

ANNUAL PROGRAM ASSESSMENT REPORT

(For AY 2013-2014 through 2018-2019)

CURRENT YEAR - AY 2017-2018 (Year 5)

UNIT	SCHOOL OF NURSING
Department (if applicable)	N/A
Degree/Program	Doctor of Nursing Practice-NP
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Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30 each year.**

Use size 10 font.

SECTION I

2017-2018 Academic Year think about any rubrics? Writing? Etc.
Describe your program's assessment accomplishments since your last report. <i>Cell will expand to accommodate your text.</i>
1. All DNP courses have been reviewed by the members of the Graduate Core course committee and the NP committee. Graduate faculty present their course to the respective committee (either Graduate Core or NP) and receive feedback and recommendations for change in the areas of content and assessment of learning. The Graduate Education committee reviews the summary reports from the Graduate Core and NP committees at the end of the academic year. 2. DNP courses have been mapped to the National Organization of Nurse Practitioner Faculty competencies. 3. DNP courses have been mapped to AACN (2008) <i>DNP Essentials</i> . 4. Early work on a standardized writing rubric. 5. The framework for a Readiness Assessment/High Risk Analysis Model has been started.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. <i>Cell will expand to accommodate your text.</i>
All PSLO's are still evaluated annually pending the CCNE accreditation visit. In the 2018-2019 assessment plan, half of the DNP PSLO's will be evaluated and the other half will be evaluated the next year on a rotating basis. The SON Advisory Council does not include student membership. The Advisory Council includes leaders of health, health related (i.e. commercial insurance executives), and community partners (i.e. Topeka Housing Authority).
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? <i>Cell will expand to accommodate your text.</i>
<u> X </u> Yes – In the FNP track, Clinical Performance Tools have been standardized and leveled based on course. Based on student and faculty feedback, NU 910 Implementation Science, was reorganized to improve the timing in the DNP curriculum for student preparation of their DNP Project. A DNP Core Course interaction map was developed to demonstrate how beginning courses are foundational to more advanced courses. See diagram 1 attached.

2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

This has been a busy year for the DNP program with three students successfully defending their projects in May 2017. Two of the recent graduates are full-time faculty members in the School of Nursing (SON). Assessment is an ongoing process with student learning directing curriculum change. The Kansas Board of Nursing just approved a major curriculum change for the DNP program related to the six practicum courses.

Clinical performance tools are used to assess student progress related to course outcomes, which are tied to the end-of-program outcomes. SON faculty conduct site visits for each student via Zoom, observing clinical assessment skills and patient care; faculty also have the opportunity to visit with preceptors during these visits. Clinical courses in the DNP program also has an *Objective Structured Clinical Evaluation* (OSCE). The OSCE provides faculty assessment of student performance. The OSCE allows the instructor to assess critical thinking, clinical assessment skills, patient teaching and overall communication. Students are given feedback on their performance after completion of the written portion of the assignment. There are no OSCEs in residency courses. Depending on the course the OSCE can be videotaped and sent to the instructor or may be completed during on campus residency days each semester.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The DNP assessment report was favorable but we will continue to refine our assessment rubrics (I.e. the rubrics associated with the Objective Standardized Clinical Examination)as this program grows. Graduate nursing faculty continue to refine the assessment data collected on the DNP students, with a sharp focus on the BSN to DNP students. The DNP program has initiated face-to-face on-campus events that will include high stakes testing for DNP students. Much of this data will be collected in the 2017-2018 academic year, and that data will be included in the SON's 2018 assessment report. The curriculum mapping of the courses to end-of-program outcomes, to the DNP National Organization of Nurse Practitioner Faculty (NONPF) competencies continues to be refined. Special sessions of the GEC are established each semester to review, refine, and re-evaluate the program outcomes and the assessment of those outcomes in the DNP program. In addition, the graduate faculty have formed a new School of Nursing graduate-level committee, the Graduate Core Course Committee, whose sole purpose is to create and amplify quality improvement processes for graduate curriculum review. The new Graduate Core Course Committee is similar to the Nurse Practitioner Committee in how the membership is constructed and its function as a committee. To date 5 of the core doctoral courses have undergone a review by the graduate faculty. The course instructor presents course objectives, course content and assignments. Faculty are able to provide feedback to the course instructor on potential changes. This has been very positively received and will continue in the fall 2017 semester.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

Yes (describe what and why below) No The plan will be updated during the 2017-2018 academic year to reflect curriculum changes approved by the KSBN in June 2017.

