

Doctor of Nursing Practice Program (901)

Division or Department: College of Nursing (CON)

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Date: May 22, 2024

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Date: July 2, 2024

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 each course offering. The report includes linkages between course outcomes and program outcomes, as well as trended achievements of the outcomes.

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- (2) Each faculty member stores a digital copy of their course report in the DNP PCC MS Teams folder, which is organized by semester/year.
- (3) Each semester, a Quarterly DNP Curricula Review Meeting is held to discuss DNP course reports and other curricula-related items.
- (4) Faculty who taught the courses in the previous semester, in addition to student representatives from the cohorts who took the course the previous semester, are invited to attend the Quarterly Curricula Review Meeting.
- (5) During the meeting, the faculty who taught the course or the DNP Director, presents the completed course reports, one at a time. Course report presentations follow a standardized presentation template in which faculty report the number of students starting and completing the course, earned grade distribution (in aggregate), and assessment of students' achievement of course objectives (actual outcomes) as compared to pre-established benchmarks. Trending of assessment data, as well as action plans for achieving course and program objectives, are also presented and discussed. Finally, action plans for future course offerings based on data interpretation are discussed. Additional insights are gathered from program faculty feedback and student input.
- (6) Minutes from the Quarterly Curricula Review Meeting are also stored in the MS Teams DNP Assessment file.
- (7) 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)
- (8) The Program Assessment Committee Members then evaluate the SLO database, complete the SLO annual report (calendar year), and share the report with the Director of Assessment and the Program Director.
- (9) The Director of Assessment and Program Director reviews the completed SLO report for clarity and needed revisions/additions. The report is then submitted to the Dean for final approval, and upon approval, the final report is sent to the main campus.
- (10) The Director of Assessment, Program Director, and Assessment Committee Members discuss significant findings that require programmatic change in the DNP PCC meeting.
- (11) Significant findings that require programmatic change are then reported by the Program Director in the CONSAH Administrative Council meeting.

Note: The MSN to DNP is called the Organizational Systems Leadership or OSL concentration. The BSN to DNP is the Nurse Anesthesia or NA concentration.

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.

2023: 100% (19/19)

2022: 100% (22/22)

2021: 100% (28/28)

	2021		2022		2023
Midterm Exam	Spring 20/20	100%	Spring 17/17	100%	Spring 19/19
	Fall 8/8	100%	Fall 5/5	100%	
Total	28/28	100%	22/22	100%	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." 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 or Student Learning Outcome (SLO).

In 2021, the NA route was added to the DNP program. With the route addition, the NURG 7000 course was offered in the spring semester as an 8-week course in the NA curriculum and in the fall semester as a 16-week course in the OSL curriculum.

In 2021, the target was met. Based on the analysis of the 2021 data, in 2022 the NURG 7000 course continued as two offerings, both as a 16-week and an 8-week course, to accommodate the two curriculum patterns. Based on the analysis of the 2021 results, in 2022 in the 8-week course, faculty: 1) provided in-class sessions or weekly "office hours" to answer questions on difficult content; and 2) added Flip discussion boards into the course. For the 16-week course, faculty: 1) provided in-class sessions or weekly "office hours" to answer questions on difficult content; and 2) aligned course objectives and SLOs to grading rubric criteria in Exam Soft. As a result, in 2022, the target was met with 100% (22/22) of students achieving a score of 80% or higher.

In 2022, the target was met. Based on the analysis of the 2022 report and feedback from faculty and students in previous semesters, in 2023, changes included: 1) having students record audio PowerPoint presentations rather than using Flip; 2) changing

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three of five guided reading modules to matching, T/F, and short answer rather than all Fill in the Blank; 3) eliminating the final module where students evaluated each other's theory presentations; 4) continuing to evaluate essential readings and decreased required readings in Modules 3 and 4 as the time requirement remained slightly excessive for the 8-week course; 5) submitting all discussion grades in Exam Soft and all course assignment grades in Turn It In; 6) giving all feedback within seven days of submission, and clearly stating that opinion feedback was based on required readings and textbook information; 7) holding an in-class meeting offered to all students to explain content and answer questions; and 8) providing a student exemplar for the theory to practice presentation.

To align admission dates between the OSL and the NA programs, the decision was made to move the OSL admission from the fall semester to the spring semester starting in Fall 2023. Therefore, the 2023 course was only offered as an 8-week course in the Spring 2023 semester, resulting in data only for the NA student cohort for the 2023 data results. The course will continue to be offered to NA students in spring 8-week semesters and offered to the OSL students in the summer 12-week semesters beginning in the summer of 2024.

