

AC 2024-2025 Assessment

Doctor of Nursing Practice Program

Division or Department: College of Nursing (CON)

Prepared by: Dr. Robyn Ray, Dr. Dana Clawson **Date:** April 2, 2025

Approved by: Dr. Aimee Badeaux, Interim Dean **Date:** April 4, 2025

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.
- (2) Each faculty member stores a digital copy of their course report in the DNP PCC

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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, and share the report with the Director of Assessment and the Program Director.
- (9) The Director of Assessment and Program Director review 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.

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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.

2024: 100% (27/27)

2023: 100% (19/19)

2022: 100% (22/22)

	2022		2023	2024	
Midterm Exam	Spring 17/17	100%	Spring 19/19	Spring 20/20	100%
	Fall 5/5	100%		Summer 7/7	100%
Total	22/22	100%	100%	27/27	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 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 Flips; 2) changing 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.

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In 2023, the target was met with 100% (19/19) students achieving 80% on the Mid-term Exam. Based on analysis of the 2023 report and 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 continued to be offered to NA students in the spring 8-week semester and offered to the OSL students in the summer 12-week semesters beginning in the summer of 2024.

As a result, in 2024, the target was met with 100% (27/27) 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 2024, the target was met at 100% (27/27). Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) utilize a replacement format for FLIP discussions that will allow for interaction of students, 2) update the Zaccagnini & Pechacek text to the newer 5th edition for updated DNP competencies to align with upcoming curriculum changes, 3) revise module PowerPoint audio presentations to MP4 streaming audio to provide an easier format for student listening, and 4) revise Q&A sessions to group discussion sessions to increase student engagement with faculty and peers.

Measure 1.2.

Assessment Method: Faculty Administered End-of-Course Survey in NURG 7000 (Scientific Underpinnings for Practice) has been changed to the NURG 7004 DNP Leadership Paper

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

Finding. Target was met.

Trending.

2024: 85% (17/20)

2023: 93% (14/15)

2022: 100% (12/12)

Analysis. The Leadership Paper assignment in NURG 7004 addresses course objective 4 which is to “critically examine the role of the DNP as an inter-professional collaborative leader in the context of health care systems. This was chosen as an assessment method for this measure because this assignment addresses the use of leadership theories as a foundation for clinical change initiatives and their sustainability.

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 Flips; 2) changing three of

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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. As a result of these changes, the goal was met with 93% (14/15) of students achieving 80% or higher on the Leadership Paper.

In 2024, the assessment measure was changed to the Leadership Paper assignment in the NURG 7004 course. The target was met. Based on analysis of the 2023 report, in 2024 for the NURG 7004 course student learning was enhanced through course changes, which included: 1) maintaining the ratio of oral and written course discussions; 2) maintaining the presentation assignment for theory; 3) offering additional in-class meetings; 4) focusing theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories; 5) adding back the students evaluating each other's theory presentations to increase exposure to more than one theory; 6) re-evaluating assignment questions that remain fill in the blank to be changed to T/F or multiple choice format; and 7) continuing to grade all course material within one week of submission. As a result, in 2024, 85% (17/20) of students achieved a score of 80% or higher on the Leadership Paper assignment.

Trending data for this measure shows it has consistently been met for the past three years, with slight downward trending from 100% in 2022, to 93% in 2023 and 85% in 2024.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025 the plan is to: 1) maintain use of module instructional videos, 2) revise discussion forum grading rubrics to reflect content specific grading criteria, and 3) encourage students to complete end-of-course evaluations to increase feedback for course improvements.

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

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Finding. Target was met.

Trending.

2024: 100% (24/24)

2023: 100% (24/24)

2022: 100% (17/17)

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 2023, the target was met. 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 that included a short narrative assignment requiring reflection on identified conflict management style and appropriate/inappropriate uses as a future DNP leader; and 3) the required video supplements with the book resource were removed to reduce the cost expenses incurred by students. As a result of these changes, in 2023, 100% (24/24) of students achieved 80% on the System Outcomes Improvement Assignment.

