

Program-Level Assessment: Annual Report

Program: Department: Nursing
Degree or Certificate Level: BSN-DNP & PM-DNP College/School: TBVSON
Date (Month/Year): February/2022 Primary Assessment Contact: J. Thanavaro
In what year was the data upon which this report is based collected? 2021
In what year was the program's assessment plan most recently reviewed/updated? 2021

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

- #1. Uses advanced knowledge of mid-range and translational theories from nursing and other disciplines as a framework for advanced nursing practice.
- #2. Critically examines research and scholarship to support evidence-based clinical practice
- # 7a. Applies principles of epidemiology to populations at risk.
- # 7b. Applies principles of biostatistics to populations at risk.
- # 7c. Applies principles of environmental science to populations at risk.
- # 7d. Applies knowledge of patterns of disease to populations at risk.
- #7e. Applies principles of prevention & intervention to populations at risk.
- # 9. Designs and implements processes to evaluate outcomes and systems for health care delivery.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

A grading rubric was used to determine if students achieved the outcomes based on a cumulation of their courses in the DNP program .No students in the program attended courses at the Madrid campus. All course work was delivered online. The grading rubric was completed by all faculty members who were present during the student's presentation (Appendix C). Faculty consisted of the DNP project committee, as well as any other faculty who attended the presentation. Four students presented on-campus and one student presented online due to inability to travel.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The grading rubric was completed by all faculty members who were present during the student's presentation. Faculty consisted of the DNP project committee, as well as any other faculty who attended the presentation. All faculty were invited to attend presentations. The DNP committee was made up of at least two full-time faculty members including the project chairperson and statistician. The student was permitted to select an outside reader for the project who demonstrated expertise in the focus of the project. Three of the five students chose outside readers for their committee. Four students presented on-campus and one student presented online due to inability to travel.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

DNP Program Outcomes

Program Outcomes	Strongly Agree	Agree	Neither	Disagree or Strongly Disagree
1.	74.5% (38)	15.7% (8)	3.9% (2)	5.9% (3)
2.	78.4% (40)	15.7% (8)	5.9% (3)	0% (0)
7a.	88.2% (45)	25.5% (13)	5.9% (3)	0% (0)
7b.	70.6% (36)	23.5 (12)	5.9 % (3)	0% (0)
7c.	58.8% (30)	13.7% (7)	17.6 % (9)	7.9 % (4)
7d.	80.4% (41)	9.8% (5)	9.8 % (5)	0% (0)
7e.	80.4% (41)	18.6% (10)	0% (0)	0% (0)
9.	78.4% (40)	15.7% (8)	3.9% (2)	2% (1)

51 faculty evaluations were collected during DNP final project presentations held in December 2021, for 5 students. Faculty responses to this assessment indicate that faculty agree that DNP project presentations demonstrate evidence of the assessed program outcomes. Specifically, faculty conveyed little uncertainty as to whether the aggregate DNP project presentations demonstrated the DNP program outcomes, except for 7 c. Overall, faculty evaluations are improved from the prior survey in 2017 with all outcomes being graded either “Agree” or “Strongly Agree” for at least 70% of all presentations.

The lowest scored program outcome in the 2017 assessment (#1) was rated below 60% for “Agree” or “Strongly Agree”. The present assessment demonstrates an improvement of over 30% for this outcome. The lowest outcome (7c: *Applies principles of environmental science to populations at risk*) in this evaluation period is unchanged from the previous assessment.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Final DNP projects continue to demonstrate overall achievement of the program goals. Our first cohort of DNP NEL (nurse executive leader) students are scheduled to graduate in December, 2022. The program outcomes should be evaluated again next year to determine if NEL students will be equally successful in achieving these program outcomes

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

A DNP curriculum meeting was held in February, 2022 to review the process of DNP project management and final presentations. The addition of the Nurse Executive Leader (NEL) students and their specific focus for the DNP project was discussed. While Nurse Practitioner students focus on patient care outcomes, NEL students may focus on educational or health organization outcomes. The committee agreed that these program outcomes, as originally written for NP students, are still meaningful and relevant to our NEL students. There was some confusion related to the definition “environmental science” and this may be contributing to a lower score for that program outcome. The DNP curriculum committee met on 2/15/2022 and agreed with that assessment and a definition will be added to the grading rubric to help with clarity.

The final program assessment was presented at the February 2022 Advanced Nursing Practice Program Committee (ANPPC) who agreed with the findings and recommendations of this assessment.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies

- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan

- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

Changes in curriculum content: Inclusion of additional content on IRB submission.
Addition of Zoom meeting with students from Director of Advanced Practice Programs to review project requirements and process. This is in addition to the overview students receive at DNP orientation. Timing of this additional information session will occur during NURS 6170 (Evidence based practice II)
Providing students with the grading rubric prior to the project presentation.
Including the statistician at the beginning of the project design and throughout the project development and completion.
Inclusion of definition of environmental science will be documented on the grading rubric for DNP project presentations

If no changes are being made, please explain why.

Changes are being made

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

To facilitate the ease in which students' progress through their project, additional content on IRB submission has been added to content provided in NURS 6170 (Evidence based practice II).
Faculty who are new to chairing projects received training session in addition to working one-on-one with seasoned DNP project chairs.

B. How has this change/have these changes been assessed?

Changes and student feedback are being monitored by the Associate Dean of graduate education with every student who graduates from the DNP program

C. What were the findings of the assessment?

Feedback obtained through the advisors indicate that while some students progress through their DNP projects seamlessly, others need more assistance with a structured approach and firm deadlines.

D. How do you plan to (continue to) use this information moving forward?

Evaluation of these program outcomes next year to assess DNP: NEL student achievement.
Ongoing assessment of student feedback regarding process of DNP project completion.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix C

**NURS 6961 DNP Project Presentation
Faculty Scoring Rubric**

STUDENT NAME

**RATE THE STUDENT'S PRESENTATION ON EVIDENCE OF DNP PROGRAM OUTCOMES AS FOLLOWS:
5= STRONGLY AGREE; 4= AGREE; 3= NEITHER AGREE OR DISAGREE; 2= DISAGREE; 1= STRONGLY DISAGREE**

Program Outcome	5	4	3	2	1	Comments/examples to support your score
1. Uses advanced knowledge of mid-range and translational theories from nursing and other disciplines as a framework for advanced nursing practice						
2. Critically examines research and scholarship to support evidence-based clinical practice						
7a. Applies principles of epidemiology to populations at risk						
7b. Applies principles of biostatistics to populations at risk						
7c. Applies principles of environmental justice and environmental science to populations at risk*						
7d. Applies knowledge of patterns of disease to populations at risk						
7e. Applies principles of prevention and intervention to populations at risk						
9. Designs and implements processes to evaluate outcomes & systems for health care delivery						

***Environmental justice (EJ)** is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

***Environmental science** is an interdisciplinary academic field that integrates physical, biological, and geography to the study of the environment, and the solution of environmental problems.