AY 21-22 STUDENT OUTCOMES ASSESSMENT & SUCCESS REPORT

OPTION A: TABLE FORMAT

Academic Program:	Doctor of Nursing Practice		Date:	Sept 1, 2022
Author(s):	Susan Eley PhD, MS, APRN, FNP-BC			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage by marking with an "X." Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.			___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.			___ Yes _X_ No ___ Hybrid	

Student Learning Outcomes Assessment Expand table cells as necessary to accommodate requested information. Information below represents Annual Evaluation Cycle 2021-2022 and data that is acquired for accreditation include 2020-2021 learning outcomes.

Learning Outcome(s) Assessed Include actual outcome language; enter one per line, add lines as needed	Assessment Strategies Used			Established Benchmark for Proficiency	Actual Student Performance Relative to Benchmark	Prior Results for Comparison (if applicable)
	Course	**Assignment/Activity**	**Evaluation Tool** i.e. rubric, exam key, preceptor evaluation, etc.			
1. Integrate scientific knowledge to influence health policy and decision-making through leadership, collaboration, and interprofessional action at the organizational, local, regional, national, and global levels. **DNP Essential I: Scientific Underpinning for Practice NONPF: Scientific Foundation**	Document deposited in APN 891 Blackboard Link completed work in APN 810	Community Health Planning Proposal APN810 Plan Includes: 1) Analysis of health needs at patient, population, community level 2) Identified stakeholders from community 3) Theoretical framework used to guide community project	Discussion Boards, Rubrics applied to assignments, Chapter 1 of 5 chapter paper completed and graded utilizing grading rubric Each semester DNP mentors provide feedback based on course objectives and submit their feedback to Medatrax clinical	**Operational Definition:** Successful completion of Community Health Planning document **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve a grade of B or better (83%) on the final community health assessment report in APN 810, chapter one in APN 891, and the final PICO(T) question assignment in APN 891.	**Partially Met** The APN 810 course for the fall of 2020 had six students that enrolled and successfully completed the course. The final paper in the course is the community health planning proposal. The mean score on the final paper was 209 with a minimum of 192 and a maximum of 224. Grades on the final paper were as follows: two A+, one A, one A- one B+, and 1 B.	

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2. Use science-based theories and concepts to: • determine the nature and significance of health and health care delivery phenomena; • describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and • evaluate outcomes.	APN 891 Course Assignment links	Successful development of phenomenon of interest into well-developed project foundation/plan Plan includes: 1) Introduction and problem overview 2) PICOT statement	documentation system.		All 6 students in APN 891 were able to successfully articulate their PICO(T) statement. Scores on this assignment ranged from 29/30 to 30/30 with a mean score of 29.6. 2. There were 6 students in the APN 891 course in the fall of 2020; four of the 6 students scored an 83% or better on the chapter one assignment. Scores ranges from 55/100 to 99/100 with an average score of 84%. 3. Two students had failing grades with a 55% and 73%. One student failed the course, remediated, took the writing course and remains in the program.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.	APN891 Course assignment link	Successful completion of APN 891 chapter one of project paper: Paper includes: 1) Background 2) Significance Population of interest			
2. Student Learning Outcome: Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational,	DNP scholarly project papers are stored in Blackboard with sample papers retained as exemplars of student work.	1) DNP Scholarly Project paper reflects plan that includes evaluation if IRB applicable. a. Community Planning Course Project	Discussion Boards, Rubrics applied to assignments, Chapter 2 of 5 chapter paper completed and	**Operational Definition:** Successful identification of patient population, communication with stakeholders and establishment of project planning and budget as needed as evidenced in	**Met** The APN 810 course for the fall of 2020 had six students that enrolled and successfully completed the course. The mean

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political, and economic sciences. **DNP Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking** **NONPF: Quality** 1) Ensure accountability for quality of health care and patient safety for populations with whom they work. a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery. c. Develop and/or monitor budgets for practice initiatives. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and		completion and Scholarly II Course activities Webcast collaboration in N810 faculty, student, and stakeholders b-d. Development of socio-economic stratification for the community/population of interest in final assessment report for APN 810 and successful link of this information to scholarly project.	graded utilizing grading rubric Each semester DNP mentors provide feedback based on course objectives and submit their feedback to Medatrax clinical documentation system.	Community Planning and DNP Scholarly Project paper **Expected Level of Achievement/Decision Rule of Action** 90% of students will achieve at or above the operational definition.	score on the final paper was 209 with a minimum of 192 and a maximum of 224. All students presented final project concepts at a shared virtual meeting with APN 891 and APN 810 at the end of the semester. Students were able to speak to the social determinants of health related to their project and describe the population of interest in detail. All students discussed the ethical considerations for their projects and began preparing for submission to the IRB. Grades on the final paper were as follows: two A+, one A, one A- one B+, and 1 B.	

