## Doctor of Nursing Practice Program

**Division or Department: College of Nursing (CON)**

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**College of Nursing's (CON) Mission.** Northwestern State University College of Nursing serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

**Doctor of Nursing Practice (DNP) Mission Statement:** Same as the CON

**DNP Program Goals:**
1. Provide advanced practice nurse leaders with expertise, specialized competencies, and advanced knowledge required for evidence-based nursing practice and mastery in an area of specialization within the larger domain of nursing.
2. Prepare advanced practice nurse leaders to influence, design, direct, and implement change in healthcare practice, education, and policy through the development of collaborative alliances to improve healthcare outcomes and decrease morbidity and mortality in vulnerable populations.
3. Develop advanced practice nurse leaders who contribute to nursing's body of knowledge through professional development and scholarly inquiry into practice, processes, or outcomes which affect morbidity and mortality in vulnerable populations.

**Methodology:** The assessment process for the DNP program is as follows:
   (1) Each faculty member completes a course report after the course is offered. The report includes linkages between course outcomes and program outcomes, as well as trended achievements of the outcomes.
   (2) Each faculty member presents their course report, which includes data analysis, interpretation, actions, trends, results, and future plans to address needed improvements, to all program faculty during the end of semester DNP Program and Curriculum Committee (PCC) meeting, and additional insights and actions

      are added to the plan based on faculty input.

(3) Each faculty member stores a digital copy of their course report in the PCC folder in the college of nursing shared area.

(4) Data from the course reports are entered by the faculty member responsible for the specific course into the SLO database (both direct & indirect, quantitative & qualitative)

(5) The Program Assessment Committee Members then evaluate the SLO data base, complete the SLO annual report, and share the report with the Director of Assessment and the Program Director.

(6) The Director of Assessment and Program Director review the completed SLO report for clarity and needed revisions/additions.

(7) The Director of Assessment, Program Director, and Assessment Committee Members discuss significant findings that require programmatic change in the DNP PCC meeting.

(8) Significant findings that require programmatic change are then reported by the Program Director in the CONSAH Administrative Council meeting.

## Student Learning Outcomes:

**Note[1]:** Previously, Skyfactor survey questions were used as measures of the SLOs and the actions taken to improve student learning and increase student satisfaction were based on the results. In the 2019 assessment cycle (AC), the CON faculty became very cognizant of the time delay associated with the results from the Skyfactor survey and the impact that time delay has on the evaluation of actions taken to improve student learning. Graduating students from the Fall, Spring, and Summer semesters are asked to complete the Skyfactor survey. Results are aggregated by Skyfactor and reported to the CON in the following fall semester. Consequently, results seen in the annual Fall report are reflections of evaluations of the previous year. Actions implemented in the past have been initiated in courses throughout the curriculum. The average DNP program length for a student graduating on time is two years. Consequently, actions implemented in the first courses would not be evaluated by students in the Skyfactor survey until they graduated, one to two years later, and those results would not come to the CON until at least six months later. This process results in up to a two-and-a-half-year delay in getting an evaluation of actions taken to improve student learning. Therefore, the CON decided to discontinue the use of Skyfactor survey questions as measures of SLOs, but to continue to trend Skyfactor results, being mindful of the time delay in the evaluation of the program. New measures have been developed to replace the previous measures of Skyfactor questions. Additionally, all measures were reviewed to determine if they were the best measure for the SLO. If faculty felt another measure would better measure the SLO, the measure was revised/replaced with a more appropriate measure. Therefore, some Measures seen in this report (2019 AC) will be different from last year's report (2018 AC).

**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.**
Fall 2019:   80% (8/10)
Fall 2018:   89% (16/18)
Fall 2017: 100% (13/13)

**Analysis.**  The NURG 7000 midterm examination meets the second NURG 7000 course objective, which is for "… students to analyze the philosophical underpinnings of major contributors to the development of nursing knowledge."  Therefore, when students meet this course objective, they also meet the first Essential of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and the first DNP program objective (SLO).

