STUDENT LEARNING ASSESSMENT REPORT, 2019-2020

PROGRAM: Nursing (D.N.P.)
SUBMITTED BY: Maureen Moriarty DNP, ANP-BC, FAHS, FAANP, Interim Chief Nurse Administrator
DATE: 11/20

Executive Summary: Description of Assessment Process

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	2019-2020	2016-2017
II. DEMONSTRATE CLINICAL, ORGANIZATIONAL, AND SYSTEMS-LEVEL LEADERSHIP THROUGH THE DESIGN OF INNOVATIVE MODELS OF CARING	2011-2012		2015-2016/2018-2019 2021-2022
III. DESIGN METHODS FOR EVALUATING CLINICAL OUTCOMES TO DIRECT EVIDENCE-BASED PRACTICE FOR IMPROVING HEALTH CARE		~~2014-2015~~	2017-2018 2020-2021
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 2021-2022
V. LEAD INTER-PROFESSIONAL TEAMS IN THE ANALYSIS OF COMPLEX PRACTICE AND ORGANIZATIONAL ISSUES	2011-2012	~~2014-2015~~	2017-2018 2020-2021
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 2021-2022
VIII. APPLY ETHICAL ANALYSIS WHEN GENERATING POLICY, RESEARCH, AND PRACTICE	2013-2014	2019-2020	2016-2017
IX. USE CONCEPTUAL AND ANALYTICAL SKILLS IN EVALUATING THE LINKS AMONG PRACTICE.	2013-2014	2019-2020	2016-2017

Provide a <u>brief</u> description of the assessment process used including how results are shared and discussed and strengths, challenges, and planned improvements to the <u>process</u>, 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 *(generally not more than two paragraphs, may use bullet points)***:**

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 were incorporated into curricular revisions. Enrollment in the program continues low. A subsequent 5-year review of the program due January 2021 is deferred for one year. This decision was made by the dean and APBP as an online graduate nursing program with two DNP tracks (post baccalaureate and post masters) was launched in fall 2020. The additional year will provide an opportunity to consider students enrolled in both the on-campus and on-line programs.

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 (Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)
Design methods for evaluating clinical outcomes to direct evidence-based practice for improving health care.	The NU 800 course module addressing development of AIMS/OUTCOMES will be reviewed and updated. Additional 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. Prior to DNP project presentations, a proposal executive summary will be circulated to all doctoral 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.	This change was implemented. New modules surrounding AIMS/OUTCOMES were created in the NU 800 course. The requirement for an executive proposal summary will be embedded in a description of guidelines for oral DNP proposal presentations to the faculty. The course was not offered until Fall 2020 hence an addendum to next year's evaluation will be added regarding this planned improvement.
Lead inter-professional teams in the analysis of complex practice and organizational issues.	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	This was implemented in the IPE 715 course that was substituted for NU 700 in the Spring of 2020. Students engaged in multiple short writing assignments

Outcome	Planned Improvement	Update *(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)*
	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.	surrounding critique of a variety of research methods. The DNP director participated as a co-instructor in the course and was able to identify students who required scholarly writing assistance. During the summer of 2020 and continuing into the fall of 2020, these students have been referred to resources both within and external to the university for writing assistance.
Demonstrate leadership in health policy at the state, local, and federal level. *(Revised to: Students will demonstrate knowledge of how the nursing profession can affect health policy at the state, local, and federal level.)*	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 offering of this course. An experiential learning activity will be created aligning with this learning outcome.	Students engaged in a trip to the state house in Richmond in the fall 2019 offering of the health policy course. Due to COVID restrictions, this opportunity could not be repeated in the spring.

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

Response: There were no additional areas for response that have not been previously addressed from last year's report.

