

Student Learning Summary Form AY2016-17

Due to your dean by June 5

Due from dean to assessment office by June 15

Degree Program Name: Doctor of Nursing Practice **Contact Name and Email** Jill Moore, PhD, RN, CNE, email Jill.Moore@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary.

Part One

<p>a. What learning outcomes did you assess this year?</p> <p>If this is a graduate program, indicate the Graduate Student Learning Outcome* each outcome aligns with.</p>	<p>b. (1) What method(s) did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What expectations did you establish for achievement of the outcome?</p>	<p>d. What were the actual results?</p>	<p>e. (1) Who was responsible for collecting and analyzing the results? (2) How were they shared with the program's faculty?</p>
<p>Program Goal: Integrate scientific knowledge to influence health policy and decision-making through leadership, collaboration, and interprofessional action at the organizational, local, regional, national, and global levels.</p> <p>Essential 1: Scientific Underpinning for Practice</p> <p>1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p>	<p>Assessed annually in March in APN 810 and APN 891. Community Health Planning Proposal APN810</p> <p>Plan Includes:</p> <ol style="list-style-type: none"> 1) Analysis of health needs at patient, population, community level 2) Identified stakeholders from community 3) Theoretical framework used to guide community project <p>In APN 891 successful development of phenomenon of interest into well-developed project foundation/plan</p> <p>Plan includes:</p> <ol style="list-style-type: none"> 1) Introduction and problem overview 2) PICOT statement <p>Successful completion of APN 891 chapter one of project paper:</p> <p>Paper includes:</p> <ol style="list-style-type: none"> 1) Background 2) Significance 3) Population of interest 	<p>Operational Definition: Successful identification of patient population, communication with stakeholders and establishment of project planning and budget as needed as evidenced in Community Planning and DNP Scholarly Project paper</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve operational definition.</p>	<p>Fall 2015</p> <p>There were 12 students and 11 achieved a grade of B or better (83%) meeting the 90% metric; developed their community health assessment, an analysis of population health needs, identified and met with 1 or more community health stakeholders, and selected a theoretical framework to guide their community project.</p> <p>11 of 11 students were able to develop final PICO(T) as evidenced by Presentation of DNP Scholarly Project at end of semester in Zoom meeting, Final PICO(T) assignment completion</p> <p>All students completed the Turnitin Tegrity video and attestations</p> <p>APN 891 (N=11) 11 of the 11 were successfully to develop Chapter 1 with grades ranging from 53-89. Avg of 83.82.</p>	<ol style="list-style-type: none"> 1. Faculty for APN 810 and APN 891. 2. Results shared at monthly Assessment meeting within department via Faculty discussion
<p>Program Goal: Develop and evaluate care delivery</p>	<p>Assessed annually in October in APN 891, APN 810, and APN</p>	<p>Operational Definition Successful identification of</p>	<p>Fall 2015/Spring 2016 There were 11 students and 10</p>	<ol style="list-style-type: none"> 1. Faculty for APN 810, APN 891, and APN 892.

<p>approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</p> <p>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>1) Ensure accountability for quality of health care and patient safety for populations with whom they work.</p> <p>a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.</p> <p>b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.</p> <p>c. Develop and/or monitor budgets for practice initiatives.</p> <p>d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</p> <p>e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</p> <p>2) Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p>	<p>892.</p> <p>1. DNP Scholarly Project paper reflects plan that includes evaluation of IRB if applicable.</p> <p>a. Community Planning Course Project completion and Scholarly II Course activities Webcast collaboration in N810 faculty, student, and stakeholders</p> <p>b-d. Development of budget and cost analysis for scholarly project implementation</p> <p>e. Describe patient/ population/community of interest in APN892 post and scholarly paper</p> <p>2. APN892 include ethical considerations and how student will develop evidence based approach in scholarly paper development</p>	<p>patient population, communication with stakeholders and establishment of project planning and budget as needed as evidenced in Community Planning and DNP Scholarly Project paper</p> <p>Expected Level of Achievement/Decision Rule of Action</p> <p>90% of students will achieve at or above the operational definition.</p>	<p>were able to successfully develop Chapters 1 and 2 of their DNP Scholarly Projects reflective of their PICO descriptors that provide foundational information for later detailed description that are utilized on the IRB application. The assignment is worth 200 points and the avg was 192.9 with a range of 185-198</p> <p>Eleven of 11 students were involved in successful presentation and engagement of the Webcast collaboration for 810/891 courses.</p> <p>All students in 810/891 reported on the potential for budgetary and cost needs for their scholarly project ideas.</p> <p>Ten of 10 students successfully engaged in describing their population of interest based on their selected region of the country in APN 892</p> <p>Ten of 10 students included in Peer interaction occurred to assist students in developing</p>	<p>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</p>
<p>Program Goal: Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice.</p> <p>Essential III: Clinical Scholarship & Analytical</p>	<p>Assessed annually in November in APN 892.</p> <p>1-3 Completion of systematic review based upon identified search terms, through RCT, and application of the best EBP for phenomenon of interest.</p>	<p>Operational Definition Scores at or above 83% on grading tool for literature review activity in APN892</p> <p>Expected Level of Achievement/Decision Rule of Action:</p>	<p>Spring 2016</p> <p>1-3 n=11 students, 11/11 students completed a literature review that was demonstrated in Chapter 2 of their scholarly project.</p> <p>4. All students sought out high</p>	<p>1. Faculty for APN 892.</p> <p>2. Results shared at monthly Assessment meeting within department via Faculty discussion.</p>