In the 2018 assessment year the target was met with 89% (16/18) of students scoring an 80% or higher. Student comments from emails demonstrated their growth of knowledge, appreciation of the phone calls, and understanding of importance of the course content. Based on the analysis of the results in 2018, in 2019 NURG 7000 faculty: 1) integrated two-additional voice over PowerPoints which explained philosophical-theoretical concepts 2) added an additional teaching-learning assignment that involved students evaluating the application/testing of a middle range theory from a scientific discipline, other than nursing; and 3) required students to perform an initial DNP Competency Self-Assessment, and 4) participate in clinical practice hours/experiences that addressed their self-assessed low-scoring competencies.  In 2019, 80% students achieved a score of 80% or better on the midterm examination, meeting the expected outcome, but declining from the previous year (89%). The 2019 University-Administered End of Course evaluations also revealed that students felt the additional voice integrated PowerPoints were helpful in understanding course content prior to the midterm exam and that the first half of the course, tested on the midterm examination, was well constructed and provided detailed guidance in needed learning material. As the assessment occurs during the first semester of the curriculum plan, it is understandable that students may require more support to attain the outcome.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan is to: 1) engage a content expert in the philosophical underpinnings of nursing knowledge development, 2) develop a creative learning assignment that helps students link the scientific knowledge of nursing and other sciences to current nursing and advanced nursing practices, and 3) add 30 minute weekly advising sessions for

those with course questions. These activities will improve student learning by offering additional resources for student to link foundational knowledge, as well as provide frequent opportunities for students to clarify information with course faculty members.

**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.**
**2019**: 100% (10/10)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. 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." To meet this objective, in 2019 faculty: 1) constructed two new voice over PowerPoints of Learning Module highlights, 2) gave detailed feedback on the students' submission of *Guided Reading Questions* assignments for the first four modules within one week of the students completing the modules, and 3) integrated an online discussion where students described the responses from their conducting an informal interview with a nurse leader. In 2019, 100% (10/10) of respondents answered "yes" to Question #3, meeting the expected outcome.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan is to: 1) incorporate the time used to conduct and analyze the informal interviews as clinical practice hours, 2) construct other clinical practice hour experiences to offer students as optional ways to obtain needed program experiences/hours, and 3) work with the IT department to allow students to submit their portfolios online rather than mailing hard copies to the faculty. By having students incorporate field work time completed during their informal interview assignment into their clinical practice portfolio and having the portfolio submission be in the online learning environment, students can more easily understand the role of the DNP prepared nurse leader in utilizing knowledge from many disciplines and receive feedback on their experiences/hours as incorporated into their portfolios, in a timely manner.

**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.**
**2019**: 100% (15/15)

**Analysis.** This is a new measure for the 2019 year, replacing the Framework Application Assignment previously used as outcome measure 2.1 in NURG 7002. The Framework Application Assignment remains as the basis for the outcome measure as it a part of the larger Systems Outcome Improvement Assignment. The Framework Application Assignment is a subpart (one domain) of the grading rubric. By changing the outcome measure to the Systems Outcome Improvement Assignment, the faculty can better assess outcome attainment through multiple domains and the overall assignment grade. Students are introduced to the assignment via a written description of the assignment which included: assignment requirements, suggested resources, and help links for the video discussion. 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 2019, 100% (15/15) of students scored an 80% or higher on this assignment, and as such, no issues and/or problems were identified with the assignment.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) change from two required textbooks to one textbook. This will better assist students in completing the assignment and in attaining the outcome; 2) require students to use additional resources outside of the required course readings to support the assignment. This will help develop scholarship skills while encouraging students to read "deeply and broadly"; and 3) facilitate development of written scholarship skills throughout the course via writing feedback.

**Measure 2.2.**
*Assessment Method:* Faculty Administered End-of-Course Survey in NURG 7006 (Epidemiology) - Question #7: "Do the assignments and instructional methods support the achievement of Course Objective 7?"
*Expected outcome*: 80% of respondents will answer "yes"

**Finding.** Target was met.

**Trending.**

**2019**: 100% (4/4). Note this is the number of respondents, not the number of students enrolled in the course.

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. 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 2019, 100% (4/4) of respondents answered "yes" to Question #7.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) revise course assignment requirements to encourage more robust responses; 2) require students to define terms and formulas within course assignments, adding to grading rubrics as needed; and 3) require all students to submit discussion forum posts and written work through Turn-it-In with a maximum of 12% as the threshold for assignment submission to assist with accountability.

