine basis when they are completed and meets with any students that may need guidance before the next evaluation is filled out. Students continue to be able to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to instruct, explain and demonstrate to students how to practice critical thinking skills in the clinical environment. **Follow-up**

Program (HS) - Diagnostic Medical Sonography (DMS)

DMS 2.2

AU Outcome
Students will successfully obtain patient history
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 2:** Facilitate the development of effective communication and interpersonal skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/Preceptor Evaluations Number 1 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** DMS:408 Course Instructor/Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg 4.7 Fall 2023 avg 4.25 Scores increased from previous year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty chose to continue using present evaluation form. Faculty obtained and assessed feedback from clinical instructors. Faculty reviewed evaluations with clinical instructors and student at each site visit and identified /made recommendations for student improvement **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, faculty will continue to use current forms. Faculty will continue to review evaluations with students at each site visit, and identify areas of concern, and make recommendations/plan for student improvement. **Follow-up**

DMS 4.2

AU Outcome
Students will practice professionalism in the clinical lab setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*

- **DMS Goal 4:** Provide an environment that supports and promotes professional growth, a commitment to life-long learning and prepares sonography professionals who function as competent members of the health care team (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/ Preceptor Evaluations Numbers 1,2,10-13,15-19 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** DMS 408 Instructor/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg score = 4.7 Fall 2023 avg score = 4.62 Fall 2022 avg score 4.86 Scores remain high. Students continue to demonstrate professional in the clinical setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty evaluated feedback from clinical instructors. At each site visit, faculty reviewed evaluations with clinical instructors and the student. Areas of concern were identified and recommendations for student improvement were developed. This action plan appears to have been effective in helping students be successful in the clinical setting. **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide excellent instruction and supervision of students to assess their critical thinking skills. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:409 Clinical Instructor/ Preceptor Evaluations Numbers 1,2,10-13,15-19 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Spring Semester **Responsible Parties:** DMS 408 Instructor/ Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Spring 2025 avg score 4.8 (n=5) Spring 2024 avg score 4.8 (n=6) Spring 2023 avg score 4.9 Scores remain high. Students continue to demonstrate professional in the clinical setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2024-2025 action plan, faculty evaluated feedback from clinical instructors. At each site visit, faculty reviewed evaluations with clinical instructors and the student. Areas of concern were identified and recommendations for student improvement were developed. This action plan appears to have been effective in helping students be successful in the clinical setting. **Actions**

Measures	Result
	Action: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, the clinical instructors/preceptors in the clinical setting will continue to provide excellent instruction and supervision of students to assess their critical thinking skills. **Follow-up**

Program (HS) - Doctor of Education (Ed.D.)

EdD 1.2

AU Outcome
Students will assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – Literature Review **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Service Learning Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.9% (23.25/24) 2022 (n=2) – target met (overall average = 93.8%) 2020 (n=2) – target met (overall average = 95.8%) 2018 (n=1) – target met (overall average = 97.9%) 2016 – 84.5% (average) The purpose of this assignment was for students to develop a service-learning project that could be offered in a course. Students use the Engaged Faculty Institute curriculum as a framework to explore service learning. The project requires students to communicate what they learned about service learning and if an activity could be incorporated into their instructional settings. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year stated this assignment would be included with no changes. This assignment was updated in the spring 2023 section to have students focus on the viability of using service learning in their setting. **Actions**

Measures	Result
	Action Date: 08/11/2025 **Action**: This assignment will continue to be included with no changes. We will also continue to explore virtual service learning as an option for health professions educators. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Strategic Planning Environmental Scan Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Strategic Planning Environmental Scan Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 2.1

AU Outcome
Students will facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*

- **EdD Goal 2:** Provide graduate education programs of excellence through the use of information, communication, and practice. (**X**)
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 750: Curriculum Theory and Design in the Health Professions – Final Project **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (100/100) Summer 2023 – Met; 100% (average); n=1 Summer 2022 – Met; 100% (average); n=1 Fall 2019 – Met; 100% (average); n=1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment based on the past successes. A new required textbook was added for the 2024 section. The final project requires students to develop a unit of instruction following a curriculum development framework. Students worked on different sections of the project throughout the course and received feedback prior to assembling the final project. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: EdD 760: Pedagogy in Health Professions Education – Teaching Evaluation **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2014, 2017, etc.) **Responsible Parties:** Program Chair/HS Graduate Curriculum Committee	**Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 96.7% (29/30) 2020 (n=3) – target met (overall average = 100%) 2023 (n=2) – target not met (overall average = 65%) Within each module, students evaluated an existing teaching evaluation tool against the learning theories covered in that module. By the end of the course, each student had created a unique teaching evaluation to use for a peer review. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated the assignment instructions would be reviewed for clarity. No changes were made. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no changes. **Follow-up**

EdD 4.1

AU Outcome
Students will apply analytical methods and research to develop best practices and practice guidelines.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Personal Statement of Teaching Philosophy **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course taught (e.g., spring, Year 1) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 99.6% (49.8/50) 2020 (n=3) – target met (overall average = 97.6%) 2023 (n=2) – target met (overall average = 99.6%) Within each module, students completed a journal entry to help capture information about their teaching style to use in the final assignment. Students were allowed flexibility in the format of their submission. All three completed an essay. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. A guidance document with assignment expectations provides information to students, and that will continue to be used. Subsequent sections will be assessed to ensure the target continues to be met.

Measures	Result
	Follow-up

Program (HS) - Doctor of Physical Therapy (DPT)

Graduate Goal 2

AU Outcome
GG2. Demonstrate lifelong learning, engagement in the community, and leadership in the profession
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 2.1. Graduate Survey: Percentage of graduates who agree they have engaged in learning activities and will provide examples of activities to enhance their physical therapy services or maintain licensure expectations. **Target:** 60% of graduates will strongly agree or agree that they have engaged in learning activities and will provide examples of activities to enhance their physical therapy services or maintain licensure expectations. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/17/2025 **Result**: 100% of employers who answered the employee survey on our inaugural class strongly agree our graduates demonstrate lifelong learning, engagement in the community, and leadership in the profession . This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of employers who answered the employee survey on our inaugural class strongly agree our graduates demonstrate lifelong learning, engagement in the community, and leadership in the profession . This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Actions** **Action**: We will continue to ask employers to fill out the employer survey 1 year after they graduate. The DPT program will continue to focus on continuous curriculum improvement, evidence based and client centered care as well as service opportunities to practice affective skills and leadership. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey	**Result Date**: 09/17/2025

Measures	Result
Measure: 2.2. Graduate Survey: Percentage of graduates who agree they have served or have plans to serve in their community or in a leadership role in the profession through such activities as becoming a clinical instructor, contributing to a program within their work environments, providing community service, being active in their district, providing education to others, and participating in APTA or other professional sections/academies. **Target:** 40% of graduates will indicate that they have served or have plans to serve in their community or in a leadership role in the profession through such activities as becoming a clinical instructor, contributing to a program within their work environments, providing community service, being active in their district, providing education to others, and participating in APTA or other professional sections/academies. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result**: 100% of employers who answered the employee survey on our inaugural class agree or strongly agree that our graduates demonstrate lifelong learning, engagement in the community, and leadership in the profession. This employer survey is deployed 1 year (January spring term) after the cohort graduates (December fall term). **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Demonstrate lifelong learning, engagement in the community, and leadership in the profession **Actions** **Action**: We will continue to ask employers to fill out the employer survey 1 year after they graduate. The DPT program will continue to focus on continuous curriculum improvement, evidence based and client centered care as well as service opportunities to practice affective skills and leadership skills. **Follow-up**

Student Goal 1

AU Outcome
SG1. Student will exhibit caring, compassion, and integrity throughinteractions with patients, families, and the professional community
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** PTMACS (Clinical Education Tool)	**Result Date**: 09/18/2025 **Result**: 100% of students not only reached entry-level or above entry-level performance but they did not have any incident related to professionalism, ethics, or behavior violating the APTA Code of Ethics in the 2024-2025 academic year which matched the 100% results from the 2023-2024 academic year.

Measures	Result
Target: 100% of students will have no documented incidents on the following components: A-professionalism; C-Interpersonal Skills; D-Communication; F-Responsibility/Accountability. **Timeframe:** Annually: At the end of program after the final clinical education experience **Responsible Parties:** Director of Clinical Education	**Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of students not only reached entry-level or above entry-level performance but they did not have any incident related to professionalism, ethics, or behavior violating the APTA Code of Ethics in the 2024-2025 academic year which matched the 100% results from the 2023-2024 academic year. **Actions** **Action**: The DPT program curriculum will continue to emphasize the importance of professionalism and embrace the APTA Code of Ethics throughout the didactic and clinical component of the program. The program will also continue to organize and support learning activities which incorporate community interaction and service. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 1.2. Exit Survey: Percentage of students who agree they exhibit a caring and compassionate affect in patient care. **Target:** 100% of students will strongly agree or agree that they exhibit a caring and compassionate affect in patient care. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/15/2025 **Result**: 100% of graduates agree they were prepared to practice in a caring and compassionate manner. These results from 2024-2025 are the same results from the previous 2023-2024 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of graduates agree they were prepared to practice in a caring and compassionate manner. These results from 2024-2025 are the same results from the previous 2023-2024 academic year. **Actions** **Action**: The curriculum will continue to emphasize in the importance of communication and assess communication in high stake practical examinations in addition to community service events interactions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 1.3. Exit Survey: Percentage of students who agree they exhibit integrity in interactions with all stakeholders. **Target:** 100% of students will strongly agree or agree that they exhibit integrity in interactions with all stakeholders. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Result Date**: 09/15/2025 **Result**: 100% of students reported acting with integrity and they were well prepared to model the APTA Code of Ethics. These results for 2024-2025 are the same as the previous 2023-2024 academic year reporting **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of students reported acting with integrity and they were well prepared to model the APTA Code of Ethics. These results for 2024-2025 are the same as the previous 2023-2024 academic year reporting **Actions** **Action**: We will continue to assess professionalism and ethical behavior during practical examinations and clinical experiences. **Follow-up**

Student Goal 2

AU Outcome
SG2. Demonstrate lifelong learning, engagement in the community, and leadership in the profession.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** 2.1. Percentage of students who demonstrate leadership by participating in professional activities. **Target:** 100% of students will demonstrate leadership by participating in professional activities. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** PT Student Club Advisor	**Result Date**: 09/15/2025 **Result**: 87.5% (7 out of 8) students participate in volunteering/community activities. From those, 25% assume roles of leadership in these activities. These results are decreased from the previous 2023-2024 results where 100% of students participated in volunteering/community activities and 40% assume roles of leadership in these activities. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: 87.5% (7 out of 8) students participate in volunteering/community activities. From those, 25% assume roles of leadership in these activities. These results are decreased from the previous 2023-2024 results where 100% of students participated in volunteering/community activities. From those, 40% assume roles of leadership in these activities. **Actions** **Action**: The program will continue to encourage students to take leadership opportunities when involved in community and volunteering activities. Also, emphasize students the different type of leadership roles when participating in these activities. To meet this goal future service activities are going to be faculty structured for student participation during lab immersion times, in the past students had to organize the activities which were difficult due to the hybrid nature of the program. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Survey **Measure:** 2.2. Exit Survey: Percentage of students who agree they have a plan for participation in one or more professional development/lifelong learning/leadership activities that contribute to practice, the promotion of the profession, and ongoing licensure.	**Result Date**: 09/15/2025 **Result**: 100% of graduates reported they participated and will continue to participate in lifelong learning experiences. These 2024-2025 results are the same as the previous 2023-2024 results. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: 100% of graduates reported they participated and will continue to participate in lifelong learning experiences. These 2024-2025 results are the same as the previous 2023-2024 results. **Actions**