improvement of health care outcomes. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. 2) Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.		e. Describe patient/ population/community of interest in APN892 post and scholarly paper 2) APN892 include ethical considerations and how student will develop evidence based approach in scholarly paper development			
3.Student Learning Outcome: Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice. **DNP Essential III: Clinical Scholarship & Analytical Methods for Evidence-Based Practice** **NONPF: Practice Inquiry** 1) Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice	APN 892 DNP Scholarly Project II	1-3 Completion of systematic review based upon identified search terms, through RCT, and application of the best EBP for phenomenon of interest	Discussion Boards, Rubrics applied to assignments, Chapter 2 of 5 chapter paper completed and graded utilizing grading rubric Each semester DNP mentors provide feedback based on course objectives and submit their feedback to Medatrax clinical documentation system.	**Operational Definition:** Scores at or above 83% on grading tool for literature review activity in APN892 **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve at or above the operational definition.	**Not Met** **There** were six students in the APN 892 course in the spring of 2021. Scores on the final literature review paper ranged from 86-189/189. There was one A+, four As, and one F. Removing the outlier from the group, the mean score was 175/190. The student who failed the final paper subsequently failed the course. The student was entered into the APN 600 writing course and took a 1 credit APN 890 course to work

outcomes and population trends. 2) Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 3) Apply relevant findings to develop practice guidelines and improve practice and the practice environment. 4) Use information technology and research methods appropriately to: • collect appropriate and accurate data to generate evidence for nursing practice • inform and guide the design of databases that generate meaningful evidence for nursing practice • analyze data from practice • design evidence-based interventions • predict and analyze outcomes • examine patterns of behavior and outcomes • identify gaps in evidence for practice	APN 892 DNP Scholarly Project II	4. Use of database on-line search engines using Cochrane, Medline, CINAHL. Search strategies described in literature review and completion of literature review table in APN 892			with faculty on their writing skills. The student has successfully demonstrated improvement in writing skills and will join the next cohort in the spring of 2022. All student were introduced to the various databases and resources at the ISU library. All students demonstrated proficiency in searches and were able to complete the literature review table. All students were able to present to project stakeholders regarding the findings from their literature review. All students were able to successfully engage in peer review. One student reached out to faculty in regards to how to address another student's paper and peer	

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5) Function as a practice specialist/consultant in collaborative knowledge-generating research. 6) Disseminate findings from evidence-based practice and research to improve healthcare outcomes		5. Evidence and findings from the literature shared with project stakeholders 6a. Completion of peer review process for scholarly project paper in APN892 6b. Dissemination of APN 892 findings to APN faculty and cohort.			review tips were provided to ensure the student wouldn't feel compelled to address all issues in her peer's paper. All students participated in the final presentations via Zoom and were able to successfully present findings.	
4. Student Learning Outcome: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. **DNP Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care** **NONPF: Technology & Information Literacy** 1) Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 2) Demonstrate the conceptual ability and	APN 822 Organizational Informatics	1-4 Creation of an HIT related element to include in scholarly project for implementation in community and/or organization.	Discussion Boards, Rubrics applied to assignments,	**Operational Definition:** Incorporation of technology related element in DNP scholarly project in APN822 course **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve at or above the operational definition.	**Met** **The** APN 822 course offering for the spring of 2021 had 7 students (1 DHS student and 6 DNP students). DNP scores (n=6) on the final paper ranged from 166-185 with a mean score of 179. There were four A+, one A, and one B.+	