2015-2016 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

The School of Nursing DNP program had an official accreditation site visit from the Collegiate Commission on Nursing Education (CCNE) in March of 2015 with the official notification of accreditation in October, 2015. The BSN-DNP program's first cohort of students began in the fall of 2015. The DNP program saw its first graduates of the post-Master -DNP program graduate in May 2015. All three graduates were previously certified as Advanced Practice Registered Nurses (APRNs) so no national certification examination was required post-graduation. All three graduates have full-time employment with one graduate who remains as

a faculty member within the SON. In December 2015 one additional post-Master-DNP student completed the program, bringing the total number of graduates to 4. Our December graduate successfully completed all program requirements, is working full-time and is also teaching as an adjunct in the SON.

A curriculum review form has been developed to provide the SON information related to student's perception of successful mastery of the end-of-program outcomes. The small number of graduates from the DNP program to date make any summative evaluations of the curriculum somewhat unreliable and valid. Further cohorts of graduate students and their self-report assessment of the DNP curriculum will be required for a robust analysis of the curricular strengths and weaknesses of the doctoral programs. Up to now, the graduates and faculty have had informal discussions throughout their education related to program outcomes and program development; one change that has occurred as a result of the informal discussions was to transition the four School of Business (SoB) MBA courses to an online teaching format.

Clinical performance tools are used to assess student progress related to course outcomes, which are tied to the end-of-program outcomes. SON faculty conduct site visits for each student, observing clinical assessment skills and patient care; faculty also have the opportunity to visit with preceptors during these visits. Each clinical course in the MSN-DNP without APRN track has also added an *Objective Structured Clinical Evaluation (OSCE)*. The OSCE provides faculty assessment of student performance. The OSCE allows the instructor to assess critical thinking, clinical assessment skills, patient teaching and overall communication. Students are given feedback on their performance after completion of the written portion of the assignment. There are no OSCEs in residency courses.

For fall 2015, there were 25 students admitted to the BSN-DNP program, along with 8 post-Masters DNP students. Each student completed a writing assessment has part of the admission process. This assessment was utilized to help guide the students to develop their writing skills throughout the program. The fall 2016 class will admit 23 BSN to DNP students and 6 post-Masters DNP students.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Graduate nursing faculty continue to refine the assessment data collected on the DNP students, with a sharp focus on the BSN to DNP students. The DNP program has initiated face-to-face on-campus events that will include high stakes testing for DNP students. Much of this data will be collected in the 2017-2018 academic year, and that data will be included in the SON's 2018 assessment report. The curriculum mapping of the courses to end-of-program outcomes, to the DNP National Organization of Nurse Practitioner Faculty (NONPF) competencies continues to be refined. Special sessions of the GEC are established each semester to review, refine, and re-evaluate the program outcomes and the assessment of those outcomes in the DNP program.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

 Yes (describe what and why below) X No The GEC committee is looking to the 2017-2018 academic year to refine the rubric and standards for competency-based assessments for the DNP students (both in the didactic as well as practicum courses).

2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

The School of Nursing DNP program had an official accreditation site visit from the Collegiate Commission on Nursing Education (CCNE) on March 9th and 10th, 2015. Recommendations have been very favorable for the program. Official notice of accreditation will be received in October of this year. The BSN-DNP program will begin in the fall 2015 semester. The DNP program saw its first graduates in May 2015 with three students successfully defending their projects and completing all course requirements. All three graduates were already certified APRNs so there is no national certification examination to complete. All three graduates have full-time employment with one graduate a faculty member within the SON.

A curriculum review form has been developed to provide the SON information related to student's perception of successful mastery of the end-of-program outcomes. This data has not been compiled at the date of this report and will be submitted at a later date. The graduates and faculty have had informal discussions throughout their education related to program outcomes and program development; one change occurring as a result is all School of Business (SoB) courses in the DNP program have all been moved online.

Clinical evaluation tools are used to assess student progress related to course outcomes, which are tied to the end-of-program outcomes. SON faculty conduct site visits for each student, observing clinical assessment skills and patient care; faculty also have the opportunity to visit with preceptors during these visits. Each clinical course in the MSN-DNP without APRN track has also added an Observed Structured Clinical Evaluation (OSCE). The OSCE provides faculty assessment of student performance. The OSCE allows the instructor to assess critical thinking, clinical assessment skills, patient teaching and overall communication. Students are given feedback on their performance after completion of the written portion of the assignment. There are no OSCEs in residency courses.

