Doctor of Nursing Practice Program

Division or Department: College of Nursing (CON)

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

College of Nursing's (CON) Mission. Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

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

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

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

  and Curriculum Committee (PCC) meeting, and additional insights and actions are added to the plan based on faculty input.

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

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

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

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

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

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

Note: During 2020 Assessment Cycle 2020, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

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.

AC 2020 Assessment

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

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to reformat the course as two offerings: both as a 16-week and an 8-week course offering that will: 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.
2020: Met. While no students responded to the Faculty Administered End-of-Course Survey, 7/7 (100%) responded to the Univeristy Administered Course Evaluation.
2019: 100% (10/10)

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

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.

Based on the analysis of the 2019 results, in 2020 faculty: 1) gave detailed feedback on the students' submission of *Guided Reading Questions* assignments for the first four modules within one week of the students completing the modules, and 2) held a thirty-minute meeting to discuss the student's proposed scholarly project concept. In 2020, none of the students completed the faculty administered end of course evaluation tool. However, 70% (7/10 students) completed the University administered end of course evaluation. Of the responses, 100% (7/7) of respondents answered "yes" to Question #2, "learning objectives for this class were clear" and "material covered in the class agreed with the learning objectives". The target was met.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to reformat the course as both a 16-week and an 8-week course offering for Fall 2021 and Spring 2021 and to require students to complete their portfolio via Typhon® within the course. Students will begin their portfolio as a course requirement in the NURG 7000: Scientific Underpinnings course, that includes the completion of end of semester reflections to reflect attainment of course learning outcomes, program learning outcomes and DNP Essentials. SLO measure 1.2 will be revised to reflect an indirect measure of student outcome with a final discussion board post reflecting attainment of all course learning outcomes for the NURG 7000 course.

Basically, what is measured will be the same; the method for obtaining the data will be revised.

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.
2020: 88% (7/8)
2019: 100% (15/15)

Analysis. Students are introduced to the assignment via a written description of the assignment which included assignment requirements and suggested resources. The assignment assists the student in meeting two course learning outcomes within NURG 7004: 1) Course Learning Objective 2 (CLO 2: Integrate organizational and systems knowledge to facilitate sustainable practice level and system wide change that enhance delivery of quality, cost effective health care across vulnerable populations); and 2) Course Learning Objective 5 (CLO 5: Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and system-wide practice initiatives that will improve the quality of care).

In 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. Based on the analysis of the 2019 results, the 2020 course changes included: 1) change from two required textbooks to one textbook and 2) required students to use additional resources outside of the required course readings to support the assignment. These changes helped develop scholarship skills while encouraging students to read "deeply and broadly" while facilitating development of written scholarship skills throughout the course via writing feedback. In 2020, 88% (7/8) of students scored an 80% or higher on this assignment, and as such, no issues and/or problems were identified with the assignment. Therefore, the target was met. Though the actual outcome of this measure dropped from 100% to 88%, the number of students in the course decreased, which can skew percentages with even one student not meeting the expected level of achievement.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) adopt the latest editions of the two required textbooks and to add an additional course textbook (*The Doctor of Nursing Practice Essentials: A New Model*

for Advanced Practice Nursing). The textbook adoptions will better assist students in completing the previously referred to assignment and outcome attainment. In 2021, the plan is also to 2) update the course offering as an 8-week offering within the BSN-DNP curriculum plan and to an 11-week summer course offering within the MSN-DNP curriculum plan. Additionally, within both course offerings, the faculty will integrate assignment rubrics into ExamSoft to allow for performance grading.

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

Analysis. Course objective # 7 states: "Discuss application of epidemiologic investigations to evaluate health care delivery models and affect public policy to improve health outcomes for populations." The course objective was met via three specific assignments within the course and was also partially met via various other course assignments. The three assignments that assisted the student learner with outcome attainment included: an online presentation, an infectious disease paper and two literature critique assignments.