Measures	Result
Target: 100% of students will strongly agree or agree that they have a plan for participation in one or more professional development/lifelong learning/leadership activities that contribute to practice, the promotion of the profession, and ongoing licensure. **Timeframe:** Annually @ Faculty Retreat **Responsible Parties:** Assessment Committee	**Action**: Students will participate in lifelong learning activities during the curriculum by engaging in IPE and service activities planned throughout the curriculum. Their participation in lifelong activities after licensure will be assess in the 1-year post graduation survey. **Follow-up**

Program (HS) - Masters in Occupational Therapy (MS in OT)

MS in OT 5.0 Required formats to document

AU Outcome
Students will demonstrate professional and ethical responsibility in advocating for clients and OT by articulating the value of OT to policy makers and the public.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 3:** Clearly articulate, document, and apply professional principles and ethics, in the advocacy of the client's needs as well as the needs of the OT profession. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** 613 – Advocacy Assignment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort at 100%, compared to the last reporting period which the cohort average was 100% in Spring 2024, and 97% in Spring 2023; the goal continues to be met. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Primary instructor will provide lecture and provide instruction on assignment expectations, and expand rubric details to better demonstrate student expectations. Benchmark continues to be met suggesting the action plan was successful. **Actions** **Action**: Primary instructor will provide lecture/classroom activities to support this goal as well as instruction on assignment expectations. **Follow-up**

MS in OT 6.0 Ethical Principles

AU Outcome
Students will incorporate ethical consideration to practical situations to demonstrate proficiency leading to improved client and professional outcomes.
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 3:** Clearly articulate, document, and apply professional principles and ethics, in the advocacy of the client's needs as well as the needs of the OT profession. (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** OT 613 – Ethics Assessment **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Students received an average score of 100% in Spring 2025 compared to an average of 100% in 2024. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Benchmark was met. **Actions** **Action**: Will continue to monitor to ensure meeting standard for 3 consecutive years (starting 2024). **Follow-up**

MS in OT 10.0 Develop program evaluation

AU Outcome
Students will demonstrate skills in developing programs for individuals, groups, and communities.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*

- **MS in OT Goal 5:** Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students within the guidelines of the professional practice. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** OT 603 – Program Plan Presentation **Target:** Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 4 (Fall) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result Date**: 11/07/2025 **Result**: Average cohort score is 95% and average cohort score from 2023 was 91.4%. This compares to an average cohort score of 96.6% in 2022, and 97% in 2021. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Faculty will continue to review the rubric for this presentation. Faculty will provide opportunities for students to explore and develop programs for individuals and communities with emerging needs. The target was met with significant improvement from the prior year. The action plan allowed the goal to be met during this timeframe. **Actions** **Action**: Faculty will continue to review the rubric for this presentation and update to meet revised standards. Faculty will provide opportunities for students to explore and develop programs for individuals and communities with emerging needs. **Follow-up**

Program (HS) - Medical Imaging (MI)

MI 2.2

AU Outcome
Students will practice written communication skills.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 410 Research PowerPoint Presentation (MRI)	**Result Date**: 09/30/2025

Measures	Result
Target: Average score of >= 80% **Timeframe:** Fall Semester **Responsible Parties:** MI: 410 Course Instructor/HS Curriculum Committee	**Result**: This year's average score is 98.2%. This is slightly lower, yet consistent, with last year's average score of 99%. Benchmark continues to be exceeded, and students continue to practice written communication skills. 2024 = 98.2% (n=4) Previous Data: 2023 = 99% (n=3) 2022 = no data available 2021 = 96% (n=1) 2020 = 98.2% (n=4) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor broke down the rubric to make it more specific in regards to APA formatting and content. Proper APA formatting examples were provided to the student within their Blackboard course which included a PowerPoint presentation. Minor points were deducted from one student for grammatical and sentence structure errors and APA formatting on the reference page. Overall, APA did not pose much of challenge for this cohort. Each student is required to submit a portion of their presentation part way through the semester and feedback is provided to the student at that time regarding APA formatting, content, etc. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric so each student understands how they will be graded with regards to APA formatting. The instructor will continue to provide APA formatting examples within their Blackboard course. The instructor will continue to require each student to submit a partial submission part way through the semester for feedback. APA will remain a focus moving forward even though this cohort did not struggle in that area. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 435 CT Procedures I Reflection Paper **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 435 Course Instructor/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will create a detailed rubric to ensure that each student is reflecting on what they learned throughout the course. The instructor will implement APA requirements within the rubric to ensure that each student follows proper APA format. **Follow-up**

MI 4.1

AU Outcome
Students will integrate leadership skills and construct professional practices.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 460 Service Learning Project (MRI) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 460 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: The Spring 2025 MI 460 Service-Learning Project average score is 74%. This is significantly lower than the Spring 2024 average score of 90%. Benchmark was not exceeded for this cohort. 2025 = 74% (n=1) Previous Data: 2024 = 90% (n=1) 2023 = no data available 2022 = 88% (n=1) 2021 = 91.5% (n=2) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided a detailed rubric at the beginning of the course. Information was provided to the students throughout the semester regarding service-learning opportunities. APA formatting information was available to all students within their Blackboard course. For this specific student, points were deducted in the categories of APA format, overall writing, and use of research. This student elected to not submit a draft of the paper for feedback prior to submission for a final grade. They elected to not incorporate research. APA formatting issues throughout. Grammatical and sentence structure concerns were noted throughout. Instructor expectations were not met by the student even with continued communication and guidance. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. The instructor is considering reformatting the service-learning assignment. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 445 Service Learning Project (CT) **Target:** Average score of >= 80%. **Timeframe:** Spring Semester **Responsible Parties:** MI: 445 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. **Follow-up**

MI 4.2

AU Outcome
Students will practice professionalism.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 1,5,9,12,13 is 4.0. This year's average score of 2.8 is significantly lower. Benchmark was not exceeded. Overall, professionalism was not practiced at the level of program's expectations. 2025 = 2.8 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.63 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to provide feedback through non-graded evaluations throughout the semester to allow students the opportunity to develop and practice professionalism. The clinical instructors continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide direct patient care. The action plan was not effective for this student. This specific student scored a 3.0 (on a 0–4-point scale) in the areas of: organization of assignments, initiative, policies and procedures, and ethical and professional behaviors. They scored a 2.0 in the area of appearance. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 1,5,9,12,13 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The clinical instructors will continue to work directly with each student in the clinical environment to help them establish and develop professionalism as they provide patient care. The clinical instructors will continue to provide feedback through non-graded evaluations to allow students the opportunity to develop and practice professionalism. **Follow-up**

Program (HS) - Medical Laboratory Science (MLS)

MLS 3.1

AU Outcome
Students will maintain competency in the laboratory field of study
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** Immunohematology Competency Exercises (MediaLab and MedTraining) **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually	**Result Date**: 08/11/2025

Measures	Result
Responsible Parties: Program Chair/HS Curriculum Committee	**Result**: Spring 2025 – (n = 16) 100% (16/16) successfully complete MediaLab (8 assignments) and MTS assignments (4 assignments) New item this year All MediaLab and MTS assignments were graded as complete/incomplete, so the target does not apply to how these assignments were graded. Students can repeat assignments until the system marks them as complete. Since all assignments were successfully completed, all students met a minimum score of 70%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: None - new item this year **Actions** **Action Date**: 08/11/2025 **Action**: This item should be revised to 75% of students will successfully complete all assigned competency modules. **Follow-up**

MLS 3.2

AU Outcome
Students will integrate team-building skills into professional practice
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our

constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** Service Learning Project **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 76.5% (13/17) of students earned an average score of >80%. Overall average score 26.1/30 = 87% Overall Averages 2023 (n=12) = 76.3%; 41.7% of students met target 2022 (n=12) = 80.8%; 66.7% of students met target 2021 (n=16) = 98.3%; 100% of students met target 2020 (n=15) = 90%; 73% of students met target 2019 (n=6) = 98.9% (target met) 2018 = 98.9% 2017 = 95.5% 2016 = 90.0% 2015 = 92.5% 2014 = 95.6% 2013 = 95.7% 2012 = 97.3% These results demonstrate the target (75% of students will receive an average score of >= 80%) has been consistently met (10/13 times) since the 2012-2013 academic year with the exception of the 2020-2021, 2022-2023, and the 2023-2024 academic years. The overall average score for this assignment increased for the current assessment year. Students who watched the project overview video did better than those who did not. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated the project handout should be expanded to include additional information about what should be included to fully meet each criterion. This was not completed. A project overview video provides this information, but all students did not watch the video. While the project handout was not updated, the service learning project was discussed during the Week 9 synchronous session which allowed students another opportunity to engage with instructions about how to complete the project. **Actions** **Action Date**: 08/11/2025 **Action**: Students who do not watch the project overview generally do not meet all project requirements, so the project overview lecture could be made mandatory. Students evaluate their own performance on this project with a rubric that is reviewed by the instructor. Adding additional information to the rubric may be helpful. A new instructor will be teaching this course for the 2025-2026 academic year. **Follow-up**

Program (HS) - Public Health (PH)

PH Outcome 3.1

AU Outcome
Students will recognize the role of cultural factors in the delivery of public health services
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*

- **PH Goal 3:** Students will demonstrate cultural competency skills (**X**)

- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Inactive **Assessment Type:** SL: Didactic **Measure:** PH: 420 Final report **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Curriculum committee	**Result Date**: 01/20/2025 **Result**: In 2024, 7 students earned an 82.67% on the final project. In the prior year, the average was 85.6% so there was a small decrease in the scores. Since the United States population is becoming more diverse, students should be able to recognize various cultural factors in the delivery of public health services such as language, religion, health beliefs, etc. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a required meeting was to be held between instructor and student to check progress of final project a week before the due date. After exploring the Blackboard course, it was not evident that those meetings were held. If they were, it may have made an impact since the scores were lower than the previous year. The course instructor is no longer at Allen College, so I could not confirm the proposed action was taken. **Actions** **Action Date**: 01/20/2025 **Action**: In reviewing the assignment purpose and instructions, the assignment doesn't align with learning objectives and course objectives to warrant a large project. The measure will be changed for Summer 2025 to include a final exam that incorporates more of the concepts that relate to cultural competency rather than focus on one small aspect. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH:420 Final Exam **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:420 Case Scenario: Linguistic Diversity **Target:** Average score of >= 80% **Timeframe:** Summer Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 11/03/2025 **Result**: This is a new measure for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: As stated above, this measure is new for the 2025-2026 academic year, so there are no results for the 2024-2025 academic year. The target was N/A since this measure was not active during this time frame. **Actions** **Action Date**: 11/03/2025 **Action**: N/A **Follow-up**

College Goal 5

College Goal
Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents.
College Goal Status
Active

Admin - Administration

Admin 1.0

AU Outcome
Remain a fiscally sound institution
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Grant proposal writer's record of submissions **Target:** Maintain the minimum number of applications submitted at 20 while increasing the total dollar value of approved grants **Timeframe:** Annually **Responsible Parties:** President	**Result Date**: 09/26/2025

