

STUDENT LEARNING ASSESSMENT REPORT, 2018-2019

PROGRAM: Nursing (D.N.P.)

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Executive Summary: Description of Assessment Process

Program description from the Course Catalog:

Marymount's Doctor of Nursing Practice (D.N.P.) Program provides the knowledge, skills, and abilities needed to negotiate and improve the health care system. Acquired skills include those needed to develop evidence-based practice protocols, develop and utilize databases, and apply epidemiological methods. Students will endeavor to develop new models of care delivery and to become expert in a specific area of nursing. Further, students will expand their knowledge of health care policy and finance so as to better negotiate and influence the health care delivery system and to advocate for improved care for individuals and aggregates. Graduates with this terminal degree will be prepared for roles in direct care or indirect, systems-focuses care.

List *all* of the program's learning outcomes, as of the assessment year's catalog: *(regardless of whether or not they are being assessed this year)*

Learning Outcome	Year of Last Assessment	Assessed This Year	Year of Next Planned Assessment
I. DEVELOP NEW APPROACHES TO ADVANCED NURSING PRACTICE AND HEALTH CARE DELIVERY BASED ON SCIENTIFIC KNOWLEDGE AND THEORIES OF NURSING AND OTHER DISCIPLINES	2013-2014		2016-2017
II. DEMONSTRATE CLINICAL, ORGANIZATIONAL, AND SYSTEMS-LEVEL LEADERSHIP THROUGH THE DESIGN OF INNOVATIVE MODELS OF CARING	2011-2012		2015-2016/2018-2019
III. DESIGN METHODS FOR EVALUATING CLINICAL OUTCOMES TO DIRECT EVIDENCE-BASED PRACTICE FOR IMPROVING HEALTH CARE		2014-2015	2017-2018
IV. UTILIZE KNOWLEDGE DRAWN FROM EPIDEMIOLOGICAL, STATISTICAL, AND TECHNOLOGICAL DATA TO IMPLEMENT QUALITY IMPROVEMENT INITIATIVES FOR PRACTICE WITH INDIVIDUALS, AGGREGATES, AND POPULATIONS	2010-2011	2014-2015	2015-2016/2018-2019
V. LEAD INTER-PROFESSIONAL TEAMS IN THE ANALYSIS OF COMPLEX PRACTICE AND ORGANIZATIONAL ISSUES	2011-2012	2014-2015	2017-2018
VI. DEMONSTRATE LEADERSHIP IN HEALTH POLICY AT THE STATE, LOCAL, AND FEDERAL LEVEL	2011-2012		2017-2018
VII. DEMONSTRATE ADVANCED LEVELS OF CLINICAL JUDGMENT, SYSTEMS THINKING, AND ACCOUNTABILITY IN DESIGNING, DELIVERING, AND EVALUATING EVIDENCE-BASED CARE TO IMPROVE PATIENT OUTCOMES	2012-2013		2015-2016/2018-2019
VIII. APPLY ETHICAL ANALYSIS WHEN GENERATING POLICY, RESEARCH, AND PRACTICE	2013-2014		2016-2017
IX. USE CONCEPTUAL AND ANALYTICAL SKILLS IN EVALUATING THE LINKS AMONG PRACTICE.	2013-2014		2016-2017

Provide a brief description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the process, providing evidence of a culture of continuous improvement based on assessment. If there is something that is impeding your ability to implement improvements, please comment on those issues

The Department of Nursing has a robust and cyclical assessment process which is a major component of the accreditation process. In early 2013 the Department of Nursing submitted a self-study report to the Commission on Collegiate Nursing Education (CCNE) accreditation program as part of the re-accreditation process. The self-study examined the curriculum, teaching and learning practices and program effectiveness based on student and faculty outcomes. In fall 2013, a site visit was completed, and all nursing programs were granted full accreditation status (10 years, with a 5 year interim report due to CCNE). The documents used for this assessment specific to the DNP program included the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2011). Information from the annual learning outcomes assessments is included in these accreditation reports. Additional program review is completed annually in the full faculty systematic evaluation meeting in the spring semester (May).