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technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 3) Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 4) Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.					
5.Student Learning Outcome: Advocate for social justice, equity, and ethical policies within all healthcare arenas **DNP Essential V: Health Care Policy for Advocacy in Health Care NONPF: Policy** 1) Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. 2) Demonstrate leadership in the development and	APN 842 Health policy and Leadership	Development of Policy Brief Demonstrating Underpinnings of healthcare policy; healthcare policy formation and change agency; influences on healthcare systems; related analysis and evidence based practice research application.	Discussion Boards, Rubrics applied to assignments.	**Operational Definition:** Students will demonstrate competency through successful development of a health policy brief with a minimum achievement of 83% or better. **Expected Level of Achievement/Decision Rule of Action:** 100% of Students will develop policy brief.	**Partially Met** The fall 2020 offering of APN 842 had 13 students in the course. Eleven of the students were DNP students. The mean score on the policy brief was 19.5 with a range from 17-21/21. There were three A+, three A, three A-, one B, and one B-. All students were able to develop the policy brief. In the Fall 2021 offering of APN 842, there were eight	

					total students. All were DNP students. The mean score on the policy brief was 23.5 with a range from 20-25/25. There were five A+, one A-, and two B-. All students were able to successfully complete the exercise.	
implementation of institutional, local, state, federal, and/or international health policy.

3) Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.

4) Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.

5.)Advocate for the nursing profession within the policy and healthcare communities.

6) Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery. | | | | | | |
| **6.Student Learning Outcome:** Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products | APN850 Rural Residency | *Monitor students' final dissemination efforts to determine if they are meeting the expected standard of presentation or publication. (Create Excel file page for each graduating cohort) | Discussion Boards, Rubrics applied to assignment. Self report and submitted evidence of students dissemination out side of implementation | **Operational Definition:** Successful dissemination of the DNP Scholarly project at the local, state, regional, national, or international level.

Expected Level of Achievement/Decision Rule of Action: | **Met** In the spring 2021 offering of APN 850, there were 12 students. Despite the significant impact of Covid-19 on dissemination opportunities, all 12 students were able to disseminate | |

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			site and current stakeholders.	100% of students will achieve operational definition through participation and evaluation of scholarly project objectives	outside of their peers and colleagues at Indiana State. Overall, the group had 38 presentations. The group had four national presentations, 14 local presentations, 12 national presentations, four regional presentations, and four state presentations.	
DNP Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes[1] **NONPF: Health Delivery Systems**) Lead interprofessional teams in the analysis of complex practice and organizational issues. 2) Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.						
7. Student Learning Outcome: Synthesize concepts related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, in care of individuals, aggregates, or populations. **DNP Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health NONPF: Ethics** 1)Analyze epidemiological, biostatistical, environmental, and other appropriate	AHS 612 Epidemiology /DNP Faculty	Successful completion of Epidemiology course with 3.0/4.0	Completion of assignments utilizing SPSS and application to health related issues.	**Operational Definition:** Demonstration of understanding through completion of case studies as assigned in AHS612 with a minimum grade achievement of a C, Development of Cultural Competency paper in APN840 with a minimum achievement of 83% or greater. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve at or above the operational definition on first attempt of course	**Partially Met** Fall 2020 Epidemiology had six DNP students. All completed the course with a B or better. Summer 2021 Six DNP students; all scored a B or better. Fall 2021 Epidemiology had three DNP students. All scored a B or better.	

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scientific data related to individual, aggregate, and population health. 2) Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	APN840	Development of cultural competency paper	Discussion Boards, Rubrics applied to assignments, Peer review, course paper completed and graded utilizing grading rubric		2 The summer 2021 offering of APN 840 had four DNP students in the course. Scores on the final paper ranged from 100-115/120. There was one A, one A-, one B+, and one B-.
8. Student Learning Outcome: Demonstrate independent advanced practice clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. **DNP Essential VIII: Advanced Nursing Practice NONPF: Leader/Independent Practice** 1) Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. 2) Design, implement, and evaluate therapeutic interventions based on	APN850 APN895	Dissemination of DNP Scholarly project (APN 850).	Discussion Boards, Rubrics applied to assignments, Chapter 5 of 5 chapter paper completed and graded utilizing grading rubric Final semester DNP mentors provide feedback based on course objectives and submit their feedback to Medatrax clinical documentation system. Completion of required program clinical hours of	**Operational Definition:** All students will complete scholarly project addressing health care disparity issue in rural or underserved populations with focus on improving patient outcomes based on application of EBP **Expected Level of Achievement/Decision Rule of Action:** 100% of students will successfully complete scholarly project	**Met** The spring 2021 offering of APN 850 had 12 students in the course. All students were able to complete their scholarly project. All students were able to disseminate. The group had a total of 37 presentations (4 International, 12 national, 4 regional, 4 state, and 13 local presentations.

nursing science and other sciences. 3) Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes. 4) Guide, mentor, and support other nurses to achieve excellence in nursing practice. 5) Educate and guide individuals and groups through complex health and situational transitions. 6) Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.		Completion of Scholarly Project paper to include 5 chapters that have been edited and revised (APN 895).	1,000 at the conclusion of the semester.			

