Program-Level Assessment: Annual Report

Program: Doctorate in Nursing	Department: Nursing
Degree or Certificate Level: PhD	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): 5/2022	Primary Assessment Contact:
In what year was the data upon which this report is based collected?	
In what year was the program's assessment plan most recently reviewed/updated?	

1. Student Learning Outcomes

Which of the program's student learning outcomes were assessed in this annual assessment cycle?

#2 Critique and synthesize nursing and interdisciplinary knowledge in a substantive area of inquiry.

2. Assessment Methods: Student Artifacts

Which student artifacts were used to determine if students achieved this outcome? Please identify the course(s) in which these artifacts were collected. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

Direct

a. Integrative Review: In NURS 6801, students write an integrative review, in a publishable format, describing their search, critical examination, and synthesis of the health sciences literature in a selected area of research related to their dissertation and the course topics; 80% of studenst will achieve at least 80% on the rubric (attached).

b. State-of-the-science paper: In NURS 6804, students will write a state-of-the-science paper with a problem stated unambiguously and easy to identify; paragraphs that support the purpose; literature review that is up-to-date and based mainly on primary sources and is synthesized; at least 80% of students will achieve at least 80% on the rubric (attached).

c. At their dissertation defense, 80% students will demonstrate above average scores [score $\geq$3 (1=not at all and 5=very)] on items #7 and #8 of the of *Faculty Review of Dissertation* form: the student demonstrates beginning skills in critiquing and integrating science.

Indirect

End-of-program survey: 90% of graduates score agree or strongly agree (4 or 5) on the following items:

- My doctoral education provided knowledge that informs nursing science and its application in my area of interest.
- My doctoral education provided me with beginning skills in understanding the theoretical/scientific underpinnings of nursing and other disciplines relevant to my area of interest.
- I believe my doctoral education provided me beginning knowledge on ways to generate new research based on critical evaluation of existing knowledge.

3. Assessment Methods: Evaluation Process

What process was used to evaluate the student artifacts, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and include them in/with this report.

The assignment rubrics were used for the 2 course assignments. The Faculty Review of Dissertations is completed by faculty attending dissertation defenses. The Survey was administered to graduates. The forms are attached to this report.

- The rubrics for the specific assignments were used to evaluate course assignments by the faculty members and the grades collected for this report (years since the last assessment of this learning outcome which was Spring 2018)
- The dissertation data was collected from faculty who attended the dissertation defenses, who completed an assessment after attending the defense.

The end of program survey was conducted in spring 2020 for graduates over the prior 3 years (frequency determined by committee to increase response rates with larger numbers of students surveyed). Data from specific items were compiled for this learning outcome. See attached rubrics and forms.

4. **Data/Results**
   What were the results of the assessment of the learning outcomes? Please be specific. Does achievement differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

Direct
Integrative Review:
- **Final Integrative Review Paper** Of students across the last 3 years, all of them received above 80% on their final research proposal (rubric attached).

Year	# of students	Final paper score
2019	7	82-96%
2020	7	87-96%
2021	5	84-96%

The outcome was met, in that all students achieved over 80% grade for the paper.

b. Final State of the Science Paper

Year	# of students	Final paper score
2019	7	87-93%
2020	8	91-95%
2021	6	81.5-95

The outcome was met, in t that all students achieved our goal of 80% grade for the paper.

Dissertation Defense Rating
We had 15 students graduate in the past 3 years; we obtained 139 review forms from faculty who rated the student at their dissertation defense. "The student demonstrated beginning skills in…."
- Critiquing the science: 85.9% of student scores were above average by faculty ratings; range of scores were 2-5.
- Integrating the science: 84.4% of students scored above average by faculty ratings; Mean score 4.12; Range of scores were from 2-5

The goal was met with the majority of ratings above average.