Each fall the nursing assessment committee and the faculty choose the learning outcomes and outcome measures to be evaluated during the upcoming academic year. Throughout the academic year the department chair and assessment committee collaborate with the faculty to assure that data are collected using specific measures/standards in their courses. In the past academic year, faculty remained involved to assure compliance with University, School and accreditation standards. A continuing challenge for the program has been the small number of students enrolled in the program. This limits the selection of direct and indirect measures that accurately reflect achievement of program outcomes by students. The program suspended admissions for the academic year 2014-2015. Recruitment of students continued and a cohort of 5 students enrolled beginning with the academic year 2015-2016. A 5-year program review was conducted during the academic year 2015-2016 and submitted in winter 2017. The review and subsequent response to comments from the Dean and APBP are included in the discussions that follow.

Closing the Loop: Progress on Planned Improvements from Prior Year

Describe how the program implemented its planned improvements from last year:

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Design methods for evaluating clinical outcomes to direct evidence-	The NU 800 course module addressing development of AIMS/OUTCOMES will be reviewed and updated. Additional	This is in progress. Plans for an updated DNP project handbook including additional materials

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<p>based practice for improving health care.</p>	<p>learning activities focused on appropriate measurements, creation of SMART objectives, and steps in creating a robust, achievable project plan will be created. This may involve use of templates found in scholarly literature addressing DNP projects.</p> <p>Prior to DNP project presentations, a proposal executive summary will be circulated to all doctorally prepared nursing faculty. If rubric elements are found omitted from the summary, the presentation will be deferred. The DNP program director will notify the student of delays associated with incomplete executive summary. The DNP director will also review faculty comments (negative/positive) with students privately following oral proposal presentations.</p>	<p>describing SMART objectives and a variety of other templates designed to guide scholarly work development is ongoing. At the beginning of the Fall term, a full-time faculty member teaching solely in the graduate school left the MU community. Shifts in teaching responsibilities altered project work flow.</p>
<p>Lead inter-professional teams in the analysis of complex practice and organizational issues.</p>	<p>The addition of an increased number of writing assignments early in the evidence-based practice course sequence will assist in earlier identification of students at risk. As mentioned above, exploration of university resources for scholarly writing assistance will be explored. As previously mentioned, development of the scholarly project and paper is an iterative process. The program director will review all assignments related to development of this deliverable. Written, oral and discussion board work will be mapped to each portion of the project. If deficient areas are identified, assignments enhancing learning around a specific concept (such use of personal leadership style to mitigate barriers to project implementation) will be added.</p>	<p>The low number of students enrolled has limited implementation. Currently, two DNP students are involved in this element of project development. The DNP director serves as mentor to these students. Writing has improved and is mapped to each portion of the project. This course will be taught on a larger scale during the Summer of 2020. More progress data will be available after that date.</p>
<p>Demonstrate leadership in health policy at the state, local, and federal level. <i>(Revised to: Students will demonstrate knowledge of how the nursing profession can affect health</i></p>	<p>Direct observation and participation in health policy at local, state and federal levels would provide students an experiential opportunity for intellectual growth surrounding this learning objective. The program director will discuss this with the adjunct nursing professor (or substitute) prior to the next</p>	<p>As experiential learning activity is included in the health policy course. This has been well-received by students and is linked to a reflective paper assessing the experience.</p>

Outcome	Planned Improvement	Update <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
<i>policy at the state, local, and federal level.)</i>	offering of this course. An experiential learning activity will be created aligning with this learning outcome.	

Provide a response to last year's University Assessment Committee review of the program's learning assessment report:

Comment: Committee requested more detail in measurement to learning objective 3. Below is the response. No other comments required further input.

Response: **Learning Outcome 3: Demonstrate leadership in health policy at the state, local, and federal level.**

Students will demonstrate knowledge of how the nursing profession can affect health policy at the state, local, and federal level.