Measures	Result
	Result: For the reporting year 2024-2025, Allen College submitted a total 14 grants that had a potential cumulative value of $5,516,130. The number of grants submitted (n=14) in 2024-2025 fell short of meeting the target of grant applications to submit (n=20) and was identical to the number of grants submitted in 2023-2024. The potential cumulative value for grant funding was fifteen times higher in 2024-2025 compared to 2023-2024 and the funded amount was ten times higher than the prior reporting cycle. As of July 1, 2024, two of the 14 submitted grants remained pending for a combined potential value of $123,000. Of note, it was suggested in the 2023-2024 action plan to reduce the number of grants to submit at 18 and the measure was not updated and remained at 20. Regardless, the target would not have been met if it was lowered to 18. 2024-2025 # Grants Submitted: 14** Potential Value: $5,516,130** # Grants Funded: 8 Value of Grants Funded: $1,641,306 **Includes HRSA Scholarships for Disadvantaged Students application for $2,132,225 which HRSA withdrew/cancelled the RFP. 2023-2024 # Grants Submitted: 14 Potential Value: $358,214 # Grants Funded: 8 Value of Grants Funded: $166,017 2022-2023 # Grants Submitted: 19 Potential Value: $ 7,322,260 # Grants Funded: 6 Value of Grants Funded: $ 147,145 2021-2022 # Grants Submitted: 13 Potential Value: $3,666,687 # Grants Funded: 9 Value of Grants Funded: $1,696,249 2020-2021 # Grants Submitted: 19 Potential Value: $378,277 # Grants Funded: 13 Value of Grants Funded: $449,183 **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: No **Action Plan Impact**: Even though this measure did not meet the target of submitting 20 (18) grants for the reporting cycle, this was still a successful grant cycle. In 2024-2025, Allen College pursed a Federal “Scholarships for Disadvantaged” (SDS) grant that took over two months to complete. This was a strategic approach to work on this grant while not pursuing smaller grants which are less involved to write and submit. It is probable that four smaller grants could have been prepared and submitted in the same time it took to submit the SDS grant. Even thought we were unsuccessful in meeting this target, the grant funded total was the highest it had been since 2021-2022. **Actions** **Action Date**: 09/26/2025 **Action**: For 2025-2026 action plan, the College President and Grant Writing team met at the conclusion of the 2024-2025 academic year. It was decided at that meeting that because of the Federal changes and the announced discontinuation of several Federal grants, Allen College will be intentionally pursuing more smaller grants in 2025-2026 than prior year. Internally, we have set a goal where the Grant Writer will find at least two grants per month to present to the President who will decide to pursue. We are aware of one possible Federal grant to pursue, the Sustaining Institutions Programs (SIP) grant which is only available every other year and eligible institutions must be Title III/IV eligible (Allen College received a waiver in 2024-2025 to be eligible). For 2025-2026, it is recommended to have the target remain at submitting 18 grants in the reporting year. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen foundation record of scholarships **Target:** Annual increase in number of endowed scholarships **Timeframe:** Annually **Responsible Parties:** Administrative Assistant to the President	**Result Date**: 10/07/2025

Measures	Result
	Result: The number of newly established endowed scholarships was lower in 2024-2025 (n=2) compared to 2023-2024 (n=8). 2024-2025 • # New Endowed Scholarships: 2 • # New Scholarships Established (includes endowed and non-endowed): 3 • # Endowed Scholarships 1st-Time Awarded: 8 2023-2024 • # New Endowed Scholarships: 8 • # New Scholarships Established (includes endowed and non-endowed): 12 • # Endowed Scholarships 1st-Time Awarded: 2 2022-2023 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 11 • # Endowed Scholarships 1st-Time Awarded: 5 2021-2022 • # New Endowed Scholarships: 6 • # New Scholarships Established (includes endowed and non-endowed): 6 • # Endowed Scholarships 1st-Time Awarded: 2 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan was effective as it did increase the communication between the College and Foundation. A weekly meeting was held on Fridays where the Foundation staff and College President met to review the weekly gift giving recap (sent every week on Wednesdays) to answer any questions about the gifts received. Additionally, a Foundation report from the Executive Director was added to the Board of Trustees agendas with at least one in-person Board Meeting attendance by the Foundation Executive Director. Even though the communication opportunities increased, it did not have a noticeable effect on the establishment of new scholarships. **Actions** **Action**: The number of new scholarships established in 2024-2025 was the lowest amount received in the last 5 years. While no concrete reasons exist that would attribute to this decline, it is possible that the focus on fundraising for the simulation expansion project significantly impacted (negatively) the number of scholarships established. It is recommended that for 2025-2026, the College President work with the Executive Director of the Foundation to create a KPI metric that has a monthly report of new scholarships established. This will provide a more real-time report of the scholarship efforts and will allow for fundraising strategy shifts if progress on scholarship establishment is not being made. **Follow-up**

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Iowa Student Aid Commission data used to compare Allen college tuition and fees to tuition and fees of other comparable private institutions **Target:** Allen College tuition is in bottom 25th percentile of Iowa Private Colleges offering prelicensure baccalaureate nursing programs [Target prior to 2024-2025 was "Allen College is among the least expensive private colleges offering pre-licensure BSN programs"] **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Please see attached chart which is for 2024-25, which shows us as fifth out of seventeen for all and third out of fifteen when excluding the state institutions. Allen College remains competitive with tuition and fees and the Board of Trustees approves any increases on an annual basis. In 2023-2024, the Board approved a 1.5% increase in tuition and fees, which is the same increase that we did in 2022-2023. The tuition increase is a data-driven decision each year and our action item from 2023-2024 on monitoring other institutions' tuition and fees to inform the decision. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action plan for 2023-24 to monitor tuition and fees compared to other colleges was successful based on the information gathered for the 2025 budget process, Allen College currently is one of the least expenses private colleges in Iowa offering pre-licensure BSN programs. **Related Documents**: Tuition and fees 2024-25.pdf **Actions** **Action Date**: 05/20/2025 **Action**: We continue to be a tuition driven institution; therefore, we will continue to monitor tuition and fees to and reduce expenses when feasible to keep Allen College competitively affordable for current and prospective students. Allen College will need to remain diligent in monitoring price competitiveness. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College balance sheet: Compare December 31 of current year to prior year. **Target:** Annual increase in College's endowment **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Upon review of our December 31, 2024, balance sheet, the permanently restricted assets which represent non-spendable net asset balances increased. which is account 2540-10000-33000-0000, and primarily represents scholarship endowments. Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6%. The change in beneficial interest (2540-10000-33000-1000) represents market fluctuation which decreased from the prior year by $174,873,94 or -46.6%. The total permanently restricted net assets (both accounts) increased between 2023 and 2024 by $200,757.98 or 1.8%. The percent increase does reflect the efforts of the College Leadership and the Foundation staff who work diligently to identify donors and funding sources (e.g., large grants and estate gifts) to increase the College's permanently restricted endowment. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our action to continue to increase funds was successful as this account increased from $10,577,809.39 as 12/31/23 to $10,953,441.31 of as of 12/31/24, which is an increase of 3.6% **Related Documents**: 12-31-24 Balance Sheet.pdf **Actions**

Measures	Result
	Action Date: 05/20/2025 **Action**: The college and foundation will continue to raise funds for permanently and temporarily restricted net assets for the benefit of the college and its students. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Projected credit hours compared to actual credit hours. **Target:** Actual credit hours meet or exceed projected credits hours annually. **Timeframe:** Annually **Responsible Parties:** Dean of Enrollment Management & DOBAS	**Result Date**: 05/20/2025 **Result**: During the 2024 calendar year, 11,949 actual credit hours were taught compared to 12,955 budgeted credit hours. The decreases in credit hours compared to budget were in all programs except ASR, MLS, DNP, EdD and MS in OT. Our total credit hours decreased from 2023 to 2024 from 12,323 to 11,949. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: For budget for the 2024 year, we used credit hour projections as an estimate based on student plans of study. Attrition is difficult to predict in the various programs, as is final number of incoming students in new and smaller programs. We will continue to monitor credit hour trends and budget accordingly. **Related Documents**: Credit Hours 12-31-24.pdf **Actions** **Action Date**: 05/20/2025 **Action**: For 2025 budget year, we will use credit hour projections as an estimate based on student plans of study and program attrition statistics to set credit hours by program. We will continue to monitor credit hour trends and budget accordingly. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Allen College year-end income statement: Actual performance compared to budget performance **Target:** Allen College's annual actual operating margin percentage meets or exceeds its annual budgeted operating margin percentage. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: We budgeted a -8.6% operating margin for 2024 but we ended 2024 with a -9.7% operating margin due to not meeting our budgeted credit hours for the year. Our action plan to help mitigate did help us save in expenses but our revenue was short $854,352 and we could not mitigate enough to overcome the revenue shortfall. We came in $48,393 under budget for the year. Our operating margin dropped from 2023 -4.8% to -9.7% in 2024. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: We did implement mitigation measures in 2024 as prescribed by the 2023 action plan. The 2023 mitigation action plan was not successful due to that fact that our revenue short fall was too great to be able to mitigate enough in expenses. **Related Documents**: UPH Flex Income Statement December 2024 with STIP.xls **Actions** **Action Date**: 05/20/2025 **Action**: We continue to use actual financials to come up with a starting budget for the following year. When revenue targets are not met, mitigation takes place to reduce our expenses so that we can attempt to meet budget targets. Since we are credit hour driven for revenue and when those credit hours do not occur, we can only mitigate expenses to help offset to point that we can still operate.

Measures	Result
	Follow-up

Admin 2.0

AU Outcome
Environment encourages Allen College employees to maximize their performance
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - External **Measure:** Salary comparison tools (e.g., IAICU, etc.) **Target:** Faculty salaries will be at the average comparable salary for rank at peer institutions. **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: Allen College is at or above 2023-24 average salaries for all ranks except for instructor when compared to Iowa colleges with nursing pre-licensure programs. We have very few instructors and the ones we have are very new. Iowa private colleges (IAICU) was used to benchmark and for the pre-licensure colleges that reported, Allen salaries met or exceeded the average in all ranks except instructor. These results are comparable to those of the previous reporting year, during which the target was also met. Faculty salary market adjustments were made based on our data. Staff salary comparisons were completed in 2024 and 2025 and market adjustments and GEO adjustments were made. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: Allen College compared all data as indicated in our action plan for comparison data which resulted in a few market adjustments being needed for faculty. The 2024-2025 results were influenced by the 2023-2024 action plan by conducting the annual salary audit using all available sources of information and presenting the findings to the Allen College President who made the final determinations of appropriate adjustments. Staff market adjustments were also made using data and approved by HR and College President. **Related Documents**: V.B. UPH Allen College 2025-26 Faculty Salary Review BOT - Updated.pptx **Actions** **Action Date**: 05/20/2025 **Action**: Continue to compare annually faculty and staff salaries with state, regional and national data if available. Make salary market adjustments as necessary based on data and trends if budget allows. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-short term teaching goals **Target:** 85% of faculty completely meet short-term teaching goals **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 97.9% (46/47) met the short-term teaching goals. These results are slightly higher than, but comparable to 2023-2024 where 90.5% (48/53) faculty met the short-term teaching goals. As described in the 2023-2024 action plan, the academic Deans continued to communicate the information about short-term teaching goals to faculty during the fall semester and reviewed during the faculty evaluation process. The academic leaders also intentionally connected with newer faculty (those with less than two years of teaching at Allen College) to check in on their progress and answer any questions. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The strategy of discussing at time of evaluation and connecting with new faculty has proven to be a successful strategy in continuing to meet this goal. **Actions** **Action Date**: 11/21/2025 **Action**: For the next academic year, the academic deans will continue to discuss short-term teaching goals during the faculty evaluation process, which now are occurring earlier due to the issuing of faculty agreements in February compared to March (as in prior years). Since the evaluations are occurring earlier, the effect on meeting this goal will need to be evaluated. No other changes are recommended for 2025-2026. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Annual report of Faculty Goal Achievement-progress on scholarly enrichment **Target:** 85% of faculty demonstrate progress on scholarly enrichment plans. **Timeframe:** Annually **Responsible Parties:** Provost	**Result Date**: 11/21/2025 **Result**: 91.5% (43/47) of faculty demonstrated progress on scholarly enrichment plans. These results are slightly higher than the 2023-2024 results where 88.6% (47/53) of faculty made progress on plans and it is still above the target of 85%. The 2023-2024 results may have been effected by a higher amount of new faculty being on staff and now that they have had more time to acclimate to Allen College process and more time to work on their plan, the 2024-2025 results were higher. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: The strategy of discussing with faculty at the time of evaluation has proven to be an effective strategy in meeting this goal. The 2024 the deans focused on the timing of having discussions with faculty prior to the evaluation cycle. Also, since we had a higher amount of new faculty in 2023-2024, the conversations the Deans had with these faculty contributed to a higher percentage making progress this year. **Actions** **Action Date**: 11/21/2025 **Action**: For the 2025-2026 academic year, the academic deans will continue to discuss the individual needs of faculty and importance of long-term goals in the academic setting. Timing this with annual evaluations is appropriate, and the evaluation are now being conducted earlier in the academic year (in some cases during the fall semester) due to moving the distributions of faculty agreements from March to February. They will also focus on newer faculty to give them feedback and advice on how to achieve their scholarly enrichment plans. No other changes are recommended. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Summary of Expenditures for Faculty and Staff Professional Development [e.g., total dollars spent for meetings, travel, and educational expenses]. **Target:** College provided financial support to college faculty and staff to attend educational and/or professional development activities **Timeframe:** Annually **Responsible Parties:** DOBAS	**Result Date**: 05/20/2025 **Result**: In 2024 we budgeted for our education and travel expenses and were successful as $43,729 was spent on tuition assistance for faculty and staff and $39,346 was spent on conference and meeting travel totaling $83,075 for faculty and staff. For 2024 there was $170,371 budgeted for education and travel. These results met target, and education did increase when compared with prior year due to increase educational assistance requested and travel did decrease slightly compared to prior year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As mentioned in the 2023 action plan, the College appropriately budgets for professional development opportunities. In the event of revenue shortfalls, the executive leaders determine if and how much savings can be mitigated from the professional development/travel budgets. **Actions** **Action Date**: 05/20/2025 **Action**: Continue to budget education and travel expenses annually for faculty and staff professional development. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Professional Development and Welfare (PDW) committee annual scholarly recognition report. **Target:** 55% of faculty and staff are recognized for their service and scholarly accomplishments **Timeframe:** Annually **Responsible Parties:** Chair--Professional Development and Welfare Committee	**Result Date**: 11/21/2025