Indirect
Student Survey

From the end of the program survey: 90% of graduates score agree or strongly agree (4 or 5) on the following items:
- My PhD program provided me with beginning expertise to critique and integrate different science perspectives in the conduct of research. (Examples: course work, assignments, MNRS, research conferences)
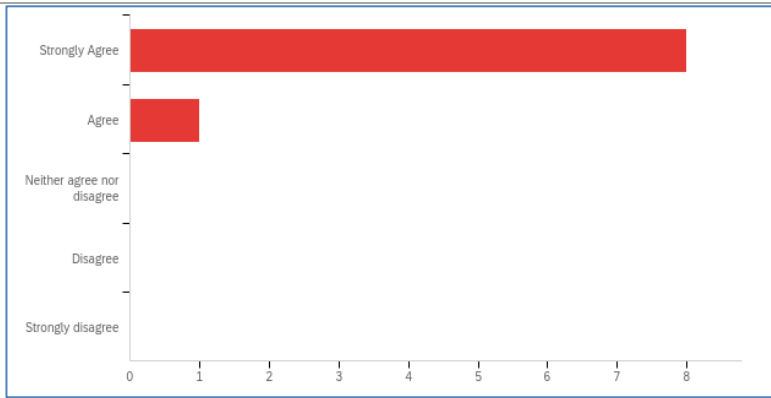
- My doctoral education provided knowledge that informs nursing science and its application in my area of interest.
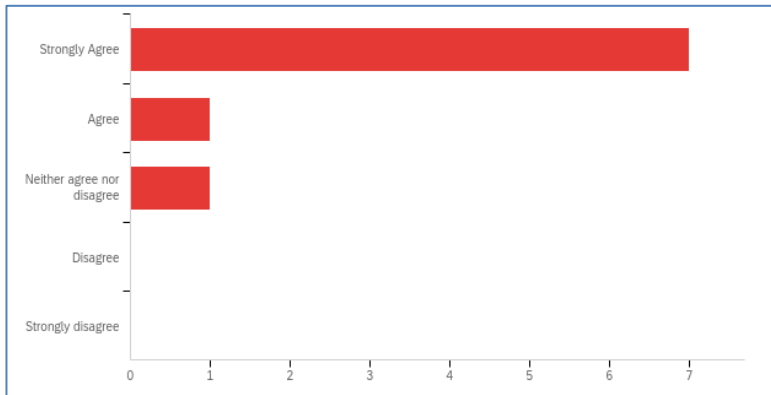
- I believe my doctoral education provided me ways to generate new ideas based on critical evaluation of existing knowledge. (Examples: course work, assignments, MNRS, research conferences)
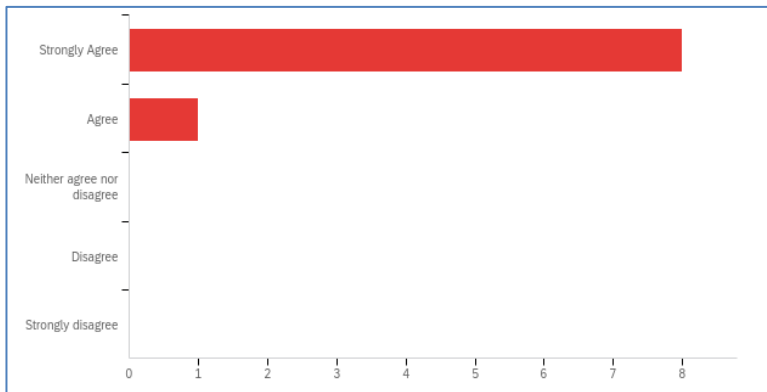
For the end of program survey; 100% of students agreed or strongly agreed that they were able to critique and integrate knowledge, and developed their knowledge in an area of interest.

5. **Findings: Interpretations & Conclusions**
   What have you learned from these results? What does the data tell you?

Overall, we identified that students are meeting the learning outcomes we assessed for this year's report. Students are getting into the literature; learning to evaluate the literature critically, and are developing expertise in an area that leads to their dissertation study. Students write review papers in their classes, and several students have published those papers, which supports the strength of the content.

We did see a trend of more "average" ratings among faculty who were scoring dissertation defenses. This may be due to time; as we continue to use the scoring rubric, faculty may be getting more discerning in their ratings, and critical as they are more familiar with using the tool.

6. **Closing the Loop: Dissemination and Use of <u>Current</u> Assessment Findings**
   A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

   The faculty reviewed the report.   We will be discussing the dissertation rubric at a faculty meeting in the fall to review appropriate expectations of students based on their dissertation presentation.

