

AC 2022 Assessment

Doctor of Nursing Practice Program

Division or Department: College of Nursing (CON)

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Nursing's (CON) Mission. Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

Doctor of Nursing Practice (DNP) Mission Statement: Same as the CON

DNP Program Goals:

1. Provide advanced practice nurse leaders with expertise, specialized competencies, and advanced knowledge required for evidence-based nursing practice and mastery in an area of specialization within the larger domain of nursing.
2. Prepare advanced practice nurse leaders to influence, design, direct, and implement change in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.
3. Develop advanced practice nurse leaders who contribute to nursing's body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes which affect morbidity and mortality in vulnerable populations.

Methodology: The assessment process for the DNP program is as follows:

- (1) Each faculty member completes a course report after the course is offered. The report includes linkages between course outcomes and program outcomes, as well

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as trended achievements of the outcomes.

- (2) Each faculty member presents their course report, which includes data analysis, interpretation, actions, trends, results, and future plans to address needed improvements, to all program faculty during the end of semester DNP Program and Curriculum Committee (PCC) meeting, and additional insights and actions are added to the plan based on faculty input.
- (3) Each faculty member stores a digital copy of their course report in the PCC folder in the college of nursing shared area.
- (4) Data from the course reports are entered by the faculty member responsible for the specific course into the SLO database (both direct & indirect, quantitative & qualitative)
- (5) The Program Assessment Committee Members then evaluate the SLO database, complete the SLO annual report, and share the report with the Director of Assessment and the Program Director.
- (6) The Director of Assessment and Program Director review the completed SLO report for clarity and needed revisions/additions.
- (7) The Director of Assessment, Program Director, and Assessment Committee Members discuss significant findings that require programmatic change in the DNP PCC meeting.
- (8) Significant findings that require programmatic change are then reported by the Program Director in the CONSAH Administrative Council meeting.

Student Learning Outcomes:

SLO 1. Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences as the foundation for the highest level of nursing practice.

Measure 1.1.

Assessment Method: Midterm Exam in NURG 7000 (Scientific Underpinnings Assignment)

Expected outcome: 80% of students will achieve 80% or higher

Finding. Target was met.

Trending.

2022: 100% (22/22)

2021: 100% (28/28)

2020: 90% (9/10)

2019: 80% (8/10)

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	2019	2020	2021		2022	
Midterm Exam	80% 8/10	90% 9/10	Spring n = 20/20	100%	Spring n = 17/17	100%
			Fall n = 8/8	100%	Fall n = 5/5	100%
Total	80%	90%	28/28	100%	22/22	100%

Analysis. The NURG 7000 midterm examination meets the second NURG 7000 course objective, which is for "... students to analyze the philosophical underpinnings of major contributors to the development of nursing knowledge." Therefore, when students meet this course objective, they also meet the first Essential of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and the first DNP program objective (SLO).

In 2021, the BSN to DNP route was added to the DNP program. With the route addition, the NURG 7000 course was offered in Spring semester as an 8-week course in the BSN to DNP (NA) curriculum, and in Fall semester as a 16-week course in the MSN-DNP (OSL) curriculum.

Regarding the Spring, 2021 8-week course. Being the first course offering of the 8-week course, changes were made to transition from a 16-week course to an 8-week course. Faculty: 1) changed the nursing theory and interdisciplinary theory modules into one module which the students worked in dyads to present major categories of theories using specific criteria; 2) had students listen to each student-dyad's presentation and answer questions about each presentation as part of their final assignment grade; 3) asked students to specifically describe how they met each course objective (with examples) as portion of course grade; 4) added audio enhanced presentations to all module content; 5) encouraged students to ask questions in the student question forum to each other to encourage course interaction; 6) used exam-soft rubrics for grading assignments and the midterm exam and provided feedback to students via exam soft and Turn it in; and 7) graded assignments prior to the student's submission of next assignment (within 5-7 days).

Regarding the Fall, 2021 16-week course, faculty 1) transitioned the revised course from an 8 week offering to a 16 week offering; 2) coordinated with the instructor of the other required course in the OSL curriculum and alternated due dates for assignments; 3) ensured that all assignments were graded prior to students' submissions of the next assignment; 4) added a group member evaluation to encourage equal student effort in dyad assignments; 5) provided individual student advising at the end of the semester to discuss scholarly project ideas; and 6) closely evaluated required readings to ensure that assigned readings were less than 100 pages in length per week. As a result, in 2021, the target was met with 100% (28/28) of students achieving a score of 80% or higher on the midterm exam in NURG 7000.

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In 2022, the course was continued as two offerings: both as a 16-week and an 8-week course offering to accommodate the two curriculum patterns. Based on the analysis of the 2021 results, in 2022 in the 8-week course, faculty 1) provided in-class sessions or weekly “office hours” to answer questions on difficult content; and 2) added flip grid discussion boards into the course. For the 16-week course, faculty 1) provided in-class sessions or weekly “office hours” to answer questions on difficult content; and 2) aligned course objectives and SLOs to grading rubric criteria in Exam Soft. As a result, in 2022, the target was met with 100% (22/22) of students achieving a score of 80% or higher.

Decision. In 2022 the target was met at 100% (22/22). Based on the analysis of the 2022 results, in 2023, faculty plan to: 1) convert some early content to Quizzes rather than guided readings (terms especially); 2) incorporate MR theory chapter 1 into module 1 readings; 3) make it clear that feedback is the faculty’s opinion or the author’s opinion, but that the students’ opinions are valid when they are well written, understandable and answer the guided reading questions; and 4) provide exemplars of student presentations.

Measure 1.2.

Assessment Method: Faculty Administered End-of-Course Survey in NURG 7000 (Scientific Underpinnings for Practice) - Question #3 “Do the assignments and instructional methods support the achievement of Course Objective 3?
Expected outcome: 80% or more of respondents will answer “yes.”

