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 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 data base, 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.

Note: During the 2021 Assessment Cycle, the COVID-19 pandemic continued to affect teaching and learning circumstances. Through deliberate planning in the last assessment cycle at the onset of the pandemic, the College of Nursing had substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff. These measures were continued in response to the continuation of the pandemic for this assessment year.

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.
2021: 100% (28/28)
2020: 90% (9/10)
2019: 80% (8/10)

	2019	2020	2021		2022		2023	
Midterm Exam	80% 8/10	90% 9/10	Spring n = 20/20	100 %				
			Fall n = 8/8	100 %				
Total	**80%**	**90%**	28/28	**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 2020, faculty posted an audio PowerPoint review for the midterm exam, as well as YouTube video links. While the 2019 course report suggested to: 1) engage a content expert in the philosophical underpinnings of nursing knowledge development, 2) develop a creative learning assignment that helps students link the scientific knowledge of nursing and other sciences to current nursing and advanced nursing practices, and 3) add 30-minute weekly advising sessions for those with course questions, the course remained largely unchanged for the Fall 2020 offering. In Fall 2020, students were offered virtual meetings based on faculty office hours. However, as the course was to be offered in Spring 2021 in a compressed 8-week course offering, faculty used the course reformat as an opportunity to implement the previously mentioned suggestions. As a result, in 2020, 90% (9/10) of students achieved a score of 80% or higher on the midterm exam in NURG 7000. Therefore, the target was met.

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. Based on the analysis of the 2020 results, in 2021, 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, 100% of students achieved a score of 80% or higher on the Midterm exam for both the Spring and Fall semesters. Therefore, the target was met. This was a second increase in the percentage of students achieving an 80% or higher over the last two years, demonstrating an increase in student learning.

Decision. In 2021 the target was met. In 2022, the plan is to continue the course 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 the 8-week course, 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. For the 16-week course, faculty plan to: 1) provide in-class sessions or weekly "office hours" to answer questions on difficult content; and 2) align course objectives and SLOs to grading rubric criteria in Exam Soft.

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

AC 2021 Assessment

	2019	2020	2021		2022		2023	
End-of-Course Survey	80% 8/10	90% 9/10	Spring n = 7/7	100%				
			Fall n = 7/7	100%				
Total	**80%**	**90%**		**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 2020 faculty: 1) gave detailed feedback on the students' submission of *Guided Reading Questions* assignments for the first four modules within one week of the students completing the modules, and 2) held a thirty-minute meeting to discuss the student's proposed scholarly project concept. In 2020, none of the students completed the faculty administered end of course evaluation tool. However, 70% (7/10 students) completed the University administered end of course evaluation. Of the responses, 100% (7/7) 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.

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 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 described 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.

Decision. In 2022, the plan is to continue the course 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 8-week course, 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. For the 16-week course, faculty plan to: 1) provide in-class sessions or weekly "office hours" to answer questions on difficult content; and 2) align course objectives and SLOs to grading rubric criteria in Exam Soft.

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.
2021: 93% (27/29)
2020: 88% (7/8)
2019: 100% (15/15)

Analysis. Students are introduced to the 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).

In 2020, 88% (7/8) of students scored an 80% or higher on this assignment, and as such, no issues and/or problems were identified with the assignment. 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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) integrate assignment rubrics into ExamSoft to allow for performance grading, 2) revise the syllabus to include updated NSU policies, and format according to recently updated DNP syllabus template.

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.
2021: 100% (12/12) Note: there were 12 student respondents, with 30 students enrolled in the course.
2020: 100% (4/4) Note: there were 4 student respondents, with 7 students enrolled in the course.
2019: 100% (4/4) Note: this is the number of respondents, not the number of students enrolled in the course.

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

In 2020, 100% (12/12) of respondents answered "yes" to Question #7. 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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) review course content and outcome attainment in alignment with DNP Essential competency attainment and 2) evaluate required course textbook to

consider adopting a new course textbook. The current course textbook is not specific to nursing and was published in 2012. An updated course textbook, specific to nursing would not only aid in course content delivery and course outcome attainment, but also DNP Essential attainment and DNP Essential sub competency attainment.

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.
2021: 92% (12/13)
2020: 100% (6/6)
2019:   93% (13/14)

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

In 2020 course faculty provided additional sources of information to instruct students on the research appraisal process and encouraged students to utilize a designated course forum for specific questions regarding the research appraisal assignment. As a result, in 2020, 100% (6/6) of students scored an 80% or higher on this assignment, and as such, no issues and/or problems were identified with the assignment.