DNP Student Learning Outcomes Plan 2019-2020

SLO # 1: **Develop New Approaches to Advanced Nursing Practice and Health Care Delivery Based on Scientific Knowledge and Theories of Nursing and Other Disciplines.**

(Last assessment 2016 – 2017)

Outcome Measure	Performance Standard	Data **Please Attach Question; Rubric; or Measurement Tool used to collect Data**
Direct Measure NU 700	90% of students will achieve an 85% on paper describing evidence-based practice framework guiding a proposed practice change.	14.6/15 = 97.3% n=12 100% of students met this direct measure Appendix A describes the rubric
Indirect Measure End of term DNP survey	90% of students will say they are competent in describing theory related to their scholarly project on the end of the program DNP outcomes survey. **Based on Dr. Moriarty's Survey Monkey survey results**	No graduates in this academic year unable to assess

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

Students met this outcome, but it should be noted that the performance standard used was changed from a "paper" to an oral presentation. As noted in Appendix A, a scholarly oral presentation using an APA format was expected. The learning outcome did not change, just the presentation format. This lack of fidelity to the original performance standard is however and area for improvement moving forward.

The indirect measure of self-reported student competency in describing a theory related to their scholarly project at the end of the DNP program was not met as there were no graduates from the program this year. Although assessment of the student's confidence with terminal learning outcomes at the end of the program is essential, an evaluation of this measure following the course directly addressing content would be meaningful in informing other courses in the evidence-based practice research sequence.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>

We will review performance standards for the coming year to assure fidelity with direct and indirect measures put forth for evaluation. Although achievement of the outcome was assessed by the direct measure the standard measure was altered from a written to oral assignment.

Indirect measures involving surveys (verbal or written) will be linked to evaluation of the performance standard at the end of the semester. Additionally, we will continue to include an evaluation of all terminal learning objectives at the end of the program via a student survey.

We chose SLO # 8: **Apply Ethical Analysis When Generating Policy, Research, and Practice.**
(Last assessment 2016 – 2017)

Outcome Measure	Performance Standard	Data **Please Attach Question; Rubric; or Measurement Tool used to collect Data**
Direct measure NU 707 Assignment	90% of students will pass with an 85% or above on the "Ethical Organizational Scenarios for Analysis" assignment.	19.36/20 = 97%. Therefore 100% of students met this outcome- n=18 Appendix B describes the rubric
Indirect Measure End of term DNP survey	90% of students will say they are competent in ethical analysis related to policy, research, and practice on the end of the program DNP outcomes survey. **Based on Dr. Moriarty's Survey Monkey survey results**	No graduates in this academic year unable to assess

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

NU 707 is a leadership course that focuses on individual leadership style. Applications of one's own leadership style through an ethical framework in complex organizational scenarios is a learning outcome for the course. 100% of students met this performance standard through direct measurement of a written learning assignment. There will be no change in this direct measure.

The indirect measure of self-reported student competency in ethical analysis related to policy, research, and practice at the end of the DNP program was not met as there were no graduates from the program this year Although assessment of the student's confidence with terminal learning outcomes at the end of the program is essential, an evaluation of this measure following the course directly addressing content would be meaningful in informing other courses when evaluating sequencing.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome:</u>

Indirect measures involving surveys (verbal or written) will be linked to evaluation of the performance standard at the end of the semester. Additionally, we will continue to include an evaluation of all terminal learning objectives at the end of the program via a student survey.

We chose SLO # 9: **Use Conceptual and Analytical Skills in Evaluating the Links Among Practice.**
(Last assessment 2016 – 2017)

Outcome Measure	Performance Standard	Data **Please Attach Question; Rubric; or Measurement Tool used to collect Data**
Direct Measure NU 703 Written assignment	90% of student will achieve an 85% or greater on their evidence-based practice change written assignment.	Fall 2019-17.9/20, 89.5%, n = 2 Su 2020 19.1/20, 96%, n = 7 100% of students met this outcome Appendix C describes the rubric
Direct Measure NU 703 Presentation	Students will achieve an 85% or above on their oral presentation incorporating conceptual and analytical skills to identify linkages between practice and the evidence.	No students were ready to present their DNP oral presentation during this academic year, therefore this measure could not be evaluated Several students presented Fall 2020, an addendum regarding performance on this outcome will be attached with next year's assessment.

