

**Student Outcomes Assessment and Success Report AY2018-19**

*Consult with your college dean's office regarding due date and how to submit. Deans will submit reports to the Office of Assessment & Accreditation annually by October 15.*

**Unit/Program Name:** Department of APN-DNP Program **Contact Name(s) and Email(s)** Susan Eley Interim Program Director  
Susan.eley@indstate.edu

**Part 1a: Summary of Student Learning Outcomes Assessment**

<p><b>a. What learning outcomes did you assess this past year?</b></p> <p>If this is a graduate program, identify the Graduate Student Learning Outcome each outcome aligns with.</p>	<p><b>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?</b></p>	<p><b>c. What were your expectations for student performance?</b></p>	<p><b>d. What were the actual data/results?</b></p>	<p><b>e. What changes or improvements were made or will be made in response to these assessment results or feedback from previous year's report? Can expand on this in Part 2.</b></p>
<p><b>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.</b></p> <p>1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p> <p>2. Use science-based theories and concepts to:</p> <ul style="list-style-type: none"> <li>• determine the nature and significance of health and health care delivery phenomena;</li> </ul>	<p>Community Health Planning Proposal APN810                      Plan Includes:</p> <ol style="list-style-type: none"> <li>1) Analysis of health needs at patient, population, community level</li> <li>2) Identified stakeholders from community</li> <li>3) Theoretical framework used to guide community project</li> </ol> <p>Successful development of phenomenon of interest into well-developed project foundation/plan                      Plan includes:</p>	<p><b>Operational Definition:</b>                      Successful completion of Community Health Planning document</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b>                      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.</p>	<p>In fall 2017, the APN 810 course had 13 DNP students that completed the course. The mean score on the final health needs assessment was 221.6/225 (SD=2.7). The range of scores was 216 to 225.</p> <p>In fall 2017 the APN 891 course had 13 students enrolled. The mean score on the final PICOT submission exercise was 28.7/30 (SD=1.0). The range was 27-</p>	<p><b>Action:</b>                      Recommend continued use of this criteria and measurement level.</p> <p><b>Action:</b>                      Recommend continued use of this criteria and measurement level.</p>

<ul style="list-style-type: none"> <li>• describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and</li> <li>• evaluate outcomes.</li> </ul> <p>3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</p> <p>DNP Essential I: Scientific Underpinning for Practice</p>	<ol style="list-style-type: none"> <li>1) Introduction and problem overview</li> <li>2) PICOT statement</li> </ol> <p>Successful completion of APN 891 chapter one of project paper: Paper includes:</p> <ol style="list-style-type: none"> <li>1) Background</li> <li>2) Significance</li> <li>3) Population of interest</li> </ol>		<p>30. All students were able to successfully articulate their problem statement.</p> <p>In fall of 2017 the APN 891 course had 13 students enrolled. All 13 successfully completed the course. The mean score on the final APN 891 Chapter 1 assignment was 93.3/100 (SD=5.9). Scores ranged from 78-100. One student scored below the threshold of 83% with a score of 78. The paper was submitted late resulting in a lower score. She successfully completed the course with an A-.</p>	<p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p>
<p><b>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, political, and economic sciences.</b></p> <p>1) Ensure accountability for quality of health care and patient safety for populations with whom they work.</p> <p>a. Use advanced communication</p>	<p>1) DNP Scholarly Project paper reflects plan that includes evaluation if IRB applicable.</p> <p>a. Community Planning Course Project completion</p>	<p><b>Operational Definition:</b> Successful identification of patient population, communication with stakeholders and establishment of project planning and budget as needed as evidenced in Community Planning and DNP Scholarly Project paper</p> <p><b>Expected Level of Achievement/Decision Rule of Action</b> 90% of students will achieve at or above the operational definition.</p>	<p>1) &amp; 1a) Spring 2018 100% of student n=13 were able to identify the need for IRB submission. This experience is critical to overall growth as a leader in EBP and QI process/data collection as a change agent. All students</p>	<p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p>