Based on the analysis of the 2020 results, the 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 similarly 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. Though the target was met, it was down from 100% in 2020. Results from 2018 – 2021 have ranged from 92%-100%. The one student who did not score 80% on this assignment did not follow instructions regarding the assignment criteria.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) add a grading rubric for the Evidence Based Search assignment in Module 1; 2) revise the syllabus to include updated NSU policies; and 3) format the syllabus according to recently updated DNP syllabus template.

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:
2021: 100% (13/13)
2020: 100% (6/6)
2019: 86% (12/14)

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.

In 2020 faculty: 1) posted a sample literature review table for the students, and 2) provided a journal article discussing the process for completing a literature review. As a result, in 2020, 100% (6/6) of students scored an 80% or higher.

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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) post Webex offerings scheduled with the CONSAH librarian to instruct on the library search process, 2) post a sample literature review table for the students, and 3) revise the syllabus to include updated NSU policies, and 4) format the syllabus according to recently updated DNP syllabus template.

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.
2021: 100% (28/28)
2020: 89% (8/9)
2019: 93% (13/14)

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.

In 2020 faculty: 1) revised HIT Initial Planning Paper related to plan/outcome evaluation, and 2) maintained the use of Navigate course based on student feedback. As a result, in 2020 8/9 (89%) students achieved a score of 80% or higher, meeting the expected outcome, but declining slightly from the previous year.

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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) update the required textbook to the 5th edition, 2) revise course content to ensure alignment with the 5th edition of the course required textbook, 3) add module objectives and overview information that shows alignment with the course objectives, 4) revise wording and structure to all rubrics to increase inter and intra-rater reliability, and 5) make assignment directions clearer and more thorough based on questions posed to the "Course Questions" forum.

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.
2021: 100% (28/28)
2020: 100% (9/9)
2019: 100% (14/14)

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.

In 2020 the faculty reviewed and updated the HIT systems selected for the assignment to ensure they were applicable and current, and provided time for student/faculty meetings via WebEx or in office to discuss the appropriateness of the HIT system selected to meet the identified practice problem. In 2020, 100% (9/9) of students scored an 80% or higher, meeting the expected outcome. However, after grading the assignment in 2020, course faculty believe the wording for domain #5 was vague and too general. The course faculty believe the wording could be interpreted to compare a prior initiative as opposed to evaluate the plan/outcomes.

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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) update the required textbook to the 5th edition, 2) revise course content to ensure alignment with the 5th edition of the course required textbook, 3) add module objectives and overview information that shows alignment with the course objectives, 4) revise wording and structure to all rubrics to increase inter- and intra-rater reliability, and 5) make assignment directions clearer and more thorough based on questions posed to the "Course Questions" forum.

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.
2021: 96% (27/28)
2020: 93% (13/14)
2019: 100% (13/13)

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.

In 2020 faculty updated editions of textbooks, eliminating the Health Policy Crisis and Reform textbook purchase, and implemented more interactive learning strategies to supplement study guides. As a results in 2020, 93% (13/14) of students scored an 80% or higher on the Political Advocacy Assignment.

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% (27/18) of students scored an 80% or higher on the Political Advocacy Assignment, meeting the expected outcome. The result is higher than last year and maintains the results in the 90's range.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to enhance the course by: 1) removing discussion board assignments within modules that have additional assignments, 2) considering integration of Legislative Day experience into the course, and 3) reviewing DNP Essential sub competencies for integration into course assignments.

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.
2021: 93% (26/28)
2020: 100% (14/14)
2019: 100% (13/13)

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.

In 2020, faculty evaluated the length of time it takes students to complete all assignments, ensuring time requirements are congruent with a three-credit hour doctorate course; and 2) revised grading rubric domains to ensure alignment with course learning outcome attainment. In 2020, 100% (14/14) of students scored an 80% or higher on the assignment. All students enrolled in the course successfully completed the assignment.

Based on the analysis of the 2020 results, in 2021, faculty evaluated the length of time it takes students to complete assignments and course work, ensuring time requirements are feasible over an 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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to enhance the course by: 1) removing discussion board assignments within modules that have additional assignments, 2) considering integration of Legislative Day experience into the course, and 3) reviewing the DNP Essential sub competencies for integration into course assignments.

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:
2021: 97% (28/29)
2020: 100% (13/13)
2019: 100% (15/15)

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).