As a result, in 2023, the target was met with 100% (19/19) of students achieving a score of 80% or higher on the midterm exam in NURG 7000. Trending data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met at 100% (19/19). Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) maintain the ratio of oral and written course discussions, 2) maintain the presentation assignment for theory, 3) continue to grade all course material within one week of submission, 4) offer additional in-class meetings, 5) focus theory presentations more on Quality Improvement (QI) theories and processes, as well as more exposure to interdisciplinary and organizational theories, 6) add back students evaluating each other's theory presentations to increase exposure to more than one theory, and 7) re-evaluate assignment questions that remain fill in the blank to consider T/F or multiple choice format.

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.

2023: 93% (14/15)

2022: 100% (12/12)

2021: 100% (14/14)

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	2021		2022		2023	
End-of-Course Survey	Spring 7/7	100%	Spring7/7	100%	Spring 14/15	93.33%
	Fall 7/7	100%	Fall 5/5	100%		
Total	14/14	100%	12/12	100%	93.33%	

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

In the Spring of 2022, NURG 7000 was offered as an 8-week course. The 8-week course offering was the second iteration of the 8-week course. Based on the analysis of the 2021 results, in 2022, faculty: 1) changed the nursing theory and interdisciplinary theory modules into one module which the students worked in dyads to present major categories of theories using specific criteria; 2) had students listen to each student-dyad’s presentation and answer questions about each presentation as part of their final assignment grade; 3) asked students to specifically 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 2022 semester as a 16-week course, as usual. Based on the analysis of the 2021 results, in 2022, faculty: 1) coordinated with the instructor of the other required course in the OSL curriculum and alternated due dates for assignments; 2) ensured that all assignments were graded prior to students’ submissions of the next assignment; 3) added a group member evaluation to encourage equal student effort in dyad assignments; 4) provided individual student advising at the end of the semester to discuss scholarly project ideas; and 5) closely evaluated required readings to ensure that assigned readings were less than 100 pages in length. In 2022, none of the students completed the faculty administered end of course evaluation tool. However, 55% (12/22 students) of students completed the University administered end of course evaluation. Of the responses, 100% (12/12) of respondents answered “yes” to Question #2, “learning objectives for this class were clear” and “material covered in the class agreed with the learning objectives”. Therefore, the target was met.

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

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In the Spring of 2023, NURG 7000 was offered as an 8-week course. The 8-week course offering was the third iteration of the 8-week course. Based on the analysis of the 2022 results, in Spring 2023, faculty: 1) changed theory presentations to be recorded as audio-enhanced PowerPoint presentations, rather than using Flip due to the time limitations for Flips; 2) changed several guided reading modules to matching, T/F, and short answer rather than Fill in the Blank; 3) eliminated the final module where students evaluated each other's theory presentations; 4) submitted all discussion grades in Exam Soft and all course assignment grades in Turn It In, due to several issues with exam soft reporting of feedback; 5) gave ALL feedback within seven days of submission, and clearly stated that opinion feedback was based on required readings and textbook information; 6) held an in-class meeting offered to all students to explain content or answer questions; and 7) provided a student exemplar for the theory to practice.

In 2023, faculty did not administer an End of Course Survey in NURG 7000. However, the University administered end of course survey asks questions that are very similar and support the SLO. These questions are Question #1, which asked if "learning objectives were clear," and Question #2, which asked if "material covered in the class agreed with the course objectives." In 2023, 79% (15/19) of students completed the University administered end-of-course evaluation. Of the responses, 93% (14/15) of respondents answered "Always" to Questions #1 and #2. Therefore, the target was met. Trending data for this measure shows a slight decrease from 100% in the previous two years, to 93% for 2023. However, the goal target has been met for the past three years.

To align admission dates between the OSL and NA programs, the decision was made to move the OSL admission from the Fall semester to the Spring semester starting in Fall 2023. Therefore, the 2023 course was only offered as an 8-week course in the Spring semester to NA students, resulting in data only for the NA student cohort for the 2023 data results. However, in 2024, the course will be offered in the Spring 8-week semester to NA students and in the Summer 12-week semester to OSL students.

Decision. In 2023, the target was met. In 2024, the plan is to offer the course as a Spring 8-week course offering to NA students and as a Summer 12-week course offering to OSL students. Based on the analysis of the 2023 results, in 2024, faculty plan to: 1) increase the number of QI and EBP theories as choices for the theory presentations, 2) offer additional in-class meetings, 3) add back the students evaluating each other's theory presentations to increase exposure to more than one theory, and 4) re-evaluate changing additional assignment questions to T/F/short answer that remain fill in the blank. Additionally, the 2024 Assessment Method will be Question #1, "learning objectives were clear," and Question #2, "material covered in the class agreed with the course objectives." The Expected Outcome will be 80% of students will respond with "usually" or "always".

