

# 2017-2018 Assessment Cycle CONAP\_Doctor of Nursing Practice (DNP)

## Mission (due 12/4/17)

### University Mission

The University of Louisiana at Lafayette offers an exceptional education informed by diverse worldviews grounded in tradition, heritage, and culture. We develop leaders and innovators who advance knowledge, cultivate aesthetic sensibility, and improve the human condition.

### University Values

We strive to create a community of leaders and innovators in an environment that fosters a desire to advance and disseminate knowledge. We support the mission of the university by actualizing our core values of equity, integrity, intellectual curiosity, creativity, tradition, transparency, respect, collaboration, pluralism, and sustainability.

### University Vision

We strive to be included in the top 25% of our peer institutions by 2020, improving our national and international status and recognition.

### College / VP and Program / Department Mission

#### Mission of College or VP-area

*Provide the mission for the College or VP-area in the space provided. If none is available, write "None Available in 2017-2018."*

The mission of the CONAHP is to educate health professionals who promote behaviors and practices to achieve optimal health, deliver safe, quality care, and assume leadership roles in their respective disciplines. The College aims to promote innovation in clinical practice, programs and technology through undergraduate and graduate teaching excellence, research and service.

#### Mission of Program / Department

*Provide the program / department mission in the space provided. The mission statement should concisely define the purpose, functions, and key constituents. If none is available, write "None Available in 2017-2018."*

The mission for the DNP Program is to prepare expert practitioners to meet the needs of the complex healthcare environment, utilizing the highest level of scientific knowledge and practice expertise to assure quality patient outcomes.

### Attachment (optional)

*Upload any documents which support the program / department assessment process.*

## Assessment Plan (due 12/4/17)

### Assessment Plan (Goals / Objectives, Assessment Measures and Criteria for Success)

#### Assessment List

Goal/Objective	The DNP student will incorporate scholarship, research, and analytic methods to lead evidence-based practice change and continuous quality improvement(Imported)
Legends	SLO - Student Learning Outcome/Objective (academic units); PO - Program Objective (academic units);

Standards/Outcomes	<b>Identifier</b>			<b>Description</b>		
	<b>AACN-DNP-ESS-2006.2</b>			Organizational and Systems Leadership for Quality Improvement and Systems Thinking		
	<b>AACN-DNP-ESS-2006.3</b>			Clinical Scholarship and Analytical Methods for Evidence-Based Practice		
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>			<b>Attachments</b>
	Direct - Presentation		90% of DNP students will conduct a professional presentation of their DNP synthesis project during their tenure in the program or within a year of graduation .			

Goal/Objective	The DNP student will foster infra- and interdisciplinary collaborations which advance the level and quality of care across aggregates, populations and systems(Imported)					
Legends	PO - Program Objective (academic units); SLO - Student Learning Outcome/Objective (academic units);					
Standards/Outcomes	<b>Identifier</b>			<b>Description</b>		
	<b>AACN-DNP-ESS-2006.6</b>			Interprofessional Collaboration for Improving Patient and Population Health Outcomes		
	<b>AACN-DNP-ESS-2006.7</b>			Clinical Prevention and Population Health for Improving the Nation???'s Health		
Assessment Measures	<b>Assessment Measure</b>		<b>Criterion</b>			<b>Attachments</b>
	Direct - Portfolio		90% of students will engage in interprofessional activities, with these activities accounting for a minimum of 30% of the total number of residency hours required in each residency course (residency hours' log).			

Goal/Objective	The DNP student will identify a practice/system-based problem within the healthcare environment at the population, organizational, and systems or individual patient level that					
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	directs the development, implementation, and evaluation of a DNP Synthesis Project designed to translate best evidence into practice.														
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### Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

### Assessment Process

Members of the DNP Curriculum Committee and the DNP Program Evaluation Committee, in conjunction with the Dean and Associate Dean, as indicated, meet on an annual basis to review assessment outcome measures and findings. The above identified objectives were written with several end goals in mind; to enhance student scholarship as it pertains to research, analytical methods, and incorporation of best evidence into nursing practice, to increase engagement in inter-professional activities/teams, and to provide a foundation for the development, implementation, and evaluation of the DNP

Synthesis Project. Previous assessment cycle findings based on prior initiatives have resulted in the modification of student outcomes and program outcome measures. We anticipate that the revised student learning outcomes and the current program outcomes will be met for the established 2017-2018 assessment cycle. After collecting data at the end of the 2017-2018 academic year, findings will be discussed among the DNP Coordinator, the Graduate Coordinator, the Department Head, the Associate Dean, and the Dean. Modifications needed to improve student learning outcomes and/or program outcomes will be considered. Finally, outcomes of the 2017-2018 assessment cycle measures, modifications (if indicated for the 2018-2019 assessment cycle), etc. will be shared with the DNP Curriculum Committee members, the DNP Program Evaluation Committee members, and all DNP faculty members.