**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 Appriasal Assignment in NURG 7002 (Clinical Scholarship).
*Expected Outcome:* 80% of students will score 80% or higher

**Finding.** The target was met.

**Trending.**
2019:  93% (13/14)
2018: 100% (13/13)

**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.  A research appraisal model guides the student in the appraisal process.

In the 2018 assessment year, the target was met with 100% (13/13) scoring 80% or higher.  Based on the analysis of the results in 2018, in 2019 NURG 7002 faculty increased the offerings of face-to face individual student conferences or WebEx meetings as needed to aid in student understanding of research critique. As a result, in 2019, 13/14 (93%) students achieved a score of 80% or higher on the Single Study

Research Appraisal, meeting the expected outcome, but declining slightly from the previous year.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) have course faculty provide additional sources of information to instruct students on the research appraisal process, and 2) encourage students to utilize a designated course forum for specific questions regarding the research appraisal assignment.

**Measure 3.2.**
*Assessment Method:* Literature Review Table Assignment in NURG 7002 (Clinical Scholarship)
*Expected outcome*: 80% or more of students will score 80% or higher

**Finding.** Target was met.

**Trending.**
**2019**: 86% (12/14)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. This assignment requires the student to evaluate current literature related to a clinical question, identify gaps in the literature, and recognize contradictory findings. The student must compile the selected studies into a literature table format, utilizing a clear method of organization and identifying the Level of Evidence for each study. In 2019, 86% (12/14) of students scored an 80% or higher.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) to post a sample literature review table for the students, and 2) to provide a journal article discussing the process for completing a literature review.

**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.**
2019: 93% (13/14)
2018: 100% (13/13)
2017: 91% (10/11)

**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 can be used to help students improve vulnerable population outcomes.

In the 2018 assessment year the target was met with 100% (13/13) of students scoring 80% or higher. Based on the analysis of the results in 2018, in 2019 faculty: 1) added required DNP Essential components within each assignment in the course, 2) ensured the HIT options for students to choose from were relevant and current, and 3) evaluated relevance of course discussion forums in stimulating HIT topic discussions between students. As a result, in 2019 13/14 (93%) students achieved a score of 80% or higher, meeting the expected outcome, but declining slightly from the previous year.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to revise the grading rubric for the HIT Initial Planning Paper assignment to provide more specific details, which will assist students to include all pertinent information in the assignment.

**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.**
**2019**: 100% (14/14)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. 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 2019, 100% (14/14) of students scored an 80% or higher, meeting the expected outcome.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) review and update the HIT systems selected for the assignment to ensure they are applicable and current, and 2) provide time for student/faculty meetings via WebEx or in office to discuss the appropriateness of the HIT system selected to meet the identified practice problem.

**SLO 5. Advocate for health care policy which addresses social justice and equity in all health care settings**

**Measure 5.1.**
*Assessment Method:* Political Advocacy Assignment in NURG 7007 (Healthcare Policy)

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

**Finding.** Target was met.

**Trending.**
2019:  100% (13/13)
2018:   75% (6/8)
2017: 100**%** (5/5)

**Analysis.**  The political advocacy project/presentation asked students to attend a political event where the policy/bill/issue that they had previously analyzed with a policy analysis model, was discussed or debated. The policy issue was required to be related to vulnerable health care populations. Prior to attending the political event, students were required to set goals for attending the meeting that included describing their role as a political advocate for or against the issue, identifying stakeholders related to the policy, networking with those stakeholders, and finally describing how the event was a positive or negative mediating factor for the policy/law/bill/issue. After attending the event, students performed self-evaluations to determine how they could improve upon the advocacy skills they used in the meeting in their future DNP role.
       In the 2018 assessment year the target was not met with 75% (6/8) scoring an 80% or higher. Two students scored below 80% due to turning in only half of the project by the due date. Based on the analysis of the results in 2018, in 2019 faculty suggested posting reminders in the course Moodle shell announcements regarding when assessments were due, and 2) explicitly noting that there are two components to the assignment. Both strategies were implemented, and as a result, in 2019 13/13 (100%) students achieved a score of 80% or higher.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to enhance the course by: 1) updating editions of textbooks; 2) eliminating the Health Policy Crisis and Reform textbook purchase, as most readings are now available online; and 3) implementing more interactive learning strategies to supplement study guides.