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.

2023: 100% (24/24)

2022: 100% (17/17)

2021: 93% (27/29)

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

Based on the analysis of the 2022 results, in 2023, student learning was enhanced through course changes, which included: 1) discussion forums changed to include Q&A forums so students had to post before they were able to see their colleagues' work. This allowed for early identification of writing skill concerns, APA errors, or lack of graduate level work or varied personal reflection responses; 2) a conflict management activity which included a short narrative assignment requiring reflection on identified conflict management style and appropriate/inappropriate uses as a future DNP leader; and 3) removal of the required video supplements with the book resource to reduce the cost expenses incurred by students. As a result, in 2023, 100% (24/24) of students achieved a score of 80% or higher on the Systems Outcomes Improvement Assignment.

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Trending data for this measure shows it has been met for the past three years, with a slight increase from 93% in 2021 to 100% in both 2022 and 2023.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to: 1) maintain the ratio of oral and written course discussions; 2) maintain the presentation assignment for theory; 3) offer additional in-class meetings; 4) focus theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories; 5) add back the students evaluating each other's theory presentations to increase exposure to more than one theory; 6) re-evaluate assignment questions that remain fill in the blank to be changed to T/F or multiple choice format; and 7) continue to grade all course material within one week of submission.

Measure 2.2.

Assessment Method: University Administered End-of-Course Survey in NURG 7006 (Epidemiology) - Question #4: "Did the material covered in this class agree with learning objectives?"

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

Finding. Target was met.

Trending.

2023: 100% (17/17)

2022: 100% (15/15)

2021: 100% (12/12)

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 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) reviewed course content and outcome attainment in alignment with DNP Essential competency attainment, 2) evaluated the required course textbook to consider a new adoption, and 3) decided upon a new course textbook. In 2022, 100% (15/15) of respondents answered "yes" to Question #4, meeting the expected outcome.

Based on the analysis of the 2022 results, in 2023 faculty: transitioned grading for the Community Health Needs Assessment, Critical Thinking Assignment, and Discussion Forums into Exam Soft, updated the course textbook, and taught the course maintaining the previous course structure with the plan to eliminate the course in 2024. Though the 2023 plan had been to eliminate the course and develop a new measure based on the AACN new essentials, the course was still taught in 2023. Currently, the plan is for the course offering will be eliminated from the curriculum in 2024. The program will map

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course content through the courses NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. Additionally, faculty decided to use the university administered end-of-course survey as the assessment method, as there was a question that was equivalent. Question #4 on university administered survey prompts “Assignments and tests aligned with the class material taught” with response options of never, occasionally, sometimes, usually, always, and not applicable. The expected outcome is 80% of respondents will respond either “usually” or “always.”

In 2023, 17 of the 25 students in the course responded to the survey. Of these, 2/17 responded “usually”, while 15/17 responded “always” to the question “Did the material covered in this class agree with learning objectives?”. Therefore, the target was met with 17/17 meeting the expected outcomes. Trended data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to eliminate the course due to the revised curriculum structure. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. In 2024, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 2.2.

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

Measure 3.1.

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

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

Finding. The target was met.

Trending.

2023: 100% (23/23)

2022: 100% (28/28)

2021: 92% (12/13)

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 2021, the target was met. Based on the analysis of the 2021 results, in 2022 course changes included: 1) adding a grading rubric for the single study research appraisal

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assignment in Module 1; 2) revising the syllabus to include updated NSU policies; and 3) formatting the syllabus according to recently updated DNP syllabus template. As a result, in 2022, 100% (28/28) of students achieved a score of 80% or higher on the Single Study Research Appraisal Assignment. The target was met, and the results were up from 92% in 2021. Trended data for this measure shows that the target has been met for the past three years, with a slight increase from 92% in 2021, to 100% in both 2022 and 2023.

Based on analysis of the 2022 results, in 2023, course changes included: 1) the course was taught by three faculty, the course shells were merged, with two faculty responsible for the NA students, while one was responsible for the OSL students; 2) Turn-it-In was not used to prevent self-plagiarism flag; as the project evolves, Turn-it-In will be used to evaluate the final project manuscript; 3) the development of the literature review was moved from the NURG 7010 course into NURG 7002 Clinical Scholarship; 4) the librarian led literature search was moved from the NURG 7010 course into NURG 7002 to support the literature search and research study critique; and 5) students were required to evaluate a minimum of two research studies using the John Hopkins assessment tool and develop an evidence table. As a result, 100% of the students received a score >80% on the Single Study Research Appraisal Assignment.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to: 1) consider the feasibility of having the librarian conduct synchronous educational sessions rather than asynchronous sessions, and 2) work towards assigning scholarly project topics based on facility needs.