Based on the analysis of the 2023 results, in 2024, student learning was enhanced through course changes, which included: 1) maintaining the ratio of oral and written course discussions; 2) maintaining the presentation assignment for theory; 3) offering additional in-class meetings; 4) focusing theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories; 5) adding back the students evaluating each other's theory presentations to increase exposure to more than one theory; 6) re-evaluating assignment questions that remain fill in the blank to be changed to T/F or multiple choice format; and 7) continuing to grade all course material within one week of submission. As a result, in 2024, 100% (20/20) of students achieved a score of 80% or higher on the Systems Outcomes Improvement Assignment.

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

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Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) maintain use of module instructional videos, 2) revise discussion forum grading rubrics to reflect content specific grading criteria, 3) encourage students to complete end-of-course evaluation to increase feedback for course improvements.

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?” has been changed to the Module 6 Discussion Forum in NURG 7007 (Health Policy)

Expected outcome: 80% of students will score 80% or higher on the discussion forum assignment.

Finding. Target was met.

Trending.

2024: 95% (18/19)

2023: 100% (17/17)

2022: 100% (15/15)

Analysis. Due to program curriculum revisions based on the new DNP Essentials, the NURG 7006 Epidemiology course has been removed from the curriculum. As such, the NURG 7007 module 6 Discussion Forum assignment has been chosen as the new measure for this SLO. For this assignment, students learn about health care delivery models and must discuss a specific model and its effects on patients as well as the US healthcare system as a whole.

In 2022, the target was met. 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. 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.

The evaluation measure was then changed to the Module 6 Discussion Forum assignment for NURG 7007. Based on the analysis of the 2023 results, in 2024 faculty: 1) continued the Elevator Speech assignment to evaluate the political advocacy skills of students, 2) converted discussion boards to Flip presentations to promote interactivity and interest for students, 3) updated the Policy Analysis Paper Rubric for clarity, and 4) reviewed assignment due dates with other courses to avoid conflicts with other course requirements. As a result, 95% (18/19) scored 80% or higher on the Module 6 Discussion Forum assignment.

Trending data for this measure shows it has been met for the past three years with slight downward trending from 100% in 2022 and 2023 to 95% in 2024.

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Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025 the plan is to: 1) evaluate the course requirement to ensure they meet that of a 3-hour course, 2) revise all rubrics to include a minimum reference requirement, 3) ensure that all course assignment instructions and rubrics are aligned to provide clarity, and 4) update course module videos to be recorded by current faculty teaching the course.

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) has been changed to the Literature Synthesis Table assignment.
Expected Outcome: 80% of students will score 80% or higher

Finding. The target was met.

Trending.

2024: 100% (26/26)

2023: 100% (23/23)

2022: 100% (28/28)

Analysis. The assignment measure for this SLO was changed to the Literature Synthesis Table assignment following course updates and renaming of assignments for better clarity. For the Literature Synthesis Table assignment, students were asked to systematically appraise quantitative and qualitative research studies focused on a selected clinical practice outcome of interest. The students were then tasked with compiling reviews of the studies into a tabular format to summarize their findings.

In 2022, the target was met. Based on the 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 course; 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% (23/23) of the students received a score \geq 80% on the Literature Synthesis Table assignment.

Trending data for this measure shows that the target has been met for the past three years at 100% each year.

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Based on analysis of the 2023 results, in 2024, course changes included: 1) instructions for the Literature Review Oral Presentation Peer Evaluation were reworded for clarity and to have students post peer reviews only to their assigned peer, not the entire course, 2) a new video “How to Find the Evidence: A Tutorial” was added to the course, 3) the course was taught in three separate sections rather than a merged section. As a result, 100% (26/26) of the students received a score $\geq 80\%$ on the Literature Synthesis Table Assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) maintain current texts as editions are up to date, 2) continue use of instructional video to guide students in their literature search process, 3) revise the process for students to access librarian videos as the current process requires students to be granted permission for access which lead to confusion.

Measure 3.2.

Assessment Method: Literature Review Assignment in NURG 7002 (Clinical Scholarship) has been changed to the Literature Review Synthesis Paper.

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

Finding. Target was met.

Trending.

2024: 100% (26/26)

2023: 100% (23/23)

2022: 100% (28/28)

Analysis. The assignment measure for this SLO was changed to the Literature Review Synthesis Paper following course updates and renaming of assignments for better clarity. For the Literature Review Synthesis Paper, students were asked to review and evaluate current literature regarding a selected clinical practice outcome of interest. They presented their review of the literature to include discussion of search strategies, synthesis of the literature findings, and discussion of the methodology of the studies included.