The BSN-DNP program will admit 27 students for the first cohort in the fall of 2015. Each student completed a writing assessment as part of the admission process. This assessment will be utilized to help guide the students to develop their writing skills throughout the program.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The comments were favorable and faculty continue to discuss and review curricular issues as the program expands. All DNP faculty members have been engaged in the curriculum mapping of course outcomes and SON assessment has been discussed at multiple graduate education committee meetings (GEC). Faculty have identified assessment methods within their individual courses to help complete the systematic assessment process. OSCEs have been added to all primary care clinical courses in the MSN-DNP without APRN track and will be added to the BSN-DNP track courses. One of the future goals of the School of Nursing is to create a common rubric for the grading of OSCE's throughout the graduate programs. There are currently 2 graduate faculty members on the SON assessment committee.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text*

Yes (describe what and why below) No

We have updated the entire document in preparation for the CCNE site visit. The curriculum map has been updated as faculty members have mapped their course outcomes to the end-of-program outcomes. To date, the program has just had 3 graduates.

2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Beginning fall 2012 the SON began its new Doctor of Nursing Practice (DNP) program with a class of six students admitting an additional one new student in the January 2013 semester. As of Fall 2014 13 students will be enrolled in the DNP program. In September 2012 the school went through an accreditation site visit by the Higher Learning Commission (HLC). The site visitors were pleased by the assessment plan the SON had developed and were complimentary of the university assessment process (approval was received in December 2012). The decision was made to correlate the first year and now second year DNP courses with the end of program DNP outcomes and when possible, include information related to specific course assessment measures and end-of-program outcomes.

The matrix and first year course assessment plans were re-evaluated in August 2013 by DNP students and faculty with revisions made as needed. Students have been helpful in providing feedback on course work. In addition, the DNP faculty are collaborating with the School of Business faculty as four of the courses within the DNP program are graduate level courses taught in the Masters of Business Management (MBA) program.

Currently the DNP is a post-master's program with two track options: As a master's prepared advanced practice registered nurse (APRN) or as master's prepared nurse who wants to complete her DNP course of study as well as obtain her APRN status. With the new assessment plan the two matrixes were combined into one. A pie chart that links courses within the DNP program to the end-of-program DNP outcomes is posted within the SON folder.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

With only the second year of the program this report was included as a part of the MSN report last year. We have expanded the SON assessment process to develop an individual assessment plan for the DNP program this year addressing the concern from last year's assessment report that identified that the DNP PSLOs are not measured progressively to evaluate how students have developed increasing sophistication with respect to each outcome.

Clinical evaluation tools are leveled/measured progressively throughout the 3 primary care courses and Advanced Health Assessment. All tools reflect the National Organization of Nurse Practitioner Faculties (NONPF) criteria and the American Nurses Association (ANA) consensus guidelines, but are modified to meet the learning expectations of students at each level. Within the Generic DNP track, students are not seeking licensure or certification. The focus of residency courses are to expand the breadth and depth of each students' current professional practice. Therefore, clinical performance tools are highly individualized. This may change when we implement the BSN-DNP program.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?

Yes (describe what and why below) No

Have just combined the two matrix previously used for the DNP program.

SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2017-2018 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
<p>PSLO # <u>1</u> Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Review of preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p> <p>NU 824 advanced health assessment – 100% of students passed the course NU 832 Primary care I – practicum – 100% of students passed the course</p>	<p>**This is true for all PSLOs.</p> <p>The Graduate Education Committee is a committee of the whole, faculty meet on a monthly basis to discuss program progress, curriculum and assessment. Student performance on clinical performance tools, OSCE, preceptor feedback is discussed, and necessary changes made. All graduate faculty, the Dean, Associate Dean and Director of Assessment sit on this committee.</p>