Measure 3.2.

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

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

Finding. Target was met.

Trending.

2023: 100% (23/23)

2022: 100% (28/28)

2021: 100% (13/13)

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 draft of Chapter 2 for their DNP project, utilizing a clear method of organization and identifying the Level of Evidence for each study.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) posted Webex offerings scheduled with the CONSAH librarian to instruct on the

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library search process, 2) posted a sample literature review table for the students, 3) revised the syllabus to include updated NSU policies, and 4) formatted the syllabus according to recently updated DNP syllabus template. As a result, in 2022, 100% (13/13) of students scored 80% or higher, meeting the expected outcome.

Based on the analysis of the 2022 results, in 2023 the faculty: 1) posted asynchronous Webex recordings from the CONSAH librarian to instruct on the library search process, and 2) posted a sample of Chapter 2 as a guide for students. As a result, in 2023, 100% (23/23) of the students scored 80% or higher, meeting the expected outcome. Trending data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to: 1) add a section related to instrumentation to the literature review analysis, 2) consider the feasibility of having the librarian conduct synchronous educational sessions rather than asynchronous sessions, and 3) work towards assigning scholarly project topics, based on facility needs.

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.

2023: 100% (24/24)

2022: 100% (25/25)

2021: 100% (28/28)

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 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty implemented the following: 1) updated the required textbook to the 5th edition, 2) revised course content to ensure alignment with the 5th edition of the course required textbook, 3) added module objectives and overview information that shows alignment with the course objectives, 4) revised wording and structure to all rubrics to increase inter and intra-rater reliability, and 5) made assignment directions clearer and more thorough

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based on questions posed to the “Course Questions” forum. As a result, in 2022, 25/25 (100%) students achieved a score of 80% or higher, meeting the expected outcome.

In 2022, the outcome was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) revised discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increased the time limit for completion of the HIT Quiz from 30 minutes to 1 hour as some students had concerns that the time was inadequate; and 3) transitioned grading of all assignments to ExamSoft. As a result, in 2023, 24/24 (100%) students achieved a score of 80% or higher, meeting the expected outcome. Trended data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met at 100% (24/24). Based on analysis of the 2023 results, the plan for 2024 is for faculty to: 1) maintain the current structure of course assignments; and 2) consider adopting a textbook instead of the Navigate 2 Online Course. The current course design is not dependent upon the Navigate 2 Online Course. Adopting a textbook would allow students to utilize rental options or vouchers as purchase options, which could decrease cost to students.

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.

2023: 100% (24/24)

2022: 100% (25/25)

2021: 100% (28/28)

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

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In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) revised discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increased the time limit for completion of the HIT Quiz from 30 minutes to 1 hour as some students had concerns that the time was inadequate; and 3) transitioned grading of all assignments to ExamSoft. As a result, in 2023, 24/24 (100%) students achieved a score of 80% or higher, meeting the expected outcome. Trended data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met at 100% (24/24). Based on analysis of the 2023 results, the plan for 2024 is for faculty to: 1) maintain the current structure of course assignments, and 2) consider adopting a textbook instead of the Navigate 2 Online Course. The current course design is not dependent upon the Navigate 2 Online Course. Adopting a textbook would allow students to utilize rental options or vouchers as purchase options.

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 (Elevator Speech) in NURG 7007 (Healthcare Policy)

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

Finding. Target was met.

Trending.

2023: 100% (25/25)

2022: 100% (9/9)

2021: 96% (27/28)

Analysis. Prior to 2023, the political advocacy project/presentation asked students to attend a political event where the policy/bill/issue that they had previously analyzed with a policy analysis model, was discussed, or debated. The policy issue was required to be related to vulnerable health care populations. Prior to attending the political event, students were required to set goals for attending the meeting that included describing their role as a political advocate for or against the issue, identifying stakeholders related to the policy, networking with those stakeholders, and finally, describing how the event was a positive or negative mediating factor for the policy/law/bill/issue. After attending the event, students performed self-evaluations to determine how they could improve upon the advocacy skills they used in the meeting in their future DNP role.

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

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

The scheduling of the Nurses' Day at the Legislature for the NA students was found to conflict with clinical assignments. Therefore, the political advocacy assignment will be carried forward as the Elevator Speech assignment. The political advocacy project/presentation (Elevator Speech) asked students to prepare and present a brief elevator speech designed to be a means to advocate for health care policies. This could be used at political events where healthcare policies/bills/issues are discussed or debated. The students were to select an issue of interest from current legislative items. They then created speaking points specific to their concern or role, including the anticipated outcome, talking points with examples, and closing statements.

