

Report : Assessment Cycle Details for : Nursing (DNP)

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Assessment Plan: 2018-2019 Assessment Cycle: Assessment Plan and Assessment Findings

Assessment Plan Template: Academic Program Assessment Plan Template

Report Generated : Saturday, July 18, 2020

Measures and Findings

Nursing (DNP) Outcome Set

✦ 1. Communication

1. The student will model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.

Mapped to:

No Mapping

Measure

Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to communication, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a student presentation in the Informatics course.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making). Student achievement of a C (less than 80) on the paper/presentation is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this presentation. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

[📎 Rubric for Informatics Presentation 8510 \(Adobe Acrobat Document\)](#)

Findings

for Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

Summary of Findings:

100% of students (15/15) scored a B (80) or higher on the Informatics Presentation in

NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Increased standard

No Status Added to Increased standard

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

Implementation Plan

(timeline):

Supporting Attachments:

❖ 2. Evidence-Based Practice

2. The student will transform healthcare outcomes through evidence and scholarly inquiry.

Mapped to:

No Mapping

Measure

Evidence Based Practice Change Initiative Paper/Presentation in NRSG 9300 (Evidence Based Practice II)

DIRECT - STUDENT ARTIFACT

Details/Description:


Each course in the DNP program has a course outcome related to evidence and scholarly inquiry, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience

that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper that focuses on an evidence-based practice change initiative.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in NRSG 9300 (Evidence Based Practice II). Student achievement of a C (less than 80) on the paper/presentation is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

 Rubric for EBP Practice Change Initiative 9300 (Word Document (Open XML))

Findings

for Evidence Based Practice Change Initiative Paper/Presentation in NRSG 9300 (Evidence Based Practice II)

Summary of Findings:

100 % of students (9/9) scored a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in NRSG 9300 (Evidence Based Practice II).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. The evidence-based content was divided into three separate courses with the revision of program outcomes taking effect in Fall 2018 (it had been taught over a two-course series) with the desire to

No Status Added to Raise the desired benchmark

cover more detail in the content that prepares students to conduct their translational projects. Faculty will faculty will re-evaluate following the next course offering to ensure that the revisions were successful.

Implementation Plan
(timeline):

Supporting Attachments:

✦ 3. Leadership

3. The student will exhibit leadership to create effective healthcare delivery systems.

Mapped to:

No Mapping

Measure

Service Expansion Project in NRSG 8520 (Healthcare Economics and Finance for the Doctorate of Nursing Practice)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to leadership, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a project where the student will propose a new service to be offered to the chosen patient population.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Service Expansion Project in NRSG 8520 (Healthcare Economics and Finance for the Doctorate of Nursing Practice). Student achievement of a C (less than 80) on the paper is not acceptable; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

 Rubric for Service Expansion Project 8520 (Word Document (Open XML))

Findings

for Service Expansion Project in NRSG 8520 (Healthcare Economics and Finance for the Doctorate of Nursing Practice)

Summary of Findings:

100% of students (15/15) scored a B (80) or higher on the Service Expansion Project in NRSG 8520 (Healthcare Economics and Finance for the Doctorate of Nursing Practice).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

No Status Added to Raise the desired benchmark

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

Implementation Plan (timeline):

Supporting Attachments:

❖ 4. Ethics

4. The student will exemplify ethics as a foundation for practice and risk management.

Mapped to:

No Mapping

Measure

Community Action Plan in NRSG 9400 (Evidence-Based Practice III)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to ethics, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion

of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper where the student will propose a community action plan.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on Community Action Plan in NRSG 9400 (Evidence-Based Practice III). Student achievement of a C (less than 80) on the paper is not acceptable; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

 Rubric for Community Action Plan 9400 (Adobe Acrobat Document)

Findings

for Community Action Plan in NRSG 9400 (Evidence-Based Practice III)

Summary of Findings:

100% of students (14/14) scored a B (80) or higher on the Community Action Plan in NRSG 9400 (Evidence-Based Practice III).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