Measures	Result
	Result: 14/77 (18.2%) of faculty and staff were recognized for a scholarly achievement (down 3% from last year) during 2022. 14/77 (18.2%) of faculty and staff were recognized for a service award (down 3% from last year) during 2022. The results for 2024-2025 were not met. Based upon the reporting of faculty/staff accomplishments reported in the weekly newsletter, these results are lower than what is reported. The issue is not faculty/staff completing these activities, it is a reporting issue. Previous results for comparison: 2023-2024: 21% of faculty and staff were recognized for a scholarly achievement during 2023. 2022-2023: 32% of faculty and staff were recognized for a scholarly achievement during 2022. 2021-2022: 35% of faculty and staff were recognized for a scholarly achievement and 16% were recognized for service during 2021. 2020-2021: 35% of faculty and staff were recognized for a scholarly achievement and 20.3% were recognized for service during 2020. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: According 2024-2025 action plan, the scholarly recognition data was requested every three months via Microsoft Teams. This proved to be ineffective to increase the amount of scholarly awards. **Actions** **Action Date**: 11/21/2025 **Action**: For 2025-2026, the PDW Committee will be tasked to identify new ways to engage faculty and staff and they will be responsible for increasing the amount of people who are reporting. Additionally, the academic Deans will remind faculty during their annual evaluations to submit their scholarly achievements and the staff executive leaders will remind their teams at huddle. **Follow-up**

Admin 3.0

AU Outcome
College receives external monetary contributions in the form of grants, scholarships, and gifts
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our

constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Internal Total Donations to College for Year **Target:** Amount of monetary donations increase. **Timeframe:** Annually **Responsible Parties:** President	**Result Date**: 09/26/2025 **Result**: Allen College and UnityPoint Health – Waterloo Foundation was able to increase the monetary amount donated 2024-2025 compared to 2023-2024, 2022-2023 and 2021-2022. July 1, 2024 – June 30, 2025*: Allen College received the following gifts: Cash: $472,555 Gift-in-Kind: $19,288 Pledges: $1,287,788 Stock/Property: $20,624 Other: Total: $1,800,257 *The 2024-25 results are through June 30 while prior years were only through May 31. This additional 30 days likely had minimal impact on the final results. June 1, 2023 – May 31, 2024: Allen College received the following gifts: Cash: $533,842 Gift-in-Kind: $12,219 Pledges: $60,432 Stock/Property: $19,993 Other: Total: $626,487 June 1, 2022 – May 31, 2023: Allen College received the following gifts: Cash: $891,045 Gift-in-Kind: $9,821 Pledges: $42,682 Stock/Property: $46,885 Other: Total: $990,434 2021-2022 June 1, 2021 – May 31, 2022: Allen College received the following gifts: Cash: $935,602 Gift-in-Kind: $13,528 Pledges: $78,514 Stock/Property: $29,772 Other: Total: $1,057,418

Measures	Result
	Reporting Year: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Based upon the 2023-2024 plan, the College and Foundation recognized that the overall fundraising results were lower the prior two years (2023-2024 and 2022-2023) because the College did not have a large capital campaign funding plan. In 2024-2025, the Foundation was very aggressively seeking funding for Allen College's proposed expansion of McElroy Hall for simulation. The fundraising started in September 2024 and is still ongoing. Much of the funds raised are earmarked for the simulation project and the total amount raised reflects the impact of a large capital project on the fundraising efforts. Even though the simulation expansion fundraising efforts still ongoing, the amount of donations and pledges received in 2025-2026 will likely be less than this year because of the initial success of the simulation fundraising efforts. **Actions** **Action Date**: 09/26/2025 **Action**: This year was the first year in the last three where the target was met. As described in the action plan impact, the presence of multi-million-dollar capital project can significantly impact the amount of funds raised by the Foundation for the College. Moving forward, the College's fundraising needs will continued to be evaluated and coordinated with the Foundation and the meeting of this CAP target will be more dependent on the needs of the College during the reporting period. No changes are recommended to this measure for the next reporting cycle. **Follow-up**

Admin 5.0

AU Outcome
Classroom and Lab facilities are available for students
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)—Satisfaction with Classrooms **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Question 46 - Classrooms for 2024-25 from the SSI reports that 82% of students rated this item important or very important and 86% were satisfied or very satisfied, indicating a -4% performance gap. In 2023-24 this item was rated important or very important by 86% of students and 91% were satisfied or very satisfied. This is a decrease of 4% in importance and a decrease of 5% in student satisfaction from the 2023-24 SSI survey; however, it still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-24 action plan was to continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. We updated the drop-down computer screen in Baskins Classroom, build a new microphone set with 8 portable microphones for better face-to-face, hybrid and online courses and meetings, swapped the old projector in McElroy Hall Classroom # 132 with a new Sony laser, 6,400 lumens projector, updated a computer speaker for the OT program, and added a computer speaker to the OT # 132 observation area. **Actions** **Action**: Continue to monitor and maintain classroom furniture and technology to ensure classrooms meet the needs of our students. In our strategic and capital planning classroom technology and furniture are considered. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—"18. Computer labs are adequate and accessible." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the SSI 2025 survey indicate students' level of importance and satisfaction that computers and/or Wi-Fi are adequate and accessible show that 94% indicate that this is important or very important and 87% indicate that they are satisfied or very satisfied, indicating a performance gap favoring importance of 7%. This satisfaction still meets the goal of 80% satisfaction rate. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The plan for 2023-24 was to continue to monitor and maintain our computer labs and Wi-Fi to ensure they meet the needs of our students. Students are now able to print from their laptops for their studies. The computer lab computers ended their lease in summer 2024 and we have reduced the number of devices in the computer lab. There were no campus Wi-Fi outages in the 2024-25 academic year. The action plan appears to have worked as the survey results met or exceeded the 80% target.

Measures	Result
	Actions **Action**: We will continue to monitor and maintain our computer labs to ensure they meet the needs of our students. Plans are underway to monitor computer use in the lab and library through quarterly/annual reports to determine sufficient computer/printer availability while being good stewards of our resources. **Follow-up**
Assessment Method Status: Inactive **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory –"21. The amount of student parking space is adequate." **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from 2025 RNLSSI item percentages report: 83% rated this item important or very important and 93% were satisfied with adequacy of parking space, indicating a performance gap favoring satisfaction of -10%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: While the percentage of important or very important has decreased by 2% and the satisfaction has decreased by 1% compared to the 2023-24 SSI survey results we are still well above the satisfaction threshold of 80%. **Actions** **Action**: The 2023-24 action plan was to continue to monitor our parking space to make sure they meet the needs of our students. Based on students on campus and an increase in virtual offerings, this has continued to ease parking constrictions. **Follow-up** **Follow-up**: We will continue to monitor our parking space to make sure they meet the needs of our students.
Assessment Method Status: Inactive **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory—Satisfaction with “10. Parking lots are well-lighted and secure.” **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 06/20/2025 **Result**: Results from the 2025 RNL SSI where the students think that the parking lots are well lighted and secure: 83% think it is important or very important and 94% are satisfied or very satisfied. This indicates a performance gab favoring satisfaction of -11%. When compared to the 2024 RNL SSI the importance of 83% and satisfaction of 94% shows a decrease in importance of 3% and a satisfaction that has stayed the same. These results continue to be well over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2024-25 was to continue to monitor the parking lots to ensure that they are well-lighted and secure for our students. **Actions** **Action**: The 2025-26 plan is to continue to monitor the parking lots to keep them well lighted and secure. UPH Security does regular rounds in our parking lots daily to monitor the safety of our lots. **Follow-up** **Follow-up**: We will continue to monitor our parking lots to ensure that are well lite and secure.

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Survey **Measure:** Ruffalo Noel Levitz Student Satisfaction Inventory (replaced Allen College Student Opinion Survey spring 2021)--Satisfaction with Study Areas **Target:** 80% of students report satisfied or very satisfied [need to verify target] **Timeframe:** Annually **Responsible Parties:** Buildings & Grounds	**Result Date**: 09/23/2024 **Result**: Question 45 - Study Areas from the SSI reports that 83% of students rated this item important or very important and 82% were satisfied or very satisfied, indicating a 1% performance gap. 2023-24 SSI reports that 86% of students rated this item important or very important and 89% were satisfied or very satisfied, indicating a decrease in importance of 3% and a decrease in satisfaction of 7%. These results are still over the 80% target. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The action plan for 2023-24 was to continue to monitor and maintain study areas to ensure that they meet the needs of our students. We did monitor and no changes were identified for 2024-25 academic year. **Actions** **Action**: For 2025-26 continue to monitor and maintain study areas for student use and review the current study spaces with the ability to add more if needed. Providing private study spaces can be challenging due to limited campus space; however, we are working with faculty, staff, and students to improve our study space offerings. Plans are underway to transition the Louviere Study Room into a meditation/quiet space for students to decompress during the day. **Follow-up** **Follow-up**: We will continue to monitor the study areas for student use.