In 2022, the target was met. Based on the 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 course; 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% (23/23) of the students received a score $\geq 80\%$ on the Literature Review Synthesis Paper.

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Trending data for this measure shows that the target has been met for the past three years at 100% each year.

Based on analysis of the 2023 results, in 2024, course changes included: 1) instructions for the Literature Review Oral Presentation Peer Evaluation were reworded for clarity and to have students post peer reviews only to their assigned peer, not the entire course, 2) a new video “How to Find the Evidence: A Tutorial” was added to the course, 3) the course was taught in three separate sections rather than a merged section. As a result, 100% (26/26) of the students received a score of $\geq 80\%$ on the Literature Review Synthesis Paper.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025 the plan is to: 1) maintain current texts as editions are up to date, 2) continue use of instructional video to guide students in their literature search process, 3) revise the process for students to access librarian videos as the current process requires students to be granted permission for access which lead to confusion.

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.

2024: 100% (20/20)

2023: 100% (24/24)

2022: 100% (25/25)

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 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty implemented the following: 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

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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.

In 2024, the outcome was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) maintained the current structure of course assignments; and 2) continued use of the Navigate 2 online course format. As a result, in 2024, 20/20 (100%) students achieved a score of 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 2024, the target was met at 100% (20/20). Based on analysis of the 2024 results, the plan for 2025 is for faculty to: 1) maintain the current structure of course assignments; 2) load the Navigate 2 PowerPoints into each module for those who had trouble accessing the Navigate 2 Online Course; and 3) Update the text to the most current edition of the textbook.

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.

2024: 100% (20/20)

2023: 100% (24/24)

2022: 100% (25/25)

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 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty implemented the following: 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, 100% (24/24) of students achieved a score of 80% or higher, meeting the expected outcome.

In 2024, the outcome was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) maintained the current structure of course assignments; and 2) continued use of the Navigate 2 online course format. As a result, in 2024, 20/20 (100%)

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students achieved a score of 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 2024, the target was met at 100% (20/20). Based on analysis of the 2024 results, the plan for 2025 is for faculty to: 1) maintain the current structure of course assignments; 2) load the Navigate 2 PowerPoints into each module for those who had trouble accessing the Navigate 2 Online Course; and 3) Update the text to the most current edition of the textbook.

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.

2024: 96% (23/24)

2023: 100% (25/25)

2022: 100% (9/9)

Analysis. 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.

In 2022, the goal was met. Based on the analysis of the 2022 results, in 2023, the faculty revised the course by 1) removing discussion board assignments within modules that had additional assignments already in place, 2) implementing additional interactive learning strategies such as Flip, 3) posting information regarding the Nurses' Day at the Legislature as an optional event to the course for anyone who was able to attend, and 4) utilizing the Elevator Speech as a Political Advocacy assignment. As a result, in 2023 the goal was met with 100% (25/25) students achieved a score of 80% or higher, meeting the expected outcome.

Based on the analysis of the 2023 results, in 2024, faculty: 1) continued the Elevator Speech assignment to evaluate the political advocacy skills of students, 2) converted discussion boards to Flip presentations to promote interactivity and interest for

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students, 3) updated the Policy Analysis Paper Rubric for clarity, and 4) reviewed assignment due dates with other courses to avoid conflicts with other course requirements. As a result, 96% (23/24) scored 80% or higher on the Political Advocacy Assignment.

Trending data for this measure shows the target has been met for the past three years with slight downward trending from 100% in 2022 and 2023 to 96% in 2024.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) evaluate the course requirement to ensure they meet that of a 3-hour course, 2) revise all rubrics to include a minimum reference requirement, 3) ensure that all course assignment instructions and rubrics are aligned to provide clarity, and 4) update course module videos to be recorded by current faculty teaching the course.

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.

2024: 100% (24/24)

2023: 100% (25/25)

2022: 100% (9/9)

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 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 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty revised the course by 1) removing discussion board assignments within modules that had additional assignments already in place, 2) implementing additional interactive learning strategies such as Flip, 3) posting information regarding the Nurses’ Day at the Legislature as an optional event to the course for anyone who was able to attend, and 4) utilizing the Elevator Speech as a Political Advocacy assignment. As a result, in 2023, 100% (25/25) students achieved a score of 80% or higher, meeting the expected outcome.