No Status Added to Raise the desired benchmark

Implementation Plan
(timeline):

Supporting Attachments:

✦ 5. Cultural/Spiritual Diversity

5. The student will use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.

Mapped to:

No Mapping

Measure

Community Action Plan in NRSG 9400 (Evidence-Based Practice III)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to cultural expertise, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper where the student will propose a community action plan.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on Community Action Plan in NRSG 9400 (Evidence-Based Practice III). Student achievement of a C (less than 80) on the paper is not acceptable; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

[📎 Rubric for Community Action Plan 9400 \(Adobe Acrobat Document\)](#)

Findings

for Community Action Plan in NRSG 9400 (Evidence-Based Practice III)

Summary of Findings:

100% of students (14/14) scored a B (80) or higher on the Community Action Plan in NRSG 9400 (Evidence-Based Practice III).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

No Status Added to Raise the desired benchmark

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

Implementation Plan (timeline):

Supporting Attachments:

❖ 6. Health Promotion and Disease Prevention

6. Students will foster the integration of evidence based clinical prevention & health services for individuals, aggregates, & populations.

Mapped to:

No Mapping

Measure

Vulnerable Populations Paper in NRS 8540 (Vulnerable Populations)

DIRECT - STUDENT ARTIFACT

Details/Description:


Each course in the DNP program has a course outcome related to health promotion, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper where the student explores a vulnerable patient population.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Vulnerable Populations Paper in NRS 8540 (Vulnerable Populations). Student achievement of a C (less than 80) on the rubric is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty,

the Graduate Committee and course faculty would review the curriculum and create

Supporting Attachments:

 Rubric for Vulnerable Populations Paper 8540 (Microsoft Word)

Findings

for Vulnerable Populations Paper in NRSG 8540 (Vulnerable Populations)

Summary of Findings:

100 % of students (14/14) scored a B (80) or higher on the Vulnerable Populations Paper in NRSG 8540 (Vulnerable Populations).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students met the desired standard. However, faculty noted that some students do not have the writing skills expected of doctoral students, even early in the program.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Increase feedback

No Status Added to Increase feedback

Action details:

Faculty will do the following during the next offering to determine if the writing skills improve: 1) address writing skills during class time, and 2) give detailed feedback and suggestions for how to improve their writing.

Implementation Plan (timeline):

Supporting Attachments:

7. Students will advocate for social justice & equity in healthcare through leading redesign of regulatory, legislative, and public policy.

Mapped to:

No Mapping

Measure

Policy Analysis Paper in NRSG 8530 (Healthcare Policy, Ethics, and Politics)

DIRECT - STUDENT ARTIFACT


Details/Description:

Each course in the DNP program has a course outcome related to advocacy, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper where students explore policies that affect the chosen patient population.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Policy Analysis Paper in NRSG 8530 (Healthcare Policy, Ethics, and Politics). Student achievement of a C (less than 80) on the paper/presentation is not acceptable for this paper; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would review the curriculum and create a plan for improvement.

Supporting Attachments:

 Rubric for Policy Paper 8530 (Word Document (Open XML))

Findings

for Policy Analysis Paper in NRSG 8530 (Healthcare Policy, Ethics, and Politics)

Summary of Findings:

100% of students (14/14) scored a B (80) or higher on the Policy Analysis Paper in NRSG 8530 (Healthcare Policy, Ethics, and Politics).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students scored 80% or higher on the Policy Analysis Paper in NRSG 8530 (Healthcare Policy, Ethics, and Politics), but many students required assistance and remediation in grammar and formatting, and several were ESOL. The addition of clinical hours to this course has been extremely successful and innovative. Student evaluations have been phenomenal. Attendees at the national DNP conference were impressed at GC's innovation in this translation of policy into practice.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

No Status Added to Raise the desired benchmark

Action details:

Future offerings will include modules or opportunities to pre-submit to the writing center prior grading. We will raise the desired standard of achievement to 85% and monitor outcomes with the next course offering to determine students' ability to meet the higher standard.

