**Major Assessment Report for**

**Doctor of Nursing Practice (DNP)**

Please download this document and provide a response to each question in the appropriate section. Send your assessment reports to the Director of Assessment, Dr. Melissa Jordine (mjordine@csufresno.edu). (Reports can be sent to Dr. Jordine via campus mail to mailstop SS 21). Please complete a separate report for each B.A/B.S. and M.A/M.S. program offered by the department.

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| 1. **What learning outcome(s) did you assess this year?** List all program outcomes you assessed (if you assessed an outcome not listed on your department SOAP please indicate explain). Do not describe the measures or benchmarks in this section Also please only describe major assessment activities in this report. No GE assessment was required for the 2016-2017 academic year.

**Program Outcome assessed: To design, implement, and evaluate quality improvement measures.**SLO: Ensure accountability for quality of health care and patient safety for populations with whom they work.1. a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
2. b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system wide practice initiatives that will improve the quality of care delivery.
3. c. Develop and/or monitor budgets for practice initiatives.
4. d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
5. e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

SLO: Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.SLO: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.SLO: Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.SLO: Educate and guide individuals and groups through complex health and situational transitions. |
| 1. **What assignment or survey did you use to assess the outcomes and what method (criteria or rubric) did you use to evaluate the assignment?** If the assignment (activity, survey, etc.) does not correspond to the activities indicated in the timeline on the SOAP, please indicate why. Please clearly indicate how the assignment/survey is able to measure a specific outcome. If after evaluating the assessment you concluded that the measure was not clearly aligned or did not adequately measure the outcome please discuss this in your report. Please include the benchmark or standard for student performance in your assessment report (if it is stated in your SOAP then this information can just be copied into the report). An example of an expectation or standard would be “On outcome 2.3 we expected at least 80% of students to achieve a score of 3 or above on the rubric.”

**Assignments and surveys used to assess the outcomes:**1. **Practicum Hours & E-logs System**

Description:Students must complete a minimum of 1,000 hours of clinical practice post-baccalaureate as part of a supervised academic program. These hours include clinical hours completed in the Master's’ program as well as during the DNP program. Since students enter the DNP program with differing amounts of supervised clinical practice from their master’s program, students needing more clinical hours to reach this total may have to repeat this course NURS 295. Students can take course 4 semesters to complete hours.e-Logs <https://grad.elogs.org/>  MGO's are evident in the directions for in the System of e-Logs Practicum Hours Entry which can be found on Blackboard. Students are assigned a username and password which they can use to login to the website to report practicum hours. In this module, you will find the e-Logs website and there is a link to the e-Logs website of the opening page of the Blackboard Student Organization site. CONTENT of this area in Blackboard under Student Organization:NURS 295 Syllabus E-Log Website Information Sheet regarding e-logs DNP Essentials and Activities DNP Essentials - Entire Document Mentor Information Document To document DNP practicum hours, the program uses the electronic documentation system known as e-Logs. This system provides summative and formative evaluation material. Students can quickly and easily enter relevant practicum visit information. Faculty can view student's progress in their activities and demonstrate that students are meeting program outcomes. Through the e-logs website, students submit activities that correlate with the DNP program outcomes. Each e-Logs category is represented by each of the 8 DNP Essentials.  MGO's are evident in the directions for E-Portfolio. The directions speak directly to program MGO's which are the DNP Essentials. The following directions are taken from the Blackboard site. 1. **Qualifying Assessment**

At the end of 2nd semester, successful course progression, portfolio submission, practicum hour progression, progress toward national certification, and finalization of project committee members is assessed by each Program Advisor and reviewed with each student. 1. **Doctoral Project**