## Results & Improvements (due 9/15/18)

### Results and Improvement Narratives

#### Assessment List Findings for the Assessment Measure level for The DNP student will incorporate scholarship, research, and analytic methods to lead evidence-based practice change and continuous quality improvement(Imported)

Goal/Objective	The DNP student will incorporate scholarship, research, and analytic methods to lead evidence-based practice change and continuous quality improvement(Imported)				
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Assessment Findings	<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
	Direct - Presentation	Has the criterion 90% of DNP students will conduct a professional presentation of	One DNP student graduated during this assessment period and this student did conduct a professional presentation of		- Assessment Process: Results Discussed / Shared: The Dean, Associate Dean, Department Head, and members of

		<p>their DNP synthesis project during their tenure in the program or within a year of graduation . been met yet? Met</p>	<p>their DNP Synthesis Project prior to graduation. Two additional DNP students (one in NURS 821 and one in NURS 8822) conducted two presentations each - at different professional venues - related to the status of their projects to date during the 2017 - 2018 assessment cycle.</p>		<p>the DNP Program Evaluation Committee are exploring options and avenues to provide students with additional opportunities to disseminate the findings of their projects at various professional venues.</p>
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	Direct - Portfolio	Has the criterion 90% of students will engage in interprofessional activities, with these activities accounting for a minimum of 30% of the total number of residency hours required in each residency course (residency hours' log). been met yet? Not met	Of the three students enrolled in residency courses during this assessment cycle, only 1 completed a minimum of 30% of their total residency hours engaged in interprofessional activities.		- Assessment Process: Targets / Criteria for Success changed: Following the modification of the residency hours logs in 2017, faculty are better able to determine how each essential is being met based on individual student activities and project focus. Due to the variation in focus of DNP Synthesis Projects and the need to meet eight essentials during residency courses, it may be unrealistic to prescribe the percentage of engagement in one isolated essential over others. The Dean, Associate Dean, Department Head, DNP Coordinator and the Graduate Coordinator will review the need for change related to this benchmark for the upcoming assessment cycle.
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**Assessment List Findings for the Assessment Measure level for The DNP student will identify a practice/system-based problem within the healthcare environment at the population, organizational, and systems or individual patient level that directs the development, implementation, and evaluation of a DNP Synthesis Project designed to translate best evidence into practice.**

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## Reflection (Due 9/15/18)

### Reflection

The primary purpose of assessment is to use data to inform decisions and improve programs and operations; this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Recalling this purpose, respond to the questions below.

#### 1) How were assessment results shared in the program / department?

*Please select all that apply. If "other", please use the text box to elaborate.*

Distributed via email

Presented formally at staff / department / committee meetings (selected)

Discussed informally (selected)

Other (explain in text box below)

#### 2) How frequently were assessment results shared?

Frequently (>4 times per cycle)

Periodically (2-4 times per cycle) (selected)

Once per cycle

Results were not shared this cycle

#### 3) With whom were assessment results shared?

*Please select all that apply.*

Department Head (selected)

Dean / Asst. or Assoc. Dean (selected)

Departmental assessment committee (selected)

Other faculty / staff

**4) Consider the impact of prior applied changes. Specifically, compare current results to previous results to evaluate the impact of a previously reported change. Demonstrate how the use of results improved student learning and/or operations.**

Action plans created in 2016-2017 were carried forward into the 2017-2018 assessment cycle. However, the program continues to have low numbers of students enrolled in residency courses and small graduation numbers since 2016. Moving forward, we anticipate these numbers to improve and data related to outcome measures can be more closely



analyzed instead. We hesitate to make premature adjustments based on 1 or 2 students' performance during an assessment cycle.

**5) Over the past three assessment cycles, what has been the overall impact of "closing the loop"? Provide examples of improvements in student learning, program quality, or department operations that are directly linked to assessment data and follow-up analysis.**

The current goals and assessment measures are still appropriate for the program and ones in which we want to continue to track. Although overall enrollment numbers are improving and we anticipate a slight increase in the number of students who will be enrolled in residency courses during the 2018-2019 cycle.

**Attachments (optional)**

*Upload any documents which support the program / department assessment process.*