Based on the analysis of the 2022 results, in 2023 faculty: 1) utilized the Elevator Speech as a Political Advocacy assignment, and 2) posted information regarding the Nurses' Day at the Legislature as an optional event to the course for anyone who was able to attend. As a result, 100% (25/25) scored an 80% or higher on the Political Advocacy Assignment. Trended data for this measure shows the target has been met for the past three years with slight upward trending from 96% in 2021 to 100% in both 2022 and 2023.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to: 1) continue the Elevator Speech assignment to evaluate the political advocacy skills of students, 2) convert discussion boards to Flip presentations to promote interactivity and interest for students, 3) update the Policy Analysis Paper Rubric for clarity, and 4) review assignment due dates with other courses to avoid conflicts with other course requirements.

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.

2023: 100% (25/25)

2022: 100% (9/9)

2021: 93% (26/28)

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 Flip recorded

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video. After students are assigned a group and a topic, they review: 1) the debate directions, 2) the 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, a 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 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the faculty revised the course by removing discussion board assignments within modules that had additional assignments already in place. In addition, other interactive learning strategies, such as Flip, were also implemented into the course. Faculty were unable to add a Legislative Day experience as a course requirement as it would conflict with the clinical assignments of the NA students, however information regarding the Nurses’ Day at the Legislature event was posted to the course for anyone who was able to attend. As a result, 100% (9/9) scored an 80% or higher on the Ethical Debate assignment.

Based on the analysis of the 2022 results, in 2023, faculty: 1) revised the course by removing discussion board assignments within modules that had additional assignments already in place, 2) implemented additional interactive learning strategies such as Flip, and 3) added video introductions from faculty for each module. As a result, 100% (25/25) scored 80% or higher on the Ethical Debate assignment.

Trending data for this measure shows the target has been met for the past three years with slight upward trending from 93% in 2021 to 100% in both 2022 and 2023.

Decision. In 2023, the target was met. Based on results, in 2024 the plan is to: 1) convert discussion boards to Flip presentations to promote interactivity and interest for students, and 2) review assignment due dates with other courses to avoid conflicts with other course requirements.

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:

2023: 100% (24/24)

2022: 100% (17/17)

2021: 97% (28/29)

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

Based on the analysis of the 2022 results, in 2023, the faculty revised the course by: 1) incorporating “Introduction Videos” into modules to increase engagement, as well as to assist with clarity of assignments; 2) revising the format of the final presentation from a voice-over PowerPoint to a presentation/video format; 3) revising the conflict management activity to include a short narrative assignment requiring reflection on identified conflict management style and appropriate/inappropriate uses as a future DNP leader; and 4) ensuring writing expectations at graduate level work with adherence to APA. Many evaluations reflected the foundational writing skills and APA understanding gained through the assignments. As a result, in 2023, 100% (24/24) scored 80% or higher on the Leadership Paper assignment. Trended data for this measure shows the target has been met for the past three years with slight upward trending from 97% in 2021 to 100% in both 2022 and 2023.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 the plan is to incorporate more reflective activities or a small group project in place of the discussion forum(s) to promote interprofessional collegiality within the cohort.

Measure 6.2.

Assessment Method: Health Systems and Collaboration Health Disparities TED Talk in NURG 7009 (Global Healthcare)

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

Finding. Target was met.

Trending.

2023: 100% (28/28)

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2022: 100% (29/29)

2021: 100% (8/8)

Analysis. This course is offered twice an academic year, once to the NA students in the Fall 16-week semester and once to the OSL students in the Summer 12-week semester. The Health Systems and Collaboration Health Disparities TED Talk presentation assignment is located within the last course module and is submitted in the FLIP presentation forum. Students are introduced to the assignment via written instructions that contain assignment requirements, as well as an analytic grading rubric.

In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, faculty made the following course changes: 1) assignment rubrics were integrated into ExamSoft to allow for performance grading, and 2) in-class sessions and/or weekly “office hours” to answer questions on difficult content were incorporated; Additionally, when possible, course faculty suggested incorporating travel and community outreach during the summer semester course. Suggested travel included mission trips or abroad trips to learn more about global healthcare. As a result, in 2022 100% (29/29) of students scored 80% or higher.