Finding. Target was met.

Trending.

2022: 100% (12/12) (Response from University Administered Course Evaluation)
2021: 100% (14/14)
2020: 100% (7/7) (Response from University Administered Course Evaluation)
2019: 100% (10/10)

	2019	2020	2021		2022	
End-of-Course Survey	100% 10/10	100% 7/7	Spring n = 7/7	100%	Spring n = 7/7	100%
			Fall n = 7/7	100%	Fall n = 5/5	100%
Total	100%	100%	n=14/14	100%	n=12/12	100%

Analysis. Course objective #3 states: “Describe the role of the DNP prepared nurse in the integration of nursing science with knowledge from ethics, philosophical, biophysical, psychosocial, analytical, and organizational sciences as a basis for the highest level of nursing practice.”

In the Spring of 2021, NURG 7000 was offered as an 8-week course. This being the first course offering of the 8-week course, changes were made to transition from a 16-week

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course to an 8-week course. Faculty: 1) changed the nursing theory and interdisciplinary theory modules into one module which the students worked in dyads to present major categories of theories using specific criteria; 2) had students listen to each student-dyad's presentation and answer questions about each presentation as part of their final assignment grade; 3) asked students to specifically describe how they met each course objective (with examples) as portion of course grade; 4) added audio enhanced presentations to all module content; 5) encouraged students to ask questions in the student question forum to each other to encourage course interaction; 6) used exam-soft rubrics for grading assignments and the midterm exam and provided feedback to students via exam soft and Turn it in; and 7) graded assignments prior to the student's submission of next assignment (within 5-7 days).

NURG 7000 was also offered in the Fall 2021 semester as a 16-week course, as usual. Based on the analysis of the 2020 results, in 2021, faculty 1) coordinated with the instructor of the other required course in the OSL curriculum and alternated due dates for assignments; 2) ensured that all assignments were graded prior to students' submissions of the next assignment; 3) added a group member evaluation to encourage equal student effort in dyad assignments; 4) provided individual student advising at the end of the semester to discuss scholarly project ideas; and 5) closely evaluated required readings to ensure that assigned readings were less than 100 pages in length. As a result, in 2021, 100% (14/14) of students answered "yes" to question #3 on the end of the course surveys. Therefore, the target was met. This result is consistent with the results of the previous two years.

In the Spring of 2022, NURG 7000 was offered as an 8-week course. The 8-week course offering was the second iteration of the 8-week course. Based on the analysis of the 2021 results, in 2022, faculty: 1) changed the nursing theory and interdisciplinary theory modules into one module which the students worked in dyads to present major categories of theories using specific criteria; 2) had students listen to each student-dyad's presentation and answer questions about each presentation as part of their final assignment grade; 3) asked students to specifically describe how they met each course objective (with examples) as portion of course grade; 4) added audio enhanced presentations to all module content; 5) encouraged students to ask questions in the student question forum to each other to encourage course interaction; 6) used exam-soft rubrics for grading assignments and the midterm exam and provided feedback to students via exam soft and Turn it in; and 7) graded assignments prior to the student's submission of next assignment (within 5-7 days).

NURG 7000 was also offered in the Fall 2022 semester as a 16-week course, as usual. Based on the analysis of the 2021 results, in 2022, faculty: 1) coordinated with the instructor of the other required course in the OSL curriculum and alternated due dates for assignments; 2) ensured that all assignments were graded prior to students' submissions of the next assignment; 3) added a group member evaluation to encourage equal student effort in dyad assignments; 4) provided individual student advising at the end of the semester to discuss scholarly project ideas; and 5) closely evaluated required readings to ensure that assigned readings were less than 100 pages in length.

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In 2022, none of the students completed the faculty administered end of course evaluation tool. However, 55% (12/22 students) of students completed the University administered end of course evaluation. Of the responses, 100% (12/12) of respondents answered “yes” to Question #2, “learning objectives for this class were clear” and “material covered in the class agreed with the learning objectives”. Therefore, the target was met.

To align admission dates between the OSL and NA programs, the decision was made to move the OSL admission from to the Fall semester to the Spring semester starting in Fall 2023. Therefore, the 2023 course will only be offered as an 8-week course in the Spring semester, resulting in data only for the NA student cohort for the 2023 data results.

Decision. In 2022, the target was met. In 2023, the plan is to only offer the course as a Spring 8-week course offering. Based on the analysis of the 2022 results, in 2023, faculty plan to faculty plan to: 1) provide in-class sessions or weekly “office hours” to answer questions on difficult content; and 2) add flip grid discussion boards into the course.

SLO 2. Critically analyze health care delivery models based on contemporary nursing science and organizational and systems perspectives to eliminate health disparities and promote patient safety and excellence in practice.

Measure 2.1.

Assessment Method: Systems Outcomes Improvement Assignment in NURG 7004 (Organizational Theory and Systems Leadership)

Expected outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (17/17)

2021: 93% (27/29)

2020: 88% (7/8)

Analysis. Students are introduced to the Systems Outcomes Improvement Assignment via a written description of the assignment which included assignment requirements and suggested resources. The assignment assists the student in meeting two course learning outcomes within NURG 7004: 1) Course Learning Objective 2 (CLO 2: Integrate organizational and systems knowledge to facilitate sustainable practice level and system wide change that enhance delivery of quality, cost effective health care across vulnerable populations); and 2) Course Learning Objective 5 (CLO 5: Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and system-wide practice initiatives that will improve the quality of care).

