SAINT LOUIS UNIVERSITY.

Program-Level Assessment: Annual Report

Program: BSN-DNP and PM DNP	Department: Nursing
Degree or Certificate Level: DNP	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): April, 2021	Primary Assessment Contact: Joanne Thanavaro
In what year was the data upon which this report is based collected? 2020	
In what year was the program's assessment plan most recently reviewed/updated? 2021	

1. **Student Learning Outcomes**
   Which of the program's student learning outcomes were assessed in this annual assessment cycle?

   Outcome # 1: Apply advanced knowledge of mid-range/translational theories from nursing and other disciplines.
   Outcome # 2: Critically examine research and scholarship to support evidence-based clinical practice.
   Outcome # 7: Utilize principles of epidemiology, biostatistics environmental science, knowledge of patterns of disease and effectiveness of prevention and intervention for project development.
   Outcome # 9: Design and implement processes to evaluate outcomes and systems for health care delivery.

2. **Assessment Methods: Artifacts of Student Learning**
   Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

   All DNP students present a clinically based evidence-based practice project at the end of their final semester in the program. The development of the project is facilitated by the student's project committee which consists of a project chair, a reader, and a statistician. Students' progress through a series of courses that build upon concepts that are required for this presentation. These courses include:

   NURS 6160: Evidence Based Practice I
   NURS 6170: Evidence Based Practice 2
   NURS 6805: Introduction to Applied Statistics for Healthcare Research
   NURS 6960: Project Management
   NURS 6961: DNP Clinical and Project

   All above courses are offered online. There are no courses or students from the Madrid campus. The final project has traditionally been presented on campus but was presented virtually in 2020 due to the pandemic.

   Artifacts: 100% of students receive a total score of 4 (agree) or higher on the DNP project presentation rubric (Appendix C)

3. **Assessment Methods: Evaluation Process**
   What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

   All faculty members of the Trudy Busch Valentine School of Nursing are invited to the student presentation. Faculty who serve on the student's project committee, as well as the Associate Dean of Graduate Nursing education, must attend the presentation. Students prepare and deliver a 30-minute presentation, highlighting their evidence-based project. This presentation is followed by a question-and-answer period in which their project committee, as well as

all other faculty in attendance, pose questions to the student and offer feedback for improvement. This feedback is used to facilitate the final draft of their manuscript which is prepared for publication submission and is formatted according to author guidelines of the journal chosen for submission. All faculty in attendance are given the grading rubric for scoring and for additional comments. The project chairperson reviews these comments with the student to facilitate revisions of the project, as well as to de-brief the student's presentation experience.

Artifact: DNP project presentation rubric (Appendix C)

4. **Data/Results**
   What were the results of the assessment of the learning outcome(s)? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Two students presented their DNP projects during the 2020 academic year. Both students had 5 faculty members in attendance virtually who scored their presentation on the grading rubric.

Outcome # 1: 50% of students (N=1) scored a 4 and 50% of students (N=1) scored 3.6 out of 5 on this outcome.
Outcome # 2: Both students achieved a score of 4 or greater on this outcome.
Outcome # 7: One student achieved a score of 4 or greater and one student achieved a 3.83 on this outcome. The scores were calculated by adding individual scores for each section (a-e) and obtaining a mean score.
Outcome # 9 Both students achieved a score of 4 or greater on this outcome.

Total Scores on Grading Rubric: Both students achieved an average total score of 4 or greater (4.0 and 4.25) on their DNP presentation.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

Outcome #1: The lowest score occurred in this outcome due to the student's failure to identify a theory that informed the foundational underpinnings of the project. Faculty comments indicated that the other student chose an appropriate theory and demonstrated appropriate connection between the theory and the project.
Outcome # 2: Both students scored well on this outcome with faculty comments indicating appropriate analysis of research relevant to their project aims and design.
Outcome # 7: This outcome measured application of foundational coursework taken earlier in the DNP program. The application of biostatistics to the population at risk scored the lowest amongst the measures outlined in outcome 7.
Outcome # 9: Both students scored well on this outcome with faculty comments supporting the overall design and implementation of the projects.

Total Scores on Grading Rubric: Both students achieved an average total score of 4 or greater (4.0 and 4.25) on their DNP presentation indicating achievement of these program outcomes.