<p>skills/processes to lead quality improvement and patient safety initiatives in health care systems.</p> <p>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.</p> <p>c. Develop and/or monitor budgets for practice initiatives.</p> <p>d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.</p> <p>e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.</p> <p>2) Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p> <p>DNP Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p>	<p>and Scholarly II Course activities Webcast collaboration in N810 faculty, student, and stakeholders</p> <p>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.</p> <p>e. Describe patient/population/community of interest in APN892 post and scholarly paper</p> <p>2) APN892 include ethical considerations and how student will develop evidence based approach in scholarly paper development</p>		<p>(n =13) completed community planning project (scores ranged from 216 to 225 out of 225 points - 96% to 100%) (M=221.6)</p> <p>b-d Students (n = 13) acknowledged budgetary costs for scholarly project in APN810/891 presentation</p> <p>e. Students in 892 (n=13) have finalized their PICO and population of interest is solidified</p> <p>2) All students (n=13) composed Chapter 2 literature review encompasses patient population and special considerations (i.e., protected population, dual role conflict, conflict of interest</p>	<p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p> <p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p> <p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p>
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<p><b>Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for clinical practice.</b></p> <p>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 outcomes and population trends.</p> <p>2) Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> <p>3) Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</p> <p>4) Use information technology and research methods appropriately to:</p> <ul style="list-style-type: none"> <li>• collect appropriate and accurate data to generate evidence for nursing practice</li> <li>• inform and guide the design of databases that generate meaningful evidence for nursing practice</li> <li>• analyze data from practice</li> <li>• design evidence-based interventions</li> </ul>	<p>1-3 Completion of systematic review based upon identified search terms, through RCT, and application of the best EBP for phenomenon of interest</p> <p>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</p> <p>The increase in Yuja videos and inclusion of videos in the Spring APN 892 course will assist students in their efficiency and proficiency of library searches.</p>	<p><b>Operational Definition:</b> Scores at or above 83% on grading tool for literature review activity in APN892</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students will achieve at or above the operational definition.</p>	<p>Spring 2018 n=13 Range of scores from 155-189 out of a possible total 190. Mean score was 181.1</p> <p>n=13 students were able to describe search methodology as part of their Chapter 2 and literature review.</p> <p>YuJa's were available to students from Shelly Arvin (module 1) New videos were added in 2018 on the IRB process to</p>	<p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p>
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<ul style="list-style-type: none"> <li>• predict and analyze outcomes</li> <li>• examine patterns of behavior and outcomes</li> <li>• identify gaps in evidence for practice</li> </ul> <p>5) Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>6) Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p> <p>DNP Essential III: Clinical Scholarship &amp; Analytical Methods for Evidence-Based Practice</p>	<p>5. Evidence and findings from the literature shared with project stakeholders</p> <p>6a. Completion of peer review process for scholarly project paper in APN892</p> <p>6b. Dissemination of APN 892 findings to APN faculty and cohort</p>		<p>assist students to prepare for APN 893 summer semester and development of Form A, Consent form, introduction to IRB, Targeting Faculty Sponsors, Research Subjects, Protection of human subjects.</p> <p>All students (n=13) used the project status form to communicate the inclusion of the stakeholder in the development and findings of literature review.</p> <p>n=13 100% of all students completed a peer review of co-learners.</p> <p>n=13 100% of all students submitted Project Status forms and participated in two synchronous teleconference meetings.</p>	
<p><b>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.</b></p> <p>1) Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p>	<p>1-4 APN 822 Creation of an HIT related element to include in scholarly project for implementation in community and/or organization.</p>	<p><b>Operational Definition:</b> Incorporation of technology related element in DNP scholarly project in APN822 course</p> <p><b>Expected Level of Achievement/Decision Rule of Action:</b> 90% of students will achieve at or above the operational definition.</p>	<p>Spring 2018 In the Spring of 2018 APN 822 had 10 DNP students and four DHS students. Additional YouTube and Yuja video content has been added to</p>	<p><b>Action:</b> Recommend continued use of this criteria and measurement level.</p>

<p>2) Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>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.</p> <p>4) Evaluate consumer health information sources for accuracy, timeliness, and appropriateness. DNP Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</p>			<p>assist students in conceptualizing a scholarly project with a HIT component.</p> <p>All DNP students (N=10) were able to successfully complete the exercise with scores on the assignment ranging from 245/250 to 250/250. Projects varied significantly in scope from implementing disinfecting robots that utilize ultraviolet light or hydrogen gas vapor sterilizing and cleaning operating rooms to reduce surgical site infections to training parents to be social media savvy to reduce cyberbullying.</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.