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Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe current student success activities that are working well.	Prior to 2021-2022 academic year, all DNP courses were offered in the traditional 15-week format and data presented above reflects this. Starting Fall 2021 the DNP program started initiated courses in an 8-week format allowing students to co-learn in no more than two distinct courses concurrently. Development of a one credit-writing course to assist students with high level scholarly writing requirements needed for graduate nursing courses was implemented Fall 2021. Anecdotal analysis of student writing by faculty supports the continued requirement for all graduate nursing students. In addition, use of the ISU Writing Center is a requirement for the DNP scholarly course series. Use of the ISU Math and Writing Center supports students that may have self-identified weakness in scholarly writing, writing style, or grammar. Faculty and staff of the Math and Writing Center are responsive to distance students' needs and are able to validate through email their engagement with the student.
	In Fall 2021, students evaluated the initial 8-week course offerings and were pleased with the organization of course content in the Blackboard learning platform. In Spring 2022, Faculty began the process of DNP course development in the new Canvas learning platform, as the entire program has been on-line since 2010. Completion of DNP course development in Canvas was achieved for the Fall 2022 semester start. Furthermore, all DNP Blackboard courses were examined for needed assessment data for academic years 2021-2022 and 2022-2023. Faculty have met the challenge while teaching full ourse workload, serving on multiple committees within the graduate nursing programs, school of nursing, college and university.
	It is projected that in Spring 2023 two additional courses will be reformatted to fit the 8-week Canvas course offering.
	Students within the DNP program were able to utilization the new Quality Improvement (QI) process for DNP projects initiated in Fall 2021. The process was developed by the IRB committee is respose to translational projects that were consistent with past and current education and healthcare project design methods. The QI process is most appropriate versus full IRB committee review.

	This new process facilitated efficient approval for students usually within 24-48 hours of submission.
Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?	1) Increase student application numbers 2) Increase admission yield to 80% 3) Increase visibility of the DNP program that includes the post-masters DNP program entry and the new BSN to DNP. 4) Attend nursing conferences within the region and distribute DNP Graduate Nursing information. Contact at conferences has been effective in the past. However, due to the Covid pandemic most healthcare conferences were moved to a virtual format and continuation of non-site based conferences decrease the ability to meet and greet potential students. 5) Continue to reach out to former ISU graduates with masters in nursing and more aggressively pursue senior nursing students to share information on BSN to DNP to encourage interest and subsequent program application.

If you don't have a Blue Reports account, you can request one using the webpage link, or your Department Chair, Associate Dean, or College Assessment Director can assist you.

1) Cohort Sizes   2) Year-to-Year Retention   3) Average time to completion (graduate)

Cohort Sizes				
Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
34	25	22	20	23

Fall to Fall Retention			
Fall 2018	Fall 2019	Fall 2020	Fall 2021
85%	86.67%	80%	85.7%

Average Time to Completion				
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
2.6 years (8 semesters)	3.2 years	2.6 years (8 semesters)	2.6 years (last DNP cohort to grad in May)	2.6 years (8 semesters)

