

Student Learning Summary Form AY2015-16

Due to your dean by June 1

Due from dean to assessment office by June 15

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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>1.Essential I Student Learning Outcome: 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. DNP Essential I: Scientific Underpinning for Practice NONPF: Scientific Foundation ISU Graduate Outcome for Assurance of Student Learning* 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. 2. Use science-based theories and concepts to: a) determine the nature and significance of health and health care delivery phenomena b) describe the actions and advanced strategies to</p>	<p>Community Health Planning Proposal APN810 Plan Includes: 1) Analysis of health needs at patient, population, community level 2) Identified stakeholders from community 3) Theoretical framework used to guide community project 2) Successful development of</p>	<p>Operational Definition: Successful completion of Community Health Planning document Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve operational definition.</p>	<p>1)11/12 (90.9%) students successfully completed the community health needs assessment for their regions based on a relevant theoretical framework and participated in final 891/810 webinar; one student failed 810/891 at this juncture and was dismissed from program. 2) Fall 2015 APN891 11</p>	<p>DNP Faculty; Dr. Fairchild Dr. Eley Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>

<p>enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and c) evaluate outcomes 3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines</p>	<p>phenomenon of interest into well-developed project foundation/plan Plan includes: <ol style="list-style-type: none"> 1) Introduction and problem overview 2) PICOT statement <p>*Successful completion of Turnitin and Academic Integrity Video Training</p> <p>3) Successful completion of APN 891 chapter one of project paper: Paper includes: <ol style="list-style-type: none"> 1) Background 2) Significance 3) Population of interest </p> </p>		<p>students were enrolled. 10 (90.9%) were able to complete the course successfully by developing an introduction and problem overview with PICO statement that was clearly stated and followed the assignment guidelines.</p> <p>11 students (100%) successfully completed the Turnitin and Academic Integrity Video Training.</p> <p>3) 11/12 (90.9%) students successfully completed Chapter 1 of their project paper with appropriate sections and a targeted population; one student failed 810/891 at this juncture and was dismissed from program.</p>	
<p>2.Essential II Student Learning Outcome: Develop and evaluate care delivery 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>DNP Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking NONPF: Quality ISU Graduate Outcome for Assurance of Student Learning*</p>		<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 at or above the operational definition.</p>		<p>DNP Faculty; Dr. Fairchild Dr. Eley Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</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>DNP Scholarly Project paper reflects plan that includes evaluation if IRB 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>1)9/9 students (100%) completed IRB process as applicable.</p> <p>a. 10/10 (100%) of students participated in final 891/810 webinar; one student failed 810/891 at this juncture and was dismissed from program due to plagiarism.</p> <p>b-d. Budgetary line items and analysis are included in 810 course activities, as well as in scholarly project series, in case cost becomes a relevant issue for a particular project.</p> <p>e. 9/9 (100%) of students successfully described targeted population and community of interest via scholarly paper.</p> <p>2) 9/9 (100%) of students applied an ethical, evidence-based approach to scholarly project and laid out explicit evidence to support basis for proposed project via 892 paper development.</p>	
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<p>3. Essential III Student Learning Outcome: Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice DNP Essential III Clinical Scholarship & Analytical Methods for Evidence-Based Practice NONPF: Practice Inquiry ISU Graduate Outcome for Assurance of Student Learning* 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. 2) Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 3) Apply relevant findings to develop practice guidelines and improve practice and the practice environment 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 	<p>1-3 Completion of systematic review based upon identified search terms, through RCT, and application of the best EBP for phenomenon of interest APN825</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 APN825</p> <p>The increase in Tegrity videos and inclusion of videos in the Spring APN 825 course will assist students in their efficiency and proficiency of</p>	<p>Operational Definition: Scores at or above 83% on grading tool for literature review activity in APN825</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition.</p>	<p>1-3 Students in the APN 825 Analytical Methods course learn how to systematically review the evidence utilizing Cochrane, Medline, CINAHL, and other nursing and non-nursing data bases. Eleven out of 11 (100%) of students were able to complete a systematic review of the literature and report their findings in a chart format. Students subsequently work the results of their review into the second chapter of their DNP scholarly project paper. Faculty on each of the project advisory teams are also involved with the presentation/dissemination activity.</p> <p>4) Students utilized on-line search databases and viewed the Tegrity video's to assist with efficiency and proficiency in searches</p>	<p>DNP Faculty; Dr. Fairchild Dr. Eley Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>
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<ul style="list-style-type: none"> • 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 outcomes</p>	<p>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 APN825</p> <p>6b. Dissemination of APN 825/APN 892 findings to APN faculty and cohort</p>		<p>5) Students are also required to share the findings of their review with their community stakeholders and report the direction and plan for their projects</p> <p>6) Students in APN 825 are also involved in a peer review exercise/discussion board where they critique and provide feedback on each project's justification, facts, and figures. This activity needs further development as we move forward.</p>	
<p>4. Essential IV Student Learning Outcome: 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>DNP Essential IV: Information Systems/Technology and Patient Care Technology for the NONPF: Technology & Information Literacy</p> <p>ISU Graduate Outcome for Assurance of Student Learning*</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>1-4 Creation of an HIT related element to include in scholarly project for implementation in community and/or organization in Course APN810.</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 students will achieve at or above the operational definition</p>	<p>1-4 19/19 (100%) students in the DNP (10 students) and DHS (9 students) programs were able to successfully create an evidence-based HIT-related element with appropriate evaluation method for their doctoral projects.</p> <p>All students also participated in 2 interactive, interprofessionally-paired</p>	<p>DNP Faculty; Dr. Fairchild Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</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>*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>learning activities with collaborative reports completed based on their different areas of expertise in relation to HIT, including consumer health information resources.</p> <p>*Responses were also positive related to the new Tegrity videos as part of the learning modules per the student evaluations.</p>	
<p>5. Essential V Student Learning Outcome: Advocate for social justice, equity, and ethical policies within all healthcare arenas DNP Essential V: Health Care Policy for Advocacy in Health Care NONPF: Policy ISU Graduate Outcome for Assurance of Student Learning* 1) Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. 2) Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 3) Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or</p>	<p>1-6 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 in APN 842.</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 develop policy brief.</p>	<p>1-6 The Fall 2015 APN 842 course was comprised of 4 Doctorate of Health Science (DHS) students and 6 DNP students. The course benefitted from the added diversity brought by the DHS students and the addition of ISNA's Policy and Advocacy Director, Blayne Miley, JD. All 6 DNP students were able to successfully complete the health policy brief exercise. The mean score on the exercise was 90% N=6 (93, 82, 95, 82, 95, 90). The expected level of achievement was successfully met</p>	<p>DNP Faculty; Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>