All students must complete a Doctoral Project prior to conferral of the doctoral degree. The project will relate to advanced practice and focus on a potential or existing health problem or issue affecting a group or community, rather than an individual. The paper will contain a critical review of existing evidence to support the need for the project. A systematic approach will be used to collect data using reliable and valid methods. Outcomes will be clearly defined, measured and evaluated. The project will be conducted according to ethical principles and will be presented to the Project Committee in a public forum. A final paper will be submitted for publication to an appropriate peer reviewed journal. To ensure continuity, the Doctoral Project Guidelines is provided to chair, committee members and the doctoral student, available on request. The Doctoral Project may focus on a program or practice evaluation, a quality improvement project, practice model evaluation, practice change initiative, development and testing of an evidence-based clinical protocol, research utilization or analysis, policy or legislative development or analysis. Student interests outside of these categories may also be presented for faculty approval. In addition to public oral defense and manuscript submission students develop a portfolio which is done online via Pathbrite.  |

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| 1. **What did you discover from the data?** Discuss the student performance in relation to your standards or expectations. Be sure to clearly indicate how many students did (or did not) meet the standard for each outcome measured. Where possible, indicate the relative strengths and weaknesses in student performance on the outcome(s).
2. **Practicum Hours & E-logs System**

DataStudents are monitored during the DNP program by their advisors to ensure the students complete the practicum hours.  Practicum Data for Cohorts 5 and 6 enrolled during the Fall 2017 and Spring 2018

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| **Cohort** | **Direct measure** | **Timeframe** | **Number of students registered for practicum** | **Benchmark** | **Percentage of students progressing towards practicum hours** |
| F 2017 | E-Logs | Fall 2017 | 13 | 100% | 100% |
| S 2018 | E-Logs | Spring 2018 | 44 | 100% | 100% |

**2. Portfolio**DescriptionStudents develop a portfolio that serves as a repository for evidence of completion of program outcomes. Students identify and submit coursework that meets each essential. Portfolios are reviewed by the ELT advisor at the end of the 2nd semester during the Qualifying Assessment and at during the 5th semester. Students access their e-Portfolio via blackboard. The e-Portfolio is divided up into sections that correspond to AACN's 8 Essentials for DNP. Students submit assignments that represent each essential via this e-Portfolio module site. It is a student's responsibility to submit an assignment from each courses that they feel best fits that essential. Some assignments might meet the criteria for multiple essentials; so a student can submit it to all the essentials that they deem appropriate. Program Advisors can assist students with any questions they may have.DataThis outcome measurement tool has a benchmark of one submission per Essential per student. The S18 had 22 graduates. Twenty of them graduated in the Spring 2018; one of them met the requirements in the Summer 2018 and graduated, and one student has not completed the requirements for the DNP program as of today. S18 Submission to portfolio per Essential

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| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 21 | 23 | 21 | 21 | 22 | 21 | 21 | 20 |

**3. Qualifying Assessment**DataCohort 5 started in the Fall 2016 with 29 students. In the Fall 2017, enrollment was 22 students due to personal and academic reasons. Cohort 6 started in the Fall 2017 with 37 students. At the end of Spring 2018, this cohort had 36 students since two students stopped their coursework due to personal circumstances and are expected to return in the Spring 2019, while one student from a previous cohort rejoined the programQualifying Assessment Data- Based upon Cohorts 5 & 6

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| Cohort | Passed Qualifying Assessment  | Failed Qualifying Assessment at the end of the 2nd semester |
|  Cohort 5 | 26 | 0 |
| Cohort 6 | 36 | 0 |

**4.Doctoral Project**DataAll S18 students were assigned a tenure or tenured track faculty Project Chair. They demonstrated appropriate progression of their projects as shown by grades in the course series designed to assist the student in their project; NURS 595 and 596. Students completed their project in the spring 2018 by taking NURS 597.  |
| 1. **What changes did you make as a result of the data?** Describe how the information from the assessment activity was reviewed and what action was taken based on the analysis of the assessment data.