<p>Methods for Evidence-Based Practice</p> <p>1) Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</p> <p>2) Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> <p>3) Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</p> <p>4) Use information technology and research methods appropriately to:</p> <ul style="list-style-type: none"> • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that generate meaningful evidence for nursing practice • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice. <p>5) Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>6) Disseminate findings from evidence-based practice and research to improve healthcare</p>	<p>4. Use of database on-line search engines using Cochrane, Medline, CINAHL. Search strategies described in literature review and completion of literature review table in APN 892</p> <p>The increase in Tegrity videos and inclusion of videos in the Spring APN 892 course will assist students in their efficiency and proficiency of library searches.</p> <p>5. Evidence and findings from the literature shared with project stakeholders</p> <p>6a. Completion of peer review process for scholarly project paper in APN892</p> <p>6b. Dissemination of APN 892 findings to APN faculty and cohort.</p>	<p>90% of students will achieve at or above the operational definition.</p>	<p>level research studies through utilization of applicable databases including but not limited to PubMed, CINAHL, Cochrane, MEDLINE, MedlinePlus, EBSCOhost.</p> <p>11/11 students viewed and attested to compliance after viewing the plagiarism module.</p> <p>5. 11/11 students continued their established relationships with their stakeholders.</p> <p>6a. 11/11 students participated in Module 6 directed at Strategies for Partnership with Peer Discussion</p>	
--	--	---	---	--

outcomes				
<p>Program Goal: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p> <p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p> <p>1) Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p> <p>2) Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>3) Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</p> <p>4) Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.</p>	<p>Assessed annually in November in APN 822.</p> <p>1-4 Creation of an HIT related element to include in scholarly project for implementation in community and/or organization.</p> <p>*Completion of new group assignment and Tegrity Videos to enhance interaction among students with different disciplines such as AHS or DHS students. (Interprofessional learning).</p>	<p>Operational Definition: Incorporation of technology related element in DNP scholarly project in APN822 course</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of the students will achieve at or above the operational definition</p>	<p>Spring 2016 11/11 (100%) students in the DNP program were able to successfully create an evidence-based HIT-related element with appropriate evaluation method for their DNP scholarly projects. Scores ranged from 88% to 100%.</p> <p>This course also had 6 DHS students participating. Students from different backgrounds participated in 2 interactive, interprofessional learning activities with collaborative reports completed based on their different areas of expertise in relation to HIT.</p> <p>Students found that partnering with co-learners with different backgrounds and professional perspectives increased their learning. Students also appreciated the supplemental podcast videos.</p>	<ol style="list-style-type: none"> 1. Faculty for APN 822. 2. Results shared at monthly Assessment meeting with department via Faculty discussion.
<p>Program Outcome: Advocate for social justice, equity, and ethical policies within all healthcare arenas.</p> <p>Essential V: Health Care Policy for Advocacy in Health Care</p> <p>1) Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions,</p>	<p>Assessed annually in February in APN 842. Development of Policy Brief Demonstrating Underpinnings of healthcare policy; healthcare policy formation and change agency; influences on healthcare systems; related analysis and evidence based practice research application.</p>	<p>Operational Definition: Students will demonstrate competency through successful development of a health policy brief.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of students will achieve at or above the operational definition</p>	<p>Fall 2015 DNP students complete 1 long and 1 short health policy brief in APN 842. The Fall 2015 cohort had 7 DNPs and 3 DHS students. Seven out of 7 students (100%) were able to successfully complete both policy brief assignments. The mean grade on the long brief was a 90% with a range of 88%-93%. The short brief had a mean</p>	<ol style="list-style-type: none"> 1. Faculty for APN 842. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.