**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.**
**2019**:  100% (13/13)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. The Ethical Debate assignment is introduced to the student via a written description with requirements detailed in a grading rubric. As the course is online and occurs in an asynchronous manner, a live debate is not possible. However, students are

assigned groups and topics to engage in a debate via submitting a Flipgrid recorded video. After students are assigned a group and a topic, they review: 1) the debate directions, 2) rules of the debate, and 3) the debate definitions, to construct their arguments. Upon reviewing the supplied information, students complete pre-debate activities (required readings; choose stance), an introduction, presentation of arguments, rebuttals, and a conclusion. Post-debate, the audience views each debated topic and votes for the "winning" debater for each topic.

In 2019, 100% (13/13) of students scored an 80% or higher on the assignment. All students enrolled in the course successfully completed the assignment. Additionally, of the students who completed the course evaluation (10/13), 90% indicated, "Assignments and tests aligned with the class material taught" either "usually" or "always". This evaluation measure supports that the assignment aligned with course readings and the course textbook.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan is to: 1) evaluate the length of time it takes students to complete this assignment, and other assignments to ensure the time requirements are congruent with a three credit hour doctorate course; and 2) make alterations in the grading rubric domains to ensure alignment with course learning outcome attainment.

**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.**
2019: 100% (15/15)
2018: 100% (13/13)
2017: 100% (11/11)

**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 the 2018 assessment year the target was met with 100% (13/13) of students scoring an 80% or higher. Based on the analysis of the 2018 results, in 2019 faculty asked students to incorporate their Emotional Intelligence (EI) Assessment results into the NURG 7004 Self-Assessment Paper to better prepare the students for constructing the Leadership paper. The expectation was that students would self-reflect on their EI results and develop a plan for improvement of their emotional intelligence and leadership competencies. The students' self-assessment papers led to more robust Leadership Papers and a deeper level of reflection than previously noted by course faculty. As a result, in 2019, 15/15 (100%) students achieved a score of 80% or higher.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) use the self-assessment paper, which now includes an EI portion, to enhance the content of the leadership paper, and 2) to adopt a single textbook, which covers the majority of course content, and supplement with free e-learning resources, as opposed to the current requirement for students to purchase multiple textbooks. Students will be required to use additional resources, outside of the required course readings to support the assignment. This will help develop scholarship skills while encouraging students to read "deeply and broadly". Additionally, as with most written assignments, course faculty suggest continuing to develop written scholarship skills throughout the course via writing feedback.

**Measure 6.2.**
*Assessment Method:* Health Systems and Collaboration Assignment in NURG 7009 (Global Healthcare)
*Expected Outcome:* 80% of students will score 16/20 or higher

**Finding.**  Target was met.

**Trending.**
**2019:** 100% (12/12)

**Analysis.**  This is a new measure for the 2019 year, taking the place of a Skyfactor question. This assignment was created to facilitate a more direct measurement of outcome attainment as opposed to the indirect measure previously used. The Health Systems and Collaboration assignment is located within the second course module which also includes a Health Disparity paper related to health determinants. Students are introduced to the assignment via written instructions with assignment requirements, as well as a grading rubric. In 2019, 100% (12/12) of students scored an 80% or higher and as such, there was no identified problem or issue with the assignment.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to revise two specific course assignments which appear to have an overlap of content, the Health Disparity paper in module 2 and the Health Challenges

Worksheet in Module 5. The plan is to revise the health disparity assignment located in module 2, so that it helps students to gain better understanding of the material they will cover in this discussion board assignment.