Reinforcement via meetings with academic advisors were continuously done about posting examples of academic work for each of the eight DNP essentials. Program Advisors maintain contact with students and faculty to address progress or issues with students regarding different approaches of documentation such as E-Logs and E-Portfolio. The Executive Leadership Team (ELT) addressed issues and progress of students during their monthly meetings.**1.Elogs**Outgoing ActionStudents are monitored each semester by faculty or a DNP advisor. Progress of student hours are evaluated and verified by the DNP advisor at the end of 2nd and during 5th semester. **2.E-Portfolio**Ongoing ActionThe current learning management system, Blackboard, continues to be utilized for uploading of documentation for each of the assessment strategies. In the Fall 2019, the DNP program will adhere to Canvas as the system adopted by Fresno State.**3.Qualifying Assessment**Ongoing ActionIf students are not academically progressing satisfactorily, documentation is included in their DNP student folder and meetings with the corresponding academic advisors are scheduled to discuss ways to support the student and establish accountability regarding academic rigor n their program progress. Progress is timely documented through E-Logs and E-Portfolios.**4.Doctoral Project**Ongoing ActionThe ELT continues to identify qualified and committed Doctoral Project Chairs and Committee members. Problems identified by Committee chairs on behalf of the entire committee, were documented via email and prompt actions by the ELT were taken. The DNP program continues to provide support to the committee chairs, committee members, and students via the academic advisors through individual meetings. |
| 1. **What assessment activities will you be conducting in the 2018-2019 AY?** List the outcomes and measures or assessment activities you will use to evaluate them. These activities should be the same as those indicated on your current SOAP timeline; if they are not please explain.

Reassess the Program Outcome: To design, implement, and evaluate quality improvement measures.Areas for improvement currently identified include the Exit Survey and Employer Survey for DNP graduates, particularly in the areas of return rates and data analysis. Proposed solution strategies include improving consistency in the return rates and maximizing the data analysis for ongoing utilization in the improvement of our program. Although the last two cohorts have had return rates greater than 90%, the major weakness has been to devise mechanisms to consistently utilize the results for program improvement.  |

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| 1. **What progress have you made on items from your last program review action plan?** Please provide a brief description of progress made on each item listed in the action plan. If no progress has been made on an action item, simply state “no progress.”

The Mission, Goal and Outcomes (MGO)’s remained the same per direction from the California State University Chancellor's Office (CSUCO). However, in recent developments occurring from June 2018 to to-date, a decision has been made to establish two independent programs (Fresno State and San Jose State University) rather than continuing the California State University Northern California Consortium. Current administrative and logistic steps are being taken towards achieving this goal. However, we do not anticipate any changes in the program’s mission, goals, and outcomes.1. **Additional Guidelines:** If you have not fully described the assignment then please attach a copy of the questions or assignment guidelines. If you are using a rubric and did not fully describe this rubric (or the criteria being used) then please attach a copy of the rubric. If you administered a survey, please consider attaching a copy of the survey so that the Learning Assessment Team (LAT) can review the questions.

**Doctor of Nursing Practice Essentials/Curriculum Matrix**

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| AACN Essentials of Doctoral Education for Advanced Nursing Practice | California State University Northern California Consortium DNP Courses |
|  | Diversity | Theories | Biostatistics | Leadership | Technology | Evidence Based Practice | Health Policy | Epidemiology | Reflective Practice 1 | Reflective Practice 2 | Curriculum | Financial | Evaluation | Application | Doctoral Project |
| I. Scientific Underpinnings |  | A | R |  |  | A |  | A | A | A |  |  |  |  | M |
| II. Org. & Systems Leadership | R | R |  | A |  |  | A |  | A | A |  | A |  |  | M |
| III. EBP |  | R | R |  |  | A |  | A |  |  |  |  |  |  |  |
| IV. Technology |  |  |  |  | A |  |  |  |  |  | A |  |  |  |  |
| V. Health Policy | A |  |  |  |  |  | A |  |  |  |  | A |  |  |  |
| VI. Interprof. Collaboration |  |  |  | R | R |  | A |  |  |  |  |  |  | A | M |
| VII. Population Health | A | R | R |  |  | A | A | A | A | A |  |  |  |  | M |
| VIII. Advanced Nursing Practice |  | R |  | R | A |  | A | A | A | A | A | R | M |  | M |

Key:R = ReinforcesA = AdvancedM = Mastered |