In 2019, 100% (4/4) of respondents answered "yes" to Question #7. Based on the analysis of the 2019 results, in 2020 faculty: 1) revised course assignment requirements to encourage more robust responses; 2) required students to define terms and formulas within course assignments, adding to grading rubrics as needed; and 3) required all students to submit discussion forum posts and written work through Turn-it-In with a maximum of 12% as the threshold for assignment submission to assist with accountability. In 2020, 100% (4/4) of respondents answered "yes" to Question #7, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) add a new learning active learning assignment found on the CDC website to solve a theoretical community outbreak. The new assignment will replace a discussion assignment previously completed as part of course learning outcome # 7 attainment; 2) update the course offering as an 8-week offering within the BSN-DNP curriculum plan; and 3) evaluate required course textbook to consider adopting a new course textbook. The current course textbook is not specific to nursing and was

published in 2012. An updated course textbook, specific to nursing would not only aid in course content delivery and course outcome attainment, but also DNP Essential attainment.

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.
2020: 100% (6/6)
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. The research appraisal model guides the student in the appraisal process, enhancing and refining scholarship skills necessary for DNP project completion.

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.

Based on the analysis of the 2019 results, in 2020 course faculty provided additional sources of information to instruct students on the research appraisal process and encouraged students to utilize a designated course forum for specific questions regarding the research appraisal assignment. In 2020, 100% (6/6) students achieved a score of 80% or higher on the Single Study Research Appraisal, meeting the expected outcome, and trending up from 2019 results.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) revise the course syllabus to include a statement regarding TurnItIn similarity expectations and 2) reformat the course syllabus, using the NSU DNP program syllabus template. Additionally, as the course will be required in the BSN-DNP curriculum plan, course faculty will collaborate with NURG 5010 course faculty to

ensure content and course synergy regarding research appraisals, key concepts, and salient research appraisal methods.

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

Analysis. This assignment requires the student to evaluate current literature related to a clinical question, identify gaps in the literature, and recognize contradictory findings. The student must compile the selected studies into a literature table format, utilizing a clear method of organization and identifying the Level of Evidence for each study.

In 2019, 86% (12/14) of students scored an 80% or higher. Based on the analysis of the 2019 results, in 2020 faculty: 1) posted a sample literature review table for the students, and 2) provided a journal article discussing the process for completing a literature review. In 2020, 100% (6/6) of students scored an 80% or higher, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) update the DNP student forum shell to include research/ library tools to assist students with literature reviews on an ongoing basis, 2) add Library Search Process with the CONSAH librarian to BSN-DNP Orientation session in January 2021 and MSN-DNP Orientation in August 2021, 3) to post a sample literature review table for the students, and 4) collaborate with NURG 5010 course faculty to ensure students are introduced to literature evaluation in NURG 5010.

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.
2020: 89% (8/9)
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 assists students improve vulnerable population outcomes.

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.

Based on the analysis of the 2019 results, in 2020 faculty revised the grading rubric for the HIT Initial Planning Paper assignment to provide more specific details, which assisting students to include all pertinent information in the assignment. In 2020, 89% (8/9) of students scored an 80% or higher on the Health Information Technology Systems Planning Paper, therefore the outcome was met.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to, revise assignment rubrics using ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal. Additionally, as the course has been taught and delivered for several years in the online setting, the course can be considered for Quality Matter Review. In 2021, course faculty evaluate the course to ensure it meets Quality Matters guidelines and submit the course for QM Review.

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

Analysis. This assignment requires the student to identify a nursing practice issue that could be improved with the development of a health information technology system.

The student must articulate the process of implementing a specific HIT system to address the problem.

