**Oakland University Assessment Committee**

**Assessment Plan Format**

**Program Name School of Nursing Doctor of Nursing Practice (DNP) Program**

**Detailed guidelines for completion of the plan are available on the University Assessment Committee website at**

[**https://www2.oakland.edu/secure/oira/assessment.htm**](https://www2.oakland.edu/secure/oira/assessment.htm)

**1. Citation of appropriate goals from OU’s Role and Mission:**

**“**Oakland University provides rigorous educational programs…A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools, or careers directly after graduation. Each program provides a variety of courses and curricular experiences to ensure an enriched life along with superior career preparation or enhancement…Wherever possible, students are involved in research projects, and the results of the research and scholarship are integrated into related courses of instruction.”

1. The Oakland University Vision for 2010 includes strategies that will guide units to develop “a wide range of masters and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.”
2. The university offers doctoral programs “that are innovative and serve needs that are not adequately met elsewhere in the state.”

**2. Program Goals:**

**Translation of the university goals into the general goals of your program.**

The SON DNP program is an online and intensive program that meets the needs of students locally and nationally.

The DNP program prepares nurses beyond baccalaureate nursing education to:

1. Function as advanced practice nurses at the highest level of clinical practice that includes a variety of professional roles.
2. Function as clinical leaders in healthcare, service and academic settings.
3. Achieve mastery in a specialty area.

**3. Student Learning Outcomes**

**Translation of the general goals of your program into specific student learning outcomes indicating what students will know, understand or be able to do after completing the program.**

The program goals that each SLO are linked to are included in parentheses after the SLO. In addition, we have included a linkage from the SLO to each DNP Essential. The DNP Essentials are developed by the American Association of Colleges of Nursing (AACN) and are used to guide our program for accreditation. It is critical for us to show these linkages.

Upon completion of the program, the DNP student will:

1. Demonstrate integration of nursing science and theory with scientific and theoretical knowledge from other disciplines as the basis for the highest level of nursing practice. (Goals A, B, and C; DNP Essential I)
2. Demonstrate the ability to develop and evaluate health care delivery approaches that meet current and future health care needs of patient populations based on scientific findings in nursing and other disciplines. (Goal B; DNP Essential II)
3. Demonstrate the appropriate and ethical use of information technology and research methods to improve practice and the practice environment. (Goals A, B, and C; DNP Essential III)
4. Demonstrate knowledge of standards and principles for selecting and evaluating information systems, patient care technology, and related ethical, regulatory, and legal issues. (Goals A, B, and C; DNP Essential IV)
5. Demonstrate understanding of their role in critically analyzing health policy and functioning as an advocate for the nursing profession. (Goals A and B; DNP Essential V)
6. Demonstrate knowledge of effective communication, collaboration, and team leadership strategies to function as a leader in interprofessional teams. (Goals A, B, and C; DNP Essential VI)
7. Demonstrate the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in the development, implementation, and/or evaluation of clinical prevention and population health. (Goals A, B, and C; DNP Essential VII)
8. Demonstrate the foundational practice competencies required for DNP practice. (Goals A, B, and C; DNP Essential VIII)

# 4. Assessment Measures

**Direct Measures of Student Performance** (for example: capstone courses, portfolios, simulations/demonstrations/performances, evaluation of sample course work by multiple evaluators, assessments embedded in course assignments/exams, pre & post tests, standardized tests)

**Please identify to which student learning outcome each measure relates.**

1. We will evaluate the students’ final research project completed in NRS 899 annually. Three doctoral prepared faculty members will evaluate a random sample of 10% – 20% of the DNP projects submitted during that academic year according to the rubric in Appendix A. Each faculty member will evaluate the projects independently and will meet to compare their results. A score of at least 2 (satisfactory quality) on each outcome with a total score of at least 14 indicates successful achievement of student learning outcomes. (SLOs A, B, C, D, E, F, and G)
2. Students admitted to the DNP program who do not have a focused clinical area will also take courses (post-MSN certification-See SON website) to satisfy requirements for a specialty in one of the SON clinical areas and be qualified to take the corresponding certification exam. In addition, students with a BSN admitted directly into the DNP program will choose a clinical specialty area, will take courses to satisfy the requirements for that specialty, and will be qualified to take the corresponding certification examination. The pass rate benchmark on the certification examination to indicate successful achievement of the SLOs is 90%. The SON receives an annual report on the certification exam pass rates. (SLOs G and H)

