Program: <u>NP Programs</u>

Presenter(s): <u>Jo Loomis</u>

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PEC Scorecard	Yes	No	Feedback
1. Program's assessment/evaluation plan (must include one direct measure)			
a. Is there a program goal? (summary statement of PLOs)		N	No program goal was presented.
b. Is there an assessment plan? Is it sufficiently comprehensive?	Y		A particular strength, the program's assessment plan is clearly aligned with national standards; specifically NONPH. There is a heavy reliance on indirect measures for program assessment data-direct measures will provide higher quality data.
c. Is there a current sufficiently comprehensive curriculum map(s) in place? For undergraduate programs, are ILOs included?	Y		For the NP portion of the degree, there are well developed curriculum maps.
d. Is there a direct measure used to assess if students' learn what is being taught?		N	See priorities listed below
2. Outcomes data (must minimally include: time to graduation, attrition, 1st time pass rate (NCLEX/NP certification), employment, and results from using one direct measure).			

a. Were the Program Evaluation Plan (PEP) and other program specific benchmarks reached?	P	NP certification pass rates are impressive. Data regarding 1. time to degree and 2. employment were unclear primarily because the multiple tracks student can take.
b. Were there faculty developed action plans?	Y	Specific faculty developed action plans were not shared but it was stated faculty have made revisions to courses and the program based on assessment data.
c. Based on findings, were faculty develop action plans captured in department committee minutes?	Y	Data is routinely reviewed in NP faculty meetings.
3. Closing the loop		
a. What was shared and with who? (evidence)	Y	In NP faculty meetings
b. How was it shared?	Y	By faculty who collect the data.
c. What impact did this have and what was learned/revised—captured in department committee minutes?	Y	There is evidence of continuous course/program improvements being made in response to data collected.

P Partial
N No
Y Yes

PEC Feedback/Priorities:

1. Develop a program goal.

2. Develop a direct measure to assess if students are learning what is being taught. Current best option appears to be related to the use of OSCIs. In addition to individual student feedback, aggregate all student data (for a cohort)to assess the quality of learning when matched to the curriculum map and PLO map.

3. Given the multiple tracks to complete courses, it was unclear what benchmarks are being used for each of the various tracks. Based on what was presented, there is a need for greater consistency in collecting, reporting and creating action steps in response to student outcome data. Develop a systematic plan that fits to a timeline.