Implementation Plan (timeline):

Supporting Attachments:

✦ 8. Collaboration

Students will facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.

Mapped to:

No Mapping

Measure

Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to collaboration, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a paper that focuses on an evidence-based practice change initiative.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300). Student achievement of a C (less than 80) on the paper is not acceptable; however, students may pass the course without scoring the B or higher on this paper. If a trend of not achieving this goal is identified by the course faculty, the Graduate Committee and course faculty would

review the curriculum and create a plan for improvement.

Supporting Attachments:

Findings

for Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300)

Summary of Findings:

93.75% of students scored a B (80) or higher on the Evidence Based Practice Change Initiative Paper/Presentation in Evidence Based Practice II (NRSG 9300).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

No Status Added to Raise the desired benchmark

Action details:

All students met the desired standard for this program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

Implementation Plan (timeline):

Supporting Attachments:

Students will use informatics for the improvement and transformation of healthcare.

Mapped to:

No Mapping

Measure

Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

DIRECT - STUDENT ARTIFACT


Details/Description:

Each course in the DNP program has a course outcome related to informatics, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee. This is a student presentation in the Informatics course.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or better on the Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

Supporting Attachments:

 Rubric for Informatics Presentation 8510 (Adobe Acrobat Document)

Findings

for Informatics Presentation in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making)

Summary of Findings:

84.6% (11/13) of students scored a B (80) or better on the Informatics Presentation Rubric in NRSG 8510 (Informatics: Analytic Tools for Clinical Decision Making).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Raise the desired benchmark

No Status Added to Raise the desired benchmark

Action details:

All students met the desired standard for this

program outcome; therefore, we will raise the standard to 85%. Faculty will re-evaluate following the next course offering to determine whether students meet the higher standard.

Implementation Plan (timeline):

Supporting Attachments:

✦ 10. Professional Nursing Practice

Students will demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering,

and evaluating evidence-based care to improve patient outcomes.

Mapped to:

No Mapping

Measure

Chair Evaluation of Translational Project Activities in NRSG 9400 (Evidence-Based Practice III)

DIRECT - STUDENT ARTIFACT



Details/Description:

Each course in the DNP program has a course outcome related to the DNP role, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Desired Standard of Achievement (Target):

80% of students will score a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric in NRSG 9400 (Evidence-Based Practice II). Student achievement of a C (less than 80) on the rubric is not acceptable for this project, and anyone not achieving the 83 will remediate with their chair until they achieve this goal.

Supporting Attachments:

-  Rubric for Chair Evaluation of Project Activities (Word Document (Open XML))
-  Rubric for Chair Evaluation of Translational Project 9400 (Adobe Acrobat Document)

Findings

for Chair Evaluation of Translational Project Activities in NRSG 9400 (Evidence-Based Practice III)

Summary of Findings:

100% of students (10/10) scored a B (80) or higher on the Chair Evaluation of Translational Project Activities rubric in NRSG 94300 (Evidence-Based Practice II).

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students in this assessment cycle met the desired standard of achievement. A new DNP program of study began in Fall 2018 to rearrange the content in order of when it was needed as students complete their translational project. One major component of the change is the addition of an Applied Statistics course where students will work with the course faculty to run, interpret, and write findings from their statistical analysis. This responsibility had been with the DNP project chair since the program began, but we wanted to standardize students' experiences with this phase of the project and place students with faculty that were strong in statistical analysis.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Continue to track for positive change

No Status Added to Continue to track for positive change

Action details:

Faculty will continue to monitor and track longitudinally to ensure that this was a positive change for faculty and students and that students successfully complete their translational projects.

