

Student Learning Summary Form AY2016-17

Due to your dean by June 1

Due from dean to assessment office by June 15

Degree Program Name: MS/post MS FNP Concentration **Contact Name and Email** Debra Vincent, PhD, FNP-BC, Assoc Prof, Director FNP Program_

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: Critical Thinker</p> <p>1. Synthesizes theoretical frameworks used in the integration of knowledge from related sciences and humanities, clinical knowledge, and nursing sciences as the foundations for advanced nursing practice.</p> <p>2. Analyzes the significance of advanced nursing knowledge as it relates to selected populations</p>	<p>Annually in February In courses (644, 664, and 670) where two expanded notes were required the scores of the final expanded note would be used to examine the achievement levels of students in obtaining the expected 83% or higher on the assignment.</p>	<p>Operational Definition:</p> <p>Successful completion of expanded SOAP notes and/or Case studies as evidenced by grade of 83% B or better</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve operational definition</p>	<p><i>Fall 2015 APN 664 n-24 2nd expanded soap range 82-100, all students but one 82%, all others over 83%.</i></p> <p><i>Fall 2015 APN 670. n-44. 42/44 or 95% of students earned 83% or greater on the expanded soap note. 1 earned 87%, 1 earned 72%.</i></p> <p><i>Spring 2016 APN 644 54/54 met the outcome. Mean score was 98.5%.</i></p> <p><i>Summer 16: APN 644 1 student achieved an 80%, 42/43 achieved > 83%.</i></p> <p>97% met the Outcome</p> <p><i>Spring 2016 APN 670</i></p>	<p>Faculty for APN 644, APN 664, and APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

			<p>n =23. 23/23 or 100% of students scored at 83% or better on the long soap note.</p> <p><i>Summer 2016 APN 664</i> n = 51. 50/51 or 98% earned at least 83% or better on the assignment. One student earned a zero, as the assignment was not completed. This student failed the course.</p>	
<p>Program Goal: Communicator</p> <p>1. Communicates effectively both orally and in writing in a manner that commands professional attention.</p> <p>2. Uses technology strategically to access, organize, document, and present information</p>	<p>Annually in October APN 697</p> <p>1. Evidence Based Practice project manuscript score and submission to peer-reviewed journal</p> <p>2. APN 670 student clinical evaluation tool: Item #3 score of 2 or better</p>	<p>Operational Definition:</p> <p>*1) Successful completion of APN 697 EBP project manuscript as evidenced by grade of 83% B or better and submission of final manuscript to peer reviewed journal.</p> <p>2) Demonstrates a 2 (0-4 scale) or better on Likert scale for item # III, IV, and V on APN 670 Student Clinical Evaluation Tool.</p> <p>Expected Level of Achievement/Decision Rule of Action 90% of students will achieve operational definition</p>	<p>Fall 2015: <i>APN 697</i> 34 students All students earned a grade of 83% or better and submitted to a peer reviewed journal for potential publication</p> <p>Spring 2016: <i>APN 697</i> 21 students All students earned a grade of 83% or better and submitted to a peer reviewed journal for potential publication</p> <p><i>APN 670:</i> Fall 2015 44 students all students achieved a score of 2 (LIKERT scale 0-4) or better on items # 3, 4, and 5 of the clinical evaluation tool</p>	<p>Faculty for APN 697 and APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