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Based on the analysis of the 2023 results, in 2024 faculty: 1) continued the Elevator Speech assignment to evaluate the political advocacy skills of students, 2) converted discussion boards to Flip presentations to promote interactivity and interest for students, 3) updated the Policy Analysis Paper Rubric for clarity, and 4) reviewed assignment due dates with other courses to avoid conflicts with other course requirements. As a result, 100% (24/24) scored 80% or higher on the Ethical Debate assignment.

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

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) evaluate the course requirement to ensure they meet that of a 3-hour course, 2) revise all rubrics to include a minimum reference requirement, 3) ensure that all course assignment instructions and rubrics are aligned to provide clarity, and 4) update course module videos to be recorded by current faculty teaching the course.

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:

2024: 85% (17/20)

2023: 100% (24/24)

2022: 100% (17/17)

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).

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In 2023, the target was met. 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 that included a short narrative assignment requiring reflection on identified conflict management style and appropriate/inappropriate uses as a future DNP leader; and 3) The required video supplements with the book resource were removed to reduce the cost expenses incurred by students.

In 2023, the goal was met. Based on the analysis of the 2023 results, in 2024, student learning was enhanced through course changes, which included: 1) maintaining the ratio of oral and written course discussions; 2) maintaining the presentation assignment for theory; 3) offer additional in-class meetings; 4) focusing theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories; 5) adding back the students evaluating each other's theory presentations to increase exposure to more than one theory; 6) re-evaluating assignment questions that remain fill in the blank to be changed to T/F or multiple choice format; and 7) continuing to grade all course material within one week of submission. As a result, in 2024, 100% (20/20) of students achieved a score of 80% or higher on the Leadership Paper assignment.

Trending data for this measure shows it has consistently been met at for the past three years with slight downward trending from 100% in 2022 and 2023 to 85% in 2024.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, the plan is to: 1) maintain use of module instructional videos, 2) revise discussion forum grading rubrics to reflect content specific grading criteria, and 3) encourage students to complete end-of-course evaluation to increase feedback for course improvements.

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.

2024: 100% (4/4)

2023: 100% (28/28)

2022: 100% (29/29)

Analysis. This course was previously 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-

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week semester. In 2024, the course was only offered in for the Summer 12-week session as it is planned to be removed from the curriculum following this offering.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty made the following course changes: 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.

Based on the analysis of the 2023 results, in 2024, faculty: 1) continued 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) added in-class question and answer sessions to answer any questions students may have about course assignments or course content, 3) updated the video links in each module to ensure videos related to course content are current, 4) updated the World Health Data Bank data for middle-income countries to the 2024 data, and 5) added an additional student exemplar to the 2024 course, from those that students presented in 2023. As a result, in 2024, 100% (4/4) of students scored 80% or higher on the Health Systems and Collaboration Health Disparities TED Talk presentation assignment, meeting the expected outcome.

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

Decision. This will be the final offering of this 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 the NURG 7031 course. For the upcoming curriculum revisions based on the new DNP Essentials, this content will then be included in a newly developed population health course. A new assessment measure and expected outcome will be needed in 2025 to replace the current Measure 6.2. This will be decided upon by faculty during DNP PCC meetings.

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

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Finding. The target was met.

Trending.

2023: 100% (27/27)

2022: 100% (24/24)

2021: 100% (25/25)

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 2023, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty revised the course as follows: 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 outcome.

Based on the analysis of the 2023 results, in 2024, faculty: 1) posted instructor led videos to introduce some content modules, 2) incorporated an instructional video related to PICO/Clinical Question format, and 3) posted additional APA and scholarly writing tips, sources, and websites for students. As a result, in 2024, 100% (27/27) of students scored 80% or higher on the Population Focused Prevention Project, meeting the expected outcome.

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

Decision. In 2024, the target was met. Based on the analysis of the results, in 2025, faculty plan to: 1) consider revising the sequence of assignments, or length of time for later modules in the course to allow time for students to have feedback on larger written assignments prior to submitting another assignment, and 2) add an instructor-led instructional video for guidance on completion of the Prevention Project assignment.