In 2019, 100% (14/14) of students scored an 80% or higher, meeting the expected outcome. Based on the analysis of the 2019 results, in 2020 the faculty reviewed and updated the HIT systems selected for the assignment to ensure they were applicable and current, and provided time for student/faculty meetings via WebEx or in office to discuss the appropriateness of the HIT system selected to meet the identified practice problem. In 2020, 100% (9/9) of students scored an 80% or higher on the Health Information Technology Systems Best Practices paper, meeting the expected outcome. However, after grading the assignment in 2020, course faculty believe the wording for domain # 5 is vague and maybe too general. The course faculty believe the wording could be interpreted to compare a prior initiative as opposed to evaluate the plan/outcomes.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) revise the wording in the Best Practices Paper Rubric, and 2) use ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal.

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.
2020: 93% (13/14)
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 2019 faculty posted reminders in the course Moodle shell announcements regarding when assessments were due, and 2) explicitly noted 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. Based on the analysis of the 2019 results, in 2020 faculty updated editions of textbooks, eliminating the Health Policy Crisis and Reform textbook purchase, and implemented more interactive learning strategies to supplement study guides. In 2020, 93% (13/14) of students scored an 80% or higher on the Political Advocacy Assignment, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to enhance the course by: 1) adopting the most current edition of course textbooks (Mason 8th edition); 2) using ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal, and 3) implementing more interactive learning strategies to supplement study guides, such as quizzes, Microsoft Stream presentations, STTI resourced legislator and bill assignments, and Escape Fire Clip movie to review healthcare payment models.

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.
2020: 100% (14/14)
2019: 100% (13/13)

Analysis. The Ethical Debate assignment is introduced to the student via a written description with requirements detailed in a grading rubric. As the course is online and occurs in an asynchronous manner, a live debate is not possible. However, students are assigned groups and topics to engage in a debate via submitting a Flipgrid recorded video. After students are assigned a group and a topic, they review: 1) the debate directions, 2) rules of the debate, and 3) the debate definitions, to construct their arguments. Upon reviewing the supplied information, students complete pre-debate activities (required readings; choose stance), an introduction, presentation of arguments, rebuttals, and a conclusion. Post-debate, the audience views each debated topic and votes for the "winning" debater for each topic.

In 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". Based on the analysis of the 2019 results, in 2020, faculty evaluated the length of time it takes students to complete all assignments, ensuring time requirements are congruent with a three-credit hour doctorate course; and 2) revised grading rubric

domains to ensure alignment with course learning outcome attainment. In 2020, 100% (14/14) of students scored an 80% or higher on the Ethical Debate, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) adopt the most current edition of course textbooks (Mason 8th edition); 2) use ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal, and 3) collaborate with NURG 7009 course faculty to ensure course and content synergy related to social justice and equality in all healthcare settings.

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.
2020: 100% (13/13)
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 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.

Based on the analysis of the 2019 results, in 2020 faculty implemented the use of the self-assessment paper, that includes an EI portion, to enhance the content of the leadership paper, and required student to use additional resources, outside of the required course readings to support the assignment, assisting in the development of scholarship skills while encouraging students to read "deeply and broadly". In 2020, 100% (13/13) of students scored an 80% or higher on the Leadership Paper, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) adopt the latest editions of the two required textbooks and to add an additional course textbook (*The Doctor of Nursing Practice Essentials: A New Model for Advanced Practice Nursing*). The textbook adoptions will better assist students in completing the previously referred to assignment and outcome attainment; and 2) update the course as an 8-week offering within the BSN-DNP curriculum plan and as an 11-week offering within the MSN-DNP curriculum. Additionally, faculty plan to utilize the rubric feature in ExamSoft for performance grading, replacing paper rubric use and assessment.

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

Analysis. In 2020 assessment year the target was met with 100% (13/13) of students scoring an 80% or higher. The assignment was created to facilitate a more direct measurement of outcome attainment as opposed to the indirect measure previously used. The Health Systems and Collaboration assignment is located within the first course module and is conducted via Flipgrid Discussion Board. Students are introduced to the assignment via written instructions with assignment requirements, as well as a grading rubric.