A copy of the certification examinations cannot be attached to this plan because of security purposes. Additional information regarding the certification examinations can be obtained from the relevant certifying organization.

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| **Indirect Measures: Indicators of Student and/or Alumni Self-Reports of Learning and/or Satisfaction** (for example, focus groups, surveys, exit interviews) **and Indicators of Perceptions/Satisfaction of Employers or other Stakeholders** (for example, focus groups, surveys) |

**Please identify to which student learning outcome each measure relates.**

1. We will conduct exit surveys of graduating students every semester. The surveys will be administered online. A copy of the exit survey can be found in Appendix B. (SLOs A, B, C, D, E, F, G, and H)
2. We will conduct alumni surveys of all program graduates every 2 to 3 years. The surveys will be administered either online or through direct mailing. A copy of the alumni survey can be found in Appendix C. (SLOs A, B, C, D, E, F, G, and H)

**5. Individuals who have primary responsibility for administering assessment activities**

The School of Nursing faculty has identified those individuals who have primary responsibility for administering assessment activities. These individuals are: a) Graduate Committee on Instruction (GCOI), b) Executive Committee (EC), and c) the Assessment Liaison/Evaluation Coordinator (ALEC). Individuals who serve on these committees and as the ALEC are elected by the faculty through a secret ballot. The GCOI and EC have the primary responsibility of administering the designated assessment activities. The ALEC is charged with facilitating the administration of the assessment activities. In addition, the ALEC, working with members of the GCOI and EC will collect and analyze the data and prepare a report for the GCOI and EC.

**6. Procedures to be used to translate assessment results into program changes**

**Description of procedures for discussing the results and determining any needed changes to your program.**

Results of assessment activities will be routinely reviewed by the GCOI and EC with the assistance of the ALEC. Based on the assessment results, recommended curriculum and/or program changes will be discussed by the GCOI and EC and documented in the appropriate committees’ minutes. These recommendations will be reported to the Faculty Assembly (FA) for further discussion and action as needed and will be documented in the meeting minutes.

The results of any curriculum and/or program changes approved by FA will be examined by the GCOI, EC, and FA on an ongoing basis and will also be included in the self-study report to the external accrediting organization. It is expected that any changes made based on assessment findings will result in improvement in future assessment activities.

**Any questions regarding assessment and/or the completion of this assessment plan can be directed to the University Assessment Committee chair. This narrative version of the plan together with the completed matrix should be sent to the UAC, 511 O’Dowd Hall or** [**palmer@oakland.edu**](mailto:palmer@oakland.edu)**. You will receive feedback from the committee within a few weeks of submitting the plan.**