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Based on the analysis of the 2020 results, in 2021 student learning was enhanced through course changes which included: 1) three course textbooks were updated to the latest editions (with one textbook added as a new adoption); 2) the course was revised from a 16-week course to an 8-week course to accommodate the BSN to DNP curriculum schedule; and 3) course assignments were reviewed and evaluated with adjustments to the number of assignments to better fit with the 8-week course. As a result, in 2021, 93% (27/29) of students achieved a score of 80% or higher on the Systems Outcomes Improvement Assignment. The target was met, and the result was up from 88% in 2020, but not as high as 100% in 2019. In 2021, there were more students due to the start of the BSN-DNP (NA) route.

Based on the analysis of the 2021 results, in 2022 student learning was enhanced through course changes which included: 1) integrating assignment rubrics into ExamSoft to allow for performance grading, and 2) revising the syllabus to include updated NSU policies, and formatting according to the updated DNP syllabus template. As a result, in 2022, 100% (17/17) of students achieved a score of 80% or higher on the Systems Outcomes Improvement Assignment. The target was met, and the result was up from 93% in 2021, and 88% in 2020.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to: 1) consider removing the video presentations as they are becoming outdated, 2) change discussion boards to a Q&A forum in which students cannot see other posts until they post to better evaluate context understanding, 3) convert the final presentation assignment to a video format instead of voice over PowerPoint to encourage oral presentation skills, and 4) adapt the conflict management activity to include a written evaluation of the results.

Measure 2.2.

Assessment Method: Faculty Administered End-of-Course Survey in NURG 7006 (Epidemiology) - Question #7: "Do the assignments and instructional methods support the achievement of Course Objective 7?"

Expected outcome: 80% of respondents will answer "yes"

Finding. Target was met.

Trending.

2022: 100% (15/15)

2021: 100% (12/12)

2020: 100% (4/4)

Analysis. Course objective # 7 states: "Discuss application of epidemiologic investigations to evaluate health care delivery models and affect public policy to improve health outcomes for populations." The course objective was met via three specific assignments within the course and was also partially met via various other course assignments. The three assignments that assisted the student learner with

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outcome attainment included: an online presentation, an infectious disease paper and two literature critique assignments.

Based on the analysis of the 2020 results, in 2021 faculty: 1) developed keys to all graded assignments; 2) developed more detailed instructions for all assignments; and 3) required all students to submit discussion forum posts and written work through Turn-it-In with a maximum of 12% as the threshold for assignment submission to assist with accountability. In 2021, 100% (12/12) of respondents answered “yes” to Question #7, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022 faculty: 1) reviewed course content and outcome attainment in alignment with DNP Essential competency attainment, and 2) evaluated the required course textbook to consider adopting a new course textbook and decided upon a new course textbook. In 2022, 100% (15/15) of respondents answered “yes” to Question #7, meeting the expected outcome.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to continue the assignment within the course, but to eliminate the course in 2024. The course offering will be eliminated from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. In 2023, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 2.2.

SLO 3. Systematically appraise existing literature, outcomes of practice, practice patterns, systems of care, and health organizations to design and generate best practice evidence to improve practice and health care outcomes.

Measure 3.1.

Assessment Method: Single Study Research Appraisal Assignment in NURG 7002 (Clinical Scholarship).

Expected Outcome: 80% of students will score 80% or higher

Finding. The target was met.

Trending.

2022: 100% (28/28)

2021: 92% (12/13)

2020: 100% (6/6)

Analysis. The research appraisal asks the student to systematically appraise/critique/evaluate a quantitative or qualitative research study (approved by faculty prior to beginning the appraisal), so they are prepared to utilize best evidence in the improvement of a clinical practice outcome. The research appraisal model guides the

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student in the appraisal process, enhancing and refining scholarship skills necessary for DNP project completion.

Based on the analysis of the 2020 results, in 2021, course changes included: 1) the course was co-taught by two faculty; 2) the Moodle course shells were merged to allow equal dissemination of information to all students; and 3) a statement was added to the syllabus regarding Turn-it-In similarity index expectations. As a result, in 2021, 92% (12/13) of students achieved a score of 80% or higher on the Single Study Research Appraisal Assignment.

Based on the analysis of the 2021 results, the 2022 course changes included: 1) adding a grading rubric for the single study research appraisal assignment in Module 1; 2) revising the syllabus to include updated NSU policies; and 3) formatting the syllabus according to recently updated DNP syllabus template. As a result, in 2022, 100% (28/28) of students achieved a score of 80% or higher on the Single Study Research Appraisal Assignment. The target was met, and the results were up from 92% in 2021.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to: 1) add instructor recorded introduction videos to each module, 2) utilize Exam Soft for rubric grading, 3) work toward getting final approval of scholarly project topics in this course (NURG 7002) so the students are ready to start the project moving in to the NURG 7010 course, and 4) consider adding the librarian led search strategy course requirement into this course (NURG 7002) from the NURG 7010 course.

Measure 3.2.

Assessment Method: Literature Review Table Assignment in NURG 7002 (Clinical Scholarship)

Expected outcome: 80% or more of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (28/28)

2021: 100% (13/13)

2020: 100% (6/6)

Analysis. This assignment requires the student to evaluate current literature related to a clinical question, identify gaps in the literature, and recognize contradictory findings. The student must compile the selected studies into a literature table format, utilizing a clear method of organization and identifying the Level of Evidence for each study.

Based on the analysis of the 2020 results, in 2021 faculty: 1) provided information via course forum to clarify assignment of Levels of Evidence, and 2) provided a journal article discussing the process for completing a literature review. In 2021, 100% (13/13) of students scored an 80% or higher, meeting the expected outcome.