   B. How specifically have you decided to use findings to improve teaching and learning in your program? For example, perhaps you've initiated one or more of the following:

   Changes to the Curriculum or Pedagogies
   - Course content
   - Teaching techniques
   - Improvements in technology
   - Prerequisites
   - Course sequence
   - New courses
   - Deletion of courses
   - Changes in frequency or scheduling of course offerings

   Changes to the Assessment Plan
   - Student learning outcomes
   - Student artifacts collected
   - Evaluation process
   - Evaluation tools (e.g., rubrics)
   - Data collection methods
   - Frequency of data collection

   Please describe the actions you are taking as a result of the findings.

   The assessments in this report include evaluation of students early in their program, at the end, and post-graduation. At this time we are not making further changes.

   If no changes are being made, please explain why.

   Students are successfully attaining our learning outcomes per the goals we have set; however, we do want to make improvements. To this end, we are planning a curriculum review over the next year. The American Association of Colleges of Nursing has released a new report with recommendations for nursing research doctoral programs (April, 2022). We will be reviewing these recommendations along with all our assessment data and additional data on specific courses as data to inform this review.

7. **Closing the Loop: Review of <u>Previous</u> Assessment Findings and Changes**
   A. What is at least one change your program has implemented in recent years as a result of assessment data?

   We implemented a new preliminary examination this past year. We moved this qualifying exam to the end of the 2nd year rather than at the end of course work in order to provide remediation for students who were not attaining our learning outcomes. To date 8 students have completed the new process; 1 failed but was able to pass a 2nd test.   This opportunity for remediation should improve students' later performance. We are still anticipating review of he statistical course changes 2 years ago. The changes are measured long-term.

   B. How has this change/have these changes been assessed?

   Will be assessing if there are improved outcomes overall for students over time.

   C. What were the findings of the assessment?

   It is too early to be assessing this change as students are typically in the program years; more lately with COVID delays.

D. How do you plan to (continue to) use this information moving forward?

We will continue to monitor outcomes the next 3 years as students will have the newer statistics core in their course work, as well as the new preliminary exam process that should improve student outcomes regarding their dissertation.

IMPORTANT: Please sub

Sumit any assessment tools and/or revised/updated assessment plans along with this report.

6801 Integrative Review Paper Grading Rubric

Content	Criteria		Points
Introduction, problem formulation, purpose (1-1 1/2 pages)	• Identifies an appropriate topic • Presents the significance of the issue • Background supports the need for the review • Presents purpose of the review		5
Methods includes search, inclusion/ exclusion criteria, analysis methods	• Appropriate search strategy described • Includes rationale for decisions • Describes the analysis method • Flow diagram describes search		10
Findings - present the findings from reviewed studies.	• Includes a summary of the studies to set the context for the findings • The findings include an organized synthesis of the literature by identified themes/topics • Answers the question: *What do we know about this area of research?* • Literature table provides supporting information on studies		25 5 (table)
Discussion Part 1- critique the findings from the studies in your review	• Includes *your* critique and conclusions about the findings of the studies in your review. • The contents should flow logically from what was described in your findings and not present new information. • Answers the question: *What is the quality of what we know?*		20

Discussion Part 2 Identify gaps in the literature and make recommendations	• Includes *your* conclusions about the state of the science in this area • Addresses what is missing or what are next steps to further the science • Includes implications for future research, practice, and policy • Includes the limitations of your review. • Answers the questions: *What are the gaps in current research? Where do we go next?*		20
6. Writing style and organization	Organization, style, and clarity of writing, tables, and figures		10
7. Use of APA, references	Appropriate references and use of APA format – good use of paraphrasing, citations in text, and reference list		10
	Total		100

6804 State of the Science Paper

Area of evaluation	Points
Introduction (Section I) • Describe the problem and the specific clinical challenge, dilemma, or controversy • Justify the importance of the problem including relevant citations and discuss why there is a management challenge or controversy associated with the problem • Why is this problem important? (Incidence, Prevalence, Cost in Lives and/or Treatment) • Summarize the key concepts under investigation • Statement indicating peer review journal suitable for submitting the final manuscript (Identify Journal)	10
Background/Review of Literature (of Symptom Management, Interventions) **(Section II)** • Provide details of the specific clinical challenge, dilemma, or controversy, including its nature/scope, relevant history, and the context within which the issues exists • Discuss the epidemiologic, pathophysiologic, social and clinical context necessary for understanding the Problem. How does this work relate to previous work in the area? What are the gaps? What is still unknown? What is not working? Do researchers vary in their recommended interventions or treatments? Have previous studies addressed the caregivers? • Present relevant literature (studies should be compared and contrasted rather than presented one by one) • Discuss why clinical recommendation and/or protocols are needed • This section might include tables, figures, and should be referenced • Summarize major points	30
Management Strategies (Section III) • Present the range of potential clinical interventions to address the problem	20