**Appendix A**

**DNP Project Program Evaluation Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **SLO** | **3**  **Exceptional Quality** | **2**  **Satisfactory Quality** | **1**  **Poor Quality** |
| **The DNP student will demonstrate integration of nursing science and theory with scientific and theoretical knowledge from other disciplines as the basis for the highest level of nursing practice** | Integrated concepts of nursing science/ theory and science/ theory from other disciplines throughout paper. | Integrated concepts of nursing science/theory only throughout paper. | Did not integrate theoretical concepts throughout paper. |
| **The DNP student will demonstrate the ability to develop and evaluate health care delivery approaches that meet current and future health care needs of patient populations based on scientific findings in nursing and other disciplines.** | Integrated scientific findings from nursing and other disciplines throughout paper to support the development and/or evaluation of health care delivery approaches pertinent to the student’s research. | Integrated scientific findings from nursing only (not other disciplines) throughout paper to support the development and/or evaluation of health care delivery approaches pertinent to the student’s research. | Did not integrated scientific findings from nursing and/or other disciplines throughout paper to support the development and/or evaluation of health care delivery approaches pertinent to the student’s research. |
| **The DNP student will demonstrate the appropriate and ethical use of information technology and research methods to improve practice and the practice environment.** | Project demonstrated appropriate and ethical use of information technology and research methods with thorough discussion of how findings will be used to improve practice and the practice environment. | Project demonstrated appropriate and ethical use of information technology and research methods improve practice and the practice environment, but did not include a thorough discussion how the findings will be used to improve practice. | Project did not demonstrate appropriate and/or ethical use of information technology and/or research methods to improve practice and the practice environment. |
| **The DNP student will demonstrate knowledge of standards and principles for selecting and evaluating information systems, patient care technology, and related ethical, regulatory, and legal issues.** | Project demonstrated appropriate use of information systems and patient care technology related to the student’s research with thorough discussion of how findings will be used to improve practice. | Project demonstrated appropriate use of information systems and patient care technology related to the student’s research, but did not include a thorough discussion how the findings will be used to improve practice. | Project did not demonstrate appropriate use of information systems and patient care technology related to the student’s research |
| **The DNP student will demonstrate understanding of their role in critically analyzing health policy and functioning as an advocate for the nursing profession.** | Integrated and evaluated health policy concepts appropriate to the student’s research. | Integrated, but did not evaluate health policy concepts appropriate to the student’s research. | Did not integrate or evaluate health policy concepts appropriate to the student’s research. |
| **The DNP student will demonstrate knowledge of effective communication, collaboration, and team leadership strategies to function as a leader in interprofessional teams.** | Demonstrated effective communication and collaboration strategies appropriate to the student’s research with thorough discussion of how findings will be used to improve practice. | Demonstrated effective communication and collaboration strategies appropriate to the student’s research, but did not include a thorough discussion how the findings will be used to improve practice. | Did not demonstrate effective communication and collaboration strategies appropriate to the student’s research |
| **The DNP student will demonstrate the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in the development, implementation, and/or evaluation of clinical prevention and population health.** | Demonstrated the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in pertinent to the student’s research with a thorough discussion of how the findings will be used to improve practice. | Demonstrated the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in pertinent to the student’s research, but did not include a thorough discussion how the findings will be used to improve practice. | Did not demonstrated the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in pertinent to the student’s research. |

**TOTAL SCORE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Comments for any ratings of “1” \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Appendix B**

**DNP Exit Survey**

Please rate questions 1 – 4 on a scale of 1 – 5 with 1 being low and 5 being high

1. Your overall evaluation of the OUSON DNP program.
2. The overall quality of instruction.
3. The overall quality of faculty mentoring.
4. The overall quality of advising/guidance received from all sources while in this program.

For questions 5 – 16, please indicate the degree to which you feel you have achieved the student learning outcomes (SLOs), as described below, using a scale of 1-5 (1 = have not achieved; 5 = have completely achieved)