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Based on the analysis of the 2021 results, in 2022 faculty: 1) posted Webex offerings scheduled with the CONSAH librarian to instruct on the library search process, 2) posted a sample literature review table for the students, 3) revised the syllabus to include updated NSU policies, and 4) formatted the syllabus according to recently updated DNP syllabus template. As a result, in 2022, 100% (13/13) of students scored 80% or higher, meeting the expected outcome.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to: 1) add instructor recorded introduction videos to each module, 2) utilize ExamSoft for rubric grading, 3) work toward getting final approval of scholarly project topics in this course (NURG 7002) so the students are ready to start the project moving in to the NURG 7010 course, and 4) consider adding the librarian led search strategy course requirement into this course (NURG 7002) from the NURG 7010 course.

SLO 4. Utilize information systems technology to implement and evaluate healthcare resources, quality improvement initiatives, and programs of care that support practice decisions.

Measure 4.1.

Assessment Method: Health Information Technology Systems Initial Planning Paper in NURG 7005 (Information Systems Technology)

Expected Outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (25/25)

2021: 100% (28/28)

2020: 89% (8/9)

Analysis. The NURG 7005 Informatics Technology course is taught through a Jones and Bartlett (JBI) Navigate course where students have access to narrated lectures on topics that correspond to required readings. The course culminates in the development of a Health Information Technology (HIT) Project that assists students to impact vulnerable population outcomes.

Based on the analysis of the 2020 results, in 2021 faculty updated all assignment rubrics to align with use of ExamSoft rubrics. In 2021, 100% (28/28) of students scored an 80% or higher on the Health Information Technology Systems Planning Paper, therefore the outcome was met. This is an increase from the previous two years despite the significant increase in enrollment.

Based on the analysis of the 2021 results, in 2022, faculty implemented the following: 1) updated the required textbook to the 5th edition, 2) revised course content to ensure alignment with the 5th edition of the course required textbook, 3) added module

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objectives and overview information that shows alignment with the course objectives, 4) revised wording and structure to all rubrics to increase inter and intra-rater reliability, and 5) made assignment directions clearer and more thorough based on questions posed to the “Course Questions” forum. As a result, in 2022, 25/25 (100%) students achieved a score of 80% or higher, meeting the expected outcome.

Decision. In 2022, the target was met at 100% (25/25). Based on analysis of the 2022 results, the plan for 2023 is for faculty to: 1) revise discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increase the time limit for completion of the HIT Quiz from 30 minutes to 1 hour as some students had concerns that the time was inadequate; and 3) transition grading of all assignments to ExamSoft.

Measure 4.2.

Assessment Method: Health Information Technology Systems Best Practices paper in NURG 7005 (Information Systems Technology)

Expected outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (25/25)

2021: 100% (28/28)

2020: 100% (9/9)

Analysis. This assignment requires the student to identify a nursing practice issue that could be improved with the development of a health information technology system. The student must articulate the process of implementing a specific HIT system to address the problem.

Based on the analysis of the 2020 results, in 2021 the course faculty revised the wording for domain #5 as it was considered vague and too general. The course faculty believed the wording could be interpreted to compare a prior initiative as opposed to evaluate the plan/outcomes, necessitating the revision of the grading rubric. In 2021, 100% (28/28) of students scored an 80% or higher on the Health Information Technology Systems Best Practices paper, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022, the following revisions were made: 1) the required textbook was updated to the 5th edition; 2) course content was revised to ensure alignment with the 5th edition of the course required textbook; 3) module objectives were added, including overview information that showed alignment with the course objectives; 4) revised wording and structure to all rubrics to increase inter- and intra-rater reliability; and 5) assignment directions were made clearer and more thorough based on questions posed to the “Course Questions” forum. As a result, 100% (25/25) of students scored 80% or higher on the Health Information Technology Systems Best Practices Paper.

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Decision. In 2022 the target was met at 100% (25/25). Based on the analysis of the 2022 results, the plan for 2023 is to: 1) revise discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increase the time limit for completion of the HIT Quiz from 30 minutes to 1 hour as some students had concerns that the time was inadequate; and 3) transition grading of all assignments to ExamSoft.

SLO 5. Advocate for health care policy which addresses social justice and equity in all health care settings.

Measure 5.1.

Assessment Method: Political Advocacy Assignment in NURG 7007 (Healthcare Policy)
Expected Outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (9/9)

2021: 96% (27/28)

2020: 93% (13/14)

Analysis. The political advocacy project/presentation asked students to attend a political event where the policy/bill/issue that they had previously analyzed with a policy analysis model, was discussed, or debated. The policy issue was required to be related to vulnerable health care populations. Prior to attending the political event, students were required to set goals for attending the meeting that included describing their role as a political advocate for or against the issue, identifying stakeholders related to the policy, networking with those stakeholders, and finally, describing how the event was a positive or negative mediating factor for the policy/law/bill/issue. After attending the event, students performed self-evaluations to determine how they could improve upon the advocacy skills they used in the meeting in their future DNP role.

Based on the analysis of the 2020 results, in 2021 faculty: 1) adopted the most current edition of course textbook (Mason 8th edition); 2) implemented ExamSoft performance grading to ensure CLO, SLO, and DNP Essential attainment while providing detailed feedback to students via the rubric portal, and 3) implemented more interactive learning strategies to supplement study guides, such as quizzes, Microsoft Stream presentations, STTI resourced legislator and bill assignments, and *Escape Fire Clip* movie to review healthcare payment models. In 2021, 96% (27/28) of students scored an 80% or higher on the Political Advocacy Assignment, meeting the expected outcome. The result was higher than the previous year (2020) and maintains the results in the 90's range.

Based on the analysis of the 2021 results, in 2022, the faculty revised the course by removing discussion board assignments within modules that had additional

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assignments already in place. In addition, additional interactive learning strategies, such as FlipGrid were also implemented into the course. Faculty were unable to add a Legislative Day experience as a course requirement as it would conflict with the clinical assignments of the NA students, however information regarding the Nurses' Day at the Legislature event was posted to the course for anyone who was able to attend. As a result, 100% (9/9) scored an 80% or higher on the Political Advocacy Assignment.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to continue the assignment but add additional opportunities for political event attendance. Students will be released from clinical practice obligations within the nurse anesthesia concentration to attend the LANA legislative day.