<p>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>6.Essential VI Student Learning 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 DNP Essential VI Interprofessional Collaboration for Improving Patient and Population Health Outcomes¹ NONPF: Health Delivery Systems ISU Graduate Outcome for Assurance of Student Learning*</p> <p>1) Lead interprofessional teams in the analysis of complex practice and organizational issues. 2) Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>	<p>1 & 2) Monitor students final dissemination efforts to determine if they are meeting the expected standard of presentation or publication in APN 850.</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 operational definition through participation and evaluation of scholarly project objectives</p>	<p>1 & 2) 6/9 students disseminated their project results at local, state, regional or national settings via oral presentations, in addition to working on manuscript dissemination; 3/9 students worked on manuscript dissemination.</p>	<p>DNP Faculty; Dr. Eley Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>

<p>7.Essential VII Student Learning Outcome: 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. DNP Essential VII: Clinical Prevention and Population Health for Improving a Nations Health. NONPF: Ethics ISU Graduate Outcome for Assurance of Student Learning* 1)Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. 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>1) Successful completion of AHS 612 Epidemiology course with 3.0/4.0</p> <p>2) Development of cultural competency paper</p> <p>*Discuss the implications and evaluate the movement of APN 840 from fall to summer and the decision's impact on student success</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 on first attempt of course</p>	<p>1) Fall 2015 6 DNP students were enrolled in AHS 612 N=6 achieved B or better in the course (all 6 actual grade of A).</p> <p>2) Summer 2015 18 DNP students enrolled and one withdrew. For course grade, 17 students achieved a B or better. Students scored an average of 90.7% on the Application of a Cultural Cluster paper with a range of 65 to 99 and a median of 91.</p>	<p>DNP Faculty; Dr. Fine Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>
<p>8.8. Student Learning Outcome: Demonstrate independent advanced practice clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to</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>DNP Faculty; Dr. Fairchild Dr. Eley Dr. Southard Dissemination of results take place at monthly APN Department Assessment Meeting</p>