	<p>OSCE & skills exams: 70% minimum score for passing course (see rubric for NU 830 and NU 836 Objective Standardized Clinical Examination (OSCE) evaluations).</p> <p>Preceptors evaluate students on these concepts using the e-Logs preceptor evaluation tool. This evaluation is taken into consideration by faculty when assigning final grade.</p> <p>Indirect:</p>	<p>NU 836 Primary care II - practicum 15 out of 16 students passed the course NU 904 DNP Residency – 100% of students passed the course</p>	<p>SON faculty serve as advisors to specific graduate students. Feedback is given at advising sessions either in person or via phone.</p>
<p>PSLO # <u>2</u> Support quality healthcare innovations through systems-level leadership.</p>	<p>Direct: NU 940 – DNP project – all students must be successful on their DNP project in order to complete the program. 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p> <p>Indirect:</p>	<p>A rubric for assessment of the NU 910 DNP Project oral presentation was implemented (see attached NU 910 DNP Project Oral Presentation Evaluation) All students successfully completed their DNP project 5 DNP students were members of the practice-team as part of the classroom to community grant (C2C).</p>	
<p>PSLO # <u>3</u> Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>All students in NU 807 complete a synthesis table that integrates up-to-date literature that focuses on a clinical problem. All students successfully completed NU 910, Implementation Science</p>	

	Indirect:		
<p>PSLO # <u>4</u> Integrate technology with nursing practice to improve quality and accessibility to care.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>NU 804, Informatics – all students successfully passed</p>	
	Indirect:		
<p>PSLO # <u>5</u> Advocate healthcare policies that seek to improve social justice, equity, and ethical treatment.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>NU 805, Health Policy – all students successfully passed</p> <p>NU 906, Policy and Leadership for Global Health, all students successfully passed</p>	
	Indirect:		
<p>PSLO # <u>6</u> Collaborate with intra-professional and interdisciplinary teams to create innovation within complex healthcare systems.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will</p>	<p>NU 904 – DNP residency, all students successfully passed</p> <p>NU 940 – DNP project, all students successfully passed</p> <p>NU 910 MACRA assignment- students must seek out information</p>	

	<p>successfully pass all graduate practicum courses.</p> <p>Preceptors evaluate students on these concepts using the e-Logs preceptor evaluation tool. This evaluation is taken into consideration by faculty when assigning final grade.</p>	<p>on payment reform and quality initiatives within a primary care setting that requires interaction with several health related disciplines.</p>	
<p>PSLO # <u>7</u> Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p> <p>Preceptors evaluate students on these concepts using the e-Logs preceptor evaluation tool. This evaluation is taken into consideration by faculty when assigning final grade.</p>	<p>NU 802 Population Health – all students successfully passed</p> <p>NU 830 – Primary care I – all students successfully passed</p> <p>NU 832 – Primary care I practicum – all students successfully passed</p> <p>NU 834 – Primary care II – all students successfully passed</p> <p>NU 836 – Primary care II practicum – 15/16 students successfully passed</p> <p>NU 904 DNP residency – all students successfully passed</p>	
	<p>Indirect:</p>		
<p>PSLO # <u>8</u> Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>NU 824 Advanced Health Assessment and Differential Diagnosis, NU 832 Primary Care I Practicum, and NU 836 all use a summative Objective Standardized Clinical Examination (OSCE) to assess for clinical competency.</p>	

	<p>Preceptors evaluate students on these concepts using the e-Logs preceptor evaluation tool. This evaluation is taken into consideration by faculty when assigning final grade.</p>	<p>Attached is a grading rubric for the NU 836 OSCE.</p> <p>NU 830 – Primary care I – all students successfully passed</p> <p>NU 832 – Primary care I practicum – all students successfully passed</p> <p>NU 836 – Primary care II – all students successfully passed</p> <p>NU 836 – Primary care II practicum – 15/16 students successfully passed</p> <p>NU 904 DNP residency – all students successfully passed</p> <p>Results of the NP students involved in the WE-KAN grant demonstrate differences in the number and types of patient encounters as noted in the E-log evaluation (see Excel spreadsheet for WE-KAN E-Log data)</p>	
		<p>As part of a C-TEL grant, graduate NP students were asked to evaluate the revised OSCE format (see Student Evaluation of SP and OSCE Experience)</p>	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Graduate Education Committee is a committee of the whole, faculty meet on a monthly basis to discuss program progress, curriculum and assessment. The NP committee meets twice monthly. Student performance on clinical performance tools, OSCE, preceptor feedback are discussed and necessary changes made. All graduate faculty, the Dean, Associate Dean, and Director of Assessment serve on this committee.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Curriculum changes are communicated to students during on-campus experiences. A student representative is invited to serve on the Graduate Education Committee. To date there have been no volunteers. Preceptors provide feedback and recommendations for curricular change through e-Logs and personal communications with faculty and the Director. The SON Advisory Council does not include student membership. The Advisory Council includes leaders of health, health related (i.e. commercial insurance executives), and community partners (i.e. Topeka Housing Authority).