**SLO 7. Synthesize data relevant to clinical prevention and health promotion for individuals, aggregates, and populations to guide implementation of the highest level of nursing practice.**

**Measure 7.1.**
*Assessment Method:* Population Focused Prevention Project  in NURG 7001 (Clinical Prevention and Population Health)
*Expected Outcome:* 80% of students achieve 80% or higher

**Finding.** The target was not met.

**Trending.**
**2019**:   79% (11/14)
**2018:** 100% (16/16)
**2017:**   92% (12/13)

**Analysis.** The Population Focused Prevention Project is a graded paper that is completed after students write their Vulnerable Population paper. In the Vulnerable Population paper, students identify a vulnerable population, discuss cultural and environmental influences that affect the population, describe health disparities or disparities that affect health, and finally, analyze resources, risks, and health status related to the Vulnerable Population Conceptual Model. Students also include a discussion about the role of the DNP prepared nurse related to improving outcomes in the population in their Vulnerable Population Paper.

In the Population Focused Prevention Project, students build on the Vulnerable Population paper by developing a PICO question, identifying stakeholders, developing an interdisciplinary plan to achieve the outcome identified in the PICO question, then discussing leadership competencies necessary for implementation of the proposed plan.

In the 2018 assessment year the target was met with 100% (16/16) scoring 80% or higher. Based on the analysis of the results in 2018, in 2019 faculty 1) expanded the content included in the writing seminar and posted in the DNP course information Moodle shell with specific modules on grammar, sentence structure, professional writing, APA formatting, syntax, subject/verb agreement, and writing in active tense; 2) reiterated, in the DNP Orientation meeting, the importance of completing the posted modules prior to writing DNP assignment papers; and 3) provided contact information for specific editors if students were having difficulty with writing and editing. In 2019 79% (11/14) of students achieved a score of 80% or higher, which did not meet the expected outcome. It should be noted that of the students not achieving a score of 80% or higher, one student did not continue assignments in the course at all, which did impact this percentage. Without including this in the average, the percentage of students achieving a score of 80% or higher on the assignment would have been 86%.

**Decision.** In 2019 the target was not met. Based on the analysis of the 2019 results, in 2020 the plan is to revise the grading rubric for the Population Focused Prevention Project to provide more specific information to assist students to include appropriate content in the assignment.

**Measure 7.2.**
*Assessment Method:* Infectious Disease Research Paper in NURG 7006 (Epidemiology)
*Expected Outcome:* 80% of students will score 80% or higher

**Finding.** Target was met.

**Trending.**
**2019**: 100% (16/16)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. The infectious disease research paper is one of three assignments in NURG 7006, Epidemiology, that demonstrates students' achievement of course objective 7: "Discuss application of epidemiologic investigations to evaluate health care delivery models and affect public policy to improve health outcomes for populations." In 2019, 100% (16/16) of students scored an 80% or higher on the Infectious disease research paper.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to revise the Infectious Disease Research Paper to integrate an opportunity for students to garner clinical practice hours as part of the assignment. The components of the Infectious Disease Research Paper will otherwise remain unchanged.

**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.**
2019: 100% (10/10)
2018: 100% (7/7)

2017: 100% (6/6)

**Analysis.** Students begin formally working on their scholarly project paper in NURG 7010. NURG 7010 is the first of three courses (7010, 7011, and 7012) that guides the student through identification, development, implementation, evaluation, and dissemination of their scholarly project. The scholarly project paper is composed of five chapters (Introduction, Synthesis of Evidence, Methodology, Results, and Summary/ Discussion of Results). Each DNP student must successfully complete the final scholarly project paper and orally defend the project to be eligible for graduation. The paper is written in APA format and represents a synthesis of program coursework and practice application.