Interpretation of Results

Analysis and Implications: *What does this result tell you about the extent to which your students achieved this outcome? What are the strengths and weaknesses that this result highlights, and what are the implications for your curriculum or your program?*

This course was offered twice during this academic cycle, once in fall 2019 as an independent study course and again in summer 2020. The data for summer 2020 is included here as the fall 2019 course had only 2 students. Although there were small numbers each time the course was offered (n =2 fall 2019, n = 7 summer 2020) the direct measure was met by 100% of students in both cohorts. The numbers are low making inference difficult. It is noteworthy that students at the end of NU 703 should be positioned to present the oral presentation of the DNP proposal to faculty. Students are not allowed to present the proposal in the summer as many nursing faculties are away from campus. Most students in the summer of 2020 course have presented to faculty during the fall 2020 semester, this includes the two independent study students from the fall 2019 offering of the course. Although doctoral work is iterative and there are benchmarks that at times fall outside of course parameters, it bears further evaluation if students have successfully completed their evidence-based practice change written assignment but are not presenting their oral proposal defense within a semester of course completion. This may in part be due to the streamlined content now in place for students in the post baccalaureate to DNP program. Evidence-based practice courses are interspersed with clinical courses. The goal is completion of the DNP project and clinical hours required for FNP certification during the same semester to avoid delay in students sitting for outside certification examination. With the new curriculum, clinical learning follows sequentially each semester. Some students elect to "table" the DNP project for a semester to devote more time to clinical coursework.

Discuss planned curricular or program improvements <u>for this year based on assessment of outcome</u>:

No students achieved the second performance measure during NU 703. All were successful however in developing a written DNP proposal. The oral proposal presentation may occur in NU 703 or in the next evidence-based practice course in the sequence, NU 800. Given the curricular changes combining MSN/DNP course work in the last few years, perhaps the performance measure should be evaluated in both courses. Students in doctoral work although following a sequence in project development and implementation tend to vary in timelines. Additionally, in fall 2020 we enrolled an online cohort of post-baccalaureate to DNP students and will add a post-masters track in spring 2021. Progression through the evidence-based practice course sequence along with benchmarking milestones will need evaluation given the variation in platform.

To improve student understanding of the DNP project process, the DNP handbook will be updated this year. This handbook outlines elements of the DNP project including rubrics for oral proposal and project defense, and guidelines for the DNP project scholarly paper. Timelines with salient benchmarks will be added to this handbook along with courses where these deliverables will likely occur. This will provide students and faculty with an overview of links between the four evidence-based practice courses. Just as with deliverables associated with clinical courses, students need an understanding of expectation in project development, implementation, and evaluation.

Appendix A

PICOT Presentation

Student Name_____   Project
Title_____   Date_____

Identification of Topic	Comments
Selects a priority area of interest	5
Discusses brief summary of rationale for the selection of the priority area, including a discussion of the importance or significance for nursing	10
Describes clinical practice researchable question using the PICOT format	10
Problem Background	
States the clinical practice research question in one clearly defined statement.	10
Describes and analyzes the current state of the problem. Include the impact and implications for nursing in the clinical setting.	10
Describes the impact of the problem on the quality of care and safety.	10
Identifies an evidence-based practice model in guiding project process	5
Synthesis of the Evidence Presented as a Narrative Review of the Literature	
	5

Summarizes overall types of studies that have been conducted in terms of design, sampling, measurements, findings, and scientific rigor (e.g., experimental, descriptive, qualitative) using the systems for rating evidence synthesis or clinical practice guidelines, or identifies if there is no rating of evidence).	5
Summarizes characteristics of the study subjects across the articles (e.g., children, minority groups). If applicable, summarizes of the characteristics of the interventions that were employed.	5
Provides a synthesis of the research findings (subjects/characteristics of interventions) across studies. Judging whether or not the findings are: Valid (consider sources of bias) Reliable (sufficient strong to influence practice?) Discusses the usefulness of applying the evidence-based treatment/ intervention into clinical practice, based on synthesis of the studies.	
Describes the major EBP recommendations	
Describes a proposed change in clinical practice based on the evidence. Identifies potential barriers and facilitators to the proposed clinical practice change.	10 5
APA format - slide references	5
Best practice in slide presentation	5