<p>improve patient outcomes. DNP Essential VIII Advanced Nursing Practice NONPF: Leader/Independent Practice ISU Graduate Outcome for Assurance of Student Learning*</p> <p>1) Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>2) Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</p> <p>3) Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p> <p>4) Guide, mentor, and support other nurses to achieve excellence in nursing practice.</p> <p>5) Educate and guide individuals and groups through complex health and situational transitions.</p>	<p>Assimilation of DNP Scholarly project APN 850</p> <p>Completion of Scholarly Project paper APN 895</p>	<p>Expected Level of Achievement/Decision Rule of Action: 100% of students will successfully complete scholarly project</p>	<p>1-5) 9/9 students successfully completed their translational scholarly project applying current evidence to practice to improve patient health outcomes; 9/9 also successfully completed their final paper.</p>	
<p>3. Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>	<p>Click here to enter text.</p>

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

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.

DNP Assessment Plan and Curriculum Changes

Based on 2015-2016 DNP Assessment Plan findings the following curricular changes have been proposed for incorporation into the 2016-2017 DNP Curriculum

Essential	Impact	Applicable Action/Course
I	No Change	N/A
II	No Change	N/A
III	Further develop opportunities in APN 825 for students to engage in substantive peer review beyond the scope of the current discussion board.	<p>Students in the APN 825 Analytical Methods course learn how to systematically review the evidence utilizing Cochrane, Medline, CINAHL, and other nursing and non-nursing data bases. Eleven out of 11 (100%) of students were able to complete a systematic review of the literature and report their findings in a chart format. Students subsequently work the results of their review into the second chapter of their DNP scholarly project paper.</p> <p>Students in APN 825 are also involved in a peer review exercise/discussion board where they critique and provide feedback on each project's justification, facts, and figures. This activity needs further development as we move forward.</p>
IV	No Change	N/A
V	No Change	N/A
VI (partially met)	Explicitly require, at a minimum, dissemination of results via oral presentation, tailoring the presentation level as relevant to the student's specific project.	<p>Students in APN 850 disseminated their project results at local, state, regional or national settings via oral presentations, in addition to working on manuscript dissemination; Students worked on manuscript dissemination. Add to 16-17 Assessment plan that student activities will be tracked via Excel file for each graduating cohort</p>
VII	No Change	N/A
VIII	No Change	N/A

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

Degree Program: Doctorate of Nursing Practice Date: 8.4.16

	Level 0 – Undeveloped	Level 1 – Developing	Level 2 – Mature	Level 3 – Exemplary
1. Student Learning Outcomes	<input type="checkbox"/> No outcomes are 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 and measurable. <input type="checkbox"/> Some of the outcomes are student-centered. <input type="checkbox"/> A Curriculum Map was provided.	<input type="checkbox"/> Outcomes are specific, measurable, student-centered program 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 specific, measurable, student-centered program 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 type="checkbox"/> Learning outcomes are consistent across different modes of delivery (face-to-face and online.) <input 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 sufficient opportunity to master the associated learning outcomes.

				<input checked="" type="checkbox"/> Two or more outcomes were assessed in this cycle.
2. Measures & Performance Goals	<input type="checkbox"/> No measures are provided. <input type="checkbox"/> No goals for student performance are identified.	<input type="checkbox"/> Measures are provided, but some are vague and/or do not clearly assess the associated outcomes. <input type="checkbox"/> Measures are primarily indirect. <input checked="" type="checkbox"/> Measures include course and/or assignment grades, but there is no evidence that grades are calibrated to the outcomes. <input type="checkbox"/> Performance goals are identified, but they are unclear or inappropriate.	<input type="checkbox"/> At least one direct measure was provided for each outcome. <input type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and general information is provided to indicate that grades are calibrated to the outcomes. <input type="checkbox"/> Clear and appropriate standards for performance are identified. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided.	<input checked="" type="checkbox"/> Multiple measures were provided, and a majority are direct. <input checked="" type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed. <input type="checkbox"/> Measures include course and/or assignment grades, and specific evidence is provided to demonstrate that grades are calibrated to the outcomes. <input checked="" type="checkbox"/> Clear and appropriate standards for performance are identified and justified. <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. <input checked="" type="checkbox"/> Measures assess some high impact practices (internships, capstone course projects, undergraduate research, etc.) <input checked="" type="checkbox"/> Some measures allow performance to be gauged over time, not just in a single course. <input type="checkbox"/> Mechanisms (rubrics, checklists, criterion-referenced exams, etc.) were provided that