In the 2018 assessment year the target was met with 100% (7/7) of students achieving the expected outcome. Based on the analysis of the 2018 results, in 2019: 1) all DNP faculty attended a DNP Scholarly Project Initial Proposal Defense in the NURG 7002 course to give both the students and the major professors input into creating a rigorous and yet achievable scholarly project; 2) dates for the Initial Proposal Defenses were pre-determined and distributed early in the semester, to allow faculty and students to attend; 3) a CON Scientific Review Committee (SRC) was established and began evaluation of DNP students' IRB proposals prior to students submitting their proposals to the university's IRB committee; 4) an "exempt proposal checklist" was developed for the scholarly project committee to use to clarify if scholarly project proposals qualified as "exempt" IRB proposals; 5) all students and faculty began using CITI IRB training, and 6) a voice over PowerPoint was recorded by the SRC chair explaining the SRC process and the IRB process, and placed in the NURG 7010 students' Moodle Shell. In 2019, 10/10 (100%) students achieved a score of Satisfactory or Satisfactory with Revisions on their Scholarly Project Paper in NURG 7012.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results and discussions during the DNP PCC 2019 retreat, DNP faculty plans for 2020 include: 1) continued use of the proposal defense and SRC committee, 2) establishment of annual deadlines for proposal submission, oral defense, and data analysis with statistician, 3) revision of the Scholarly Paper Grading Rubric, and 4) Construction of two Voice over PowerPoints that contain a review of Scholarly Paper requirements, as well as clinical practice hour requirements and portfolio requirements. Specifically, in 2020, the scholarly paper will be assessed via 4 competencies levels as opposed to the previous 3 levels, with a minimum threshold for competency will be more clearly defined. Additionally, critical domains will be denoted, with students not allowed to complete the assignment until critical domains meet the minimum competency level.

**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.**
2019: 100% (10/10)

**Analysis.** The expected outcome of the 8.2 measure was previously that 100% of student would satisfactorily complete $\geq$ 1000 post baccalaureate practice hours. The expected outcome was changed in 2019 to include assessment of the entire portfolio. The scholarly project practicum portfolio is the students' written report of all the practicum hours they have achieved throughout the program and how those hours meet specific DNP graduate competencies. The portfolio documents student's achievement of scholarly project outcomes and ongoing reflection of professional and individual growth into the DNP scholar. The portfolio is organized so that the reviewer can clearly evaluate attainment of the DNP Program Outcomes, and includes a chart formatted into the following sections:1) date hours occurred, 2) what type of clinical experience occurred, 3) where hours were earned, 4) hours earned, 5) cumulative total hours earned, 6) course objective number that the activity met, 7) program objective number that the activity met, and 8) DNP Essential number that the activity met.

All earned clinical hours are required to correspond to the student's self-rated evaluation of needed direct practice hours to achieve proficiency of each DNP competency prior to graduation. The portfolio is graded as Pass or Fail by using the Scholarly Project Practicum Portfolio Review Rubric. One of the criteria for the portfolio is completion of a minimum of 1000 hours post baccalaureate degree. The number of hours earned depends on the type of concentration and program the students were enrolled in for their MSN program. The number of clinical hours they have acquired prior to entry into the program is discussed with the student upon acceptance into the program. Students are told via letter on admission to the program how many additional clinical hours they need to meet the 1000 hours required to graduate.

In the 2018 assessment year the target was met with 100% (7/7) of students meeting the expected outcome. Based on the analysis of the results in 2018, in 2019 faculty: 1) constructed a voice over Power Point which specifically described items to be included in the students' portfolio, how to construct the Portfolio, and evaluation of the Portfolio; 2) constructed a voice over PowerPoint which described obtainment of clinical practice hours, defined direct and indirect practice hours, and described the process for obtaining practice hours and having those practice hours evaluated, and construction of narrative summaries for each clinical experience; 3) were invited to participate in a Paper/Practicum/Portfolio Bootcamp Web Ex where the content from the voice over PowerPoints was explained, questions were answered, and any confusing issues clarified. Eight of ten major professors participated in the Bootcamp Web Ex meeting; and 4) developed new requirements for adjunct faculty who serve as major professors which included discussions with students on a weekly basis.

As a result of the actions implemented in 2019, 10/10 (100%) students achieved a score of Pass on their Scholarly Project Practicum Portfolio.

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020 the plan is to: 1) continue the use Power Point videos to guide students in Portfolio creation, 2) expand on the major professor bootcamp to further define the roles and

responsibilities of being a DNP major professor, and 3) extend contract language for adjunct faculty to include roles and responsibilities of the faculty.

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

In the 2019 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 2019 assessment year that contributed to DNP student learning and success:

- In the first DNP course (NURG 7000 Scientific Underpinnings), two additional voice over PowerPoints were integrated which explained philosophical-theoretical concepts.

- In NURG 7000 Scientific Underpinnings, an additional teaching-learning assignment was added that involved students evaluating the application/testing of a middle range theory from a scientific discipline other than nursing.