2016-2017 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.).
<p>PSLO # <u>1</u> Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester. 100 % of students successfully completed NU 800 course embedded assignment.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	<p>The Graduate Education Committee is a committee of the whole, faculty meet on a monthly basis to discuss program progress, curriculum and assessment. Student performance on clinical performance tools, OSCE, preceptor feedback is discussed and necessary changes made. All graduate faculty, the Dean, and associate dean sit on this committee. The assessment chair is an invited guest to meetings.</p> <p>SON advisory committee meets annually with the Dean to discuss the program and changes occurring. SON faculty serve as advisors to specific graduate students. Feedback is given at advising sessions either in person or via phone. **This is true for all PSLOs.</p>
	<p>Indirect:</p>		
<p>PSLO # <u>2</u> Support quality healthcare innovations through systems-level leadership.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>Three graduates completed project defense successfully.</p>	
	<p>Indirect:</p>		
<p>PSLO # <u>3</u> Use evidence-based practice methods to</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In</p>	

<p>optimize healthcare outcomes and reduce disparities.</p>	<p>percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>addition, student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester. All NU 517 papers completed as a group project successfully. Assignment completed in stages with opportunities for improvement along the way. Students able to work on their writing, library skills and working as part of a team.</p> <p>**One student dropped class and program due to being overcommitted.</p>	
<p>PSLO # 4 Integrate technology with nursing practice to improve quality and accessibility to care.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>100% of students completed course embedded assignment successfully in NU 517 & NU 804.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	
<p>PSLO # 5 Advocate healthcare policies that seek to</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In</p>	
<p>Indirect:</p>			
<p>Indirect:</p>			

<p>improve social justice, equity, and ethical treatment.</p>	<p>percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>addition, student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>All completed projects have involved improving healthcare for clients.</p>	
<p>PSLO # 6 Collaborate with intra-professional and interdisciplinary teams to create innovation within complex healthcare systems.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed this semester in all clinical & residency courses.</p> <p>Students work on collaboration in coursework as they work on completing projects together. Students must collaborate with preceptors and other healthcare team members at the agencies where they are completing clinical hours.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	
<p>PSLO # 7 Synthesize concepts of health promotion and disease prevention to evaluate interventions</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p>	

<p>aimed to improve health indicators.</p>	<p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>All students successfully passed this academic year in all clinical & residency courses.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	
<p>PSLO # 8 Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition, student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>100% of students completed course embedded assignment successfully in NU 517.</p> <p>7 graduates of DNP program to date. All 6 students already have APRN status and have successfully passed certification examination. Student without APRN status took the certification examination this summer and passed!</p>	
<p>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</p>			
<p>As mentioned previously the Graduate Education Committee is a committee of the whole, faculty meet on a monthly basis to discuss program progress, curriculum and assessment. Student performance on clinical performance tools, OSCE, preceptor feedback are discussed and necessary changes made. All graduate faculty, the Dean, and associate dean sit on this committee. The assessment chair is an invited guest to meetings.</p>			
<p>Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.</p>			
<p>Discussion related to course and end-of-program outcomes as well as SON progress has occurred in individual advising meetings with students, informally with course instructors and with the Director of the DNP program. The SON advisory board is given an update annually on the progress of the program. The Dean and</p>			

the Director of the DNP program discuss the program at events with other health care providers. As graduates of the program begin to work as DNPs within the community employers will be surveyed for feedback on graduate performance. This is done in collaboration with the Director of the MBA program. A qualitative study is currently underway with the first cohort of DNP students, SOB faculty & SON faculty to discuss the DNP curriculum.