Measure 5.2.

Assessment Method: Ethical Debate in NURG 7007 (Healthcare Policy)

Expected outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (9/9)

2021: 93% (26/28)

2020: 100% (14/14)

Analysis. The Ethical Debate assignment is introduced to the student via a written description with requirements detailed in a grading rubric. As the course is online and occurs in an asynchronous manner, a live debate is not possible. However, students are assigned groups and topics to engage in a debate via submitting a Flipgrid recorded video. After students are assigned a group and a topic, they review: 1) the debate directions, 2) rules of the debate, and 3) the debate definitions, to construct their arguments. Upon reviewing the supplied information, students complete pre-debate activities (required readings; choose stance), an introduction, presentation of arguments, rebuttals, and a conclusion. Post-debate, the audience views each debated topic and votes for the "winning" debater for each topic.

Based on the analysis of the 2020 results, in 2021, faculty: 1) evaluated the length of time it takes students to complete assignments and course work, ensuring time requirements were feasible over the eleven-week offering; 2) revised domains and subdomains of the grading rubric to ensure interrater and intra-rater reliability; and 3) implemented ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal. In 2021, 93% (26/28) of students scored an 80% or higher on the Ethical Debate, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022, the faculty revised the course by removing discussion board assignments within modules that had additional assignments already in place. In addition, additional interactive learning strategies,

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such as FlipGrid, were also implemented into the course. Faculty were unable to add a Legislative Day experience as a course requirement as it would conflict with the clinical assignments of the NA students, however information regarding the Nurses' Day at the Legislature event was posted to the course for anyone who was able to attend. As a result, 100% (9/9) scored an 80% or higher on the Ethical Debate assignment.

Decision. In 2022, the target was met. Based on results, in 2023 the plan is to: 1) adjust the Ethical Debate rubric to reflect the viewing and voting on the two other debates, 2) revise the Elevator Speech rubric to reflect a more consistent, objective grading scale, and 3) consider adjustments to Legislator assignment to ensure academic honesty and self-accountability.

SLO 6. Employ consultative and leadership skills to function on inter-and intra-professional multidisciplinary teams that work collaboratively to improve vulnerable populations' health outcomes.

Measure 6.1.

Assessment Method: Leadership Paper in NURG 7004 (Organizational Theory and Systems Leadership)

Expected Outcome: 80% of students achieve 80% or higher

Finding. Target was met.

Trending:

2022: 100% (17/17)

2021: 97% (28/29)

2020: 100% (13/13)

Analysis. The leadership paper assignment asks students to examine a given scenario and evaluate the role of the DNP in employing leadership self-assessment findings, conflict resolution skills, and inter-professional collaboration. The NURG 7004 Leadership Paper assignment meets the third course objective which is to “institute leadership qualities used in team building, complex practice and organizational issues, management of ethical dilemmas, incorporation of sensitivity to diverse cultures, and elimination of health disparities, while demonstrating sensitivity to diverse organizational cultures and populations, including both patients and providers”. This course objective and outcome measure meets the second Essential of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and the sixth DNP program objective (SLO).

Based on the analysis of the 2020 results, in 2021 the following course changes were made: 1) three course textbooks were updated to the latest editions, 2) the course was revised from a 16-week course to an 8-week course to accommodate the BSN to DNP curriculum schedule, 3) course assignments were reviewed and evaluated with adjustments to the number of assignments to better fit with the 8-week course. In 2021, 97% (28/29) of students scored an 80% or higher on the Leadership Paper, meeting the

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expected outcome. Though 97% is a decrease from last year's results, only one student failed to make an 80%.

Based on the analysis of the 2021 results, in 2022 the faculty revised the course by: 1) integrating assignment rubrics into ExamSoft to allow for performance grading which enhanced feedback to students on competency attainment, 2) revising the course syllabus to include updated NSU policies, and 3) formatting the syllabus to replicate the updated DNP syllabus template. In 2022 the target was met with 100% (17/17) of students scoring 80% or higher.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 the plan is to: 1) incorporate "Introduction Videos" into modules to increase engagement as well as to assist with clarity of assignments, 2) change discussion board assignments to a Q & A forum to assist assurance of independent learning of course content and writing skills, 3) revise format of final presentation from a voice-over PowerPoint to a presentation/video format, and 3) revise the conflict management activity to include a write up of evaluation results based on the conflict management presentation.

Measure 6.2.

Assessment Method: Health Systems and Collaboration Assignment in NURG 7009 (Global Healthcare)

Expected Outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (29/29)

2021: 100% (8/8)

2020: 92% (12/13)

Analysis. This assignment was created to facilitate a more direct measurement of outcome attainment as opposed to the indirect measure previously used. The Health Systems and Collaboration assignment is located within the first course module and is conducted via Flipgrid Discussion Board. Students are introduced to the assignment via written instructions with assignment requirements, as well as a grading rubric.

Based on the analysis of the 2020 results, in 2021 faculty: 1) adopted the newest edition of the Global Health Textbook, and 2) changed the written discussion boards to FlipGrid presentations. As a result, in 2021, 100% (8/8) of students scored an 80 or higher on the Health Systems and Collaboration Assignment, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022, faculty made the following course changes: 1) assignment rubrics were integrated into ExamSoft to allow for performance grading, and 2) in-class sessions and/or weekly "office hours" to answer questions on

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difficult content were incorporated; Additionally, when possible, course faculty suggested incorporating travel and community outreach during the summer semester course. Suggested travel included mission trips or abroad trips to learn more about global healthcare. As a result, in 2022 100% (29/29) of students scored 80% or higher.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 to continue the assignment within the course, but to eliminate the course in 2024. The course offering will be eliminated from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7015: Foundations of Advanced Nursing Practice. In 2023, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 6.2

SLO 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice.