- In the first DNP course, NURG 7000, students were required to perform an initial DNP Competency Self-Assessment, and participate in clinical practice hours/experiences that addressed their self-assessed low-scoring competencies.

- In NURG 7000, Scientific Underpinnings, faculty: 1) constructed two new voice over PowerPoints of Learning Module highlights, 2) gave detailed feedback on the students' submission of *Guided Reading Questions* assignments for the first four modules within one week of the students completing the modules, and 3) integrated an online discussion where students described the responses from their conducting an informal interview with a nurse leader.

- In NURG 7000, students began construction of their Portfolio and engaged in initial clinical experiences which were recorded in their portfolio using the two newly developed Audio PowerPoints explaining portfolio construction and how to obtain and record clinical hours.

- Each DNP student was assigned a DNP faculty member to be their advisor/clinical hours guide until they enrolled in NURG 7010, when their major professor would assume that role.

- Each student was contacted via telephone and an initial advising sheet completed which could be stored in the electronic file termed "DNP students." This enables faculty to access initial advising of students at any time from any location.

- Final defense grading rubric was revised.

- Due dates for each semester were established for submission of data analysis and SRC/IRB submission for on-time graduation. These dates were incorporated into the students' timeline document.

- Audio PowerPoints were recorded that explained faculty major professor roles. In addition, a Webex was held for full-time and adjunct DNP faculty to ensure faculty understand the clinical hour requirements and scholarly project requirements.

- In NURG 7004, Organizational Theory and Systems Leadership, a Systems Outcomes Improvement Assignment was added to assist the student learner to meet two course learning outcomes within NURG 7004, 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 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 NURG 7006 Epidemiology, assignments were added to meet Course Objective #7 – "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 NURG 7002 Clinical Scholarship, faculty increased the offerings of face-to-face individual student conferences or WebEx meetings, as needed, to aid in student understanding of research critique.

- Also, in NURG 7002, Clinical Scholarship, a Literature Review Table assignment was added, which required the student to evaluate current literature related to a clinical question, identify gaps in the literature, and recognize any contradictory findings. The student then compiled the selected studies into a literature table format, utilizing a clear method of organization and identifying the level of evidence for each study.

- In NURG 7005, Informatics Technology, faculty: 1)  added required DNP Essential components within each assignment in the course, 2) ensured the HIT options for students to choose from were relevant and current, and 3) evaluated relevance of course discussion forums in stimulating HIT topic discussions between students.

- Also, in NURG 7005, Informatics Technology, a Best Practices Paper assignment was added which required the student to identify a nursing practice issue that could be improved with the development of a health information technology system. The student then articulated the process of implementing a specific HIT system to address the problem.

- In NURG 7007, Healthcare Policy, an Ethical Debate assignment was initiated which took the place of a previous Skyfactor question. For this assignment, students were assigned groups and topics to engage in a debate via a Flipgrid

recorded video.

- In NURG 7004, Organizations Theory and Systems Leadership, the Leadership Paper assignment was revised to incorporate students' Emotional Intelligence (EI) Assessment results with the expectation that students would self-reflect on their EI results and develop a plan for improvement of their emotional intelligence and leadership competencies.

- In NURG 7009, A Health Systems and Collaboration Discussion board was implemented which took the place of a former Skyfactor question

- In NURG 7001, Clinical Prevention and Population Health, faculty-initiated measures to aid students in successfully completing the Population Focused Prevention Project. Faculty: 1) expanded the content included in the writing seminar and posted the content in the DNP course information Moodle shell with specific modules on grammar, sentence structure, professional writing, APA formatting, syntax, subject/verb agreement, and writing in active tense; 2) reiterated, in the DNP Orientation meeting, the importance of completing the posted modules prior to writing DNP assignment papers; and 3) provided contact information for specific editors if students were having difficulty writing and editing.