In 2020 faculty implemented the use of the self-assessment paper, which included an Emotional Intelligence (EI) portion, to enhance the content of the leadership paper and required student to use additional resources, outside of the required course readings to support the assignment, assisting in the development of scholarship skills while encouraging students to read "deeply and broadly". In 2020, 100% (13/13) of students scored an 80% or higher on the Leadership Paper, meeting the expected outcome.

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

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) integrate assignment rubrics into ExamSoft to allow for performance grading which will enhance feedback to students on competency attainment, 2) revise the syllabus to include updated NSU policies, and 3) format according to recently updated DNP syllabus template.

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.
2021: 100% (8/8)
2020: 92% (12/13)
2019: 100% (12/12)

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.

In 2020 faculty revised two specific course assignments that had an overlap of content, the Health Disparity paper in module 2 and the Health Challenges Worksheet in Module 5. Faculty revised the health disparity assignment located in module 2, so that it helps students to gain better understanding of the material they will cover in the discussion board assignment. In 2020, 92% (12/13) of students scored an 80% or higher on the Health Systems and Collaboration Assignment, meeting the expected outcome.

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.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) integrate assignment rubrics into ExamSoft to allow for performance grading, and 2) provide in-class sessions or weekly "office hours" to answer questions on difficult content; Additionally, when possible, course faculty suggest incorporating travel and community outreach during the summer semester. Suggested travel includes mission trips or abroad trips to learn more about global healthcare.

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.
2021: 100% (20/20)
2020: 90% (10/11)
2019: 79% (11/14)

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.

In 2020, faculty revised the grading rubric for the Population Focused Prevention Project to provide more specific information to assist students to include appropriate content in the assignment. In 2020, 90% (10/11) of students scored an 80% or higher on the Population Focused Prevention Project, meeting the expected outcome.

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

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) revise 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) add a faculty-administered end of course survey, 3) revise the syllabus to include updated NSU policies, and format according to recently updated DNP syllabus template.

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.
2021: 87% (26/30)
2020: 86% (6/7)
2019: 100% (16/16)

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." While the

assignment was previously named Infectious Disease Research Paper, it was renamed in 2020 to Community Needs Health Assessment.

Based on the analysis of the 2019 results, in 2020 faculty revised the Infectious Disease Research Paper to integrate an opportunity for students to garner clinical practice hours as part of the assignment. In 2020, 86% (6/7) of students scored an 80% or higher on the Community Needs Health Assessment, meeting the expected outcome.

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. This is a slight increase from the results of 86% last year.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) review course content and outcome attainment in alignment with DNP Essential competency attainment, 2) complete all course grading in ExamSoft, and 3) evaluate required course textbook to consider adopting a new course textbook. The current course textbook is not specific to nursing and was published in 2012. An updated course textbook, specific to nursing would not only aid in course content delivery and course outcome attainment, but also DNP Essential attainment and DNP Essential sub competency attainment.

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.
2021: 85% (6/7)
2020: 80% (4/5)

2019: 100% (10/10)

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.

In 2020, faculty: 1) continued to use the SRC committee for project review; 2) established annual deadlines for proposal submission, oral defense, and data analysis with statistician; 3) revised the Scholarly Paper Grading Rubric; and 4) constructed two Voice over PowerPoints that contained a review of Scholarly Paper requirements, as well as clinical practice hour requirements and portfolio requirements. More specifically, in 2020, the scholarly paper rubric was revised to include assessment of four competency levels, as opposed to the previous three levels, with a minimum threshold for competency more clearly defined. In 2020, 4/5 (80%) students achieved a score of "Satisfactory" or "Satisfactory with Revisions" on their Scholarly Project Paper in NURG 7012. Though the actual outcome of this measure dropped from 100% to 80%, not meeting the expected outcome, the number of students in the course decreased, which can skew percentages with even one student not meeting the expected level of achievement.

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 major professor role when possible and as feasible, 3) allow 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, rubrics and resources (narrated power points). In 2021, 85% (6/7) of students scored an 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.

Decision. In 2021 the target was not met. Based on the analysis of the 2021 results and discussions during the DNP PCC 2021 retreat, DNP faculty plans for 2022 include: 1) development of a DNP Project manual, 2) addition of faculty narrated module introductions and overviews for all DNP Scholarly Practicum Courses, 3) faculty development session offerings for Major Professors, 4) review SRC/IRB approval process for project review and approval, and 5) creation of project processes related to formatting and printing.

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.
2021: 85% (6/7)
2020: 100% (7/7)
2019: 100% (10/10)

Analysis. The scholarly project practicum portfolio is the students' written report of all the 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.