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Measure 7.2. *Assessment Method:* Community Needs Health Assessment in NURG 7006 (Epidemiology) has been changed to the NURG 7012 DNP Practicum III Oral Defense

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

Finding. Target was met.

Trending.

2024: 95% (18/19)

2023: 100% (24/24)

2022: 100% (30/30)

Analysis. Due to program curriculum revisions based on the new DNP Essentials, the NURG 7006 Epidemiology course has been removed from the curriculum. As such, the NURG 7012 DNP Project Oral Defense has been chosen as the new measure for this SLO. For this assignment, students must synthesize data to make decisions for practice change initiatives.

In 2022, the target was met. 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 based on AACN New Essentials.

With the change of the assessment measure to the DNP Oral Defense assignment from the NURG 7012 course, in 2024, faculty: 1) evaluated and made revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopted the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintained the current structure of the Moodle shell, and 4) maintained the electronic submission process for the written narrative and the electronic signature process for the title page. As a result, in 2024, 95% (18/19) of students scored 80% or higher on the DNP Project Oral defense meeting the expected outcome.

Trending data for this measure shows the target has been met for the past three years with slight downward trending from 100% in 2022 and 2023 to 95% in 2024.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) revise the DNP project written and oral presentation rubric to clearly align with the DNP project template, and 2) change the name of the Oral Defense to the Initial Oral Dissemination.

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.

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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.

2024: 95% (18/19)

2023: 100% (26/26)

2022: 82% (9/11)

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.

In 2022, the goal was met. Based on the analysis of the 2022 results and discussions during the DNP PCC 2022 retreat, 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. As a result, in 2023, 100% (26/26) of students scored “Satisfactory” or “Satisfactory with Revisions” on the Scholarly Project Paper, meeting the expected outcome.

Based on the analysis of the 2023 results, in 2024, faculty: 1) evaluated and made revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopted the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintained the current structure of the Moodle shell, and 4) maintained the electronic submission process for the written narrative and the electronic signature process for the title page. As result, in 2024, 95% (18/19) of students scored “Satisfactory” or “Satisfactory with Revisions” on the Scholarly Project Paper, meeting the expected outcome.

Trending data for this measure shows the target was not met in 2022 but was met in 2023, with 100% in 2024, with 95%.

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Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025, faculty plan to: 1) revise the DNP project written and oral presentation rubric to clearly align with the DNP project template, and 2) change the name of the Oral Defense to the Initial Oral Dissemination.

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.

2024: 95% (18/19)

2023: 100% (26/26)

2022: 82% (9/11)

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 2022, the target was met. Based on the analysis of the 2022 results and discussions during the DNP PCC 2022 retreat, 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. As a result, in 2023, 100% (26/26) of students scored 80% or higher on the Scholarly Project Practicum Portfolio, meeting the expected outcome.

Based on the analysis of the 2023 results, in 2024, faculty: 1) evaluated and made revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopted the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintained the current structure of the Moodle shell, and 4) maintained the electronic submission process for the written narrative and the electronic signature process for the title page. As result, in 2024, 95% (18/19) of

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students scored “Pass” on the Scholarly Project Practicum Portfolio, meeting the expected outcome.

Trending data for this measure shows the target was not met in 2022 but was met in 2023, with 100% in 2024, with 95%.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, in 2025 faculty plan to: 1) revise the DNP project written and oral presentation rubric to clearly align with the DNP project template, and 2) change the name of the Oral Defense to the Initial Oral Dissemination.

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

Based on the analysis of the 2023 results, in the 2024 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 2024 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 began working on program revisions based upon new DNP Essentials.
- A new course report format was developed and implemented to better evaluate program outcomes.
- In the NURG 7000 course, faculty: 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. The course continued to be offered to NA students in the spring 8-week semester and offered to the OSL students in the summer 12-week semesters beginning in the summer of 2024.
- For the NURG 7002 course, faculty: 1) reworded instructions for the Literature Review Oral Presentation Peer Evaluation for clarity and to have students post peer reviews only to their assigned peer, not the entire course, 2) added a new video “How to Find the Evidence: A Tutorial” was to the course, 3) taught the course in three separate sections rather than a merged section.
- For the NURG 7005 course, faculty: 1) maintained the current structure of course assignments based on student feedback; and 2) continued use of the Navigate 2 online course format for presentation of course material.

