

Student Outcomes Assessment and Success Report AY2017-18 *Completed reports due from the dean to the Assessment Office via Blackboard by October 15. Deans, assessment coordinators, and/or department chairs set their own internal deadlines for material review and request for refinement if not suitably addressing questions.*

Unit/Program Name: Advanced Practice Nursing/DNP **Contact Name(s) and Email(s)** Erik Southard/Erik.Southard@indstate.edu

Before you complete the form below, review your outcomes library and curriculum map to ensure that they are accurate and up to date. If not, you may submit a new version along with this summary. Templates are available on the [assessment website](#).

Part 1a: Summary of Assessment Activities

<p>a. What learning outcomes did you assess this past year?</p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p>b. (1) What assignments or activities did you use to determine how well your students attained the outcome? (2) In what course or other required experience did the assessment occur?</p>	<p>c. What were your expectations for student performance?</p>	<p>d. What were the actual data/results?</p>	<p>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report?</p>
<p>Student Learning Outcome: Advocate for social justice, equity, and ethical policies within all healthcare arenas</p> <p>DNP Essential V: Health Care Policy for Advocacy in Health Care</p>	<p>DNP Students in the APN 842 Health Policy Leadership course develop and compose a health policy brief.</p>	<p>Students will demonstrate competency through successful development of a health policy brief. Scores must be at or above 83% for successful completion.</p>	<p>Fall 2016 12 DNPs and 4 DHS students. Twelve out of 12 students (100%) were able to successfully complete both policy brief assignments. The mean grade on the long brief was a 92% with a range of 89%-93%. The short brief had a mean grade of 93% with a range from 88%-98%.</p>	<p>Initially, all students completed a short and long brief on their own without support from others. Students did poorly due to the lack of foundation for this new skill. We made changes that afforded students the ability to work with an interprofessional group of 2-3 students on the initial brief before they complete the long brief independently. This change resulted in increased confidence and competence.</p>
<p>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</p> <p>DNP Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<p>DNP Students are required to disseminate the results of their DNP Scholarly Project at the local, state, regional, national or international level in the APN 850 course.</p>	<p>Successful dissemination of the DNP Scholarly project at the local state, regional, national, or international level.</p>	<p>APN 850 had 10 students in the Spring of 2017. All 10 students were able to disseminate their project at the local, state, regional, or national level. This cohort had the greatest amount of dissemination activity of all graduating classes. These 10 students were responsible for 12 poster presentations, 16 podium presentations, 4 manuscript submissions, with 3 manuscripts in print.</p>	<p>Faculty are working to continue to raise awareness among students in APN 894 about abstract submission deadlines to increase chances to disseminate. Due to the cycle of abstract requests, students are now prompted to look for opportunities to disseminate in the summer and fall prior to their anticipated graduation.</p>

<p>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.</p> <p>DNP Essential VIII: Advanced Nursing Practice</p>	<p>DNP students are required to complete and submit a 5 chapter DNP Scholarly Project Paper. The paper must be fully edited and ready for publication.</p>	<p>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.</p>	<p>Spring 2017 All students (n=10) were able to complete their DNP projects and disseminate beyond their stakeholders. This cohort generated 2 international poster presentations, 5 national poster presentations, 5 national podium presentations, 7 regional poster presentations, 7 regional podium presentations, 4 manuscript submissions, 2 published manuscripts, and 1 person testified to the state legislature on advanced practice nurses scope of practice.</p> <p>Spring 2017 Students (n=11) completed a 5 chapter paper. The paper was worth 200 points, Average achieved was 196. Range was 170-200 points.</p>	<p>While no changes have been made to this exercise, faculty are currently considering other options for the final product for the DNP. Faculty are attending national conferences at ACEN, AACN to ascertain what other programs are requiring of students and what best practices are for the degree. Changes will be made accordingly. The Department is also considering making all final products available in the Sycamore Scholars Data Base that has been developed for DNP projects.</p>
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Note: If you would like to report on more than three outcomes, place the cursor in the last cell on the right and hit "tab" to add a new row.