Admin - Diversity, Equity, & Inclusion Committee

DEI 3.0

AU Outcome
Diverse representation in all college materials and buildings (DEI Goal 3: Welcoming and inclusive campus climate--Events, messages, symbols, and values of the campus make it a welcoming and inclusive environment for all students, faculty, staff, and members of the broader community.)
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Inclusivity Assessment (i.e., Report of advertising, marketing materials, website, pamphlets, etc. to ensure they promote inclusivity) **Target:** 50% of materials (e.g., advertising, marketing material, website, and images) promote inclusivity. **Timeframe:** Year 3 **Responsible Parties:** DEI Committee Chair	**Result Date**: 09/29/2025 **Result**: Per Enrollment Management 100% of marketing and recruitment material promote inclusivity as there are no materials created to promote exclusivity. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2020-2021 report, due to the pandemic, there was limited promotional activities during the 2020-21 academic year. However, 50% of the materials produced (website photos, pamphlets, etc.) did include images that promote inclusivity. In addition, the physical campus continues to promote diversity and inclusion. A gender neutral bathroom was open on the 1st floor Gerard Hall and a lactation room is in place for new mothers. Students are also surveyed on their satisfaction related to "inclusiveness and acceptance of faculty and the 2021 results indicated that 83% of students were satisfied or very satisfied with inclusiveness on campus. **Actions** **Action**: Due to the Diversity and Inclusion committee dissolving future initiatives will be at the discretion of Enrollment Management. **Follow-up**

DEI 4.0

AU Outcome
Offer programs and activities that promote academic success, retention, and graduation of underrepresented students. (DEI Goal 4: Support diverse students . . .)
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Measures	Result
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Academic Enrichment Assessment (i.e., report of enrichment offerings such as student success seminars, one-to-one mentoring, peer to peer mentoring) **Target:** Offer at least 6 success activities per academic year (e.g., Chew and Chat, Success Seminars). **Timeframe:** Year 2 **Responsible Parties:** DEI Committee Chair	**Result Date**: 09/29/2025 **Result**: For the 2024-2025 academic year, retention rates based on one-year retention of students, College overall: 88%, Male – 98%, Ethnic minority – 88%.Graduation Rates at 200% of a program length, College overall – 75% graduated, 3% still enrolled, Male – 62% graduated, 3% still enrolled, Ethnic minority – 58% graduated, 13% still enrolled. For the 2023-2023 report there were monthly DEI Library Socials throughout the academic year (7), these were modeled off the previous coffee hours offered in 2019-2020. Their was also a monthly DEI student DEI board meeting in Barrett Forum (3). In addition library staff included a DEI Spotlight bulletin board in the library. There was also a monthly news letter provided by student services featuring a DEI corner section. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: For the 2023-2023 report there were monthly DEI Library Socials throughout the academic year (7), these were modeled off the previous coffee hours offered in 2019-2020. Their was also a monthly DEI student DEI board meeting in Barrett Forum (3). In addition library staff included a DEI Spotlight bulletin board in the library. There was also a monthly news letter provided by student services featuring a DEI corner section. **Actions** **Action**: Initiatives such as the Library socials and DEI spotlight are planned to continue but will not be tracked by the Diversity and Inclusion committee because this committee is dissolving and duties being absorbed by other college entities to continue initiatives. **Follow-up**
Assessment Method Status: Active **Assessment Type:** AD: Report - Internal **Measure:** Retention and graduation rates of underrepresented students [Report of retention and graduation rates of diverse students for all programs] **Target:** Retention and graduation rates are equal to those of the College. **Timeframe:** Year 1 and Year 3 **Responsible Parties:** DEI Committee Chair	**Result Date**: 10/31/2025 **Result**: Not active 2024-2025 One-year Retention Rates: Allen College = 88% Male = 98% Ethnic Minority = 88% Graduation Rates: Allen College = 75% Male = 62% Ethnic Minority = 58% **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: Not active 2024-2025 **Actions** **Action**: Not active 2024-2025 **Follow-up**

Program (HS) - Associate of Science in Radiography (ASR)

ASR 1.1

AU Outcome
Students will practice proper radiation protection
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 1:** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 135 Competency Testing/CCE Part II, numbers 5, 7, 9, 15, 17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level 1-Fall Semester **Responsible Parties:** Lab Instructor/ Program Faculty/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA135 Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 3.99. This year's average score of 4.0 is slightly higher, yet consistent, with prior year's data. This data shows that the students continue to practice proper radiation protection at a high level. 2024 = 4 (n=24) Previous data: 2023 = 3.99(n=22) 2022 = 3.96 (n=16) 2021 = 3.95 (n=13) 2020 = 3.94 (n=23) 2019 = 3.91 (n=19) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructors continue to have students practice radiation protection in each lab and in the clinical environment. The program faculty provided guidance and instruction for students to enable them to practice and apply radiation protection principles in the clinical setting. Students demonstrated clinical competence by applying proper radiation protection. A variety of radiation protection practices and principles are emphasized throughout the curriculum and students continue to evidence the application of this knowledge in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: ASR faculty will continue to instruct and reinforce radiation protection practices and concepts in classes and labs. A variety of radiation protection practices and principles will continue to be emphasized throughout the curriculum. The program will continue to use and assess this measurement tool with each new cohort. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA: 275 Final Clinical Competency Testing/ CCE Part II, numbers 5,7,9,15,17 **Target:** Average score of >= 3 (0-4 pt. scale) **Timeframe:** Level II-Spring Semester **Responsible Parties:** Clinical Instructors/Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA275 Final Clinical Competency Testing/CCE Part II, numbers 5,7,9,15,17, was 4.0. This is consistent with this year's average score of 4.0. This year's data, along with prior year's data, shows that the students continue to practice proper radiation protection at a high level consistently. 2025 = 4 (n=21) Previous data: 2024 = 4.0 (n=13) 2023 = 3.97 (n=10) 2022 = 4.0 (n=17) 2021= 3.98 (n=16) **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the program's curriculum continues to integrate radiation protection concepts each semester. The action plan from 2023-2024 was successful. All students demonstrated clinical proficiency and competency in providing radiation protection. Each student's performance demonstrated clinical competence. Students continue to have access to an appropriate exam volume in a variety of settings to prepare them for their final competencies. Clinical instructors continue to instruct students in the clinical setting and evaluate them regarding their level of competency with practicing proper radiation protection. **Actions** **Action Date**: 09/30/2025 **Action**: During the 2025-2026 academic year, the program's curriculum will continue to integrate radiation protection concepts each semester. The recommendation is the continued use of this assessment tool since there are variations in patients and exams. This evaluation will continue to be completed by the clinical instructors. **Follow-up**

ASR 2.2

AU Outcome
Students will practice and demonstrate communication skills (formerly Students will practice written communication skills)
Outcome Status
Active
Start Date
09/25/2023

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our

constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *undefined*

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA: 115 Patient Care Presentation **Target:** Average score of >= 85% **Timeframe:** Level I-Fall Semester **Responsible Parties:** RA: 115 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 89% is slightly lower when compared to last year's average of 97%. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students continue to practice effective communication skills. Benchmark was exceeded. 2024 = 89% (n =24) Previous Data: 2023 = 97% (n = 22) Written Communication 2022= 97.7% (n=15) Oral Communication 2022=94.3% (n=15) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. Although benchmark was met, there was an 8% drop in overall scores compared to last year. The students gave great presentations but failed to answer the main theme of explaining how the selected topic will influence them in providing patient care during a medical imaging procedure. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. This measurement tool will be moved from the RA115 course to the RA122 course for 2025/2026 academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:258 Pathology Systems Presentation **Target:** Average score of >= 85% **Timeframe:** Level II-Spring Semester **Responsible Parties:** RA: 258 Course Instructor/ HS APG Committee	**Result Date**: 09/30/2025 **Result**: This year's average score of 99.3% is slightly higher, yet comparable, when looking at the prior academic year. This is the second academic year that the oral and written communication goals were combined into one goal. This data shows that students consistently continue to practice effective communication skills. Spring 2025 = 99.3 % (n =21) Previous Data: Fall 2023 = 96% (n = 13) Written Communication 2022=93.9% (n=10) Oral Communication 2022=94.2% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the course instructor continues to discuss the paper requirements with the students and encourages them to review APA guidelines. The RA258 course was moved from the fall semester to the spring semester during this academic year. The students' presentations combine both written and oral communication by writing on an assigned topic and presenting that paper to the class with PowerPoint slides to correlate with the paper. The students worked in partners for critique of the slides and the instructor answered questions and gave guidance to the students. The students were allowed scheduled class times to work on the presentations with guidance from the instructor. Benchmark was met and exceeded the last cohort's score. A new rubric and more detailed instructions to help guide the students was incorporated this year. Students consistently continue to practice effective communication skills. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will continue to discuss the paper requirements with the students and remind them of the resources available to them, including the student succuss coordinator, the Allen College Website, and the resources available on Blackboard. **Follow-up**

AU Outcome
Students will demonstrate ability to practice critical thinking
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** RA: 203B Corectec exams **Target:** > 80% of the students will achieve a score of 70 or greater on one of the four exams. **Timeframe:** Level II- Spring Semester	**Result Date**: 09/30/2025

Measures	Result
Responsible Parties: RA: 203B Course Instructor/HS Curriculum Committee	**Result**: In Spring 2025, 67% of the students achieved a score of 70 or greater on one of the four Corectec Exams assigned in RA203B. This is a slight increase from last year's average of 62%, but still significantly lower when compared to data from 2023. Benchmark was not met. The students did not demonstrate their ability to practice critical thinking. 2025 = 67% (14 of 21) (n=21) achieved a 70 or greater on one of the four exams. Previous data: 2024 = 62% (n = 13) 2023 = 90% (n= 10) 2022 = 71% (n = 17) 2021 = 69% (n = 16) 2020 = 90% (n=10) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor made a few revisions to the guided review assignments. All students were required to attend both days of the student educator seminar and the mock board exam score completed at the seminar was included in the RA275 course grade. All students are provided with multiple, learning tools to assist them with achieving a 70 on a Corectec exam. Any student not earning a 70 Corectec score is also required to complete additional guided review assignments with specific due dates. All steps in the guided review assignments are assigned to be completed prior to the next exam. Three students were late on portions of the first guided review assignment. To encourage timely completion of all assignments the instructor made changes on the guided review assignment instructions and increased the grade reduction for late submission of work. A few students still completed their work late. The action plan from the prior year did not improve the outcome for the current academic year. **Actions** **Action Date**: 09/30/2025 **Action**: The course instructor will revise the guided review assignment instructions and grading expectations to encourage timely completion of all assignments. The ASR Program will implement Clover Learning throughout the curriculum for the next academic year. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** RA:154 CT Topic Presentation **Target:** Average score of >= 80% **Timeframe:** Level I- Spring Semester **Responsible Parties:** Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA154 CT Topic Presentation was 99%. This year's average score of 99.7% is slightly higher yet consistent with prior data. Benchmark continues to be exceeded. The students continue to demonstrate their ability to practice critical thinking consistently. Spring 2025 = 99.7% (n=14) Previous Data: Spring 2024 = 99% (n=16) Spring 2023 = 96.4% (n=10) Spring 2022 = 96.75% (n=8) Spring 2021 = 96.24% (n=13) **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
	Target Met: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided each student with a grading rubric and a presentation example within Blackboard. The instructor also had each student conduct 2 peer reviews on their classmate's presentations. Students are expected to use critical thinking skills to help teach the class about specific CT topics. The topics presented this year included various procedures, pathologies, animal radiography, and trauma. Each student is evaluated on presentation format, content, audio/professionalism, and creativity. The entire cohort excelled in all categories. The student peer review feedback was taken into consideration when the instructor completed the final grade/feedback for each presentation. Through the creation of their presentations, the students did a great job at demonstrating their ability to practice critical thinking in the learning environment. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide each student with a grading rubric and a presentation example within Blackboard. The instructor will continue to have each student conduct peer reviews on their classmate's presentations. The feedback provided by the students during their peer reviews will be used by the instructor when they complete a final grade for each presentation. **Follow-up**

ASR 3.3

AU Outcome
Students will be able to critically think in the clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Associate of Science in Radiography (ASR): *(X - Highlight Selected)*
- **ASR Goal 3:** Students will use critical thinking skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:145 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level I-Spring Semester **Responsible Parties:** RA: 145 Course Instructor/HS APG Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2024, the average score of the RA145 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8 was 3.83. This year's average score is slightly lower yet comparable at 3.72. All students continue to exceed benchmark with consistently averaging 3.65 and higher for the last 5 years. Students continue to demonstrate their ability to critically think in the clinical setting. Spring 2025 =3.72 (N =24) Previous data: 2024 = 3.83 (N =21) 2023 = 3.74 (N =15) 2022 = 3.66 (N =10) 2021 = 3.65 (N=18) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors in the clinical setting continued to provide excellent instruction and supervision of students to assess their critical thinking skills. Although benchmark was made, there was an overall decrease compared to the previous year in all four categories: Self-Image for Level in the ASR Program, Ability to follow directions, Applications of Knowledge, and Composure and Adaptability. Overall, the action plan was effective. Students demonstrated the ability to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to provide the needed instruction and supervision of the students to evaluate their critical thinking skills in the clinical setting. **Follow-up**