			<p><i>APN 670:</i> Spring 2016 23 students all students achieved a score of 2 (LIKERT scale 0-4) or better on items # 3, 4, and 5 of the clinical evaluation tool</p>	
<p>Program Goal: Advanced Provider #1-3</p> <p>1. Meets advanced practice competencies for selected populations.</p> <p>2. Provides safe, cost-effective, and culturally adaptive advanced practice nursing for special populations.</p> <p>3. Evaluates outcomes of advanced practice nursing interventions, methods, or strategies.</p>	<p>Annually in November APN 670 Clinical Evaluation Tool based on 0-4 Likert Scale and successful completion of the program's final clinical component.</p>	<p>Operational Definition:</p> <p>Average scores at 2 or above on Likert Scale (0-4) APN 670 Clinical Evaluation Tool and successful completion of the program's final clinical component.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve operational definition</p>	<p><i>Fall 2015</i> 44/44 = 100% of students successfully completed the final clinical component and obtained scores of at least 2 or greater on the Clinical evaluation Tool Likert Scale (0-4).</p> <p><i>Spring 2016</i> 24/24 = 100% of Students Successfully completed the final clinical component and obtained scores of at least 2 or greater on the Clinical evaluation Tool Likert Scale (0-4).</p>	<p>Faculty for APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>
<p>Program Goal: Advanced Provider #4-6</p> <p>4. Collaborates with others in the implementation of advanced practice nursing.</p> <p>5. Provides expert consultation to others to resolve complex problems related to client-care</p>	<p>Annually in November APN 670 expanded SOAP note scores (or combined long soap note scores) and APN 670 combined semester Typhon Evaluation scores</p>	<p>Operational Definition:</p> <p>Successful completion of the program's final clinical preceptorship in APN 670 as demonstrated by grade "B" (83%) or better on long soap note(s) and averaged Typhon Evaluations</p> <p>Expected Level of Achievement/Decision Rule</p>	<p><i>Fall 2015</i> 44 students Expanded soap note scores: 1 score less than 83% (72%). Which is 43/44 or 97.7% of students met the expected benchmark of 90%.</p> <p>Combined Typhon Evaluation: (two evaluations for fall</p>	<p>Faculty for APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

<p>situations, and /or health care delivery systems, and/or education.</p> <p>6. Develops, implements, and evaluates educational programs for selected populations.</p>		<p>of Action: 90% of students will achieve operational definition</p>	<p>2015) 44 students. 4 students out of 40/44 (90.9%) did not meet the benchmark of 90%</p> <p><i>Spring 2016</i> <i>23 students</i> all students = 100% met the benchmark of earning at least 83% on the expanded soap note.</p> <p>23 students had two typhon evaluations. Combined scores demonstrated one score less than 83% = 81%, 22/23 = 95.6% of students met the benchmark of 83% or better on the averaged typhon evaluation.</p>	
<p>Program Goal: Leader</p> <p>1. Assumes a leadership role in one or more areas: health care, professional organizations, community, research, and/or education.</p> <p>2. Interprets the role and functions of the nurse prepared at the master's level to clients, nurses and other health care provides, and policy-makers.</p> <p>3. Works collegially to design, implement, and</p>	<p>Annually in October APN 697 Evidence Based Practice project manuscript score and submission to peer-reviewed journal.</p>	<p>Operational Definition:</p> <p>* Successful completion of APN 697 EBP project manuscript as evidenced by grade of 83% B and submission of final manuscript to peer reviewed journal.</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: <i>APN 697</i> 34/34 students All students earned a grade of 83% or better and submitted to a peer reviewed journal for potential publication</p> <p><i>Spring 2016:</i> 21 students All students earned a grade of 83% or better and submitted to a peer reviewed journal for potential publication</p>	<p>Faculty for APN 697 – all sections</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

<p>evaluate programs for performance improvement.</p> <p>4. Coordinates the implementation of evidence-based practice.</p>				
<p>Program Goal: Professional</p> <p>1. Models professional behavior.</p> <p>2. Demonstrates accountability for advanced practice nursing decisions based on ethical and professional standards.</p> <p>3. Interprets the role functions of expert clinician, educator, researcher, administrator, and consultant and implements these roles, as appropriate, based on specialty preparation.</p>	<p>Annually in February APN 670 student clinical evaluation tool and track those that score less than 2.</p>	<p>Operational Definition:</p> <p>Scores a minimum of 2 on all items on the Likert Scale APN 670 Student Clinical Evaluation Tool.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will achieve at or above the operational definition</p>	<p><i>Fall 2015 APN 670</i> n=44. 44/44 or 100% earned at least a score of 2 or better on all items on the APN 670 evaluation tool.</p> <p><i>Spring 2016 APN 670</i> n = 23. 23/23 or 100% earned at least a score of 2 or better on all items on the APN 670 evaluation tool.</p>	<p>Faculty for APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>
<p>Program Goal: Life-Long Learner</p> <p>1. Assumes responsibility to maintain current knowledge in professional nursing practice by articulating a plan for life-long learning.</p> <p>2. Promotes excellence in nursing through regular attendance at educational activities designed to expand knowledge and</p>	<p>Annually in March APN 675 life-long learning assignment in personal portfolio</p> <p>APN 675 DB r/t professional organization</p>	<p>Operational Definition:</p> <p>Completion of life-long learning assignment documented in personal portfolio with successful completion (Will change to "with a score of at least 83%) and a DB r/t professional organization (with a score of at least 83%).</p> <p>Expected Level of Achievement/Decision Rule</p>	<p><i>Fall 2015 (Section 301)</i> 25/25 Achieved better than 83%</p> <p><i>DB: 25/25 Achieved 83% or better on the measure; thus, 100% of students met the outcome.</i></p> <p><i>(section 302)</i> 17/17 Achieved better than 83%.</p> <p>DB: 2/17 = 15/17 did not</p>	<p>Faculty for APN 675</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