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Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*	The continued impact of the Covid pandemic influenced potential student enrollment in the DNP program and their ability to continue their own pursuit of the post-masters doctorate. All registered nurses and nurse practitioner felt personal role strain as adult learners who would have otherwise advanced their own education were personally and professional strained to meet the needs of their family, self and workplace. Many healthcare clinicians worked mandatory overtime and additional days to meet the demands of the overwhelmed healthcare system. Although not expressed in the Blue Report, our own nursing faculty (RN's and family nurse practitioners) felt the strain not only at ISU to meet student's education and clinical needs but also had mandatory work requirements in healthcare settings responding to patients with Covid and or acquired Covid themselves. Faculty insight gained during the last year related to the learning needs of the non-traditional adult learner during this time must be given increasing equal consideration along with personal demands to keep the student enrolled, engaged, retained, and moving forward to degree attainment. Maintaining community stakeholder communication and relationships are imperative for maintaining high-level Evidenced Based Practice DNP scholarly projects and continued success of program.
What findings-based actions are planned to maintain strong performance and/or improve student learning and success?	Continued use of the Writing Center and incorporation of the 600 Writing Course for all graduate nursing students who enter the graduate nursing courses with various level of scholarly writing experience. Initiation of the revised DNP program started in Fall 2021 to prepare for the BSN to DNP program approved for implementation in Fall 2023. Students will have a seamless transition from their BSN to graduate level nursing culminating in clinical doctorate degree. Program revision also prepares the School of Nursing and graduate nursing programs for the degree transition at the national level of a doctorate as the terminal degree for APRN graduates anticipated to be in 2025.
What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?	We will continue to focus on the DNP Essentials and incorporate the new NTF (2022) guidelines that affect the MSN/Post-MSN family nurse practitioner programs and the newly developed and approved BSN to DNP into the revised curriculum. The DNP program has been able to integrate the curriculum and clinical hour requirements into the 2022-2023 Assessment Plan for DNP degree seeking students.
Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?	Faculty (1.5 FTE) teach in the program. The findings in this assessment are writing by the interim program coordinator and shared with the executive director of nursing, interested faculty and with adjunct faculty that have intimate knowledge of the

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	program. In addition, the July 2022 Community Advisory meeting was well attended in virtual and in-person format and DNP program information was presented in written and oral format to those in attendance. Student representation on the Graduate Nursing Assessment Committee provided needed feedback on shared assessment monthly findings. All 2021-2022 committee-meeting minutes are published within the previously developed Blackboard site that will no longer be used after August 2022. The minutes will be placed within an alternative platform for the graduate nursing programs.

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Academic Program:		Date:	
Author(s):			
Verify that each of the following documents is correct and current on the ISU Assessment Results Webpage **by marking with an "X."** Please submit any updated documents and/or corrections as soon as possible to Kelley Woods-Johnson, Assessment & Accreditation Coordinator at kelley.woods-johnson@indstate.edu.		___ Learning Outcomes ___ Curriculum Map ___ Assessment Plan	
Is this program offered on-campus AND distance? If "Yes," reported data should include students of both, disaggregated.		___ Yes ___ No ___ Hybrid	

Instructions: The narrative format of this report will contain the same information as the table format, but the structure of the narrative is flexible. An outline has been provided for guidance on what to include, but the structure of the narrative need not follow the outline. When applicable, detailed notes from program faculty meetings where assessment was discussed may be copied into this report as the narrative. Please cite to indicate when this is the case.

Student Learning Outcomes Assessment

Program Student Learning Outcomes Assessed this Year

For Each Student Learning Outcome Assessed:

Assessment Strategies for Each Student Learning Outcome (courses where learning took place, assignments used, tools for evaluation – i.e. rubrics, etc.)
Established Benchmark for Proficiency
Actual Student Performance Relative to Established Benchmark (provide specific data rather than general observations)
Comparison to any Prior Data, if Available

Student Success Activities

Use the "Academic Chair" tab in Blue Reports to view your program's data related to retention, persistence, time to/rates of graduation, etc., as applicable (undergraduate v. graduate). Share reflections and activities of program faculty in the table below. Consider curricular, pedagogical, advising, co-curricular, and student support efforts.

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

Based on Blue Reports data and review of current activities, what are the primary areas to focus on improving next year?

Continuous Quality Improvement

Describe primary insights gained from analysis of findings. *What was learned? What questions did it raise? How does current performance compare to past (if applicable), and how might any prior action plans have influenced performance?*

What findings-based actions are planned to maintain strong performance and/or improve student learning and success?

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What learning outcomes will your assessment plan focus on next year, and what changes, if any, are planned to improve assessment strategies and yield stronger data?

Describe faculty involvement in this assessment, and how will findings be shared with faculty/stakeholders (as applicable)?

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Student Outcomes Assessment & Success Report Evaluation AY 21-22

Program: DNP Nursing Practice
Evaluation: Mature

The purpose of SOAS Report evaluation is to promote high quality academic program assessment that results in relevant, useful, and accurate data about student learning outcome achievement that faculty can use in planning for and monitoring efforts toward continuous improvement. Faculty are encouraged to incorporate feedback they find useful into assessment practices, and resources are available to support assessment development.