• This section might include tables, figures and should be referenced • Anything counter to what was expected? Are researchers in general agreement?	
Recommendations and Summary (Section IV) • Author takes a position recommending a specific approach or areas identified for future research • Position is based on a critical evaluation of what is known (i.e., what is the state of the science) • Discuss recommendations related to the original challenge, dilemma, or controversy in clinical practice • Would your recommendations for future interventions, treatment, or education be innovative? Emphasis on specific aspect that was not addressed thoroughly in the literature?	25
References • List all references cited in paper in APA format (7th ed. of APA Manual) • The majority of references should be research and evidence-based articles published within the past 8 years	10
Appendices • Copy of algorithms or other documents • Statement indicating peer review journal suitable for submitting the final manuscript (should be identified in the proposal phase) • A copy of the guidelines for authors and a letter to the journal editor should accompany the manuscript	5
Total	100

Faculty Review of Dissertation

Student Name: _____ Date: _____

Please rate the extent to which the dissertation met the outcomes below.

The dissertation work was:

1) Rigorously conducted

	1	2	3	4	5	

Not at all   Very

2) Ethically sound

	1	2	3	4	5	

Not at all   Very

3) Culturally sensitive

	1	2	3	4	5	

Not at all   Very

4) Innovative

	1	2	3	4	5	

Not at all   Very

The PhD candidate demonstrated beginning skills in:

5) Knowledge development

	1	2	3	4	5	

Not at all   Very

6) Research methods

	1	2	3	4	5	

Not at all   Very

7) Critiquing science

	1	2	3	4	5	

Not at all   Very

8) Integrating science

	1	2	3	4	5	

Not at all   Very

9) Presenting professionally
   (Leadership)

	1	2	3	4	5	

Not at all   Very

10) Leadership: future plans

	1	2	3	4	5	

Not at all   Very

End-of-Program Survey QUESTIONNAIRE – PhD PROGRAM IN NURSING

Please respond to each statement by selecting the number that best reflects your opinion, from 1 for *Strongly Disagree* to 5 for *Strongly Agree*. If a particular question does not apply, please circle N/A (not applicable). We appreciate your taking additional time to add comments.

1. My PhD nursing program provided me with sufficient formal and informal learning experiences to build scientific depth in my area of study. (Examples: course work, MNRS, research conferences)

2. As a result of my doctoral nursing education, I am able to appreciate the history and philosophies of science including ways of knowing and habits of the mind. (Examples: course work, readings)

3. My PhD program provided me with beginning expertise to critique and integrate different science perspectives in the conduct of research. (Examples: course work, assignments, MNRS, research conferences)

4. I believe my doctoral education provided me ways to generate new ideas based on critical evaluation of existing knowledge. (Examples: course work, assignments, MNRS, research conferences)

5. Through my PhD nursing program, I developed beginning skills in advanced research design and statistical methods. (Examples: course work, readings, dissertation research)

6. As a result of my PhD nursing program, I am able to use professional and research ethics and judgment in the conduct of research and for writing for publication. (Examples: course work, assignments, dissertation research)

7. My PhD nursing program provided me ways to manage, process, and analyze data, information, and knowledge. (Examples: quantitative and qualitative course work, statistics courses)

8. As a result of my PhD nursing education, I can assume leadership in the conduct of culturally competent scholarship to improve nursing practice. (Examples: course work, dissertation research)

9. I believe my doctoral education informed me how to prepare research grants and manuscripts for publication. (Example: course work, assignments)

10. Because of my PhD nursing program, I can communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession. (Examples: course work, assignments, MNRS, research conferences)

11. I believe my doctoral education provided me with theoretical/scientific underpinnings of nursing and other disciplines relevant to my area(s) of interest. (Examples: course work, dissertation research)

12. My doctoral nursing education provided practice knowledge that informs nursing science and its application. (Examples: course work, dissertation research)

13. My PhD nursing program incorporated leadership strategies to influence health policy and professional issues in my areas of interest. (Examples: course work, assignments, MNRS, research conferences)