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- For the NURG 7007 course, faculty: 1) continued the Elevator Speech assignment to evaluate the political advocacy skills of students, 2) converted discussion boards to Flip presentations to promote interactivity and interest for students, 3) updated the Policy Analysis Paper Rubric for clarity, and 4) reviewed assignment due dates with other courses to avoid conflicts with other course requirements.
- For the NURG 7004 course, faculty: 1) maintained the ratio of oral and written course discussions; 2) maintained the presentation assignment for theory; 3) offered additional in-class meetings; 4) focused theory presentations more on QI theories and processes, as well as more exposure to interdisciplinary and organizational theories; 5) added back the students evaluating each other's theory presentations to increase exposure to more than one theory; 6) re-evaluated assignment questions that remain fill in the blank to be changed to T/F or multiple choice format; and 7) continued to grade all course material within one week of submission.
- For the NURG 7009 course, faculty: 1) continued 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) added in-class question and answer sessions to answer any questions students may have about course assignments or course content, 3) updated the video links in each module to ensure videos related to course content are current, 4) updated the World Health Data Bank data for middle-income countries to the 2024 data, and 5) added an additional student exemplar to the 2024 course, from those that students presented in 2023.
- For the NURG 7001 course, faculty: 1) posted instructor led videos to introduce some content modules, 2) incorporated an instructional video related to PICO/Clinical Question format, and 3) posted additional APA and scholarly writing tips, sources, and websites for students.
- For the DNP Scholarly Practicum courses, faculty: 1) evaluated and made revisions to the DNP Project Written Narrative grading rubric to ensure congruence with paper requirements, 2) adopted the Intellectus statistics software program for student data analysis of DNP Projects, 3) maintained the current structure of the Moodle shell, and 4) maintained the electronic submission process for the written narrative and the electronic signature process for the title page.

Plan of action moving forward.

The following are the action plans for the 2025 assessment year:

- Continue work of the DNP Essential Competency Ad Hoc Committee to move toward competency-based curriculum changes.
- Revise the OSL curriculum plan to create two concentrations – DNP Executive Leadership and DNP Educational Leadership.

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- Add new assessment measures for courses that have been deleted from the curricula.
- Have faculty attend a DNP Essentials Retreat.
- In the NURG 7000 course, faculty plan to: 1) utilize a replacement format for FLIP discussions that will allow for interaction of students, 2) Update the Zaccagnini & Pechacek text to the newer 5th edition for updated DNP competencies to align with upcoming curriculum changes, 3) revise module PowerPoint audio presentations to MP4 streaming audio to provide an easier format for student listening, 4) revise Q&A sessions to group discussion sessions to increase student engagement with faculty and peers.
- In the NURG 7004 course, faculty plan to: 1) maintain use of module instructional videos, 2) revise discussion forum grading rubrics to reflect content specific grading criteria, 3) encourage students to complete end-of-course evaluations to increase feedback for course improvements.
- In the NURG 7002 course, faculty plan to: 1) maintain current texts as editions are up to date, 2) continue use of instructional video to guide students in their literature search process, 3) revise the process for students to access librarian videos as the current process requires students to be granted permission for access which leads to confusion.
- In the NURG 7005 course, faculty plan to: 1) maintain the current structure of course assignments; 2) load the Navigate 2 PowerPoints into each module for those who had trouble accessing the Navigate 2 Online Course; and 3) Update the text to the most current edition of the textbook.
- For the NURG 7001 course, faculty plan to: 1) Consider revising the sequence of assignments, or length of time for later modules in the course to allow time for students to have feedback on larger written assignments prior to submitting another assignment, 2) add an instructor-led instructional video for guidance on completion of the Prevention Project assignment.
- For the Scholarly Project Practicum courses, faculty plan to: 1) revise the DNP project written and oral presentation rubric to clearly align with the DNP project template, and 2) change the name of the Oral Defense to the Initial Oral Dissemination.
- Based upon the new AACN DNP Essentials, the DNP Program adopted new program objectives January 1, 2025. Because of this, the SLOs and assessment measures will change for the upcoming calendar year.