In 2020 faculty: 1) continued to use Power Point videos to guide students in Portfolio creation, 2) expanded on the major professor bootcamp to further define the roles and responsibilities of being a DNP major professor, and 3) extended contract language for adjunct faculty to include roles and responsibilities of the faculty. As a result of the actions implemented in 2020, 7/7 (100%) students achieved a score of Pass on their Scholarly Project Practicum Portfolio.

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 an 80% or higher on the Scholarly Project Practicum Portfolio, not meeting the expected outcome of 100%.

Decision. In 2021 the target was not met. Based on the analysis of the 2021 results, in 2022 the plan is to: 1) update the audio enhanced Powerpoint for portfolio creation, 2) post exemplars of student portfolios for peer assistance during portfolio creation, and 3) create templates that can be transferred digitally into Typhon during portfolio creation.

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

Based on the analysis of the 2020 results, in the 2021 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 2021 assessment year that contributed to DNP student learning and success:

- To accommodate both the BSN-DNP and MSN-DNP Curricula plans, 8-week course offerings were added, allowing for an increase in total semester credit hours.

- Both the MSN-DNP and BSN-DNP degree students attended a virtual orientation prior to the start of the degree program to ensure adequate student onboarding. As part of program orientation, students were introduced to program faculty and to the DNP student shell in Moodle, as well as being given an overview of the NURG 7001 course shell.

- Monthly Evidence Based Journal Club virtual meetings were scheduled with faculty presenting for the first meetings to help students get accustomed to presentation format. Also, time was allowed at each meeting for discussion of a Health and Wellness topic of interest.

- Several course textbook adoptions were updated to include the most recent course textbook edition.

- Many course assignment rubrics were migrated into ExamSoft to improve collection of course assessment data and provide feedback to students.

- The DNP Project Ad Hoc Committee was formed to more closely evaluate DNP courses and processes and suggest changes for program improvement.

- Students began use of the Typhon system to clinical hour tracking and documentation and virtual portfolios.

- The program began using the bookings application to facilitate student self-scheduling of advising sessions.

- All students were assigned departmental and as appropriate, major professor advisors through the Banner system. Faculty can now see advisees' progress on their dashboard when logging into myNSU.

- The program's faculty conducted end of semester advising sessions for every student using updated advising and conference forms.

- Faculty provided more opportunities for students to earn practice hours by linking conferences, workshops, and international education opportunities throughout the curriculum. Post opportunities in the DNP student shell.

- Increased the use of Turn-It-In, which helps students and faculty assess assignments for originality and citations. Mandated maximum similarity index

percentage as appropriate, noting policy in course syllabi.

- Continued to use the Scientific Review Committee (SRC) to increase the scientific validity and rigor of the DNP projects.

- For DNP projects, utilized full time DNP faculty in the major professor role when possible and, as feasible, continued to allow defenses to be held virtually, and required all students to upload their DNP project narrative to ProQuest as scholarly project dissemination.

- Met with NSU Bookstore to create DNP book bundle options and to facilitate obtainment of instructor book desk copies.

- Continued to build student sense of community through student participation on committees, regularly scheduled events (EBJC) and townhall meetings.
- Streamlined the admission process through pilot of NursingCAS for MSN-DNP program applications.

- Received approval for the addition of the nurse anesthesia concentration to the current DNP program from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and the Commission of Collegiate Nursing Education (CCNE).

- Reviewed DNP program policies and procedures related to the DNP scholarly project process.

Plan of action moving forward.

The following are the action plans for the 2022 assessment year.

- Hire additional DNP full time faculty, including one (1) CRNA faculty member and one (1) non-CRNA faculty member.

- Conduct an internal review of DNP Program curriculum patterns and revise patterns per DNP PCC suggestions. As needed and warranted, create Ad Hocs to consider DNP Essential Competency and Sub Competency Attainment.

- During DNP PCC 2022 retreat, consider revising SLO outcome measures to remove indirect measurement of course learning outcome attainment. Also, review assessment reporting procedures and process.

- Add end of semester curriculum meetings for review of course reports and SLO measure reporting.

- 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.

- During DNP PCC 2022 retreat, map all CLOs and SLOs in both the MSN-DNP and BSN-DNP curricula to ensure outcome attainment.

- Develop DNP Project Manual for centralization of DNP Project related forms, documents, and procedures. Within the DNP Project Manual, establish processes to facilitate timely completion of scholarly project.

- Pilot Electronic IRB/SRC project submission, review, and proposal for NSU. Facilitate development of templates in conjunction with the IRB.

- Realign course deliverables and assignments in NURG 7010-7012 to facilitate DNP Scholarly Project completion.