#### Helpful Hints for Completing this Table

- a. Use your outcomes library as a reference. Note any alignment with professional standards, as applicable.
- b. Each outcome should 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 should 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. Describe or attach any evaluation tools such as rubrics, scales, etc.
- c. 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.)
- d. 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: Review of Student Success Data & Activities

Use [Blue Reports](#) to generate the following information (as well as any other information helpful to you):

- 1) Cohort Sizes      2) Year-to-Year Retention      3) 5-Year Graduation Rate

Cohort Sizes 2016-2017 10 2017-2018 14 2018-2019 16
Admit to enroll yields 2016-2017 100% 2017-2018 100% 2018-2019 43%
Fall to fall return rates. Fall 2014 81.3% Fall 2015 83.3% Fall 2016 86.4 Fall 2017 100% Fall 2018 N/A
Graduation Rate that is within 150% of program length (ACEN Criteria) per Cohorts Spring 2015 83% Spring 2016 83% Spring 2017 100% Spring 2018 100% Spring 2019 93%

What worked well in supporting student success this year?

- Making early contact with students once accepted to review plan of study
- Maintaining frequent communication with advisees
- Utilizing our Student Services Assistant
- Facilitating student dissemination of projects
- Frequent communication using multiple modalities of communication (Zoom, phone, email, text messages)

What are the most significant opportunities for improvement upon which to focus in the coming year?

- Continued admission of qualified students
- Consideration of rolling admissions for DNP applicants
- Curriculum revision for students to enter 8-week module courses during first semester of scholarly series

### Part 1c: Summary of Career Readiness Activities

Please submit your Career Readiness Competencies curriculum map along with this report as a separate attachment. You can find the template here: <https://www.indstate.edu/assessment/plan-components>

Not applicable to Graduate DNP Program, All students are licensed professionals engaged in their careers

## **Part 2: Continuous Quality Improvement**

**Reflect on the information shared above regarding student learning, success, and career readiness. In no more than one page, summarize:**

- 1) the discoveries assessment and data review have enabled you to make about student learning, success, and career readiness (ex: What specifically do students know and do well—and less well? What evidence can you provide that learning is improving? How might learning, success, and career readiness overlap? What questions do your findings raise?)**
- 2) findings-based plans and actions intended to improve student learning and/or success (expansion of Part 1a, box e as needed)**
- 3) what your assessment plan will focus on in the coming year**
- 4) how this information will be shared with other stakeholders**

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 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. 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. Assessment plans are determined by DNP Competencies and will be assessed on an annual basis. Information regarding DNP program is shared annually at the APN Advisory meeting held in the spring.

*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 Susan,

Thank you so much for sharing your assessment process and findings for AY 2018-19 with the Assessment Council. You will find feedback and ratings on the rubric below. It is understood that some of the feedback might encompass practices that you already engage in but were 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)

<b>Program: D.N.P. Doctor Nursing Practice</b>	<b>Overall Rating: Mature (2.00/3.00)</b>
<b>Strengths</b>	<b>Recommendations</b>
<ul style="list-style-type: none"><li>• Learning outcomes are clear, specific, and measurable. They are aligned with program outcomes. It's stated that outcomes and assessment plan align with AACN expectations.</li><li>• Courses and assignments used for assessment are clearly described and provide robust opportunities for students to demonstrate their learning.</li><li>• Expected and actual student performance are clearly described, including additional information about student scores, such as range, to provide more context.</li><li>• Information is provided about how assessment is shared with faculty.</li><li>• Big-picture information about how the DNP program approaches curriculum and courses objective review and a commitment to continuous quality improvement.</li></ul>	<ul style="list-style-type: none"><li>• Indicate alignment between learning outcomes and accreditor standards, or, if what is listed already reflects accreditor standards make this clear. Also indicate alignment with CGPS Graduate Student Learning Outcomes.</li><li>• Indicate how performance measures are evaluated (e.g., rubric, checklist, scorecard, etc.).</li><li>• Reflect on student learning as evidenced by the data, and expand discussion of how assessment findings are used as part of the SWOT analysis process and action planning for CQI.</li></ul>

Evaluation Criteria	Exemplary	Mature	Developing	Undeveloped
<p><b>Student Learning Outcomes</b></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><b>Performance Goals &amp; Measures</b></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>

<b>Analysis &amp; Results</b>	<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>
<b>Sharing &amp; Use of Results for Continuous Improvement</b>	<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>
<b>Overall Rating</b>	<input type="checkbox"/> Exemplary	<input checked="" type="checkbox"/> Mature	<input type="checkbox"/> Developing	<input type="checkbox"/> Undeveloped