Assessment Activity			
Outcome Measures <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	Performance Standard <i>Define and explain acceptable level of student performance.</i>	Data Collection <i>Discuss how the data was collected and describe the student population</i>	Analysis <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct measure: Students in NU 706, a doctoral nursing course with a health policy focus, will provide a written discussion board response to the question, "How does the profession maximize political power?"	100% of students will score 17/20 or above on a discussion board post addressing the question, "How does the profession maximize political power?"	Data collected and evaluated by the instructor against a rubric provided to students at the beginning of the semester. The student population were enrolled in the Doctor of Nursing Practice (DNP) program.	The instructor used a rubric for evaluation (Appendix 1, 5). 100% of DNP students (n = 5) in the course Fall 2017 met the standard with a score of 17/20 (85%) or above. Although numbers are small, the performance standard was achieved.
Indirect measure: Prior to graduation, all DNP students are to complete an electronic journal. Included are reflections on each DNP essential established by the American Association of Colleges of Nursing (AACN) and supporting coursework and assignments enabling achievement. Additionally,	100% of students will reflectively journal on the American Association of Colleges of Nursing (AACN), DNP Essential V Health Care Policy for Advocacy in Health Care.	DNP students submit an electronic journal to the program director for review. The program director looks for inclusion of reflections on DNP Essential V, Health Care Policy for Advocacy in Health Care as an evaluation.	The program director used the assignment instructions (Appendix 6) in her review of 10 DNP students. Seven students completed the assignment during the terminal semester, 3 students completed an initial submission during NU 801 in the Summer of 2017. 100% of students met this performance standard. Although numbers are small, the performance standard was achieved.

<p align="center">Outcome Measures</p> <p align="center"><i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p align="center">Performance Standard</p> <p align="center"><i>Define and explain acceptable level of student performance.</i></p>	<p align="center">Data Collection</p> <p align="center"><i>Discuss how the data was collected and describe the student population</i></p>	<p align="center">Analysis</p> <p align="center"><i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>a reflection on mastery level surrounding each essential is included. The assignment is given in NU 801, a DNP course aimed at assessing the clinical site where the quality improvement project will occur. This course considers potential challenges in project implementation with emphasis on processes/procedures to minimize failure risk. Journal reflection on the essentials is required prior to graduation. As such, students in the program who had not previously completed this assignment did so as part of NU 899 (an independent study credit used to complete the scholarly project) in the terminal semester.</p>			

Outcomes Assessment 2018-2019

Learning Outcome 1:

SLO # 2: **Demonstrate clinical, organizational, and systems-level leadership through the design of innovative models of caring**

(Last assessment 2015 – 2016)

Outcome Measure	Performance Standard	Data
Direct Measure NU 701	90% of students will achieve an 85% on the System cultural analysis paper assignment.	**Please Attach Question; Rubric; or Measurement Tool used to collect Data** Assignment 1 Achieved-3/3 students received an 85% of above on the System cultural analysis paper
Indirect Measure End of program DNP portfolio	90% of students will say they are competent in describing their own leadership style and the strengths and limitations brought to innovative change in complex health care systems in portfolio journal reflections on the DNP essentials submitted in the final program semester.	100% (5/5) of students say they are competent in describing their own leadership style and the strengths and limitations brought to innovative change in complex health care systems in portfolio journal reflections on the DNP essentials submitted in the final program semester.

Interpretation of Results

Analysis and Implications: Students achieved outcome. In each circumstance the number evaluated is quite small. Also, with 100% achievement, perhaps a more rigorous outcome measure should be considered.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

The graduate faculty reviews courses and rubrics at completion of each semester. Student feedback as well as faculty experience is incorporated in outcome revisions (change in assignments and rubrics) for the next course iteration. This is in process as we plan for continued assessments.

Learning Outcome 2:

We chose SLO # 4: **Utilize knowledge drawn from epidemiological, statistical, and technological data to implement quality improvement initiatives for practice with individuals, aggregates, and populations.**

(Last assessment 2015– 2016)

Outcome Measure	Performance Standard	Data
		Please Attach Question; Rubric; or Measurement Tool used to collect Data
NU 700 Assignment	90% of students will pass with an 85% or above on the Summary Table of Evidence assignment.	Assignment 2 100% (7/7) of students achieved this outcome.
Indirect Measure End of term DNP survey	90% of students will say they are competent in evaluating epidemiological, statistical, and technical data when implementing quality improvement initiatives for practice with individuals, aggregates, and populations. **Based on Dr. Moriarty's Survey Monkey survey results**	0/5 responded to this question in a survey monkey format.

Interpretation of Results

Analysis and Implications: For the NU 700 assignment, this course was offered in Fall/Spring/Summer and consistently students do well with this assignment. As the summary table of evidence is pivotal measure assessing the ability to critique research this learning activity will remain a portion of the curriculum. No students responded to the survey monkey survey in Spring 2019. This provides no data for this objective.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

Moving forward, student reflection of competency in evaluating epidemiological, statistical, and technical data when implementing quality improvement initiatives for practice with individuals, aggregates, and populations will be measured through evaluation of the DNP portfolio submission in the terminal semester. Guided group discussion intended to evaluate this and other indirect outcome measures with students in the final semester will also be considered. The group should be lead by faculty not directly involved with student's educational process.

