SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s):   PhD Program in Nursing

Department:

College/School: Trudy Busch Valentine School of Nursing

Date: 6/1/2020

Primary Assessment Contact: Helen Lach, PhD, RN

1. Which program student learning outcomes were assessed in this annual assessment cycle?

> **Learning Outcome: Steward the discipline by serving as leaders in health care and academic settings.**
>
> Addresses the University-wide graduate-level learning outcomes #3:
>
> ***Apply knowledge from the field(s) of study to address problems in broader contexts.***

2. What data/artifacts of student learning were collected for each assessed outcome? Were Madrid student artifacts included?

> We collected data according to our Assessment Plan (2016).
>
> **Direct Measures**
> a. Leadership paper: In NURS 6803, 80% of students will identify an unresolved nursing research question and its significance to nursing practice and policy for their final course paper to achieve at least 80% on the Leadership Paper Grading Rubric.
>
> b. At their dissertation defense, 90% of students demonstrate above average scores [score ≥ 3 (1=not at all and 5=very)] on items #9 and #10 of the of *Faculty Review of Dissertation* form: the student demonstrates beginning leadership skills in presenting professionally and their future plans.
>
> **Indirect Measures**
> a. End-of-program survey: 90% of graduates will score agree or strongly agree (4 or 5) on item #13: After completing the nursing PhD program, I have gained the knowledge and skills to apply advocacy and leadership strategies to influence health policy and practice in my area of interest.
>
> b. Within two years of graduation, graduates hold either a faculty position, leadership position in an organization, or a position on an editorial board.

3. How did you analyze the assessment data? What was the process? Who was involved?
    NOTE: If you used rubrics as part of your analysis, please include them in an appendix.

The following shows the data and how it was collected. PhD Program Faculty reviewed this report.

Direct:

a. Leadership Paper.

Over the past 3 years, 28 students participated in the Leadership course and complete the paper assignment. The goal was met as 23(90%) of the 28 students achieved a score of 80% or higher. In addition, 64% achieved a score over 90%. Scores were as follows:

2017: # below 80%: 2; # 80-89%: 3 #; 90-100%: 8 (N= 13)

2018: # below 80%: 0; # 80-89%: 4 #; 90-100%: 6 (N= 10)

2019: # below 80%: 1; # 80-89%: 4 #; 90-100%: 4 (N= 9)

b. Dissertation Defense Faculty Assessment

Faculty Review of Dissertation forms were obtained from 2017-2019. Two items were reviewed for this outcome measure: "the student demonstrates beginning leadership skills in presenting professionally and their future plans." Data was collected on 16 students who presented their Dissertation Defenses from 2017-2019, with a total of 79 forms completed by faculty members.

For item # 8, *Presenting Professionally*, 92.4% of students achieved a score of 4 or 5.

For item #9, *Future Plans*, 88.3% of students achieved a score of 4 or 5. Mean scores for both items were greater than 4.
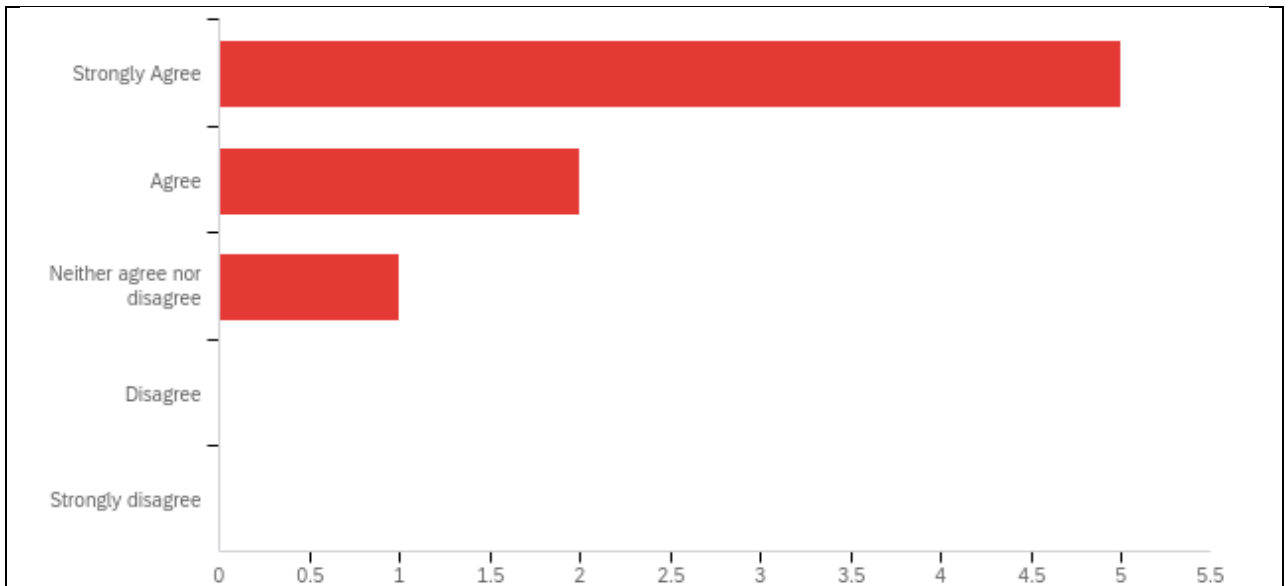
Table 1. Mean Scores on Faculty Reviews