In 2019, 100% (12/12) of students scored an 80% or higher and, as such, there was no identified problem or issue with the assignment. Based on the analysis of the 2019 results, in 2020 faculty revised two specific course assignments that had an overlap of content, the Health Disparity paper in module 2 and the Health Challenges Worksheet in Module 5. Faculty revised the health disparity assignment located in module 2, so

that it helps students to gain better understanding of the material they will cover in the discussion board assignment. In 2020, 92% (12/13) of students scored an 80% or higher on the Health Systems and Collaboration Assignment, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) adopt the newest edition of the Global Health Textbook, and 2) change the written discussion boards to FlipGrid presentations. Additionally, when possible, course faculty suggest incorporating travel and community outreach during the summer semester. Suggested travel includes mission trips or abroad trips to learn more about global healthcare.

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

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

Finding. The target was met.

Trending.
2020: 90% (10/11)
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 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 impacted the 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%.

Based on the analysis of the 2019 results and the target not being met, in 2020, faculty revised the grading rubric for the Population Focused Prevention Project to provide more specific information to assist students to include appropriate content in the assignment. In 2020, 90% (10/11) of students scored an 80% or higher on the Population Focused Prevention Project, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) revise the course syllabus to include a statement regarding TurnItIn similarity expectations, 2) reformat the course syllabus, using the NSU DNP program syllabus template, and 3) revise assignment rubrics using ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal.

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.
2020: 86% (6/7)
2019: 100% (16/16)

Analysis. The infectious disease research paper is one of three assignments in NURG 7006, Epidemiology, that demonstrates students' achievement of course objective 7: "Discuss application of epidemiologic investigations to evaluate health care delivery models and affect public policy to improve health outcomes for populations." While the assignment was previously named Infectious Disease Research Paper, it was renamed in 2020 to Community Needs Health Assessment.

In 2019, 100% (16/16) of students scored an 80% or higher on the Infectious disease research paper. Based on the analysis of the 2019 results, in 2020 faculty revised the Infectious Disease Research Paper to integrate an opportunity for students to garner clinical practice hours as part of the assignment. In 2020, 86% (6/7) of students scored an 80% or higher on the Community Needs Health Assessment, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) continue to allow the telephone and email interviews as part of clinical hour opportunities for assignment completion, 2) reformat the course to an 8-week course offering, and 3) revise assignment rubric using ExamSoft performance grading to ensure CLO, SLO and DNP Essential attainment while providing detailed feedback to students via the rubric portal. Additionally, the 7.2 measurement will be updated to a revised topic name (infectious disease assignment) for ease of reporting.

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

Measure 8.1.
Assessment Method: Scholarly Project Paper in NURG 7012 (Scholarly Project Practicum III)
Expected Outcome: 90% of students will achieve a "Satisfactory" or "Satisfactory with Revisions"

Finding. Target was not met.

Trending.
2020: 80% (4/5)
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 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.

Based on the analysis of the 2019 results in 2020, faculty: 1) continued to use the SRC committee for project review; 2) established annual deadlines for proposal submission, oral defense, and data analysis with statistician; 3) revised the Scholarly Paper Grading Rubric; and 4) Constructed two Voice over PowerPoints that contained a review of Scholarly Paper requirements, as well as clinical practice hour requirements and portfolio requirements. More specifically, in 2020, the scholarly paper rubric was revised to include assessment of four competency levels, as opposed to the previous three levels, with a minimum threshold for competency more clearly defined. In 2020, 80% (4/5) of students scored an 80% or higher on the Scholarly Project Paper, meeting the expected outcome. Though the actual outcome of this measure dropped from 100% to 80%, the number of students in the course decreased, which can skew percentages with even one student not meeting the expected level of achievement.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results and discussions during the DNP PCC 2020 retreat, DNP faculty plans for 2021 include: 1) 2nd committee member requirement removed, 2) utilize full time DNP faculty in major professor role when possible and as feasible, 3) allow defenses to be held virtually, 4) require all students to upload their DNP project narrative to ProQuest as scholarly project dissemination, 5) allow major professor to observe the post defense grading debrief session, and 6) update the DNP student shell in Moodle with latest forms, rubrics and resources (narrated power points).