Based on the analysis of the 2022 results, in 2023 faculty: 1) modified two module quizzes to correct for changes in current global healthcare issues, 2) assigned middle-income countries based on current 2023 World Health Data Bank data rather than the previous 2022 data, 3) changed the grading rubric for the Health Systems and Collaboration Health Disparities TED Talk presentation to an analytic grading rubric with specific requirements for each grading criteria, including specified times for each rubric measure to be presented, and 4) added student exemplars of the assignment for students to view. As a result, in 2023, 100% (28/28) of students scored 80% or higher on the Health Systems and Collaboration Health Disparities TED Talk presentation assignment, meeting the expected outcome. Trended data for this measure shows it has consistently been met at 100% for the past three years.

Decision. Based on the analysis of the 2023 results, in 2024, the faculty plan to make the following course changes: 1) continue using the analytic grading rubric that gives students more details on the grading of the Health Systems and Collaboration Health Disparities TED Talk presentation assignment, 2) add in-class question and answer sessions to answer any questions students may have about course assignments or course content, 3) update the video links in each module to ensure videos related to course content are current, 4) update the World Health Data Bank data for middle-income countries to the 2024 data, 5) evaluate the need to update the textbook for the final course offering, and 6) add an additional student exemplar to the 2024 course, from those that students presented in 2023.

Additionally, in 2024, the assignment used to measure this program outcome will remain for the final course offering in the Summer semester of 2024. However, the curriculum revision to eliminate the course from the DNP curriculum was approved by the DNP Program Curriculum Committee and the Graduate Council, and the course content has

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been integrated into course content in NURG 7015: Foundations of Advanced Nursing Practice for the new 2024 student cohort. The final data obtained from the Summer 2024 semester will be measured with the same assessment measure, but a new assessment measure and expected outcome will be needed in 2025 to replace the current Measure 6.2.

SLO 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide the 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.

2023: 100% (24/24)

2022: 100% (25/25)

2021: 100% (20/20)

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, and then discussing leadership competencies necessary for implementation of the proposed plan.

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

Based on the analysis of the 2022 results, in 2023 faculty: 1) continued the current structure of course assignments, and 2) included instructional PowerPoints and videos to discuss assignment criteria. As a result, in 2023, 100% (24/24) of students scored 80% or higher on the Population Focused Prevention Project, meeting the expected

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outcome. Trended data for this measure shows it has consistently been met at 100% for the past three years.

Decision. In 2023, the target was met. Based on the analysis of the results, in 2024, faculty plan to: 1) post instructor led videos to introduce each module, 2) incorporate and instructional video related to PICO/Clinical Question format, and 3) post additional APA and scholarly writing tips, sources, and websites for students.

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.

2023: 100% (24/24)

2022: 100% (30/30)

2021: 87% (26/30)

Analysis. The Community Needs Health Assessment 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."

In 2021 the target was met. Based on the analysis of the 2021 results, in 2022 faculty: 1) reviewed course content and outcome attainment in alignment with DNP Essential competency attainment, 2) completed all course grading in Exam Soft, and 3) evaluated the required course textbook to consider adopting a new course textbook and decided upon adoption of a new course text. In 2022, 100% (30/30) of students scored an 80 or higher on the Community Needs Health Assessment, meeting the expected outcome.

Based upon analysis of the 2022 results, in 2023 faculty continued the current structure of course assignments and content. No course changes were made as the course offering will be eliminated from the curriculum after 2023; this change is based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. In 2023, the target was met with 100% (24/24) achieving a score of 80% or higher. Trended data for this measure shows the target has been met for the past three years with an upward trending from 87% in 2021 to 100% in 2022 and 2023.

Decision. In 2023, the target was met. This course offering is being eliminated for the 2024 academic year. In 2024, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 7.2.

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

Measure 8.1.

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

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

Finding. Target was met.

Trending.

2023: 100% (26/26)

2022: 82% (9/11)

2021: 85% (6/7)

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 guide the student through the identification, development, implementation, evaluation, and dissemination of their scholarly project. The scholarly project paper is composed of five chapters (Introduction, Synthesis of Evidence, Methodology, Results, and Summary/ Discussion of Results). Each DNP student must successfully complete the final scholarly project paper and orally defend the project to be eligible for graduation. The paper is written in APA format and represents a synthesis of program coursework and practice application.

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

Based on the analysis of the 2022 results, in 2023 faculty: 1) initiated regularly scheduled course meetings with all major professors to ensure consistency in grading and sharing of information, 2) created a course assignment to upload evidence of dissemination to include ProQuest submission and any presentation poster or abstract submission completed, 3) shortened the length of the Oral Defense presentation to require the student to present concisely in 30-45 minutes, and 4) added weekly discussion forum assignments to have students report weekly practicum activities. Trended data for this measure shows the target was not met in

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2021 and 2022, but was met in 2023, with 85% in 2021, 82% in 2022, and 100% in 2023.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty plans to: 1) evaluate and make revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopt the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintain the current structure of the Moodle shell, and 4) maintain the electronic submission process for the written narrative and the electronic signature process for the title page.