1. SLO 1a: How well has this program enabled you to integrate nursing theory/science with theory/science from other disciplines in your nursing practice?
   1. SLO 1b: Give one example of integrating nursing theory/science with theory/science from other disciplines.
2. SLO 2a: How well has this program enabled you to develop innovative health care delivery approaches to meet the needs of patient populations?
3. SLO 2b: How well has this program enabled you to evaluate innovative health care delivery approaches to meet the needs of patient populations?
4. SLO 3a: How well has this program enabled you to use information technology to measure practice and population outcomes?
5. SLO 3b: How well has this program enabled you to use research methods to measure practice and population outcomes?
6. SLO 4a: How well has this program enabled you to understand the standards, principles, and legal issues for evaluating patient information systems or patient care technology?
7. SLO 4b: How well has this program enabled you to understand the standards, principles, and legal issues for selecting patient information systems or patient care technology?
8. SLO 5a: How well has this program enabled you, at the DNP level, to critically analyze healthcare policy?
9. SLO 5b: How well has this program prepared you to function in the role of the DNP as an advocate for the nursing profession?
10. SLO 6: How well has this program increased your knowledge of effective communication, collaboration, and team leadership strategies enabling you to function as a leader of interprofessional teams?
11. SLO 7: In developing, implementing, and/or evaluating clinical prevention and population health for a client, how well has this program effectively enabled you to successfully use:
    1. Epidemiological data
    2. Biostatistical data
    3. Occupational data
    4. Environmental data
12. SLO 8: How well has this program enabled you to demonstrate the foundational practice competencies required for practice as a DNP?
13. Why did you choose to get the DNP rather than the PhD?
14. What were you expecting to learn from this program?
15. In what ways were your expectations met/not met?
16. What do you believe are the strengths of this program?
17. What do you believe we need to change/improve?
18. What is the month and year of your graduation?
19. How long did it take you to earn your degree?
    1. Rate the time to earn your degree
       1. Longer than expected
       2. About expected
       3. Less than expected
20. Are you expecting to remain in your current position or are you seeking another type of employment opportunity?
    1. If so, where do you expect to work?
21. It is important to continuously evaluate our programs to make sure we are meeting students’ needs. Please provide us with an email address other than your OU email address, so that we can send you an alumni survey in the future. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix C**

**DNP Alumni Survey**

Please read and answer as many questions as possible. If possible, please include your CV or resume with the returned survey.

1. Please indicate month and year of DNP graduation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-
2. Please indicate your professional role prior to beginning the DNP program.
   1. Nurse Practitioner
   2. Certified Nurse Anesthetist
   3. Nursing Administration
   4. Clinical Nurse Specialist
   5. Other
3. Please indicate your current professional role.
   1. Nurse Practitioner
   2. Certified Nurse Anesthetist
   3. Nursing Administration
   4. Clinical Nurse Specialist
   5. Researcher
   6. Educator
   7. Other
4. Prior to beginning the DNP program, did you hold any nursing board or specialty certifications?
   1. Y
   2. N
   3. Please list: \_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Do you currently hold any nursing board or specialty certifications?
   1. Y
   2. N
   3. Please list:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. Do you intend to obtain any new nursing board or specialty certifications?
   1. Y
   2. N
   3. Please list anticipated certifications:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Are you currently a member of any professional nursing or interdisciplinary associations?
   1. Y
   2. N
   3. Please list:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. Do you currently hold any leadership positions within professional organizations at the state, regional, or national level?
   1. Yes, at the state level
   2. Yes, at the regional level
   3. Yes, at the national level
   4. Yes, at multiple levels
   5. N
   6. Please list:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. Since graduating from the DNP program, have you provided any presentations or been an invited speaker at any professional meetings or workshops (e.g., abstracts, posters, platform)?
   1. None
   2. 1-2
   3. 3-4
   4. 5-6
   5. More than six
10. Since graduating from the DNP program, have you published any professional materials (including peer reviewed journals, textbooks-including chapter work, magazines, newsletters, etc.)?
    1. None
    2. 1-2
    3. 3-4
    4. 5-6
    5. More than six

For questions 11 – 22, please indicate the degree to which you feel the program prepared you for DNP practice now that you have been working as a DNP related to the program student learning outcomes (SLOs), as described below, using a scale of 1-5 (1 = program did not prepare me to achieve; 5 = program completely prepared me to achieve)