				<p>demonstrate that the measure provides clear evidence of what students know/can do.</p> <p><input type="checkbox"/> If a measure is used to assess more than one outcome, a clear explanation is offered to substantiate how this is effective.</p>
3. Results	<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.</p> <p><input type="checkbox"/> Some data are being 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> <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.</p> <p><input type="checkbox"/> Assessment primarily is the responsibility of the program chair.</p> <p><input type="checkbox"/> No improvements</p>	<p><input type="checkbox"/> The same faculty member is responsible for collecting and analyzing most/all assessment results.</p> <p><input type="checkbox"/> It is not clear that results are shared with the faculty as a whole on a regular basis.</p>	<p><input type="checkbox"/> Multiple faculty members are engaged in collecting and analyzing results.</p> <p><input type="checkbox"/> Results regularly are shared with the faculty.</p> <p><input type="checkbox"/> The faculty regularly engages in meaningful discussions about</p>	<p><input checked="" type="checkbox"/> All program faculty members are engaged in collecting and analyzing results.</p> <p><input checked="" type="checkbox"/> Faculty regularly and specifically reflect on students' recent achievement of performance standards and implement plans to adjust</p>

	<p>(planned or actual) are identified.</p> <p><input type="checkbox"/> No reflection is offered about previous results or plans.</p>	<p><input type="checkbox"/> Plans for improvement are provided, but they are not clear and/or do not clearly connect to the results.</p> <p><input type="checkbox"/> Little reflection is offered about previous results or plans.</p>	<p>the results of assessment.</p> <p><input type="checkbox"/> These discussions lead to the development of specific, relevant plans for improvement.</p> <p><input type="checkbox"/> Improvements in student learning have occurred as the result of assessment.</p>	<p>activities, performance goals, outcomes, etc. according to established timelines.</p> <p><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.</p> <p><input type="checkbox"/> Continuous improvement in student learning occurs as the result of assessment.</p> <p><input checked="" type="checkbox"/> Outcomes and results are easily accessible to stakeholders on/from the program website.</p> <p><input checked="" type="checkbox"/> Assessment is integrated with teaching and learning.</p>
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

COMMENTS

Strengths, Concerns, Recommendations for Improvement

Well done!

1. Learning Outcomes

There are at least thirty-four outcomes listed in this report, and all are clear and measurable and specifically linked to Graduate School goals. That they are organized under eight “essential” outcomes makes the large number more manageable, as does the fact that a single measure often is used to assess multiple outcomes.

2. Measures & Performance Goals

At least twelve discrete methods are used to assess the learning outcomes, and the details provided make it quite clear that they are appropriate to these outcomes. (One exception is the course activities referenced in 2a.) Measures such as the Scholarly Project allow students to continue to develop their knowledge and skills over time. Note that you will need to develop an indirect measure if you do not currently have one in place.

In a couple of places the “operational definition” does not specify what constitutes successful completion, but generally the expectations are clearly defined, and the standards appear appropriate, given the actual results.

3. Results

In this section you provide not only clear numerical results but also details about what the numbers mean (in terms of the knowledge and skills students actually demonstrated). Thank you! Do include links to any rubrics used to assess performance as additional evidence that the measures and scoring clearly align with the outcomes and standards.

4. Engagement & Improvement

Three faculty members are listed as having collected and analyzing data (and I am assuming that this is the whole faculty for the DNP). These data are shared quite regularly. So much detail was provided about the results in Part One that I am not concerned about the relative skimpiness of Part Two. Thank you for organizing it by outcome and specifically addressing the results related to each. In next year’s report, do reflect more on student learning overall. What changes in performance (or requirements for performance) have you seen over time? How have you addressed these? Is there evidence that learning continuously improves?