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** RA:265 Clinical Instructor/ Preceptor Evaluations/Numbers 2,4,7,8 **Target:** Average score >= 3. (0-4 pt. scale) **Timeframe:** Level II- Fall Semester **Responsible Parties:** RA: 265 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Fall 2023, the average score of the RA265 Clinical Instructor/Preceptor Evaluations/Numbers 2,4,7,8, was 3.82. This year's score was slightly higher at 3.87, but this increase is not considered significant and is consist with prior data. The benchmark continues to be exceeded, and the students continue to demonstrate their ability to critically think in the clinical setting. 2024 = 3.87 (n=21) Previous Data: 2023 3.82 (n=13) 2022 3.86 (n=10) 2021 3.57 (n=17) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors/preceptors continue to instruct, explain, and demonstrate to students how to practice critically thinking skills in the clinical environment. The action plan was effective to meet benchmark. The students' scores increased in all four performance criteria areas: application of knowledge, ability to follow directions, self-image for level in the ASR program, and composure and adaptability. Students have immediate access to their completed evaluations on Trajecsys. The Clinical Coordinator reviews the evaluations on a routine basis when they are completed and meets with any students that may need guidance before the next evaluation is filled out. Students continue to be able to critically think in the clinical setting. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors/preceptors will continue to instruct, explain and demonstrate to students how to practice critical thinking skills in the clinical environment. **Follow-up**

Program (HS) - Diagnostic Medical Sonography (DMS)

DMS 2.2

AU Outcome
Students will successfully obtain patient history
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Diagnostic Medical Sonography (DMS): *(X - Highlight Selected)*
- **DMS Goal 2:** Facilitate the development of effective communication and interpersonal skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** DMS:408 Clinical Instructor/Preceptor Evaluations Number 1 **Target:** On a scale from 1-5, 5 being the highest rating, the average of all the responses >=4 **Timeframe:** Didactic Level - Fall Semester **Responsible Parties:** DMS:408 Course Instructor/Program Faculty/HS Curriculum Committee	**Result Date**: 07/29/2025 **Result**: Fall 2024 avg 4.7 Fall 2023 avg 4.25 Scores increased from previous year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan, faculty chose to continue using present evaluation form. Faculty obtained and assessed feedback from clinical instructors. Faculty reviewed evaluations with clinical instructors and student at each site visit and identified /made recommendations for student improvement **Actions** **Action**: To continue to meet or exceed the target/benchmark for this measure during the 2025-2026 academic year, faculty will continue to use current forms. Faculty will continue to review evaluations with students at each site visit, and identify areas of concern, and make recommendations/plan for student improvement. **Follow-up**

Program (HS) - Doctor of Education (Ed.D.)

EdD 1.1

AU Outcome
Students will demonstrate advanced educator competencies to enact increasingly complex faculty and leadership roles.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)
- **EdD Goal 3:** Provide leaders in policy formation, problem solving, service, and teaching. (**X**)
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 720: Finance and Fiscal Management – Budget Assignment **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught (e.g. Spring 2017) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Final Paper **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 50% of students received a score of >85% Overall average score = 84.8% (47.5/56) 2018 (n=1) – target met (overall average = 98.2%) 2020 (n=2) – target met (overall average = 98.5%) 2022 (n=2) – target met (overall average = 92.5%) Reflection: The purpose of this paper was for students to speak to the course objectives which included addressing trends within, the culture of, and solutions/adaptations for health sciences educational environments. This assignment was graded using a rubric based on the writing rubric developed for the EdD program. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated an updated writing support session aligned with the course material to assist with writing the final paper would be included in the course. The writing support session included information on developing themes and constructing an argument. This is one of the first formal papers students write in the program, depending on when they start the program, and some inexperienced students struggle with doctoral-level writing. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education --Technology Transcendence Final Project	**Result Date**: 08/11/2025

Measures	Result
Target: 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2015, Fall 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.5% (96.5/100) 2018 (n=4) – target not met (overall average = 86.5%) 2020 (n=4) – target met (overall average = 100%) 2022 (n=2) – target met (overall average = 84.5%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated a final project overview recording would be created to explain the project criteria along with ideas on how to meet the stated requirements. Additionally, a criterion should be added that addresses APA formatting, mechanics, and spelling. Neither of these changes were made for the current offering, and the performance on this assignment was not affected. To allow students flexibility in how they complete the project, the APA item was not added. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 700: Organizational Development and Change in Education – Final Paper **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught (e.g., Fall 2017) **Responsible Parties:** Program Chair/HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 795: Project Conference **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/25/2025

Measures	Result
	Result: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (60/60) The purpose of this project is for students to create an education-focused project that aligns with at least two EdD graduate outcomes. This assignment was graded using a rubric that explained what the requirements were for the conference submission. Only the final conference was assessed for this item. This item has not been assessed for several years, so no previous action plan was developed. This project is flexible so students can develop something appropriate for their educational setting. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: NA - New item **Actions** **Action Date**: 08/25/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**

EdD 1.2

AU Outcome
Students will assume leadership roles in interprofessional collaboration to improve the health outcomes of individuals, families, and populations through the educational preparation and graduation of health science and nursing professionals.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 1:** Prepare educators and leaders for roles in a variety of educational settings. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 730: Professional, Ethical and Legal Issues and Trends in Health Professions Education – Literature Review **Target:** Each student will receive an average score of >80% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** EdD 740: Today's Health Sciences Student: Trends, Issues and Challenges – Service Learning Project **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., Fall 2016) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 96.9% (23.25/24) 2022 (n=2) – target met (overall average = 93.8%) 2020 (n=2) – target met (overall average = 95.8%) 2018 (n=1) – target met (overall average = 97.9%) 2016 – 84.5% (average) The purpose of this assignment was for students to develop a service-learning project that could be offered in a course. Students use the Engaged Faculty Institute curriculum as a framework to explore service learning. The project requires students to communicate what they learned about service learning and if an activity could be incorporated into their instructional settings. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year stated this assignment would be included with no changes. This assignment was updated in the spring 2023 section to have students focus on the viability of using service learning in their setting. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will continue to be included with no changes. We will also continue to explore virtual service learning as an option for health professions educators. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Strategic Planning Environmental Scan Assignment (EdD 710) **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/28/2025 **Result**: Spring 2025 – Target met- 100% 3 of 3 students scored a >85% on the Strategic Planning Environmental Scan Assignment **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: New item this year. **Actions** **Action Date**: 08/28/2025 **Action**: To meet this target with students, faculty will review the respective module content, update assignment instructions and rubric as appropriate, and give targeted feedback to students. **Follow-up**

EdD 2.1

AU Outcome
Students will facilitate curriculum design, development, and evaluation of program and learner outcomes using evidence-based strategies.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 2:** Provide graduate education programs of excellence through the use of information, communication, and practice. (**X**)
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 750: Curriculum Theory and Design in the Health Professions – Final Project **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course is taught **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Summer 2024 – 1 student 100% of students received a score of >85% Overall average score = 100% (100/100) Summer 2023 – Met; 100% (average); n=1 Summer 2022 – Met; 100% (average); n=1 Fall 2019 – Met; 100% (average); n=1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2023-2024 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment based on the past successes. A new required textbook was added for the 2024 section. The final project requires students to develop a unit of instruction following a curriculum development framework. Students worked on different sections of the project throughout the course and received feedback prior to assembling the final project. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Teaching Evaluation **Target:** 100% of students will receive a score of >=85% **Timeframe:** When course is taught (e.g., 2014, 2017, etc.) **Responsible Parties:** Program Chair/HS Graduate Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 96.7% (29/30) 2020 (n=3) – target met (overall average = 100%) 2023 (n=2) – target not met (overall average = 65%) Within each module, students evaluated an existing teaching evaluation tool against the learning theories covered in that module. By the end of the course, each student had created a unique teaching evaluation to use for a peer review. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated the assignment instructions would be reviewed for clarity. No changes were made. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no changes.

Measures	Result
	Follow-up

EdD 4.1

AU Outcome
Students will apply analytical methods and research to develop best practices and practice guidelines.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 4:** Improve quality delivery and outcomes in the practice arenas of health care, administration, and education. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 760: Pedagogy in Health Professions Education – Personal Statement of Teaching Philosophy **Target:** 100% of students will receive an average score of >=85% **Timeframe:** When course taught (e.g., spring, Year 1) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 – 3 students 100% of students received a score of >85% Overall average score = 99.6% (49.8/50) 2020 (n=3) – target met (overall average = 97.6%) 2023 (n=2) – target met (overall average = 99.6%) Within each module, students completed a journal entry to help capture information about their teaching style to use in the final assignment. Students were allowed flexibility in the format of their submission. All three completed an essay. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: The 2022-2023 action plan for the 2024-2025 academic year indicated no changes would be made to this assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. A guidance document with assignment expectations provides information to students, and that will continue to be used. Subsequent sections will be assessed to ensure the target continues to be met. **Follow-up**

EdD 5.1

AU Outcome
Students will advance the scholarship of education in a variety of health science and nursing professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** EdD 780: Integrating Evolving Technology in Health Professions Education –Tech Topic Assignment **Target:** 100% of students will receive a score of >= 85% **Timeframe:** When course is taught (e.g., 2015, 2018, etc.) **Responsible Parties:** Program Chair/ HS Grad Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – 2 students 100% of students received a score of >85% Overall average score = 98% (24.5/25) 2018 (n=4) – target met (overall average = 100%) 2020 (n=4 – target met (overall average = 100%) 2022 (n=2 – target met (overall average = 88%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2022-2023 action plan for 2024-2025 academic year, no changes were recommended for this assignment. The rubric was updated for the fall 2022 course section, but no significant changes were made to the assignment. **Actions** **Action Date**: 08/11/2025 **Action**: This assignment will be included the next time this course is taught with no revisions. Students are required to help classmates engage with their topic and to engage with their classmates' topics. **Follow-up**

EdD 5.2

AU Outcome
Students will evaluate, synthesize, utilize and disseminate the scholarship related to discovery, integration, application, and teaching to further knowledge and competencies of the health science and nursing education professions.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Doctor of Education (Ed.D.): *(X - Highlight Selected)*
- **EdD Goal 5:** Develop health care educators to function as facilitators, innovators, leaders, and consultants. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025 **Result**: Not active 2024-2025 **Reporting Year**: 2024 - 2025 (Year 3)

Measures	Result
Measure: EdD 770: Assessment and Evaluation in Health Sciences Education – Assessment Process Assignment **Target:** Students will receive an average score at least 80% **Timeframe:** When course is taught (e.g., 2016, 2019, etc.) **Responsible Parties:** Program Chair/HS Graduate APG Committee	**Target Met**: Yes **Action Plan Impact**: Not active 2024-2025 **Actions** **Follow-up**

Program (HS) - Doctor of Physical Therapy (DPT)

CAPTE Standard 8

AU Outcome
CAPTE 2D3 and 2D6 [FKA Standard 8 prior to 2025-2026]: The program resources are sufficient to meet the current and projected needs of the program.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** CAPTE Annual Report **Target:** Program will be in compliance with all elements from Standard 8. **Timeframe:** Annually @ time of CAPTE Annual Report **Responsible Parties:** Assessment Committee & Program Director	**Result Date**: 09/15/2025 **Result**: Compared to the 2023-2024 the 2024-2025 finds the same result based on students' surveys, there is agreement that the program has the equipment necessary for teaching/learning experiences. Also, faculty members keep a running list of equipment and supplies to enhance their teaching experiences which is housed on the DPT SharePoint and managed by an assigned lab management faculty **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: 2023-2024 showed that based on students' surveys, there is agreement that the program has the equipment necessary for teaching/learning experiences. Also, faculty members keep a running list of equipment and supplies to enhance their teaching experiences. This is the same for the 2024-2025 reporting year. **Actions** **Action**: Continue keeping an appropriate inventory for teaching equipment in accordance to CAPTE to teach all the required components of class and labs. However, CAPTE has updated their Standards in 2024 and now this Standard 8 has been incorporated into Standard 2D3 and 2D6 so this outcome title will be edited to reflect that for next year's reporting year. **Follow-up**

Program (HS) - Masters in Occupational Therapy (MS in OT)