1. SLO 1a: How well has this program enabled you to integrate nursing theory/science with theory/science from other disciplines in your nursing practice?
   1. SLO 1b: Give one example of integrating nursing theory/science with theory/science from other disciplines.
2. SLO 2a: How well has this program enabled you to develop innovative health care delivery approaches to meet the needs of patient populations?
3. SLO 2b: How well has this program enabled you to evaluate innovative health care delivery approaches to meet the needs of patient populations?
4. SLO 3a: How well has this program enabled you to use information technology to measure practice and population outcomes?
5. SLO 3b: How well has this program enabled you to use research methods to measure practice and population outcomes?
6. SLO 4a: How well has this program enabled you to understand the standards, principles, and legal issues for evaluating patient information systems or patient care technology?
7. SLO 4b: How well has this program enabled you to understand the standards, principles, and legal issues for selecting patient information systems or patient care technology?
8. SLO 5a: How well has this program enabled you, at the DNP level, to critically analyze healthcare policy?
9. SLO 5b: How well has this program prepared you to function in the role of the DNP as an advocate for the nursing profession?
10. SLO 6: How well has this program increased your knowledge of effective communication, collaboration, and team leadership strategies enabling you to function as a leader of interprofessional teams?
11. SLO 7: In developing, implementing, and/or evaluating clinical prevention and population health for a client, how well has this program effectively enabled you to successfully use:
    1. Epidemiological data
    2. Biostatistical data
    3. Occupational data
    4. Environmental data
12. SLO 8: How well has this program enabled you to demonstrate the foundational practice competencies required for practice as a DNP?

**ASSESSMENT PLAN MATRIX**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal Cited**  **in OU Mission** | **Relevant Goal**  **of Unit** | **Student Learning**  **Outcomes** | **Methods of Assessment** | **Individual(s)**  **Responsible for Assessment Activities** | **Procedures for Using Assessment**  **Results to**  **Improve Program** |
| The Oakland University Vision for 2010 includes strategies that will guide units to develop “a wide range of masters and professional doctorate programs that both strengthen undergraduate programs and meet the market demands of our society.”  The university offers doctoral programs “that are innovative and serve needs that are not adequately met elsewhere in the state.” | The DNP program prepares nurses beyond baccalaureate nursing education to:  Function as advanced practice nurses at the highest level of clinical practice that includes a variety of professional roles.  Function as clinical leaders in healthcare, service and academic settings.  Achieve mastery in a specialty area. | Upon completion of the program, the DNP student will:  Demonstrate integration of nursing science and theory with scientific and theoretical knowledge from other disciplines as the basis for the highest level of nursing practice.  Demonstrate the ability to develop and evaluate health care delivery approaches that meet current and future health care needs of patient populations based on scientific findings in nursing and other disciplines.  Demonstrate the appropriate and ethical use of information technology and research methods to improve practice and the practice environment.  Demonstrate knowledge of standards and principles for selecting and evaluating information systems, patient care technology, and related ethical, regulatory, and legal issues.  Demonstrate understanding of their role in critically analyzing health policy and functioning as an advocate for the nursing profession.  Demonstrate knowledge of effective communication, collaboration, and team leadership strategies to function as a leader in interprofessional teams.  Demonstrate the ability to analyze epidemiological, biostatistical, occupational, and/or environmental data in the development, implementation, and/or evaluation of clinical prevention and population health.  Demonstrate the foundational practice competencies required for DNP practice. | Direct Measures:  DNP Project (NRS 899)  Certification Exam  Indirect Measures:  Exit Surveys  Alumni Surveys | Graduate Committee on Instruction (GCOI), Executive Committee (EC), and the Assessment Liaison/Evaluation Coordinator (ALEC).  The GCOI and EC have the primary responsibility of administering the designated assessment activities. The ALEC is charged with facilitating the administration of the assessment activities. | Results of assessment activities will be routinely reviewed by the GCOI and EC with the assistance of the ALEC. Based on the assessment results, recommended curriculum and/or program changes will be discussed by the GCOI and EC and documented in the appropriate committees’ minutes. These recommendations will be reported to the Faculty Assembly (FA) for further discussion and action as needed and will be documented in the meeting minutes.  The results of any curriculum and/or program changes approved by FA will be examined by the GCOI, EC, and FA on an ongoing basis and will also be included in the self-study report to the external accrediting organization. It is expected that any changes made based on assessment findings will result in improvement in future assessment activities. |