- In NURG 7006, Epidemiology, the Infectious Disease Research Paper was added which took the place of a previous Skyfactor question. This assignment 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 NURG 7012, Scholarly Project Practicum III, faculty focused efforts to ensure students were better prepared for completion of their Scholarly Project Paper. Actions were: 1) all DNP faculty attended a DNP Scholarly Project Initial Proposal Defense, in the NURG 7002 course to give both the students and the major professors input into creating a rigorous and yet achievable scholarly projects; 2) dates for the Initial Proposal Defenses were pre-determined and distributed early in the semester, to allow faculty and students to attend; 3) a CON Scientific Review Committee was created and began evaluation of DNP students' IRB proposals prior to students submitting their proposals to the university's IRB committee; 4) an "exempt proposal checklist" was developed for the scholarly project committee to use to clarify if scholarly project proposals qualified as "exempt" IRB proposals; 5) all students and faculty began using CITI IRB training; and 6) a voice over PowerPoint was recorded by the SRC chair explaining the SRC process and the IRB process, and placed in the NURG 7010 students' Moodle Shell.

- Also in 7012 Scholarly Project Practicum III, efforts were made to ensure students successfully passed the Scholarly Project Practicum Portfolio assignment. Faculty:  1) constructed a voice over Power Point which specifically described items to be included in the students' Portfolios, how to construct the Portfolio, and evaluation of the Portfolio; 2) constructed a voice over PowerPoint which described obtainment of clinical practice hours, defined direct and indirect

practice hours, and described the process for obtaining practice hours and having those practice hours evaluated for objective attainment, and construction of narrative summaries for each clinical experience; 3) all major professors were invited to participate in a Paper/Practicum/Portfolio Bootcamp Web Ex where the content from the voice over PowerPoints was explained, questions were answered, and any confusing issues clarified. Eight of ten major professors participated in the Bootcamp Web Ex meeting; and 4) developed new requirements for adjunct faculty who serve as major professors which included discussions with students on a weekly basis.

- In addition to specific course changes, a new position was opened for a DNP Program Facilitator to assist with management of the DNP program, coordinate faculty advising appointments, and serve as an initial point of contact for students.  Additionally, the Director of Doctoral Studies position was combined with the Nurse Anesthesia Program Coordinator position and was posted with a tentative January 2020 start date.

## **Plan of action moving forward.**

The following are the action plans for 2020 assessment year.

- Add more advising times with core faculty via Webex to assist students with course questions and facilitate active learning.
- Include more outside content experts in classes to help students bridge the scientific knowledge-practice application gap.
- Provide more opportunities for students to earn practice hours by linking conferences, workshops and international education opportunities throughout the curriculum.
- Continue to work with IT for an electronic online portfolio submission procedure, allowing for a more real time capture of student learning opportunities.
- Explore software applications such as Typhon for portfolio submission and clinical hour tracking.
- Continue to evaluate the feasibility and usability of the various course textbooks to limit unnecessary or replicated resources. The expanded resources in the library for students can help decrease student cost and provide up-to-date course material.
- Reevaluate, update, and expand the use of rubrics for course assignments. Increase the use of Turn-It-In, which helps students and faculty assess assignments for originality and citations.
- Provide DNP students with resources to improve EBP article appraisal techniques.
- Provide DNP students with examples of how literature review tables and other forms should be completed.
- Meet with students to evaluate the length of assignment completion time and to assess if assignments meet required course learning objectives.
- Continue to work with students on improving scholarship skills. Seek out a DNP

editor who can assist students with writing assignments.

- Include clinical practice hour opportunities in every course of the DNP program so students can obtain real world opportunities to enhance learning. These practice hour opportunities may take place in-lieu of some paper assignments where necessary and appropriate.
- Continue to use the Scientific Review Committee (SRC) to increase the scientific validity and rigor of the DNP projects.
- Change the semester and course the IRB applications are due from NURG 7010 (fall) to NURG 7011 (Spring), giving the students more time to address feedback from the SRC.
- Hire Director of Doctoral Studies and Nurse Anesthesia Program Coordinator to direct the DNP Program and coordinate all concentrations.
- Develop the nurse anesthesia concentration curriculum pattern, receiving approval from the requisite University councils and committees.
- Apply and receive approval for the addition of the nurse anesthesia concentration to the current DNP program from the Louisiana State Board of Nursing and the Council on Accreditation of Nurse Anesthesia Educational Programs.
- Conduct an internal review of DNP Program curriculum patterns and revise patterns per DNP PCC suggestions.
- Review DNP program policies and procedures related to the DNP scholarly project process.