We chose SLO # 7: **Demonstrate advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.**

(Last assessment 2015 – 2016)

Outcome Measure	Performance Standard	Data
		Please Attach Question; Rubric; or Measurement Tool used to collect Data
Direct Measure NU 899 Presentation	90% of student will successfully orally defend their completed DNP project on first attempt.	Assignment 3 100% (5/5) students met this objective.

Direct Measure NU 899 Written assignment	Students will achieve an 85% or above on the completed DNP project paper within one month of oral presentation defense.	Assignment 4 100% (5/5) students met this objective.
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Interpretation of Results

Analysis and Implications Although the numbers are small this reflects the success of the final scholarly presentation and paper generated by DNP students. This reflects a coordinated effort by nursing faculty engaged in mentoring with the doctoral students. Expectations are established in objective rubric form for these learning activities and faculty discuss student progress/areas for improvement as a group. I believe this positive outcome is a direct reflection of this collaboration.

Discuss planned curricular or program improvements for this year based on assessment of outcome:

As a nursing faculty we will continue to provide one-to-one mentoring with doctoral students moving through the project process. We will also continue to meet as a faculty discussion student progress and needs around project development and implementation. By Spring 2020, our DNP project handbook will be revised and available for DNP students entering the course sequence addressing the scholarly project.

Appendices *(please only include items that will help reviewers understand your process – for example, test questions, rubrics, survey questions, more detailed description of assessment measures, summary tables of survey results, etc.)*

Assignment 1

The focus of this paper is system culture, and how it directly and indirectly impacts the formal and social milieu of an organization. The nurse leader needs to develop system cultural assessment and analysis skills to be effective in their role.

Using a theoretical model described in the required textbook, each of you will analyze and evaluate the culture of a system. You will identify a system issue and describe the value of an effective nurse leader working with an interdisciplinary team in addressing this issue. This assessment and analysis will be supported with examples and appropriately referenced from theory using APA format.

Paper length: no more than 10 pages - text and references. (6-8 page text seems reasonable, excluding cover sheet and references).

NU 701 System culture analysis paper – Spring 2019

System culture directly and indirectly impacts the formal and social milieu of an organization. The nurse leader needs to

develop system cultural assessment and analysis skills to be effective in their role.

Using a theoretical model the student will analyze and evaluate the culture of a system. The student will identify a system issue and describe the value of a nurse leader and the interdisciplinary team in addressing this issue. This assessment and analysis will be supported with examples and appropriately referenced from theory using APA format.

System Identification

6pt/_____

Briefly describe the organization. Describe things like type of patients, size, and make up of staff, physical space, leadership structure and such. This description will help the reader put the cultural assessment and analysis into context.

System Cultural Assessment

28pt/_____

Utilize the **Schein Levels of Culture Theory** and provide an assessment of the culture of this organization. Describe and support your assessment of the three levels within this theory: artifacts, espoused values and basic assumptions. Support your theoretical analysis with literature and your system assessment with rationale and examples.

Transmission and Sustaining of Culture

20pt/_____

From your observation and discussion with system stakeholders, leadership and employees

- Who were/are the founding leaders of this culture?
- Why or how have these 'behavior norms' developed?
- Why are they allowed to remain?
- How are new members socialized to the culture?
- Who currently are the members who actively sustain the cultural norms?
- Has there ever been an attempt to change any of these norms? If so what happened?
- What is paid attention to by the leaders? What is rewarded or punished?
- What are the rites and rituals in this system?
- Does the physical design have any impact on the culture or patterns of behavior? Is so how?
- How similar or different is the general culture within the institution to the culture within the larger system?

Identification of System Issue

20 pt/_____

Analyze a current healthcare system issue and describe the value of new nurse leadership roles and the role of the interdisciplinary team in addressing this system level concern.

Cultural Analysis Related to the nurse leadership Role

20pt

Given the system assessment how would the culture affect **your** implementation of innovation strategy in response to the system issue. How do the norms impact inter-professional interactions and influences? As a nurse leader in this system and within the organization which of the cultural components would you actively buy into, and help to sustain, and which would you not participate? Of the ones you would choose to not participate are there any you would actively try to change?