Measure 7.1.

Assessment Method: Population Focused Prevention Project in NURG 7001 (Clinical Prevention and Population Health)

Expected Outcome: 80% of students achieve 80% or higher

Finding. The target was met.

Trending.

2022: 100% (25/25)

2021: 100% (20/20)

2020: 90% (10/11)

Analysis. The Population Focused Prevention Project is a graded paper that is completed after students write their Vulnerable Population paper. In the Vulnerable Population paper, students identify a vulnerable population, discuss cultural and environmental influences that affect the population, describe health disparities or disparities that affect health, and finally, analyze resources, risks, and health status related to the Vulnerable Population Conceptual Model. Students also include a discussion about the role of the DNP prepared nurse related to improving outcomes in the population in their Vulnerable Population Paper. In the Population Focused Prevention Project, students build on the Vulnerable Population paper by developing a PICO question, identifying stakeholders, developing an interdisciplinary plan to achieve the outcome identified in the PICO question, then discussing leadership competencies necessary for implementation of the proposed plan.

Based on the analysis of the 2020 results, in 2021, faculty: 1) transitioned the course from a 16-week course to an 8-week course to accommodate the BSN to DNP curriculum schedule, 2) removed the Macha & McDonald text, and 3) revised all readings and assignments to align the current required texts. In 2021, 100% (20/20) of

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students scored an 80% or higher on the Population Focused Prevention Project, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022 the faculty revised the course as follows: 1) added assignment rubrics using ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal 2) added a faculty-administered end of course survey, and 3) modified the course syllabus to include updated NSU policies, and format according to recently updated DNP syllabus template.

Decision. In 2022, the target was met. Based on the analysis of the results, in 2023, faculty plan to include more instructional PowerPoint/videos for assignment discussion.

Measure 7.2.

Assessment Method: Community Needs Health Assessment in NURG 7006 (Epidemiology)

Expected Outcome: 80% of students will score 80% or higher

Finding. Target was met.

Trending.

2022: 100% (30/30)

2021: 87% (26/30)

2020: 86% (6/7)

Analysis. The infectious disease research paper is one of three assignments in NURG 7006, Epidemiology, that demonstrates students' achievement of course objective 7: "Discuss application of epidemiologic investigations to evaluate health care delivery models and affect public policy to improve health outcomes for populations."

Based on the analysis of the 2020 results, in 2021 faculty revised the Community Needs Health Assessment to integrate an opportunity for students to garner virtual clinical practice hours as part of the assignment. Previously the assignment only allowed for face-to-face interactions, but due to the COVID pandemic in 2020, students were not able to participate in face-to-face clinical hours. Subsequently, in 2021 the assignment was revised to allow for virtual clinical hour obtainment. In 2021, 87% (26/30) of students scored an 80% or higher on the Community Needs Health Assessment, meeting the expected outcome.

Based on the analysis of the 2021 results, in 2022 faculty: 1) reviewed course content and outcome attainment in alignment with DNP Essential competency attainment, 2) completed all course grading in ExamSoft, and 3) evaluated the required course textbook to consider adopting a new course textbook and decided upon adoption of a

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new course text. In 2022, 100% (30/30) of students scored an 80 or higher on the Community Needs Health Assessment, meeting the expected outcome.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023 to continue the assignment within the course, but to eliminate the course in 2024. The course offering will be eliminated from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. In 2023, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 7.2.

SLO 8. Demonstrate advanced practice expertise, specialized knowledge, and expanded responsibility and accountability in the care, management, and evaluation of individuals, families, and communities in a specialty practice area within the domain of nursing.

Measure 8.1.

Assessment Method: Scholarly Project Paper in NURG 7012 (Scholarly Project Practicum III)

Expected Outcome: 90% of students will achieve a “Satisfactory” or “Satisfactory with Revisions”

Finding. Target was not met.

Trending.

2022: 82% (9/11)

2021: 85% (6/7)

2020: 80% (4/5)

Analysis. Students begin formally working on their scholarly project paper in NURG 7010. NURG 7010 is the first of three courses (7010, 7011, and 7012) that guides the student through identification, development, implementation, evaluation, and dissemination of their scholarly project. The scholarly project paper is composed of five chapters (Introduction, Synthesis of Evidence, Methodology, Results, and Summary/Discussion of Results). Each DNP student must successfully complete the final scholarly project paper and orally defend the project to be eligible for graduation. The paper is written in APA format and represents a synthesis of program coursework and practice application.

Based on the analysis of the 2020 results, in 2021 faculty: 1) removed the 2nd committee member requirement, 2) utilized full time DNP faculty in the major professor role when possible and as feasible, 3) allowed defenses to be held virtually, 4) required all students to upload their DNP project narrative to ProQuest as scholarly project dissemination, 5) allowed the major professor to observe the post defense grading debrief session, and 6) updated the DNP student shell in Moodle with the latest forms,

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rubrics and resources (narrated power points). In 2021, 85% (6/7) of students scored 80% or higher on the Scholarly Project Paper, which did not meet the expected outcome, but was an increase from the 2020 result of 80%. As in 2020, the percentage is based on a low number, which can skew percentages with even one student not meeting the expected level of achievement.

Based on the analysis of the 2021 results and discussions during the DNP PCC 2021 retreat, in 2022 faculty: 1) added faculty narrated module introductions and overviews for all DNP Scholarly Practicum Courses, 2) instituted weekly faculty development sessions for Major Professors, 3) reviewed the SRC/IRB approval process for project review and approval, and 4) created project processes related to formatting and printing. Faculty are still working toward the creation of a DNP Project manual. As a result, in 2022, 82% (9/11) of students scored an 80% or higher on the Scholarly Project Paper, which did not meet the expected outcome.