MS in OT 9.0 Supervision guidelines

AU Outcome
Students will demonstrate an understanding of the supervision guidelines for OT and other essential personnel.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Program (HS) - Masters in Occupational Therapy (MS in OT): *(X - Highlight Selected)*
- **MS in OT Goal 5:** Demonstrate the ability to manage and evaluate the efficacy of occupational therapy services including client care outcomes, departmental operations, documentation and reimbursement, and the supervision of appropriate personnel including fieldwork students within the guidelines of the professional practice. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** OT 613 – Supervision Guidelines Assessment	**Result Date**: 11/07/2025

Measures	Result
Target: Average cohort score of 90% or higher **Timeframe:** 2nd Year of program, Semester 5 (Spring) **Responsible Parties:** Course Instructor/ OT Faculty /HS Grad Curriculum Committee	**Result**: Average cohort score of 92.8% for Spring 2025 is compared to Spring 2024 score of 31.23/35 points and 89.22% at average, 2023 Average cohort score 32.25/35 points at 92% average, and 2022 an average cohort score 31.63/35 points at 90%. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Action Plan proposed in 2023-2024 CAP report for implementation during 2024-2025 academic year: Students will be provided with additional opportunities for practical application of supervision to real life and experiential experiences. This plan resulted in improved cohort average to goal attainment. **Actions** **Action**: Students will continue to be provided with opportunities for practical application of supervision to real life and experiential experiences including live OT/OTA intradisciplinary experiences throughout the program. **Follow-up**

Program (HS) - Medical Imaging (MI)

MI 1.1

AU Outcome
Students will demonstrate appropriate patient preparation for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*

- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part I, numbers 4, 5, 6, 7 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ Health Sciences(HS) Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the average score of the MI460 Competency Evaluation/CCE Part 1, numbers 4-7, and Part 2 numbers 1-2, is 3.67. This year's average score is lower when compared to the Spring 2024 average score of 4.0. The significance of this decrease is difficult to determine due to only one student being enrolled in this course. Data is not available from spring 2023 due to no enrollment. Clinical competence was demonstrated. 2025 = 3.67 (n=1) Previous data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.88 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to educate the students on the importance of patient preparation and safety as it relates to MRI in the clinical environment. The clinical instructors utilized the evaluation process as a way to determine the student's growth and development throughout their clinical rotation. The program faculty ensured that all staff and students had the resources needed to provide quality patient care. When completing the competency evaluations, the students demonstrate the ability to properly educate the patient, screen the patient, obtain appropriate patient history, and position the patient on the MRI exam table. An evaluation process is in place at each clinical site to ensure that the students have the ability to obtain feedback on the patient preparation process and has the opportunity to demonstrate growth throughout their clinical rotation. Clinical competence was demonstrated. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part I, numbers 4, 5, 6 and CCE Part II, numbers 1, 2 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. 2025 = no data available 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.75 (n=1) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all staff and students have the tools necessary to provide appropriate care to the patient. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 1.2

AU Outcome
Outcome: Students will demonstrate appropriate protocol and parameter selection for imaging procedures.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 1: :** Students will demonstrate clinical competence. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 460 Competency Evaluation/CCE Part II, numbers 3, 4, 5 **Target:** Average score of >= 3 (0-4 pt. scale). **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: In Spring 2025, the MI 460 Competency Evaluation/CCE Part II, numbers 3-5 average score is 3.79. This is slightly lower when compared to last year's data, but it is still comparable, and students continue to exceed benchmark. 2025 = 3.79 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.9 (n=3) 2020 = 3.88 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
	Action Plan Impact: As proposed in the 2023-2024 action plan, the clinical instructors continued to work with the students in the clinical environment educating them on proper protocol, coil, and scan parameter selections for various MRI procedures. The students are able to gain valuable feedback from their clinical instructors through non-graded and graded evaluations throughout their clinical rotation. This evaluation process allows the students to better know how they can show growth throughout the semester and improve their imaging procedure knowledge. The students take MI 450 MRI Procedures I in this same semester, so they are able to take what they learn in their online didactic course and apply it in their clinical environment. Clinical Competence was demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the MRI clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** MI: 445 Competency Evaluation/CCE Part II, numbers 3, 4 **Target:** Average score of >= 3. (0-4 pt. scale) **Timeframe:** Spring Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: Clinical instructors will continue to educate the students in the CT clinical environment. Clinical instructors will continue to use an evaluation process throughout the student's clinical rotation to provide them with the opportunity to demonstrate growth. Program faculty will continue to work closely with the clinical instructors to ensure that all students have adequate/diverse imaging procedures to perform. The instructor will continue to use the competency evaluation forms as it provides a consistent foundation for all students to learn and grow from. **Follow-up**

MI 2.1

AU Outcome
Students will demonstrate effective communication skills in the clinical setting.

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 2::** Students will exhibit effective communication skills. (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 480 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/HS Curriculum Committee	**Result Date**: 09/30/2025

Measures	Result
	Result: In Summer 2024, the average score of the MI480 Clinical Instructor Evaluations Numbers 3,6,10,11 was 4.0. This year's average score of 3.0 is lower, yet the significance is difficult to determine due to only have one student enrolled in the course. Students continue to demonstrate effective communication skills in the clinical setting. 2025 = 3.0 (n=1) Previous Data: 2024 = 4.0 (n=1) 2023 = no data available 2022 = 4.0 (n=1) 2021 = 3.54 (n=3) 2020 = 3.75 (n=3) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: As proposed in the 2023-2024 action plan, the clinical instructors continue to work with each individual student in the clinical environment while providing direct patient care. The instructors did a great job at focusing their attention on helping students to improve their overall communication with patients and other healthcare professionals. This specific student scored a 3.0 (on a 0–4-point scale) in all areas on the evaluation form. A non-graded evaluation was completed mid-semester to provide feedback to the student on how they can show growth. Effective communication skills in the clinical setting were demonstrated. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth. Moving forward, program faculty will continue working on revising the curriculum for primary pathway students to provide additional clinical coursework with a patient care focus. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** AD: Report - Internal **Measure:** MI: 465 Clinical Instructor Evaluations Numbers 3, 6,10,11 **Target:** Average score >= 3 (0-4 pt. scale) **Timeframe:** Summer Semester **Responsible Parties:** Clinical Instructors/ Program Faculty/ HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025 **Action**: The clinical instructors will continue to work with each individual student in the clinical environment while providing direct patient care. The evaluation process will remain in effect as it has proven to be beneficial to the student's ability to show growth.

Measures	Result
	Follow-up

MI 4.1

AU Outcome
Students will integrate leadership skills and construct professional practices.
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Imaging (MI): *(X - Highlight Selected)*
- **MI Goal 4::** Students will establish and develop professionalism. (**X**)

Measures	Result
Assessment Measure Status: Active **Measure:** MI: 460 Service Learning Project (MRI) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** MI: 460 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: The Spring 2025 MI 460 Service-Learning Project average score is 74%. This is significantly lower than the Spring 2024 average score of 90%. Benchmark was not exceeded for this cohort. 2025 = 74% (n=1) Previous Data: 2024 = 90% (n=1) 2023 = no data available 2022 = 88% (n=1) 2021 = 91.5% (n=2) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: No **Action Plan Impact**: As proposed in the 2023-2024 action plan, the instructor provided a detailed rubric at the beginning of the course. Information was provided to the students throughout the semester regarding service-learning opportunities. APA formatting information was available to all students within their Blackboard course. For this specific student, points were deducted in the categories of APA format, overall writing, and use of research. This student elected to not submit a draft of the paper for feedback prior to submission for a final grade. They elected to not incorporate research. APA formatting issues throughout. Grammatical and sentence structure concerns were noted throughout. Instructor expectations were not met by the student even with continued communication and guidance. **Actions** **Action Date**: 09/30/2025 **Action**: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. The instructor is considering reformatting the service-learning assignment. **Follow-up**
Assessment Measure Status: Active **Measure:** MI: 445 Service Learning Project (CT) **Target:** Average score of >= 80%. **Timeframe:** Spring Semester **Responsible Parties:** MI: 445 Course Instructors/HS Curriculum Committee	**Result Date**: 09/30/2025 **Result**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: No current data available for analysis. There are no students enrolled in the CT track currently, only MRI. The proposed 2023-2024 action plan will remain in effect for the 2025-2026 academic year. The instructor was unable to implement the proposed 2023-2024 action plan due to no enrollment. **Actions** **Action Date**: 09/30/2025

Measures	Result
	Action: The instructor will continue to provide a detailed rubric at the beginning of the course. APA format information will be available to all students within their Blackboard course. Each student will be encouraged to submit a rough draft of their assignment to obtain feedback and comments prior to submitting the paper for a final grade. **Follow-up**

Program (HS) - Medical Laboratory Science (MLS)

MLS 1.2

AU Outcome
Students will apply concepts and principles of laboratory operations in a clinical setting
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 1:** Graduates will be able to integrate knowledge from the humanities, social sciences, natural science and medical laboratory science to demonstrate professional MLS practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** Affective Evaluation – Microbiology **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Spring 2025 (n=12) 12/12 (100%) of students received an average score of >80% Ave. = 24.75/25 points (99%) Spring 2024 (n=10) (90%) Ave. = 23.1/25 points (92%) Spring 2023 (n=11) (90.9%) Ave. = 23.5/25 points (94%) **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: This is the fourth year of measuring this target. This evaluation occurs in the final semester for students during the third or fourth rotation. Results indicate that students are learning and retaining behaviors needed to be successful in a professional lab setting. Students are assessed by their clinical instructors on interest in learning, initiative, communication skills, acceptance of constructive criticism, and safety. **Actions** **Action Date**: 08/11/2025 **Action**: We will evaluate subsequent cohorts of students on this measurement item with the same target. In addition, students will continue to receive a didactic affective evaluation at midterm and the end of each course to continue to promote professional behaviors. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Standardized **Measure:** MediaLab Exam Simulator Scores (formerly MediaLab Exam Simulator Scores – MLS 475: Medical Laboratory Science Review **Target:** 75% of students will achieve a CAT difficulty of 5.0 **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Spring 2025 – 17 students 88.2% (15/17) achieved a CAT difficulty level of at least 5.0 on CAT exams (5 exams) Average level of difficulty = 6.1 Practice CATs = 5.61 Graded CATs = 6.2 2018 – 90%; 5.3 2019 – 83.3%; 5.9 2020 (n=6) • Proctored – 16.7%; 4.5 • Non-proctored – 83.3%; 5.8 2021 (n=17); 82.4%; 5.5 2022 (n=16); 100%; 6.8 2023 (n=10); 100%; 6.5 2024 (n=10); 100%; 6.1 **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Exam Simulator (ES) is a preparatory resource we purchase for students to help them prepare for the BOC exam. Students took 5 CAT exams (all non-proctored) during the last 8 weeks of the semester. Our 2023-2024 action plan for 2024-2025 academic year indicated we would provide students with a study template to help them complete efficient reviews on all topic areas. We referred students to an exam content guideline from a credentialing agency, but some students expressed wanting something additional. The graded CAT exam average was higher again this year which shows the power of incentivization. Students were provided with information about past student outcomes, different certification exam options, and recommendations on when to schedule their certification exams. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to require students to complete practice and graded CAT exams. Students will be provided with a program-specific study template to help them complete efficient reviews on all topic areas. **Follow-up**

MLS 2.1

AU Outcome
Students will demonstrate technical competency in the delivery of quality laboratory service

Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical evaluation tool **Measure:** Basic Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% (formerly 75% of students will complete all assignments) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025

Measures	Result
	Result: Summer 2024 (n=19) 94.7% of students (18/19) received an average score of >80% Overall average = 28.7/30 points (95.7%) 2021 (n=16) – target met; overall ave. = 99% 2022 (n=12) – target met; overall ave. = 94.3% 2023 (n=13) – target met; overall ave. = 98.3% Target has been met since the measure was first evaluated in 2021. Students are provided with tools and resources to help them learn cellular morphology including a synchronous lab session and practice differentials for which they receive feedback from Cellavision on their performance. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered cell morphology during a virtual lab and provided numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to include these assignments without any revisions. Course faculty will continue to cover cell morphology during a virtual lab session and provide numerous opportunities for students to practice classifying cells and receive feedback prior to completing a graded assignment. A new textbook will be used for the 2025 course section. **Follow-up**