Notes

- Use your outcomes library as a reference.
- Each outcome must be assessed by at least one direct measure (project, practica, exam, performance, etc.). If students are required to pass an examination to practice in the field, this exam must be included as one of the measures. At least one of the program's outcomes must use an indirect measure (exit interview, focus group, survey, etc.). Use your curriculum map to correlate outcomes to courses.
- Identify the score or rating required to demonstrate proficiency (e.g., "Students must attain a score of "3" to be deemed proficient; at least 80% of students in the program will attain this benchmark."
- Note what the aggregate level of proficiency actually was and the number of students included in the cohort or sample (e.g., "85% of the 25 students whose portfolios were reviewed met the established benchmark").

Part 1b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries assessment has enabled you to make about student learning (a. What specifically do students know and do well—and less well? b. What evidence can you provide that learning is improving?); 2) what your assessment plan will focus on in the coming year; and 3) how will this information be shared with other stakeholders?

The Doctor of Nursing Practice (DNP) program has a systematic, comprehensive plan to evaluate end-of-program student learning outcomes/role specific competencies and program outcomes. The University has a strong commitment to systematic program assessment in accordance with the Higher Learning Commission (HLC). Indiana State University's College of Health and Human Services (CHHS) has an Assessment Committee. The purpose of the committee is to formulate, implement, evaluate, and/or recommend policies and procedures pertaining to program and activity assessment at the college level. The assessment committee reviews assessment plans for departments within the college to ensure that they are of high quality and that an active plan is in place. All of these mechanism work together to ensure that quality assessment plans are in place and that outcomes are monitored.

Each course in the DNP has specific learning objectives related to overall end-of-program student learning outcomes. Several measures are utilized to determine overall program effectiveness. Each semester, course evaluations are completed by students. Faculty in the Department of APN collects and aggregates data from a variety of sources including, but not limited to:

- Course assignments;
- Course evaluations from students;
- Comments from students;
- Results from the assessment of program outcomes and faculty analysis;
- Alumni survey at one-year post-graduation;
- Employer survey taken one-year post-graduation;
- Feedback from mentors;
- Faculty evaluations of students and courses;
- Discussion with, and comments from, members of the Advisory Committee;
- Informal and e-mail comments from students, agencies, and stakeholders;
- Retention, progression, and program completion data;
- Feedback from academic advisors;
- Feedback from faculty teaching the courses; and,
- Submissions from the opportunity for improvement form.

Utilizing this thorough assessment process, we have made multiple discoveries about our students. A few of those insights will be shared here: (1) students are disseminating more frequently and in more prominent places, (2) there remains a wide gap between the accepted students who write very well and those who face additional challenges, (3) a more thorough and engaging process for orientation to the program is necessary to ensure that students have the information and skills that they need to be successful prior to entry. Additional details and data points can be found on the DNP assessment plan. The assessment plan is available upon request. Results of APN Department assessment efforts are shared with community stakeholder in our annual spring board meeting. Results are also shared on our website as required by our accrediting body.

Part 2a: Summary of Student Success Activities

Based on the results of your assessment of student learning outcomes from Part 1 above, reflect on how this data will impact student success within your unit/program.

a. What goals/objectives were established this past year to aid student performance, retention, persistence, and completion?	b. What primary action steps were taken to make progress on each goal and who was responsible?	c. What data informs progress on each goal?	d. What were some accomplishments or achievements for each goal and/or challenges confronted?	e. Please indicate goals that are continuing and any goals that will replace a previous goal. Any additional goals can also be added on a new line.
<p>Increase the percentage of admitted students who enrolled in courses.</p> <p>*Fall 2018 target of 84%</p>	<ol style="list-style-type: none"> Contact all students within one week of acceptance. Advisor contact within one month of admission. Include advisor name on email to students to encourage them to reach out. Plan of study and guidance on enrollment process within six weeks of admission. Contact students who failed to enroll and gather data. 	<p>Admit to enroll yields</p> <p>2015-2016 82.5%</p> <p>2016-2017 91.0%</p> <p>2017-2018 89.3</p>	<ol style="list-style-type: none"> Timely and efficient contact with students is increasing our yield on this metric. Students who do not accept admission or fail to enroll generally do not respond to calls or emails. Those that do state that they accepted another offer. 	<p>Goal is 100% with a benchmark of 85%</p>
<p>Increase the percentage of students enrolled for a specified fall (and did not graduate) that enrolled the next fall.</p> <p>.</p>	<ol style="list-style-type: none"> Develop and implement an online student orientation. Development of an APN template for BlackBoard course consistency. Increase faculty engagement and instructional quality by working with leadership to convert high-quality adjunct/part-time faculty to multi-year faculty. Increase the diversity of faculty by placing more high quality adjunct/part-time faculty in the program. 	<p>Fall to fall return rates.</p> <p>Fall 2014 81.3%</p> <p>Fall 2015 83.3%</p> <p>Fall 2016 86.4</p> <p>Fall 2017 100%</p>	<ol style="list-style-type: none"> The online orientation is helpful for students but a more engaging and synchronous option to access DNP faculty is important to ensure that students feel heard. Students are responding well to the addition of faculty with varying professional backgrounds. 	<p>Goal is 100% with a benchmark of 85%</p>
<p>3.</p>				