2015-2016 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
<p>PSLO #1 Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester. 100 % of students successfully completed NU 800 course embedded assignment.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	<p>Graduate Education Committee (GEC) meets monthly to discuss issues related to curriculum and assessment. Student learning is reviewed. Face-to-face communication occurs with students or if the student is out of state via Zoom. All students are on campus at one time during the semester.</p> <p>**This is true for all 8 outcomes.</p>
	<p>Indirect:</p>		
<p>PSLO #2 Support quality healthcare innovations through systems-level leadership.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. One graduate will project defense successfully completed.</p>	

	Indirect:		
PSLO #3 Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.	Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester. All NU 517 papers completed as a group project successfully. Assignment completed in stages with opportunities for improvement along the way. Students able to work on their writing, library skills and working as part of a team.	
	Indirect:		
PSLO #4 Integrate technology with nursing practice to improve quality and accessibility to care.	Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. 100% of students completed course embedded assignment successfully in NU 517 & NU 804. Assessment of this outcome is reflected in the clinical performance tools.	
	Indirect:		

<p>PSLO #5 Advocate healthcare policies that seek to improve social justice, equity, and ethical treatment.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>All completed projects have involved improving healthcare for clients.</p>	
<p>PSLO #6 Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed this semester in all clinical & residency courses.</p> <p>Students work on collaboration in coursework as they work on completing projects together. Also must collaborate with preceptors and other healthcare team members at the agencies where they are completing clinical hours.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	
	<p>Indirect:</p>		

<p>PSLO #7 Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed this academic year in all clinical & residency courses.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	
	<p>Indirect:</p>		
<p>PSLO #8 Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive.</p> <p>All students successfully passed in this academic year.</p> <p>100% of students completed course embedded assignment successfully in NU 517.</p> <p>4 graduates of DNP program to date. All 4 students already have APRN status and have successfully passed certification examination.</p>	
	<p>Indirect:</p>		
<p>Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.</p>			
<p>Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.</p>			

As previously stated discussion with students has occurred in individual advising meetings, informally with course instructors and with the Director of the DNP program. The SON advisory board is given an update annually on the progress of the program. The Dean and the Director of the DNP program discuss the program at events with other health care providers. As graduates of the program begin to work as DNPs within the community employers will be surveyed for feedback on graduate performance. This is done in collaboration with the Director of the MBA program. A qualitative study is currently underway with the first cohort of DNP students, SOB faculty & SON faculty to discuss the DNP curriculum.

2014-2015 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department’s assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary data should be in your department’s assessment subfolder on the shared drive	Describe how results are shared with faculty, students, university-wide entities, and stakeholders (advisory boards, employers, community, alumni, etc.)
<p>PSLO #1 Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester. 100 % of students successfully completed NU 800 course embedded assignment.</p> <p>Awaiting curriculum review data from 3 program graduates will be added to assessment folder when available.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p>	<p>Courses with multiple faculty meet monthly as needed to discuss student performance using real-time didactic and when appropriate clinical evaluation grades</p> <p>A member of the SON Assessment Committee represents the Assessment Committee at all of the Graduate Education Committee meetings to discuss ongoing and developing assessment information</p> <p>The Graduate Education Committee meets on a monthly basis.</p> <p>Student and faculty feedback about curricular issues are shared at monthly Graduate Education Committee (GEC) meetings. Director of the DNP program also meets quarterly with the Director of the MBA. All curriculum changes involving graduate-level courses must be approved by the GEC. Graduate-level curricular changes are brought forth to the Academic Policy Committee (APC) for information purposes. Discussion is held at site visits with preceptors and potential employers of our graduates to discuss program results and gather information related to strengths, and weaknesses of the program.</p>
<p>PSLO #2 Support quality healthcare innovations through systems-level leadership.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester.</p>	<p>Discussion is held at site visits with preceptors and potential employers of our graduates to discuss program results and gather information related to strengths, and weaknesses of the program.</p>

	of students will successfully pass all graduate practicum courses.	Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.	All courses outcomes mapped to End-of-program outcomes this year. CCNE accreditation visit successful awaiting final approval. **This statement applies to all 8 PSLOs.
PSLO #3 Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities.	Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester. 100% of students completed course embedded assignment successfully in NU 517 & NU 816 with their final projects. Assessment of this outcome is reflected in the clinical performance tools. Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.	
PSLO #4 Integrate technology with nursing practice to improve quality and accessibility to care.	Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester. 100% of students completed course embedded assignment successfully in NU 517 & NU 804. Assessment of this outcome is reflected in the clinical performance tools. Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.	