Implementation Plan

(timeline):

Supporting Attachments:

Measure

Final Portfolio Evidencing Achievement of DNP Program Outcomes Related to Professional Role in NRSG 9400 (Evidence-Based Practice II)

DIRECT - PORTFOLIO

Details/Description:

Each course in the DNP program has a course outcome related to informatics, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the

completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Desired Standard of Achievement (Target):

80% of students will score an 80% or higher on the final portfolio rubric evidencing achievement of DNP Program Outcomes related to the professional role in NRSG 9400 (Evidence-Based Practice II). If less than 80% of students score lower than an 80, the DNP Coordinator and course faculty will review the curriculum and create a plan for improvement.

Supporting Attachments:

 Rubric for Translational Project 9400 (Adobe Acrobat Document)

Findings

for Final Portfolio Evidencing Achievement of DNP Program Outcomes Related to Professional Role in NRSG 9400 (Evidence-Based Practice II)

Summary of Findings:

100% of students (8/8, 2 are still in progress) scored an 80% or higher on the portion of the final portfolio rubric evidencing achievement of the DNP outcome related to the professional role in NRSG 9400 (Evidence-Based Practice II)

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students in this assessment cycle met the desired standard of achievement. A new DNP program of study began in Fall 2018 to rearrange the content in order of when it was needed as students complete their translational project. One major component of the change is the addition of an Applied Statistics course where students will work with the course faculty to run, interpret, and write findings from their statistical analysis. This responsibility had been with the DNP project chair since the program began, but we wanted to standardize students' experiences with this phase of the project and place students with faculty that were strong in statistical analysis.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Continue to track for positive change

No Status Added to Continue to track for positive change

Action details:

Faculty will continue to monitor and track longitudinally to ensure that this was a positive change

for faculty and students and that students successfully complete their translational projects.

Implementation Plan (timeline):

Supporting Attachments:

Measure

Translational Project (defense of oral and written presentation of project) in NRSG 9400 (Evidence-Based Practice III)

DIRECT - STUDENT ARTIFACT

Details/Description:

Each course in the DNP program has a course outcome related to informatics, and formative assessments of this program goal are evaluated at the course level with each course offering. The summative evaluation of this program goal takes place through the completion of their translational project. Clinical doctoral degrees are distinguished by the completion of a Translational Research and Clinical project that demonstrates a student's ability to synthesize and apply learning that lays the groundwork for future practice and scholarship. The DNP translational project is a scholarly experience that implements principles of evidence-based practice and science under the guidance of the student's Doctoral Committee.

Desired Standard of Achievement (Target):

80% of students will successfully defend their translational project in NRSG 9400 (Evidence-Based Practice II). If less than 80% of students are successful in defending their project, the Graduate Committee and DNP Program Coordinator will review the Evidence Based Practice II (NRSG 9400) course curricula and create a plan for improvement.

Supporting Attachments:

 Rubric for Translational Project 9400 (Adobe Acrobat Document)

Findings

for Translational Project (defense of oral and written presentation of project) in NRSG 9400 (Evidence-Based Practice III)

Summary of Findings:

100% of students (10/10) successfully defended their translational project in NRSG 9400 (Evidence-Based Practice II)

Was this outcome met?:

Exceeded

Explain your results:

The results turned out as expected because students were given ample course content discussion and feedback before the due date. All students in this assessment cycle met the desired standard of achievement. A new DNP program of study began in Fall 2018 to rearrange the content in order of when it was needed as

students complete their translational project. One major component of the change is the addition of an Applied Statistics course where students will work with the course faculty to run, interpret, and write findings from their statistical analysis. This responsibility had been with the DNP project chair since the program began, but we wanted to standardize students' experiences with this phase of the project and place students with faculty that were strong in statistical analysis.

Substantiating Evidence:

Action

in 2018-2019 Assessment Cycle - Next Steps

Continue to track for positive change

Action details:

Faculty will continue to monitor and track longitudinally to ensure that this was a positive change for faculty and students and that students successfully complete their translational projects.

Implementation Plan (timeline):

Supporting Attachments:

No Status Added to Continue to track for positive change