<p>and other stakeholders in policy and public forums.</p> <p>2) Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</p> <p>3) Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</p> <p>4) Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</p> <p>5.)Advocate for the nursing profession within the policy and healthcare communities.</p> <p>6) Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</p>	<p>*Completion of academic integrity, plagiarism, and Turnitin tutorials at beginning of semester to facilitate student success.</p>		<p>grade of 90% with a range from 83%-95%.</p>	
<p>Program Outcome: Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</p> <p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>1) Lead interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>2) Employ consultative and</p>	<p>Assessed annually in October in APN 850. Monitor students' final dissemination efforts to determine if they are meeting the expected standard of presentation or publication. (Create Excel file for each graduating cohort)</p>	<p>Operational Definition: Successful dissemination of the DNP Scholarly project at the local state, regional, national, or international level.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of students will achieve at or above the operational definition.</p>	<p>Spring 2016 Outcome: met n=6 students were able to disseminate their project findings with local stakeholders, most presented at the national level (n=4) and two were at the state level. In addition to one student's work at the state and national level she submitted an abstract to an international conference.</p>	<p>1. Faculty for APN 850. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.</p>

<p>leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>				
<p>Program Goal: Synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, in care of individuals, aggregates, or populations.</p> <p>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</p> <p>1) Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p> <p>2) Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p>	<p>Assessed annually in February in APN 612 and APN 840. Successful completion of Epidemiology course with 3.0/4.0 and development of cultural competency paper.</p>	<p>Operational Definition: Demonstration of understanding through completion of case studies as assigned in AHS612, Development of Cultural Competency paper in APN840</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition.</p>	<p>Fall 2015 8 DNP students took AHS 612 in the fall of 2015. 7 successfully completed AHS 612 and 1 dropped due to very serious health condition. Of this cohort, there were 4A, 3 A-, 1 drop.</p> <p>Summer 2016 All students (20/20) successfully developed and presented an overview of their final Cultural Competency paper on a unique cultural cluster via utilization of peer critique/review and sharing via multiple Discussion Boards. Grades ranged from A+ to A-.</p>	<ol style="list-style-type: none"> 1. Faculty for APN 612/840. 2. Results shared at monthly Assessment meeting within department via Faculty discussion
<p>Program Goal: Demonstrate independent advanced practice clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>Essential VIII: Advanced Nursing Practice</p>	<p>Assessed annually in April in APN 850 and APN 895. Dissemination of DNP Scholarly project.</p> <p>Completion of Scholarly Project paper</p>	<p>Operational Definition: All students will complete scholarly project addressing health care disparity issue in rural or underserved populations with focus on improving patient outcomes based on application of EBP.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of students will achieve at or above the operational definition</p>	<p>Spring 2016 N=6 at the conclusion of the DNP program 100% of students had disseminated their scholarly work to their peers, stakeholders, committee and organizations at the regional, state, and national level. Comprehensive list of individual student efforts are with the DNP Director.</p> <p>Spring 2016 All students (N=6) successfully completed their scholarly project addressing a health care disparity issue in rural or underserved populations with focus on improving patient outcomes</p>	<ol style="list-style-type: none"> 1. Faculty for APN 850 and APN 895. 2. Results shared at monthly Assessment meeting within department via Faculty discussion.

* See <https://www2.indstate.edu/graduate/forms/review.pdf>.

** Added Fall 2015 data at request of APN assessment committee. APN 653 and APN 683 will not be offered again until the Summer of 2017.

If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- a. Use your outcomes library as a reference.
- b. Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- c. Identify the score or rating required to demonstrate proficiency (e.g., Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- d. Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark).
- e. This may be a specific individual, a position (e.g., assessment coordinator), or a group such as the department assessment committee. Minutes should reflect that results are shared with members of the department at least annually.

Part Two

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about your students' learning, the curriculum, departmental processes, and/or the assessment plan itself; 2) the changes and improvements you have made or will make in response to these discoveries and/or the coordinator's feedback on the previous summary; and 3) what your assessment plan will focus on in the coming year.

If you would like to reference any supporting materials (departmental meeting minutes, detailed assessment results, etc.), please provide the URL at which they can be found.

Student Learning Summary Report Rubric :: Office of Assessment & Accreditation :: Indiana State University

Degree Program: Doctor of Nursing Practice Date: 11.15.17

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes were identified. <input checked="" type="checkbox"/> No Curriculum Map was provided.	<input type="checkbox"/> Outcomes were identified. <input type="checkbox"/> Some of the outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered, program-level outcomes. <input type="checkbox"/> Outcomes at least indirectly support Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed. <input type="checkbox"/> At least one outcome was assessed in this cycle.	<input checked="" type="checkbox"/> Outcomes are important, specific, measurable, student-centered program-level outcomes that span multiple learning domains. <input checked="" type="checkbox"/> Outcomes directly integrate with Foundational Studies Learning Outcomes or the Graduate Learning Goals. <input checked="" type="checkbox"/> Outcomes reflect the most important results of program completion (as established by an accreditor or other professional organization). <input checked="" type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input checked="" type="checkbox"/> Outcomes are regularly reviewed (and revised, if necessary) by the faculty and other stakeholders. <input type="checkbox"/> The Curriculum Map identifies where/to what extent each outcome is addressed and offers evidence that students have