<p>competencies.</p> <p>3. Seeks and participates in professional and personal growth promoting activities</p>		<p>of Action: 90% of students will achieve at or above the operational definition</p>	<p>achieve 83% of better on the measure. This is 88% of students, therefore, did not meeting the outcome of 90%.</p> <p><i>Spring 2016</i> 23/23 Achieved better than 83% <i>(All earned 100%)</i> DB: 21/23 Achieved better than 83%. One student earned 50%, one students earned 80%, (scores: 5/10, 8/10). 91% of students met this outcome.</p>	
<p>Program Goal: Advocate</p> <p>1. Participates in activities to improve health care practices and policies.</p> <p>2. Assumes the role of policy developer.</p> <p>3. Advocates for policy changes that promote health.</p>	<p>Annually in March APN 601 Perspective Project paper scores</p>	<p>Operational Definition: Completion of the Perspective Project paper with a 75% (83%) or better score</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of students will meet operational definition</p>	<p><i>Fall 2015</i> <i>(2 sections)</i> Section 301: 23 students Range 116-140 out of 140 points. 83% on the 140 point assignment equates to 116.2=83%. 2 students (8.7% of class) scored under 83% (scores were 116, 116) Average grade was 131.70 Median grade was 134 (standard dev 7.21) Section 302: 6 students Range 121-138 out of 140 points. 83% on the 140 point assignment equates to 116.2=83%. All students earned >83% Average 127.83 Median 127 Standard Deviation 5.21</p>	<p>Faculty for APN 601</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

			<p>Overall for this semester, 29 students Range 116-140 out of 140 points. 83% on the 140-point assignment equates to 116.2=83%. 2 students (6.9% of class) scored under 83% on the overall assignment <i>Artifacts submitted—papers and rubrics for 2 lowest grades (116/140) and papers for 2 highest grades (140/140)</i></p> <p><i>Spring 2016</i> <i>(2 Sections)</i></p> <p>Section 301: 24 students Range 123-150 out of 150 points. 83% on the 150 point assignment equates to 124.5=83%. 1 student (4.2% of class) scored under 83% (score was 123) Average 144.75, Median 147.00, Standard Dev 5.91</p> <p>Section 302: 28 students Range 129-150 out of 150 points. 83% on the 150 point assignment equates to 124.5=83%. (0 students scored under 83%) Average 142.93, Median 145.50, standard dev 6.34 Overall for this semester,</p>	
--	--	--	---	--