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.
2020: 100% (7/7)
2019: 100% (10/10)

Analysis. The scholarly project practicum portfolio is the students' written report of all the practicum hours they have achieved throughout the program and how those hours meet specific DNP graduate competencies. The portfolio documents student's achievement of scholarly project outcomes and ongoing reflection of professional and

individual growth into the DNP scholar. The portfolio is organized so that the reviewer can clearly evaluate attainment of the DNP Program Outcomes, and includes a chart formatted into the following sections:1) date hours occurred, 2) what type of clinical experience occurred, 3) where hours were earned, 4) hours earned, 5) cumulative total hours earned, 6) course objective number that the activity met, 7) program objective number that the activity met, and 8) DNP Essential number that the activity met.

In 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.

In 2020 the DNP program adopted Typhon that will allow students to complete their Scholarly Project Practicum Portfolio in a digital format beginning in 2021. Additionally, based on the analysis of the 2019 results, in 2020 faculty: 1) continued the use Power Point videos to guide students in Portfolio creation, 2) expanded on the major professor bootcamp to further define the roles and responsibilities of being a DNP major professor, and 3) extended contract language for adjunct faculty to include roles and responsibilities of the faculty. As a result, in 2020, 100% (7/7) of students scored an 80% or higher on the Scholarly Project Practicum Portfolio, meeting the expected outcome.

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021 the plan is to: 1) revise DNP Scholarly Project Practicum Portfolio rubric to ensure all components of portfolio are adequately assessed, 2) assign course leaders for NURG 7010-7012 to coordinate Moodle, Examsoft and/or Typhon assignments and evaluation of assignments as appropriate, and 3) require students to create a digital portfolio in Typhon®.

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

Based on the analysis of the 2019 results, in the 2020 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 2020 assessment year that contributed to

DNP student learning and success:

- The BSN-DNP and MSN-DNP Curricula plans were developed requiring 8-week course offerings, allowing for semester credit hour requirements to increase and/or more even split in several semesters. Students will have the benefit of focusing on fewer courses through A term/B term course offerings.

- Both the MSN-DNP degree students attended a virtual orientation prior to the start of the degree program to ensure adequate student onboarding. As part of program orientation, students were introduced to the DNP student shell in Moodle, as well as library services, led by the CONSAH librarian.

- In 2020, the virtual advising process for all DNP program students was revised and streamlined with full time DNP faculty listed as advisors in Banner.

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

- Due to COVID-19, in 2020, most DNP scholarly project oral defenses were held virtually. After piloting in Summer 2020, faculty agree to continue to hold oral defenses virtually, regardless of travel/pandemic status. Students will have the ability to choose either a virtual or in person defense.

- In keeping with scholarly project repository requirements and suggestions from AACN, the DNP program piloted and adopted ProQuest as the official repository of DNP scholarly work. While students will still bind copies of their DNP project for NSU libraries, students must upload to ProQuest prior to program completion.

- To augment clinical hour tracking and documentation and virtual portfolios, the program trialed and adopted Typhon. The program will begin Typhon in 2021 for virtual portfolio construction and for clinical hour tracking.

- Examsoft performance grading (rubric feature) was adopted for the BSN-DNP program and will go live in 2021 as students matriculate into the program. In the future, all DNP students will use ExamSoft for performance-based assessment.

- The DNP Program completed two virtual accreditation visits in 2020. The CCNE visit was for reaccreditation and if awarded will be for a 10-year term. During the CCNE visit there were no noted deficiencies and/or concerns within the DNP program. The COA visit was for initial nurse anesthesia program accreditation and, if granted, will be for an initial 5-year term. During the COA visit there were no noted deficiencies and/or concerns within the DNP program

- Director of Doctoral Studies position was filled with Director joining NSU in January 2020.