Notes

- a. These goals could be program/department wide but may also be focused on specific sub-populations of interest (e.g., service course student performance, transfer students, part-time students, students of a particular class year, students of color, etc.).
- c. Retention and completion data, D/F/drop rates, credit hour productivity (defined as credit hour enrollment at start of term versus credit hours earned at end of term) are common data examples. See [Blue Reports](#) database (access from Linda Ferguson in Institutional Research) or the [Office of Institutional Research](#) for ideas.

Part 2b: Continuous Quality Improvement

In no more than one page, summarize 1) the discoveries that attention to student performance, retention, persistence, and completion has enabled you to make about program/department systems, processes, and norms as it effects students; and 2) how this will positively impact student success, including with regard to the readiness of students for graduate study or a career?

The APN Department and DNP faculty consistently review curriculum and course objectives to identify strengths, weaknesses, opportunities, and threats (SWOT). As priorities are identified faculty convene periodically to address programmatic revisions and necessary changes. The Department continually works to leverage strengths, to improve upon weaknesses, and to diminish threats as part of a continuous quality improvement (CQI) effort. Much of the ongoing work focuses on ensuring that the curriculum is congruent with AACN and other professional organizations expectations. With successful ACEN accreditation being granted in the spring of 2018 faculty are now regrouping to look at individual curricular changes and updates. A thorough review of the competencies for DNP education from the professional organizations and input from community stakeholders is important. Identifying the skillset the market demands and ensuring that our graduates develop proficiencies that are congruent with those demands will ensure our students are ready for careers in their specialty areas.

Please prepare this report as a Word document. Do not include any attachments. Instead, provide links to important supporting materials (e.g., detailed—but not student-specific—assessment results; rubrics; minutes; etc.), or upload them to the college's assessment site in Blackboard.

Dear Erik,

Thank you so much for sharing your assessment process and findings for AY 2017-18 with the Assessment and Student Success Councils. You will find a comprehensive synthesis of the feedback compiled by both groups below. It is understood that some of the feedback might encompass practices that you already engage in but that are not documented in this report. As the purpose of this evaluation is focused on recognizing great work and helping faculty improve assessment practice, it is not necessary to retroactively add documentation. Please feel free to let me know if you have any questions or if there is any way I can assist you in further developing assessment in your program.

This report will be shared with the Associate Dean(s) and Dean of your college and summarized findings will be shared as composite college/institutional data with the President's Office and the Provost's team.

Sincerely,

Kelley (x7975)

Program: Advanced Practice Nursing/DNP	
Assessment Practice Overall Rating: Mature (2.25/3.00)	
Student Success Practice Overall Rating:	
Strengths	Recommendations

Assessment (Parts 1a & 1b) Scoring Rubric is included below. Student Success (Parts 2a & 2b) Scoring Rubric is included below with no notations just for your reference (the SSC did not choose to report in this way).

Score was calculated on a 0 (undeveloped), 1 (developing), 2 (mature), 3 (exemplary) scale.