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 met.

Trending.

2023: 100% (26/26)

2022: 82% (9/11)

2021: 85% (6/7)

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

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

Based on the analysis of the 2022 results, in 2023 faculty: 1) initiated regularly scheduled course meetings with all major professors to ensure consistency in grading and sharing of information, 2) created a course assignment to upload evidence of dissemination to include ProQuest submission and any presentation poster or abstract

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submission completed, 3) shortened the length of the Oral Defense presentation to require the student to present concisely in 30-45 minutes, and 4) added weekly discussion forum assignments to have students report weekly practicum activities. As a result, in 2023 the target was met with 100% (26/26) scoring "Pass" on the Scholarly Project Practicum portfolio. Trended data for this measure shows the target was not met in 2021 and 2022, but was met in 2023, with 85% in 2021, 82% in 2022, and 100% in 2023.

Decision. In 2023, the target was met. Based on the analysis of the 2023 results, in 2024 faculty plans to: 1) evaluate and make revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopt the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintain the current structure of the Moodle shell, and 4) maintain the electronic submission process for the written narrative and the electronic signature process for the title page.

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

Based on the analysis of the 2022 results, in the 2023 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 the actions that were implemented in the 2023 assessment year that contributed to DNP student learning and success:

- Faculty continued to migrate additional course assignment rubrics into ExamSoft to improve collection of course assessment data and provide feedback to students.
- The DNP Essential Competency Ad Hoc committee attended webinars to get updates on new essentials.
- In the NURG 7000 course, faculty: 1) had students record audio PowerPoint presentations rather than Flips, 2) changed 3 of 5 guided reading modules to matching, T/F, and short answer rather than all Fill in the Blank, 3) eliminated the final module where students evaluated each other's theory presentations, 4) continued to evaluate essential readings and decreased required readings in Modules 3 and 4 as the time requirement remained slightly excessive for the 8-week course, 5) submitted all discussion grades in Exam Soft and all course assignment grades in Turn It In, 6) gave all feedback within seven days of submission, and clearly stating that opinion feedback was based on required readings and textbook information, 7) held an in-class meeting offered to all students to explain content or answer questions, and 8) provided a student exemplar for the theory to practice presentation.
- For the NURG 7002 course, faculty: 1) co-taught the course with three faculty with merged course shells, with two faculty responsible for the NA students and 1 responsible for the OSL students; 2) Turn-it-In was not used to prevent

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self-plagiarism flag. As the project evolves, Turn-it-In will be used to evaluate the final project manuscript; 3) moved the development of the literature review from the NURG 7010 course into this course; 4) moved the librarian led literature search from the NURG 7010 course into this course to support the literature search and research study critique; and 5) required students to evaluate a minimum of two research studies using the John Hopkins assessment tool and develop an evidence table.

- For the NURG 7005 course, faculty: 1) revised discussion forum instructions to specify the number of responses to classmates for each individual forum in order to clarify grading criteria; 2) increased the time limit for completion of the HIT Quiz from 30 minutes to one hour as some students had concerns that the time was inadequate; and 3) transitioned grading of all assignments to ExamSoft.
- For the NURG 7007 course, faculty: 1) revised the course by removing discussion board assignments within modules that had additional assignments already in place, 2) implemented additional interactive learning strategies such as Flip into the course, 3) posted information regarding the Nurses' Day at the Legislature event to the course for anyone who was able to attend, 4) utilized the Elevator Speech as the Political Advocacy assignment.
- For the NURG 7004 course, faculty: 1) incorporated "Introduction Videos" into modules to increase engagement, as well as to assist with clarity of assignments; 2) revised the format of the final presentation from a voice-over PowerPoint to a presentation/video format; 3) revised the conflict management activity to include a short narrative assignment requiring reflection on identified conflict management style and appropriate/inappropriate uses as a future DNP leader; and 4) ensured writing expectations at graduate level work with adherence to APA.
- For the NURG 7009 course, faculty: 1) modified two module quizzes to correct for changes in current global healthcare issues, 2) assigned middle-income countries based on current 2023 World Health Data Bank data rather than the previous 2022 data, 3) changed the grading rubric for the Health Systems and Collaboration Health Disparities TED Talk presentation to an analytic grading rubric with specific requirements for each grading criteria, including specified times for each rubric measure to be presented, and 4) added student exemplars of the assignment for students to view.
- For the NURG 7001 course, faculty: 1) continued the current structure of course assignments, and 2) included instructional PowerPoints and videos to discuss assignment criteria.
- For the DNP Scholarly Practicum courses, faculty: 1) initiated regularly scheduled course meetings with all major professors to ensure consistency in grading and sharing of information, 2) created a course assignment to upload evidence of dissemination to include ProQuest submission and any poster presentation or abstract submission completed, 3) shortened the length of the

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Oral Defense presentation to require the student to present concisely in 30-45 minutes, 4) added weekly discussion forum assignments to have students report weekly practicum activities.