- DNP-NA Assistant Coordinator created, posted, and filled. DNP-NA Assistant Coordinator joined NSU in June 2020.

- Identified content experts in Anatomy and Physiology, Pharmacology, Genetics, and Informatics. Adjunct contract agreements for content experts in place for Fall 2020 and Spring 2021.

- Students were offered participation in mission trip to Belize, as well as a travel abroad experience to London for the year of the nurse celebration.

- DNP PCC agenda posted in DNP PCC shell—students encouraged and invited to attend monthly meetings.

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

- Final defense grading rubric was revised and transformed to a fillable PDF file.

- 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 7000, Scientific Underpinnings, faculty posted an audio PowerPoint review for the midterm exam, as well as YouTube video links, 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 held a thirty-minute meeting to discuss the student's proposed scholarly project concept.

- In NURG 7006 Epidemiology, the infectious disease research paper was renamed to the Community Needs Health Assessment.

- In NURG 7007, Healthcare Policy, a political advocacy project/presentation was added which 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.

- The program outcome assessment plan for measure 1.2 relies on student completion of a faculty administered end of course evaluation to assess outcome attainment in NURG 7000: Scientific Underpinnings. The measure will be revised for student reflection of course learning outcome attainment will be updated in 2021and will be conducted by an end of course reflection on course outcome attainment.

Plan of action moving forward.

The following are the action plans for 2021 assessment year.

- Add more advising times with full time DNP faculty via WebEx to assist students with course questions and facilitate active learning.
- Require end of semester advising sessions using updated advising and conference forms.
- Maintain open communication with students via frequent emails, WebEx meetings and through DNP student forum. Share forms (advising, conference) with students to effectively communicate expectations.
- Provide more opportunities for students to earn practice hours by linking conferences, workshops, and international education opportunities throughout the curriculum. Post opportunities in the DNP student shell.
- 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, using the ExamSoft rubric feature.
- As the BSN-DNP program revises advising forms/tools, DNP program faculty will consider adopting for all degree program students.
- Increase the use of Turn-It-In, which helps students and faculty assess assignments for originality and citations. Mandate maximum similarity index percentage as appropriate, noting in course syllabi.
- Require use of Typhon software for tracking of clinical hours and completion of DNP portfolio.
- Continue to use the Scientific Review Committee (SRC) to increase the scientific validity and rigor of the DNP projects.
- For DNP projects, utilize full time DNP faculty in major professor role when possible and as feasible continue to allow defenses to be held virtually, and require all students to upload their DNP project narrative to ProQuest as scholarly project dissemination.
- Hire additional DNP full time faculty, including one (1) CRNA faculty member and one (1) non-CRNA faculty member.
- Apply and receive approval for the addition of the nurse anesthesia concentration to the current DNP program from the Louisiana State Board of Nursing (LSBN), the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) and Commission of Collegiate Nursing Education (CCNE).
- 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.
- Promote student and faculty scholarship by establishment of evidence-based journal club (EBJC) monthly meetings.

- Continue to build student sense of community through student participation on committees, regularly scheduled events (EBJC) and townhall meetings.
- Streamline admission process through pilot of NursingCAS for MSN-DNP program applications.
- During DNP PCC 2021 retreat, consider revising SLO outcome measures to remove indirect measurement of course learning outcome attainment. Also, review assessment reporting procedures and process.
- During DNP PCC 2021 retreat, map all CLOs and SLOs in both the MSN-DNP and BSN-DNP curricula to ensure outcome attainment.
- Meet with NSU Bookstore to create DNP book bundle options and to facilitate obtainment of instructor book desk copies.
- All DNP students will use ExamSoft for performance-based assessment.