Decision. In 2022 the target was not met. Based on the analysis of the 2022 results, in 2023 faculty plans to revise the DNP project practicum series to: 1) introduce some of the Scholarly Project Paper writing components earlier in the NURG 7002 course to allow students to better develop scholarly writing skills, 2) continue use of a Scholarly Project Paper template to improve formatting, and 3) continue submission of SRC/IRB applications electronically.

Measure 8.2.

Assessment Method: Scholarly Project Practicum Portfolio in NURG 7012 (Scholarly Project Practicum III)

Expected Outcome: 100% of students will score "Pass"

Finding. Target was not met.

Trending.

2022: 82% (9/11)

2021: 85% (6/7)

2020: 100% (7/7)

Analysis. The scholarly project practicum portfolio is the students' written report of all practicum hours they have achieved throughout the program and how those hours meet specific DNP graduate competencies. The portfolio documents student's achievement of scholarly project outcomes and ongoing reflection of professional and individual growth into the DNP scholar. The portfolio is organized so that the reviewer can clearly evaluate attainment of the DNP Program Outcomes, and includes a chart formatted into the following sections: 1) date hours occurred, 2) what type of clinical experience occurred, 3) where hours were earned, 4) hours earned, 5) cumulative total hours earned, 6) course objective number that the activity met, 7) program objective number that the activity met, and 8) DNP Essential number that the activity met.

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In 2021 the DNP program adopted Typhon, allowing students to complete their Scholarly Project Practicum Portfolio in a digital format. Additionally, based on the analysis of the 2020 results, in 2021 faculty: 1) revised the DNP Scholarly Project Practicum Portfolio rubric to ensure all components of portfolio were adequately assessed; 2) assigned course leaders for NURG 7010-7012 to coordinate Moodle, Examsoft, and/or Typhon assignments and evaluation of assignments as appropriate; and 3) required students to create a digital portfolio in Typhon®. As a result, in 2021, 6/7 (85%) students scored 80% or higher on the Scholarly Project Practicum Portfolio, not meeting the expected outcome of 100%.

Based on the analysis of the 2021 results, in 2022 faculty: 1) updated the audio enhanced PowerPoint for portfolio creation, 2) provided exemplars of student portfolios within the portfolio introduction presentation, and 3) created templates that can be transferred digitally into Typhon during portfolio creation. As a result, in 2022 82% (9/11) of students scored a “Pass” on the Scholarly Project Practicum Portfolio, which did not meet the expected outcome.

Decision: In 2022 the target was not met. Based on the analysis of the 2022 results, in 2023, faculty plans to revise the DNP project practicum series by: 1) introducing some of the Scholarly Project Paper writing components earlier in the 7002 course to allow students to better develop scholarly writing skills, 2) continuing use of a Scholarly Project Paper template to improve formatting, 3) continuing submission of SRC/IRB applications electronically, and 4) encouraging review of student portfolios during semester advising sessions to allow feedback on portfolio structure and content.

Comprehensive summary of key evidence of improvements based on analysis of the results.

Based on the analysis of the 2021 results, in the 2022 assessment year, the DNP program implemented many plans to enhance student learning. Changes were made based on student evaluations, data collected as seen in the SLO measures, student feedback, faculty assessment of students, and implementation of best practices. Below are measures that were implemented in the 2022 assessment year that contributed to DNP student learning and success:

- Curriculum meetings were added after the completion of each semester to review course reports and discuss recommendations for revisions in courses
- Semester curriculum meetings included representation from all student cohorts to get feedback from students regarding courses they had taken
- Plans for changes in textbook adoptions were presented during the curriculum meetings to ensure accuracy of booklist postings
- The OSL Program Coordinator position was added in Spring, 2022
- Many course assignment rubrics were migrated into ExamSoft to improve collection of course assessment data and provide feedback to students.
- The DNP program piloted use of the Axiom Mentor IRB program to streamline

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SRC/IRB submission and expedite approval for student DNP projects

- The DNP Essential Competency Ad Hoc committee was formed to begin planning for competency-based curriculum changes
- In the NURG 7000 course, faculty: 1) provided in-class sessions or weekly “office hours” to answer questions on difficult content, and 2) added flip grid discussion boards into the course. For the 16-week course, faculty: 1) provided in-class sessions or weekly “office hours” to answer questions on difficult content; and 2) aligned course objectives and SLOs to grading rubric criteria in Exam Soft.
- Also for the NURG 7000 course, faculty: 1) changed the nursing theory and interdisciplinary theory modules into one module which the students worked in dyads to present major categories of theories using specific criteria; 2) had students listen to each student-dyad’s presentation and answer questions about each presentation as part of their final assignment grade; 3) asked students to specifically describe how they met each course objective (with examples) as a portion of course grade; 4) added audio enhanced presentations to all module content; 5) encouraged students to ask questions in the student question forum to each other to encourage course interaction; 6) used exam-soft rubrics for grading assignments and the midterm exam and provided feedback to students via exam soft and Turn it in; 7) graded assignments prior to the student’s submission of next assignment (within 5-7 days); 8) coordinated with the instructor of the other required courses in the OSL curriculum and alternated due dates for assignments; 9) ensured that all assignments were graded prior to students’ submissions of the next assignment; 10) added a group member evaluation to encourage equal student effort in dyad assignments; 11) provided individual student advising at the end of the semester to discuss scholarly project ideas; and 12) closely evaluated required readings to ensure that assigned readings were less than 100 pages in length.
- For the NURG 7006 course, faculty: 1) reviewed course content and outcome attainment in alignment with DNP Essential competency attainment, and 2) evaluated the required course textbook and decided upon a new course textbook.
- For the NURG 7002 course, faculty: 1) added a grading rubric for the Evidence Based Search assignment in Module 1, 2) revised the syllabus to include updated NSU policies, 3) formatted the syllabus according to recently updated DNP syllabus template, 4) posted Webex offerings scheduled with the CONSAH librarian to instruct on the library search process, and 5) posted a sample literature review table for the students.
- For the NURG 7005 course, faculty: 1) updated the required textbook to the 5th edition, 2) revised course content to ensure alignment with the 5th edition of the course required textbook, 3) added module objectives and overview information that shows alignment with the course objectives, 4) revised wording and structure to all rubrics to increase inter and intra-rater reliability, and 5) made assignment directions clearer and more thorough based on questions posed to the “Course Questions” forum.