			<p>52 students Range 123-150 out of 150 points. 83% on the 150 point assignment equates to 124.5. 1 student (1.9% of class) scored under 83% on the overall assignment <i>Artifact submitted—paper and rubric for lowest grade (123/150)</i></p>	
<p>Program Goal: Coordinator of Community Resources</p> <p>1. Coordinates care with others.</p> <p>2. Refers individuals, families, groups, communities, students, and organizations to appropriate resources.</p> <p>3. Negotiates services for selected populations.</p>	<p>Annually in April APN 670 Typhon entries reflect utilization of available resources appropriate to encounters. Successful completion is defined by 83% or greater on final Typhon evaluation.</p>	<p>Operational Definition:</p> <p>Successful completion of patient encounters reflected by final Typhon evaluation of 83% or greater.</p> <p>Expected Level of Achievement/Decision Rule of Action: 90% of the students will achieve at or above the operational definition</p>	<p><i>Fall 2015</i> (sections 301/302) n= 44 students. 40/44 students earn 83% or greater on the final typhon evaluation. Overall 90% of students met the outcome.</p> <p><i>Spring 2016 – all sections.</i> n = 23 all students earned at least 83% or greater on the final typhon evaluation. Therefore, 100% of students met the outcome.</p>	<p>Faculty for APN 670</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>
<p>Program Goal: Knowledge Contributor</p> <p>1. Critically appraises published and unpublished nursing research.</p> <p>2. Contributes to nursing knowledge and evidence-based practice through validation, refinement, and extension of research.</p>	<p>Annually in April APN 697 EBP project manuscript score and submission of manuscript to peer reviewed journal.</p>	<p>Operational Definition:</p> <p>Successful completion of APN 697 project manuscript as evidenced by a score of 83% and mandatory submission for publication to peer reviewed journal.</p> <p>Expected Level of Achievement/Decision Rule of Action: 100% of students will</p>	<p><i>Fall 2015</i> APN 697-303 <i>(Susan/Jessica)</i> (n-14) Minimum 85.5 Maximum 100 Average 96.79 7 manuscripts submitted to peer reviewed journals (2 resulted in peer reviewed poster presentations at the state level)</p>	<p>Faculty for APN 697</p> <p>Results shared at monthly Assessment meeting within department via Faculty discussion</p>

<p>3. Applies, designs, conducts, and implements research to bring about change and make improvements in one's own professional environment.</p>		<p>achieve at or above the operational definition</p>	<p><i>(Felicia)</i> n = 10 (5 pairs of students) in merged course for sections 301/302/304. All final manuscripts earned grade of 83% or better and all 5 final manuscripts were submitted to peer-reviewed scholarly journals for publication consideration.</p> <p><i>(Julie)</i> n = 10 (5 pairs of students). all students scores 83% or better. 5 final manuscripts were submitted to peer-reviewed scholarly journals for publication consideration.</p> <p><i>SPRING 2016</i> <i>(Jessica) n= 7</i> all final manuscripts earned grade of 83% or better and all 3 manuscripts were submitted to peer-reviewed scholarly journals for publication consideration.</p> <p><i>(Felicia) n = 6</i> 3 final manuscripts earned grade of 83% or better and all 3 manuscripts were submitted to peer-</p>	
---	--	--	---	--

			<p>reviewed scholarly journals for publication consideration. One of these was picked up for publication.</p> <p>(Julie) n= 8 4 groups and all earned 83% or better on the final manuscript. All submitted a manuscript; one group was accepted for publication.</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

- Use your outcomes library as a reference.
- 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.
- 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.”
- 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).
- 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: MS/post MS FNP Concentration 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 checked="" 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 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 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

				<p>addressed and offers evidence that students have 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 checked="" type="checkbox"/> Some information is provided to suggest that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" 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 type="checkbox"/> Detailed information is provided to show that measures are appropriate to the outcomes being assessed.</p> <p><input checked="" 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 checked="" 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</p>

				<p>is offered to substantiate that 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</p>	<p><input checked="" type="checkbox"/> Data are being collected and analyzed.</p> <p><input checked="" type="checkbox"/> Results are provided.</p> <p><input checked="" 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 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</p>

		standards expected of them.		achieve/achieve less well. <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.
4. Engagement & Improvement	<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 checked="" type="checkbox"/> No improvements (planned or actual) are identified in this report. <input checked="" 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 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 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 program, and your report did not include Part Two (though some pertinent info is included in other documents). 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, standards are appropriately high, results are positive, and the faculty is regularly and broadly engaged in assessment. But there is little information about the assessment measures, making it difficult for me to determine how well they are aligned with the outcomes. And are you truly assessing student performance or just grading it? If the former, you need to demonstrate that grades are calibrated to outcomes and levels of achievement.

Thanks for sharing your 2017 Student Learning Summary Report!