<p>PSLO #5 Advocate healthcare policies that seek to improve social justice, equity, and ethical treatment.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester.</p> <p>Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.</p>	
<p>PSLO #6 Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester in all clinical & residency courses.</p> <p>Assessment of this outcome is reflected in the clinical performance tools.</p> <p>Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.</p>	
<p>PSLO #7 Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators.</p>	<p>Direct: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses.</p> <p>Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester in all clinical & residency courses.</p>	

		<p>Assessment of this outcome is reflected in the clinical performance tools.</p> <p>Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.</p>	
<p>PSLO #8 Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model.</p>	<p>Direct:</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester.</p> <p>100% of students completed course embedded assignment successfully in NU 517.</p> <p>Awaiting curriculum review from 3 program graduates will be added to assessment folder when available.</p>	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

As the DNP is a new program faculty members continue to review individual course assignments, student clinical performance, clinical sites, clinical evaluation tools, course grades, student evaluation of courses, and student evaluation of faculty as they evaluate and make appropriate course changes. A great deal of faculty discussion was held as course outcomes were mapped to the end-of-program outcomes and assessment methodology decided. In addition, course sequencing was reviewed for the BSN – DNP program which began fall 2015. CCNE accreditation was received for the program. Graduate faculty reviewed all courses at the Graduate Education curriculum review held in May 2016.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

As previously stated discussion with students has occurred in individual advising meetings, informally with course instructors and with the Director of the DNP program. The SON advisory board is given an update annually on the progress of the program. The Dean and the Director of the DNP program discuss the program at events with other health care providers. As graduates of the program begin to work as DNPs within the community employers will be surveyed for feedback on graduate performance. This is done in collaboration with the Director of the MBA program. A qualitative study is currently underway with the first cohort of DNP students, SOB faculty & SON faculty to discuss the DNP curriculum.

2013-2014 Academic Year

Program Student Learning Outcomes	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each	Describe the results for PSLOs analyzed (assessed) this year – a copy of summary	Describe how results are shared with faculty, students, university-wide entities, and stakeholders
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<u>Analyzed and Reported for Current Year</u>	should be in your department's assessment subfolder on the shared drive	data should be in your department's assessment subfolder on the shared drive	(advisory boards, employers, community, alumni, etc.)
<p>PSLO #1 Integrate nursing science with ethics, natural, social and organizational sciences for advanced practice nursing</p>	<p>Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester. 100 % of students successfully completed NU 800 course embedded assignment.</p>	<p>Courses with multiple faculty meet monthly as needed to discuss student performance using real-time didactic and when appropriate clinical evaluation grades</p> <p>A member of the SON Assessment Committee represents the Assessment Committee at all of the Graduate Education Committee meetings to discuss ongoing and developing assessment information</p> <p>The Graduate Education Committee meets on a monthly basis.</p>
<p>PSLO #2 Support quality healthcare innovations through systems-level leadership</p>	<p>Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester.</p> <p>100% of students received a grade of A in AC 924 over two year period.</p>	<p>Student and faculty feedback about curricular issues are shared at monthly Graduate Education Committee (GEC) meetings. All curriculum changes involving graduate-level courses must be approved by the GEC. Graduate-level curricular changes are brought forth to the Academic Policy Committee (APC) for information purposes. Discussion is held at site visits with preceptors and potential employers of our graduates to discuss program results and gather information related to strengths, and weaknesses of the program.</p>
<p>PSLO #3 Use evidence-based practice methods to optimize healthcare outcomes and reduce disparities</p>	<p>Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year.</p> <p>All students successfully passed this semester.</p>	<p>**This statement applies to all 8 PSLOs.</p>

		100% of students completed course embedded assignment successfully in NU 517.	
PSLO #4 Integrate technology with nursing practice to improve quality and accessibility to care	Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester. 100% of students completed course embedded assignment successfully in NU 517.	
PSLO #5 Advocate healthcare policies that seek to improve social justice, equity, and ethical treatment	Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester.	
PSLO #6 Collaborate with intraprofessional and interdisciplinary teams to create innovation within complex healthcare systems	Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.	Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester.	