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- For the NURG 7007 course, faculty: 1) removed discussion board assignments within modules that had additional assignments already in place, and 2) added additional interactive learning strategies such as FlipGrid into the course. Additionally, course faculty provided opportunities for involvement in legislative day events and will require legislative event attendance in the future (LANA legislative day).
- For the NURG 7004 course, faculty: 1) integrated assignment rubrics into ExamSoft to allow for performance grading which enhanced feedback to students on competency attainment, 2) revised the course syllabus to include updated NSU policies, and 3) formatted the syllabus to replicate the updated DNP syllabus template.
- For the NURG 7009 course, faculty: 1) integrated assignment rubrics into ExamSoft to allow for performance grading, and 2) incorporated in-class sessions and/or weekly “office hours” to answer questions on difficult content.
- For the NURG 7001 course, faculty: 1) added assignment rubrics using ExamSoft performance grading to ensure CLO, SLO, and DNP Essential attainment while providing detailed feedback to students via the rubric portal, 2) added a faculty-administered end of course survey, and 3) modified the course syllabus to include updated NSU policies and formatted according to the recently updated DNP syllabus template.
- For the DNP Scholarly Practicum courses, faculty: 1) added faculty narrated module introductions and overviews for all DNP Scholarly Practicum Courses, 2) instituted weekly faculty development sessions for Major Professors, 3) reviewed the SRC/IRB approval process for project review and approval, 4) created project processes related to formatting and printing, 5) updated the audio enhanced PowerPoints for portfolio creation, 6) provided exemplars of student portfolios within the portfolio introduction presentation, and 7) created templates that can be transferred digitally into Typhon during portfolio creation.

Plan of action moving forward.

The following are the action plans for the 2023 assessment year.

- Hire additional DNP full time faculty, including one (1) CRNA faculty member and one (1) non-CRNA faculty member.
- Continue work of the DNP Essential Competency Ad Hoc Committee to move toward competency-based curriculum changes.
- Adopt and implement ExamSoft in all courses. Require ExamSoft reporting as addendum to course reports.
- Use Survey Monkey to administer all end of course surveys and annual surveys within the DNP Program.
- Develop DNP Project Manual for centralization of DNP Project related forms,

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documents and procedures. Within the DNP Project Manual, establish processes to facilitate timely completion of scholarly project.

- In the NURG 7000 course, faculty plan to: 1) convert some early content to Quizzes rather than guided readings (terms especially); 2) incorporate MR theory chapter 1 into module 1 readings; 3) make it clear that feedback is the faculty's opinion or the author's opinion, but that the students' opinions are valid when they are well written, understandable and answer the guided reading questions; 4) provide exemplars of student presentations; 5) provide in-class sessions or weekly "office hours" to answer questions on difficult content; and 6) add flip grid discussion boards into the course.
- In the NURG 7004 course, faculty plan to: 1) consider removing the video presentations as they are becoming outdated, 2) change discussion boards to a Q&A forum in which students cannot see other posts until they post to better evaluate context understanding, 3) convert the final presentation assignment to a video format instead of voice over PowerPoint to encourage oral presentation skills, and 4) adapt the conflict management activity to include a written evaluation of the results.
- Regarding the NURG 7006 course, the plan is to eliminate the course offering after the Spring 2023 semester from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health beginning in Spring 2024.
- In the NURG 7002 course, faculty plan to: 1) add instructor recorded introduction videos to each module, 2) utilize Exam Soft for rubric grading, 3) work toward getting final approval of scholarly project topics in this course so the students are ready to start the project moving in to the NURG 7010 course, and 4) consider adding the librarian led search strategy course requirement into the course from the NURG 7010 course.
- In the NURG 7005 course, faculty plan to: 1) revise discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increase the time limit for completion of the HIT Quiz to from 30 minutes to 1 hour as some students had concerns that the time was inadequate; and 3) transition grading of all assignments to Exam Soft.
- In the NURG 7005 course, faculty plan to: 1) adjust the Ethical Debate rubric to reflect the viewing and voting on the two other debates, 2) revise the Elevator Speech rubric to reflect a more consistent, objective grading scale, and 3) consider adjustments to Legislator assignment to ensure academic honesty and self-accountability.
- Regarding the NURG 7009 course, the plan is to eliminate the course offering from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7007: Healthcare Policy and NURG 7001: Clinical Prevention and Population Health.

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- For the NURG 7001 course, faculty plan to include more instructional PowerPoints or videos for assignment discussion.
- For the Scholarly Project Practicum courses, faculty plan to: 1) introduce some of the Scholarly Project Paper writing components earlier in the 7002 course to allow students to better develop scholarly writing skills, 2) continue use of a Scholarly Project Paper template to improve formatting, and 3) continue submission of SRC/IRB applications electronically.
- For Measures 2.2, 6.2, and 7.2, faculty will determine the new assessment measure and expected outcome to replace current measures.