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p>Student Learning Outcomes</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p> <p>Learning outcome(s) directly link to college, institutional, and/or accreditor goals/standards.</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcome(s) is specific, measurable, and student-centered.</p> <p>Rationale for assessment of this outcome(s) is made clear (ex: it is part of a standing assessment cycle, a need was identified, etc.)</p>	<p>At least one learning outcome that is aligned with program coursework is assessed this cycle.</p> <p>Learning outcomes(s) is measurable.</p>	<p>No learning outcomes are identified for assessment or the outcomes that are identified are not linked to program outcomes aligned with program coursework (e.g. – curriculum map) or are not measurable.</p>
<p>Performance Goals & Measures</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools used to measure student performance are described and were reviewed for validity or trustworthiness prior to use (note this in the report; attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal identified for each learning outcome is clear and reasonable (ex: based on previous performance data, professional standards, etc.).</p> <p>Identified measures are designed to accurately reflect student learning, including at least one direct measure.</p> <p>Tools or processes for evaluating student performance on measures are described (attach tools if applicable – ex: rubrics, checklists, exam keys, etc.).</p>	<p>Performance goal(s) is identified for each learning outcome.</p> <p>Identified measures (ex: assignments, projects, tests, etc.) are poorly suited to performance goals or are solely indirect measures.</p> <p>Tools or processes for evaluating student performance on measures are not described.</p>	<p>No goals for student performance of learning outcomes is identified, and/or no measures are provided.</p>

Analysis & Results	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of quality analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p> <p>Results are discussed in relation to college, institutional, and/or accreditor goals/standards.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with clear description of analysis (e.g., analysis follows accepted statistical or qualitative procedures).</p> <p>Results are shared in relation to performance goals.</p>	<p>Data is collected using the measures and tools identified.</p> <p>Results are reported with little description of analysis.</p>	<p>No data is being collected.</p> <p>No results are provided.</p>
Sharing & Use of Results for Continuous Improvement	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p> <p>A plan for adjusting performance, goals, assessment, and/or program components based on results is outlined.</p>	<p>Clear information is provided about sharing and using results to inform practice.</p> <p>Discussion of what was learned from results is provided and connected to plans for sharing and using results to inform practice.</p>	<p>Limited information is provided about sharing or using results to inform practice.</p> <p>Some discussion of what was learned from results is provided.</p>	<p>No information is provided about sharing or using results to inform practice.</p> <p>No evidence of reflection on results is provided (ex: discussion, conclusions drawn)</p>
Overall Rating	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped

Student Success Activities Report Rubric (Part 2 of Student Outcomes Assessment Report)Unit/Program:

Office of Student Success/Office of Assessment & Accreditation Evaluation Date:

Evaluation Criteria	0 Undeveloped	1 Developing	2 Mature	3 Exemplary
Goals/ Objectives	No goals/objectives are identified.	Goals/objectives are poorly suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives may also be modest at best such that little effort is required.	Goals/objectives are generally clear and reasonably well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also generally at least moderately aggressive such that appropriate effort is required.	Goals/objectives are all clear and well suited to addressing student performance, retention, persistence, and/or completion. Goals/objectives are also at least moderately aggressive in all cases such that appropriate effort is required.
Action Steps	No action steps are identified.	Action steps are weak, underdeveloped, and/or poorly suited to making progress on goals/objectives. No person(s) or group(s) indicated who will be responsible for the actions.	Action steps are generally clear and reasonably well suited to making progress on goals/objectives. Person(s) or group(s) responsible for the actions are indicated in most cases.	Action steps are all clear and well suited to making progress on goals/objectives Person(s) or group(s) responsible for each action are indicated, ideally with a timeline.
Data that Informs Progress on Each Goal/Objective	No data, quantitative or qualitative, is identified.	Data to inform progress are poorly suited to measure progress on goals/objectives.	Data to inform progress are generally well suited to measure progress on goals/objectives.	Data to inform progress are all well suited to measure progress on goals/objectives.
Assessment of Outcomes and Continuous Improvement	For goals/objectives in place the prior year, no reflection provided on achievements/challenges, sharing results, and/or plans for improvement or change based on results. No reflection on outcome assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, modest at best reflection provided (and/or is vague or of questionable connection to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Modest at best reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, generally appropriate reflection provided (and is reasonably well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Reasonable reflection on assessment plan for continuous improvement provided for new goals/objectives.	For goals/objectives in place the prior year, strong reflection is provided in all cases (and is well connected to results) on achievements/challenges, sharing results, and/or plans for improvement or change based on results. Well-developed reflection on assessment plan for continuous improvement provided for new goals/objectives.
Overall Rating	<input type="checkbox"/> Undeveloped	<input type="checkbox"/> Developing	<input type="checkbox"/> Mature	<input type="checkbox"/> Exemplary