Professional Paper

6pt/_____

Papers represent students' professional efforts and should be professional presented in a scholarly manner. There should be evidence of clear and organized writing (introduction and summary), professional appearance, and use of APA format. Literature should be utilized and appropriately referenced.

Total 100pt/_____

Assignment 2

The Summary Table of Evidence should demonstrate that students are capable of synthesizing the research on a selected clinical problem area and produce a summary report suitable for guiding the development or change of clinical protocols related to the specific clinical problem. The primary focus in this assignment should be on evaluating the evidence for appropriateness to apply an intervention/treatment into clinical practice.

Instructions:

Use the problem identified in your PICOT statement as the topic for review. The paper **MUST** be prepared using APA guidelines for references. Citations (author and year) should also be present as the studies are discussed.

For this assignment, review the research on the topic, synthesize the findings and, based on the strength of the evidence, evaluate the usefulness of applying the findings into clinical practice. This assignment consists of the following steps:

1. Decide which research problem you would like to address and obtain approval from the professor. Be sure that the title reflects the research problem.
2. Present the PICOT question
3. Conduct a thorough literature search; these articles must address the specific research problem and include both quantitative and qualitative articles, if possible.
4. Complete the Summary Table of Evidence
 - a) Title the table appropriately (see suggested sample below).
 - b) Fill in the cells of the table appropriately and accurately for each article.
 - c) Prepare a two page summary of your findings, indicating your perception of the appropriateness of applying the evidence-based treatment/ intervention into clinical practice, based on your review of the studies. Include this prior to the table of evidence.
 - d) Add a legend at the bottom of the table that explains any abbreviations used in the table.
 - e) APA (title page that includes your name, the title, the course name, and the date.

Summary Table
Title of Table

Complete citation	Research Aims/questions/hypothesis	Study Design	Theoretical/conceptual framework	Sample Selection and and Characteristics	Setting	Variables/Measures	Data Collection Instruments Used	Data collection methods	Description of Intervention	Major Findings

Citation: List Authors, journal, year of publication and other data pursuant to APA format

Research aims/questions/hypotheses: Describe these aspects of the study

Study Design: Accurately identify study design and type of study

Conceptual/theoretical framework: Describe framework if used and relationship to the research questions/hypothesis

Sample: Describe sample design and methods used and size and characteristics for all groups; applicability for the research questions/methods

Setting: Describe setting in which the research was conducted

Variables/measures: Describe the study variables and their relationship to the research hypotheses/questions

Data collection instruments: Describe the instruments, their reliability and validity, relationship to variables, linguistic and cultural appropriateness

Data collection methods: describe data collection methods, appropriateness for research questions

Intervention: describe the intervention and its relationship to the research aims/questions/hypothesis

Protection of human subjects: Describe processes used to protect human subjects

Data analysis: describe data analysis used and its appropriateness for study questions, hypotheses, design, variables, and data collection methods

Major findings: describe major findings and their relevance for practice

Summary Table of Evidence Evaluation

Topic: _____ **Date:** _____

Presenter: _____

Reviewer: _____

Topic approval by faculty	5%
Summary Table of Evidence	40%
Critical Appraisal of Evidence	45%
APA Format	10%
Total	

Assignment 3/4

GUIDELINES

FOR DNP COMPLETED PROJECT – Oral presentation and Scholarly Paper **During this oral presentation, please use this outline as a guide for questions**

Upon final approval of the doctoral project committee, the following sections that are relevant to the student project will be included in the paper:

Section 1: Introduction

- Statement of the problem
- Significance of project for nursing and health care
- Theoretical foundation or model
- PICOT and Clinical question

Section 2: Critical Review of Pertinent Literature

- Include theoretical, methodological, empirical research as applicable
- Include rating of level and strength of any empirical evidence using an established evidence-based rating system (as appropriate)
- Synthesize empirical support for proposed project

Section 3: Methods

- Description of population
- Aims/Outcomes (description of measures and, if appropriate, their reliability and validity or sensitivity/specificity profile)
- Procedures for implementation
- Plans for data analysis or evaluation
- Protection of human subjects if appropriate

Section 4: Results

- Specific results

- Data analysis
- Validity of results

Section 5: Discussion and Conclusions

- Summary of results
- Clinical implications of results/impact on practice
- Limitations and suggestions for improvement
- Suggestions for future clinical projects or research
- References

Section 6: Appendices (Optional)

- Summary matrix review of individual research tables
- Theoretical models (schematics)
- Methods