MLS 2.2

AU Outcome
Students will assess the accuracy of laboratory test results by correlating laboratory data with clinical diagnoses
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 2:** Graduates will be able to collaborate and integrate with members of the healthcare team to facilitate caring behaviors to meet the needs of patients in different health care settings and delivery practices (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Clinical **Measure:** Advanced Manual Differential Assignments **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Curriculum Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 – (n=17) 100% (17/17) earned an average exam score of >80%. Fall 2023 = 100% Fall 2022 = 91.7% Fall 2021 = 100% This assignment was introduced in 2021 and students enjoyed the assignment and engaged with this assignment by asking questions. They were able to see some higher level cells to identify and higher level cases of real patient slides. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the 2023-2024 action plan proposed for 2024-2025 academic year, course faculty covered advanced cell morphology in the coursework and then provided students a chance to review slides from actual patients with advanced morphological abnormalities. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to use this program (CellaVision) to teach and assess advanced cell morphology and competency within this course. No plans to change this assignment. **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: Program Comprehensive Exam (FKA: MLS Program Final Exam [formerly MLS 475: Medical Laboratory Science Review - Final Exam]) **Target:** 75% of students will receive a score of >55% (target prior to 2021-2022 = 75% of students will receive an average score of >=80%) **Timeframe:** Annually **Responsible Parties:** Program Chair/HS Faculty Org Committee	**Result**: Spring 2024 – 16 students 87.5% of students (14/16) received a score of >55% Overall average score = 68% Spring 2020 (n=6) • 0 met target • 51.2% average score Spring 2021 (n=17) • 0 met target • 59.1% average score Spring 2022 (n=16) • 12 met target • 65.7% average score Spring 2023 (n=10) • 10 met target • 72.0% average score Spring 2024 (n=10) • 9 met target • 74.7% average score **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated we would continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. Both parts of the final exam were minimally updated from spring 2024 to improve question clarity. The spring 2024 course continued to include resources on how to study for a comprehensive exam. Weeks 1-9 allowed students to review summer and fall topics and create study outlines. Weeks 10-15 included subject-specific review activities for all program topics. The Week 9 synchronous session was moved to Week 2. Some new review materials were provided for some of the topics. One non-graduating student did not complete the final exams and was not included in the data. **Actions** **Action Date**: 08/11/2025 **Action**: We will continue to offer the expanded comprehensive final exam and evaluate the subsections of the exam for trends related to course material that we can emphasize during the review section of the course. A program-specific review template will be provided to help students to efficiently review material. **Follow-up**

AU Outcome
Students will integrate team-building skills into professional practice
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*

- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 4:** Allen College is committed to promoting a commitment by all members of the Allen College community to lives of service. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*

- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*

- **MLS Goal 3:** Graduates will be able to demonstrate technical competency in the delivery of quality laboratory service in all areas in the scope of medical laboratory practice (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Service **Measure:** Service Learning Project **Target:** 75% of students will receive an average score of >80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result Date**: 08/11/2025 **Result**: Fall 2024 76.5% (13/17) of students earned an average score of >80%. Overall average score 26.1/30 = 87% Overall Averages 2023 (n=12) = 76.3%; 41.7% of students met target 2022 (n=12) = 80.8%; 66.7% of students met target 2021 (n=16) = 98.3%; 100% of students met target 2020 (n=15) = 90%; 73% of students met target 2019 (n=6) = 98.9% (target met) 2018 = 98.9% 2017 = 95.5% 2016 = 90.0% 2015 = 92.5% 2014 = 95.6% 2013 = 95.7% 2012 = 97.3% These results demonstrate the target (75% of students will receive an average score of >= 80%) has been consistently met (10/13 times) since the 2012-2013 academic year with the exception of the 2020-2021, 2022-2023, and the 2023-2024 academic years. The overall average score for this assignment increased for the current assessment year. Students who watched the project overview video did better than those who did not. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated the project handout should be expanded to include additional information about what should be included to fully meet each criterion. This was not completed. A project overview video provides this information, but all students did not watch the video. While the project handout was not updated, the service learning project was discussed during the Week 9 synchronous session which allowed students another opportunity to engage with instructions about how to complete the project. **Actions** **Action Date**: 08/11/2025 **Action**: Students who do not watch the project overview generally do not meet all project requirements, so the project overview lecture could be made mandatory. Students evaluate their own performance on this project with a rubric that is reviewed by the instructor. Adding additional information to the rubric may be helpful. A new instructor will be teaching this course for the 2025-2026 academic year. **Follow-up**

AU Outcome
Students will communicate effectively in an online environment
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation. (**X**)
- **College Goal 3:** Allen College is committed to recruiting and retaining highly qualified and engaged students, faculty, and staff who represent diverse populations and who embrace diversity, cultural and global awareness, and the inclusion of all its members. (**X**)
- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)
- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)
- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)
- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Medical Laboratory Science (MLS): *(X - Highlight Selected)*
- **MLS Goal 4:** Graduates will be able to display a commitment to the role and the development of the medical laboratory professional (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic	**Result Date**: 08/11/2025

Measures	Result
Measure: Management Topics Discussion Board Posts (formerly Management Section Discussion Board posts – MLS 470: Laboratory Management) **Target:** 75% of students will receive an average score of >= 80% **Timeframe:** Annually **Responsible Parties:** Program Chair/HS APG Committee	**Result**: Spring 2025 (n=17) 100% students earned an average score of >80% (Ave. score = 83.1%) Spring 2024 (n=11): 97.3%% Spring 2023 (n=11): 100% Spring 2022 (n=16): 100% Spring 2021 (n=17): 100% Spring 2020:100% Spring 2019: 98% This target has been consistently met for the past seven years. Approximately half of the course modules contained discussion. Any deductions in posts were due to late work and APA formatting errors. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Our 2023-2024 action plan for the 2024-2025 academic year indicated that discussion assignments would be used to foster student interaction and effective communication skills. The variety of discussion assignments based on student experiences and perspectives continue to positively impact this target. **Actions** **Action Date**: 08/11/2025 **Action**: Discussion board assignments will continue to be used in this course to foster student interaction and effective communication skills in the online environment. **Follow-up**

Program (HS) - Public Health (PH)

PH Outcome 2.2

AU Outcome
Students will be able to identify mechanisms to evaluate programs for their quality and effectiveness
Outcome Status
Active

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)
- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 2:** Students will practice the essential services of public health (**X**)

- **PH Goal 2 (before 2024-2025):** Student will demonstrate program planning skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Didactic **Measure:** PH:445 Program Evaluation PowerPoint (Not active until Spring 2027) **Target:** Average score of >= 80% **Timeframe:** Spring Semester **Responsible Parties:** Course Instructor/Health Sciences (HS) Curriculum Committee	**Result Date**: 10/31/2025 **Result**: This measure is not effective until Spring 2027 since the course was recently added to the curriculum. It was not active in 2024-2025. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: NA **Action Plan Impact**: N/A **Actions** **Follow-up**
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH480 Final Exam **Target:** Average score >= 80% **Timeframe:** Spring semester **Responsible Parties:** Course Instructor, Health Sciences (HS) Curriculum Committee	**Result Date**: 01/20/2025 **Result**: In Spring 2025, 7 students averaged 93% on the final exam, which was consistent from the previous Spring where 10 students earned a 94% on the exam. In looking at historical data, students tend to perform very well on the final exam and have a good understanding of how to assess public health research and evaluation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, the instructor continued to post short videos, supplemental short readings, and a study guide for the final exam. Even with the unlimited time removed from the exam, student scores are consistent with the previous year. They have an excellent understanding of research study designs and different ways to evaluate interventions. **Actions** **Action Date**: 05/17/2025

Measures	Result
	Action: Due to the high scores for the exam, it's evident that students have a good understanding of research methods and their significance. The course evaluations, however, were much lower this semester which warrants continued revisions. Additional resources and detailed instructions will be put in place for Spring 2026. **Follow-up**

PH 2.1

AU Outcome
Student will be able to gather information on policy
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 2:** Master multiple modes of intellectual inquiry (**X**)

- **Gen Ed Goal 3:** Effectively analyze and communicate information (**X**)

- **Gen Ed Goal 4:** Recognize the importance of creativity and values to citizenship (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 2 (before 2024-2025):** Student will demonstrate program planning skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH 495 Final Exam **Target:** Average score >= 80% **Timeframe:** Summer semester	**Result Date**: 08/07/2024 **Result**: In Summer 2024, 13 students earned an average of 89.77% on the final exam. In Summer 2023, eight students scored an average of 94.75% on the final exam. The average scores decreased significantly from the previous year and tend to fluctuate every other year. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes

Measures	Result
Responsible Parties: PH 495 Course Instructor/HS Curriculum Committee	**Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, the instructor stated he would provide a study guide for the final exam. In reviewing the course, it doesn't appear that a study guide was provided which may have impacted the final exam grades since they dropped significantly since 2023. The basic management skills are important for students to know if they want to advance into a management position. **Actions** **Action Date**: 01/15/2025 **Action**: For Summer 2025, a study guide will be provided to the students so they know what areas to concentrate on for the final exam that relate to course learning objectives. There are multiple areas to find information on health care policies so an additional learning module will be created to house credible and reliable information related to policies. This measure will fall under a new outcome name in 2025-2026 which aligns better with the outcome. **Follow-up**

PH 3.2

AU Outcome
Student should be able to describes the role of governmental and non-governmental organizations in the delivery of community health services
Outcome Status
Inactive

Mapping
Goals - College Goals 2020-2028: *(X - Highlight Selected)*
- **College Goal 1:** Allen College is committed to preparing outstanding healthcare practitioners who are committed to lifelong learning. (**X**)

- **College Goal 2:** Allen College is committed to developing and implementing accessible academic programs of excellence that are responsive to the workforce needs of Iowa and the nation.
  (**X**)

- **College Goal 5:** Allen College is committed to adopting management practices that demonstrate outstanding stewardship of all resources to our constituents. (**X**)

Goals - General Education Goals: *(X - Highlight Selected)*
- **Gen Ed Goal 1:** Understand and appreciate diverse cultures (**X**)

- **Gen Ed Goal 5:** Examine personal, social, and civic values (**X**)

Program (HS) - Public Health (PH): *(X - Highlight Selected)*
- **PH Goal 3 (before 2024-2025):** Student will demonstrate community competency skills (**X**)

Measures	Result
Assessment Measure Status: Active **Assessment Type:** SL: Exam/Quiz - Teacher-made **Measure:** PH: 410 Final exam **Target:** Average score of >80% **Timeframe:** Fall semester **Responsible Parties:** Program faculty / HS Faculty Org. committee	**Result Date**: 01/20/2025 **Result**: In Fall 2024, 8 students earned an average of 89% on the final exam. These results were a 5 percent increase since the previous year and almost 10 percent increase since 2022. Since public health services are delivered by a variety of different entities, it's important that the students are aware of the role between governmental organizations, such as the CDC, and non-governmental agencies such as the American Cancer Society or the Gates Foundation. **Reporting Year**: 2024 - 2025 (Year 3) **Target Met**: Yes **Action Plan Impact**: Per the action plan proposed for 2024-2025 in the 2023-2024 CAP report, a study guide was to be provided to the students. Due to the transition in public health management, a study guide was not provided, which did not impact the final exam scores since they did increase from the previous year. The students can identify governmental and non-governmental organizations and the types of health services they deliver. **Actions** **Action Date**: 01/20/2025 **Action**: In examining the scores over the past five years, they tend to range in the low range. Content over governmental and non-governmental organizations make up a very small percentage of the final exam, so the final exam is not an accurate measure for this goal. The goal will be removed for Fall 2025. **Follow-up**