				<p>sufficient opportunity to master the associated learning outcomes.</p> <p><input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.</p>
<p>2. Measures & Performance Goals</p>	<p><input type="checkbox"/> No measures are provided.</p> <p><input type="checkbox"/> No goals for student performance are identified.</p>	<p><input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes.</p> <p><input type="checkbox"/> Measures are primarily indirect.</p> <p><input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.</p> <p><input checked="" type="checkbox"/> Some performance goals are based on course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes.</p>	<p><input type="checkbox"/> At least one direct measure was provided for each outcome.</p> <p><input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified.</p> <p><input type="checkbox"/> Some performance goals are based on course and/or assignment grades, and general information is provided to demonstrate that grades are calibrated to the outcomes.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were provided.</p>	<p><input checked="" type="checkbox"/> Multiple measures were employed, and most are direct.</p> <p><input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.)</p> <p><input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, this was included as a measure.</p> <p><input type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate that</p>

				<p>this is appropriate.</p> <p><input type="checkbox"/> Clear and appropriate standards for performance are identified and justified.</p> <p><input type="checkbox"/> Mechanisms used to assess student performance (rubrics, checklists, exam keys, etc.) were summarized as well as provided to demonstrate that the measure provides specific evidence of what students know/can do.</p> <p><input type="checkbox"/> If performance goals are based on course and/or assignment grades, specific evidence is provided to demonstrate that grades are calibrated to the outcomes.</p>
<p>3. Results</p>	<p><input type="checkbox"/> No data are being collected.</p> <p><input type="checkbox"/> No information is provided about the data collection process.</p> <p><input type="checkbox"/> No results are provided.</p> <p><input type="checkbox"/> Students are meeting few of the performance standards set for them.</p>	<p><input type="checkbox"/> Some data are being collected and analyzed.</p> <p><input type="checkbox"/> Some results are provided.</p> <p><input type="checkbox"/> Insufficient information is offered to demonstrate that data collection, analysis, and interpretation processes are valid.</p> <p><input type="checkbox"/> Students are achieving some of the performance standards expected of them.</p>	<p><input type="checkbox"/> Data are being collected and analyzed.</p> <p><input type="checkbox"/> Results are provided.</p> <p><input type="checkbox"/> Some information is offered to demonstrate that data collection, analysis, and interpretation processes are valid and meaningful.</p> <p><input checked="" type="checkbox"/> Students generally are achieving the performance standards expected of them.</p>	<p><input checked="" type="checkbox"/> Clear, specific, and complete details about data collection, analysis, and interpretation of results are provided to demonstrate the validity and usefulness of the assessment process.</p> <p><input type="checkbox"/> Students generally are achieving the performance standards expected of them and demonstrate continuous improvement on standards they have yet to achieve/achieve less well.</p>

				<input type="checkbox"/> If students are required to pass a certification or licensure exam to practice in the field, the pass rate meets the established benchmark.
<p>4. Engagement & Improvement</p>	<input type="checkbox"/> No one is assigned responsibility for assessing individual measures. <input type="checkbox"/> Assessment primarily is the responsibility of the program chair. <input type="checkbox"/> No improvements (planned or actual) are identified in this report. <input type="checkbox"/> No reflection is offered about previous results or plans in this report.	<input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results. <input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis. <input type="checkbox"/> Plans for improvement are provided, but they are not specific and/or do not clearly connect to the results. <input type="checkbox"/> Little reflection is offered about previous results or plans.	<input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results. <input checked="" type="checkbox"/> Results regularly are shared with the faculty. <input checked="" type="checkbox"/> The faculty regularly engages in meaningful discussions about the results of assessment. <input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement. <input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.	<input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results. <input type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance goals and implement plans to adjust activities, expectations, outcomes, etc. according to established timelines. <input type="checkbox"/> Faculty and other important stakeholders reflect on the history and impact of previous plans, actions, and results, and participate in the development of recommendations for improvement. <input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment. <input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the

				program website. <input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.
Overall Rating	<input type="checkbox"/> Level 0 – Undeveloped	<input type="checkbox"/> Level 1 - Developing	<input checked="" type="checkbox"/> Level 2 – Mature	<input type="checkbox"/> Level 3 – Exemplary

I still do not have a curriculum map for the D-NP, and your report did not include Part Two (though some pertinent info is included in the appended curriculum change document). Perhaps this was a glitch with the Blackboard upload. In any case, my rating reflects the report's lack of completeness, rather than any significant concerns about your assessment program. Outcomes are clear and measurable (if a bit elaborate), assessment measures are nicely detailed, standards are high (I still would like to know how you measure "success" and how/whether grades are correlated to students' knowledge and skills), results are quite positive, and the faculty is regularly and broadly engaged in assessment.

Thank you!