6. **Closing the Loop: Dissemination and Use of Current Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The program assessment report was presented to the ANPPC (Advanced Nursing Practice Program Committee) at the April meeting.

B. How specifically have you decided to use these findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

Changes to the Curriculum or Pedagogies
- Course content
- Teaching techniques
- Improvements in technology
- Prerequisites
- Course sequence
- New courses
- Deletion of courses
- Changes in frequency or scheduling of course offerings

Changes to the Assessment Plan
- Student learning outcomes
- Artifacts of student learning
- Evaluation process
- Evaluation tools (e.g., rubrics)
- Data collection methods
- Frequency of data collection

Please describe the actions you are taking as a result of these findings.

With only two students presenting their projects this academic year, it is difficult to make overarching decisions regarding improving. However, the following changes will be instituted:

Changes to the Curriculum: The sequencing of the courses is appropriate and meaningful in terms of project development. However, we will share the grading rubric for the project presentation early in the curriculum (during Evidence-Based Practice I) so students can understand how their individual courses, as well as selected course assignments, contribute to the development of their final projects. This should be helpful in emphasizing the importance of a theory and in choosing a theory that is well suited to their project.

Changes to the Assessment Plan- More faculty involvement would enhance the learning experience for all students. The virtual presentation format had both positive and negative results. There was less interaction amongst faculty and students in the virtual environment. However, it was possible to invite more participants to the presentation, that was previously restricted due to lack of space. In 2021, we started to invite current students in the DNP program to listen to the project presentations. Students report they found this a good learning experience and seeing the presentations helped lessen their anxiety regarding their own upcoming presentations. While students were not given a grading rubric, they provided meaningful verbal questions and feedback regarding the project.

If no changes are being made, please explain why.

7. Closing the Loop: Review of Previous Assessment Findings and Changes
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

*One change that has been implemented is the timeframe for submission of project components. Faculty have noted that students often wait until the last minute to analyze their data and prepare their manuscript and presentation slides. This impacts the quality of the project and puts undue time pressures on both the student and the project committee. These changes were implemented in 2019.

*Another change is the revision of the biostatistics course which is now offered for both the DNP and PhD students in the summer. Students are encouraged to take this course early in their program to facilitate ongoing development of this content. The course is now taught by SON faculty and is tailored to the needs of our doctoral nursing students.

B. How has this change/have these changes been assessed?

*Project chairs are encouraging adherence to the deadlines and are monitoring students who fail behind in their submissions.

*The instructor is monitoring student progress in the newly revised biostatistics course and evaluating the appropriateness of combining DNP and PhD students.

C. What were the findings of the assessment?

*Students in 2021 are getting their project components in on time and we anticipate that this additional time prior to presentation will afford the student more time to reflect/revise their final work, collaborate with their project committee, and result in higher quality projects.

* The faculty member teaching the biostatistics course reports good progress for all doctoral students and shared that the interaction between students has enriched the course and is helping to close the gap between practice and research.

D. How do you plan to (continue to) use this information moving forward?

*We will continue to monitor the timely submission of project components and modify timelines if required, based on the experience and recommendations of both program committee members and students.

*We will continue to monitor the progress of both DNP and PhD students in the combined biostatistics course and evaluate application of biostatistics knowledge at each DNP presentation. Course content will be revised, if needed.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

APPENDIX C

NURS 6961 DNP PROJECT PRESENTATION

FACULTY SCORING RUBRIC

STUDENT NAME _____

RATE THE STUDENTS PRESENTATION ON EVIDENCE OF DNP PROGRAM OUTCOMES AS FOLLOWS:

5= STRONGLY AGREE; 4= AGREE; 3= NEITHER AGREE OR DISAGREE; 2= DISAGREE; 1= STRONGLY DISAGREE

Program Outcome	5	4	3	2	1	Comments/Examples to support your score
1.Advanced knowledge of mid-range/translational theories from nursing and other disciplines						
2. Critical examination of research and scholarship to support evidence-based clinical practice						
7a. Application of principles of epidemiology to populations at risk						
7b.Application of biostatistics to populations at risk						
7c. Application of environmental science to populations at risk						
7d.Knowledge of patterns of disease						
7e. Effectiveness of prevention and intervention						
9.Designs and implements processes to evaluate outcomes & systems for health care delivery						