Appendix B

Some Rubric

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Select a decision-making format (P. 77, Johnson) Select a decision making format that resonates with you. Identify and define an ethical scenario, work through all components of the scenario in the identified decision-making format.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Transformational Leadership and Ethics Apply transformational leadership and ethics concepts that you have learned, throughout the various components of the decision-making model chosen.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Management Strategy Identify and present one or more plausible management strategies, to the ethical scenario that you have worked through in the chosen decision-making format.	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts
Formatting and Style Includes Title Page and Body of paper, not to exceed 5 pages, in APA format. All pages numbered, running head, double spaced, Level 1 Headings, as appropriate. Correct formatting, grammar, spelling, punctuation, sentence structure, effective flow of ideas, tone, and correct in-test APA citations.	2.5 pts Full Marks	0.0 pts No Marks	2.5 pts
References At least 3 primary, current, scholarly sources, correct Reference list in APA formatting.	2.5 pts Full Marks	0.0 pts No Marks	2.5 pts

Total Points: 20.0

Appendix C

Grading Rubric for the DNP Draft Project Proposal

First Steps - Identification of Topic	
Preliminary work **Select a priority area of interest** Write and submit a brief summary of your rationale for the selection of the priority area, including a discussion of the importance or significance for nursing Develop and submit your clinical practice researchable question using the PICOT format	_____pts. (5) _____pts. (5)

Incorporate what you have completed from previous assignment/discussion board posts.	
Second Steps – Preparation of Paper	
Identify your clinical practice researchable question State the question so it is clearly defined in one statement. Describe and analyze the current state of the problem. Include the impact and implications for nursing in the clinical setting. Describe the impact of the problem on the quality of care and safety. *Incorporate what you have completed from previous assignment/discussion board posts.*	_____pts. (5) _____pts. (5)
Present a Synthesis of the Evidence as a Narrative Review of the Literature (*Your summary table of evidence will be helpful in crafting this most important section.*) Summarize the overall types of studies that have been conducted in terms of design, sampling, measurements, findings, and scientific rigor (e.g., experimental, descriptive, qualitative). Summarize the characteristics of the study subjects across the articles (e.g., children, minority groups). If applicable, summarize the characteristics of the interventions that were employed. Provide a synthesis of the research findings across studies. Judge whether or not the findings are: Valid (consider sources of bias) Reliable (sufficient strong to influence practice?)Discuss the usefulness of applying the evidence-based treatment/ intervention into clinical practice, based on your synthesis of the studies. Evaluate the feasibility of using the research evidence. Consider potential risks, needed resources, and readiness for implementing EBP. Identify the potential cost/benefit ratio for making a change to practice based on the evidence. Decide whether to apply the evidence; consider using the evidence; or not use the evidence. Provide justification for choice. Identify the references as primary research, evidence synthesis, or clinical practice guidelines (CPG) Describe and defend the strength of the evidence available for the reference (using the systems for rating evidence synthesis or clinical practice guidelines, or identify if there is no rating of evidence).	_____pts. (25)
Describe the major EBP recommendations Describe a proposed change in clinical practice based on the evidence Identify potential barriers and facilitators to the proposed clinical practice change. Incorporate what you have done in previous assignments/discussion board posts.	_____pts. (20)
Strategies to Improve Clinical Practice on the basis of EBP Describe the strategies that you would use to implement your proposed change to improve clinical practice based on the evidence, i.e.: identify a wide range of stakeholders to involve, creating a sense of urgency, visioning. Include specific strategies for patients, health care providers, and health care organizations and the community. *Incorporate what you have chosen in previous assignment/discussion board posts.* Outline ways to evaluate the effectiveness of change in practice (i.e. OUTCOMES how would you measure change)	_____pts. (25)
APA format, grammar in text	_____pts. (5)
APA format for reference list	_____pts. (5)
Total Points (100)	_____pts. (100)