<p>PSLO #7 Synthesize concepts of health promotion and disease prevention to evaluate interventions aimed to improve health indicators</p>	<p>Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester.</p>	
<p>PSLO #8 Demonstrate evidence-based competencies in advanced practice nursing as identified by the APRN consensus model</p>	<p>Direct: Didactic courses: 70% minimum passing percentage for total tests scores, written assignments, case studies, quizzes; 90% or higher percent of students will successfully pass all graduate didactic courses. Practicum courses: 70% minimum passing percentage on the clinical evaluation tool; 90% or higher percent of students will successfully pass all graduate practicum courses.</p>	<p>Upon review by graduate faculty preceptor evaluations for all clinical classes continue to be favorable. In addition student feedback related to preceptor sites remains positive. All students successfully passed in this academic year. All students successfully passed this semester. 100% of students completed course embedded assignment successfully in NU 517.</p>	

Describe how faculty members were involved in using assessment data to improve student learning.

Faculty at the end of each semester devote specific time to discuss the existing DNP curriculum, course evaluations, and individual student feedback, to determine if any immediate changes need to take place within the DNP curriculum. The current thought within the faculty in the SON is that until there are graduates of the DNP program, minimal curricular changes should be enacted.

Describe how stakeholders are engaged in your assessment plan and process.

Dean Scheibmeir reports to the SON advisory committee on an annual basis. Discussions are held on a regular basis with preceptors of our students in the community and with potential employers. Student input is sought out throughout the semester. The director of the DNP program meets with the Dean of the SON monthly to discuss any pertinent issues related to the DNP program.

SECTION III

2017-2018 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

The on-campus experiences for the BSN-DNP occur three times a year in August, December, and May. These experiences allow additional content to be provided to students that otherwise would not be covered in the doctoral courses. For example, three Statistics Boot camps and three Procedures Boot camps are required and offered throughout the on-campus experiences. In the upcoming 2018-2019 Academic Year, the Director of the DNP program has selected the theme of health care technology to frame the on-campus experiences. Based upon student feedback collected during the on-campus experiences, the students expressed satisfaction with having additional speakers who have expertise on important topics pertinent for doctorally prepared nurse practitioners.

2016-2017 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

The on-campus experiences for the BSN-DNP students allows for additional content to be provided to students that otherwise would not be covered in the doctoral courses. In the upcoming 2017-2018 Academic Year, the Director of the DNP program has selected the theme of health care reform to frame the on-campus experiences. Based upon student feedback collected during the on-campus experiences, the students express satisfaction with having additional speakers who have expertise on important topics pertinent for doctorally prepared nurse practitioners.

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

For the PSLO#3, changes to the NU 517 course focused on refining the assessment of the student's learning related to advanced concepts of evidence-based practice. New student learning activities focused on applied understanding of common statistical methods used in reporting evidence-based content in peer-reviewed formats (i.e. journal articles, clinical algorithms). From that initial assessment change, the faculty plan on having a statistical boot camp for DNP students in the 2017-2018 academic year to support further learning and assessment of applied statistical knowledge in the area of clinical scholarship.

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

All students engage in residency hours with a preceptor. Feedback is provided to faculty members as the student progresses in their experience. All graduates complete a project as a requirement for graduation. All DNP projects for the three Spring graduates were diverse in incorporating skills and knowledge learned in both the SON & the SOB.

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

None

SECTION IV

2017-2018 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

1.) Clinical Performance Tools will be modified to evaluate core APRN competencies. 2.) The Graduate Core Course Committee will refine the writing rubric. 3.) Refinement of the preceptor assessment process will continue with the work of the WE-KAN grant. 5.) The BSN-DNP student high-risk analysis model will be piloted.

2016-2017 Academic Year

In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?

1) Continue with the stats boot camp and add in additional statistical content throughout the 4 years. 2) Continue with the Graduate Core Course Committee as it has provided a more thorough assessment of the non-clinical courses that are taught in the doctoral program. The formation of the Graduate Core Course Committee has allowed the Graduate Education Committee to focus on key performance metrics in a more timely fashion than what has been done in the past.

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

1)Imbed both formative and summative evaluations in the face-to-face on-campus experiences for the DNP students (i.e. hold a 2-day boot camp on statistics the semester that students are enrolled in the Implementation Science course [formative evaluation], have presentations on theory analysis for the summative evaluation of the theory course in the DNP program),

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

During the next academic year we plan work on differentiating between the 3 tracks within the DNP program: BSN-DNP, MSN-DNP without APRN status, MSN-DNP with APRN status.

2013-2014 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Since the DNP is a new program we will continue to refine and modify the assessment process and assignments embedded in courses to assess student learning.

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.