- For the NA clinical courses, five new clinical sites were added to expand student clinical experiences.

Plan of action moving forward.

The following are the action plans for the 2024 assessment year:

- Continue work of the DNP Essential Competency Ad Hoc Committee to move toward competency-based curriculum changes.
- Require ExamSoft reporting as an addendum to course reports.
- Develop DNP Project Manual for centralization of DNP project-related forms, documents, and procedures. Within the DNP Project Manual, establish processes to facilitate the timely completion of scholarly projects.
- Add new assessment measures for courses that have been deleted from the curricula.
- Adopt the revised CON course report that is being updated in Spring 2024.
- Have a “faculty lunch and learn” about course reports and assessment outcomes at the DNP retreat.
- Schedule a Quality Matters Day at the DNP retreat to enhance courses. NSU’s QM expert will evaluate DNP courses for the retreat and make improvement suggestions, and then program faculty will submit for an updated QM evaluation when major course revisions are made or periodically.
- In the NURG 7000 course, faculty plan to: 1) maintain the ratio of oral and written course discussions, 2) maintain the presentation assignment for theory, 3) continue to grade all course material within one week of submission, 4) offer additional in-class meetings, 5) focus theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories, 6) add back the students evaluating each other’s theory presentations to increase exposure to more than one theory, and 7) re-evaluate assignment questions that remain fill in the blank to be changed to T/F or multiple choice format.
- In the NURG 7004 course, faculty plan to: 1) maintain the ratio of oral and written course discussions, 2) maintain the presentation assignment for theory, 3) continue to grade all course material within one week of submission, 4) offer additional in-class meetings, 5) focus theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories, 6) add back the students evaluating each other’s theory presentations to increase exposure to more than one theory, and 7) re-evaluate assignment questions that remain fill in the blank to be changed to T/F or multiple choice format.

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- In the NURG 7006 course, faculty plan to: eliminate the course due to the revised curriculum structure. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health. In 2024, faculty will determine the new assessment measure and expected outcome that will replace the current Measure 2.2.
- In the NURG 7002 course, faculty plan to: 1) consider the feasibility of having the librarian conduct synchronous educational sessions rather than asynchronous session, and 2) work towards assigning scholarly project topics based on facility needs.
- In the NURG 7005 course, faculty plan to: 1) maintain the current structure of course assignments; 2) consider adopting a textbook instead of the Navigate 2 Online Course. The current course design is not dependent upon the Navigate 2 Online Course. Adopting a textbook would allow students to utilize rental options or vouchers as purchase options.
- For the NURG 7006 course, faculty plan to eliminate the course in 2024. The course offering will be eliminated from the curriculum based on AACN New Essentials. The program will map course content throughout the curriculum, incorporating course content into NURG 7003: Biostatistics and NURG 7001: Clinical Prevention and Population Health.
- Regarding the NURG 7009 course, the curriculum revision to eliminate the course from the DNP curriculum was approved by the DNP Program Curriculum Committee and the Graduate Council and the course content has been integrated into course content in NURG 7015: Foundations of Advanced Nursing Practice for the new 2024 student cohort. The final data obtained from the Summer 2024 semester will be measured with the same assessment measure, but a new assessment measure and expected outcome will be needed in 2025 to replace the current Measure 6.2.
- For the NURG 7001 course, faculty plan to: 1) post instructor led videos to introduce each module, 2) incorporate an instructional video related to PICO/Clinical Question format, and 3) post additional APA and scholarly writing tips, sources, and websites for students.
- For the Scholarly Project Practicum courses, faculty plan to: 1) maintain the current structure of the Moodle shell, 2) maintain the electronic submission process for the written narrative and the electronic signature process for the title page, 3) evaluate and make revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 4) adopt the Intellectus statistics software program for student data analysis of DNP Projects. For Measures 2.2, 6.2, and 7.2, faculty will determine the new assessment measures and expected outcomes to replace current measures.
- For the NA clinical courses, four new clinical sites are being added to expand student clinical opportunities.