Evaluation Key: Exemplary=Meets all standards, exceeds some; Mature=Meets all/most standards, no serious concerns; Developing=Meets some standards, multiple recommendations for improvement; Undeveloped=Meets few/no standards, serious concerns noted; Cannot Evaluate=Missing information prevents evaluation

Component of Practice	Areas of Exemplary Practice	Standards of Practice Highlighted practices were clear in the SOASR	Recommendations for Improvement (serious concerns highlighted)	Evaluation Relative to Standards
Learning Outcomes Strong learning outcomes use language that focuses on what students will achieve and can be measured to demonstrate achievement.	LOs are aligned with DNP Essential standards	At least one outcome is assessed this cycle Outcome(s) is specific as to what students will be able to know/do as a result of their learning Outcome(s) is measurable Outcome(s) is consistent across modes of delivery (if applicable)	Some of the LOs are highly complex, so be sure that assessment strategies are sufficiently complex to fully allow students to represent their mastery (e.g., LO1 states students should be able to display their mastery at organizational, state, local, regional, national, and global levels – is this achievable, even indirectly – through assessment strategies?).	Mature
Assessment Strategies Strong assessment strategies are designed to produce data of high enough quality to be useful to faculty trying to understanding student learning outcome achievement, uncover potential issues, and determine next steps to support continuous improvement. They do not rise to the rigor of research methods, though they may draw on some related tenants and strategies.	Multiples points of data from multiple assignments in multiple courses across the curriculum inform about student mastery of LOs. Assignments used to evidence student mastery often require rich, relevant displays.	Assessment measure(s) is designed for precise alignment to designated outcome(s) *–mostly clear; see recommendations* Overall assessment strategy relies primarily on direct assessment measure(s) Indirect assessment measure(s) is included to provide supplemental perspectives Assessment data comes from multiple sources, either within a significant course or across the curriculum Assessment measures include rich and/or relevant displays of student learning (i.e. experiential learning, intensive writing, problem-based learning, licensure exams, etc.) Tools for evaluating student achievement are clearly described when necessary (i.e. rubrics, exam alignment key, preceptor evaluation, etc.)	While measures seem mostly tailored to align to the different LOs, it is noted that the mean and range scores for the paper in LO1 and LO2 are the same. I'm not sure if this is data copy/paste error, a coincidence, or if the rubric used to evaluate the paper doesn't split the LOs out for separate scoring. When possible, analytical rubrics can be used to evaluate multiple LOs in one assignment for more precise alignment to independent LOs for analysis.	Mature – Exemplary

Results & Analysis Clear depiction of results and strong analysis pairs with strong assessment strategies to allow faculty to determine appropriate interpretation of data and use of findings. Use of student achievement data rather than anecdotes, comparison to thresholds of proficiency, and thoughtful use of disaggregation to uncover potential group differences that might exist are all good practices.		The threshold for proficiency for each outcome is clearly stated relative to the measure/evaluation tool used The threshold for proficiency reflects reasonably high expectations for the program Actual student performance data on assessment measures is shared relative to the stated threshold for proficiency and (when applicable) the evaluation tool used Thoughtful discussion of faculty insights gained from findings is included When appropriate, student performance data is disaggregated by group, without identifying any specific student (ex: on-campus & distance cohorts in a program offering both forms of delivery) When applicable, missing data or significant limitations to how data may be interpreted or applied are described		Mature
Continuous Improvement Assessment is about sharing and use of results to celebrate strong performance and improve in intentional ways. Assessment for continuous improvement includes engaging multiple faculty in assessment, comparing prior results to current results to examine our interventions, using findings to plan for the future, and sharing what we have learned.	Excellent involvement of multiple stakeholders, including student representative, in the discussion of assessment findings.	Multiple program faculty are involved in the assessment process Plans for maintaining strong performance and/or improving student learning are clearly driven by assessment findings Plans for maintaining strong performance and/or improving student learning are within reasonable purview of program faculty If data from prior assessments is provided, reflection on changes over time and the possible impact any prior interventions is discussed A commitment to ongoing assessment is demonstrated in clear plans for upcoming assessment Assessment findings are shared with program faculty and any applicable stakeholders		Mature

Contact Kelley Woods-Johnson at kelley.woods-johnson@indstate.edu or x7975 with questions or for support.