Item	N	Minimum	Maximum	Mean	SD
PresentingProfessionally	79	2	5	4.43	.710
FuturePlans	79	2	5	4.25	.688

Indirect

a. **End of Program Survey.**

The end of program survey Spring 2020 was sent to 12 graduates over the past 3 years and yielded a response from 9 students. For item #13 (*As a result of my PhD program, I have beginning skills in leadership strategies to influence health policy and professional issues in my areas of interest*) Students responded as noted:

Strongly Agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

0   0.5   1   1.5   2   2.5   3   3.5   4   4.5   5   5.5

With the number of responses, 89% agreed and most strongly agreed that they developed beginning leadership skills.

b. Position Post-Graduation

The goal is that within two years of graduation, "graduates will hold either a faculty position, leadership position in an organization, or a position on an editorial board." Of the 12 graduates over the past 3 years, 10 hold faculty positions; one has a clinical position (nurse practitioner), and one is a hospital administrator.   Therefore, at this time, 92% have faculty or leadership positions, which represents all students who graduated at least 2 years ago.

4. What did you learn from the data? Summarize the major findings of your analysis for each assessed outcome.
NOTE: If necessary, include any tables, charts, or graphs in an appendix.

Students generally met the outcomes we would like to see from the direct measures we collected. See the following conclusions:

Leadership Paper:

The paper supports PhD students in considering the impact of nursing research on the nursing profession and/or health care; supporting the University level outcome, as well as the PhD program outcome. This will help them address implications for practice, policy and research in their dissertations. The findings indicate they are achieving the goal set by the PhD Program Committee. We conclude that the course supports student development in this arena and recommend continuing this paper assignment; and use of this as an outcome measure.

Students do not always address their future plans during their dissertation defense. We can put the evaluation form in the Student Handbook.

Defense:

In terms of *presentation skills*, students met the desired goal. They have practiced

presentation skills and are prepared to begin continuing this practice in their future roles as faculty members and scholars. We conclude that students are developing beginning skills in presenting their work through their course work, and we recommend continuing use of this as an outcome measure.

Regarding *future plans,* the goal was nearly met. As this outcome is based on what is said at the student's dissertation defense, this content may not come up. Students discuss the implications of their study on practice, policy and future research, but not always their personal plans. Students have not been aware of this rubric for their dissertation defense, so may not have included it in their presentation and only have been discussed if a faculty member asked about it. The rubric item is vague and only says: "Leadership: future plans." It does not describe the behavior or what the student should say in order to receive a higher score on the rubric. We conclude that the goal was nearly met, despite the vague description of what was being measured. We recommend that the rubric item be revised to be clarified.

5. How did your analysis inform meaningful change? How did you *use the analyzed data to make or implement recommendations for change* in pedagogy, curriculum design, or your assessment plan?

This assessment report was shared with faculty 5/2020 to get input. The program committee will spend time reviewing the data and end-of-program survey at the September 2020 meeting.

6. Did you follow up ("close the loop") on past assessment work? If so, what did you learn? *(For example, has that curriculum change you made two years ago manifested in improved student learning today, as evidenced in your recent assessment data and analysis?)*

From the 2019 Report:
1. In discussing the statistics courses and reviewing assessment data at the September 26, 2019 meeting, the PhD Program Committee identified the need for a revision of the statistics curriculum.
As a result, Dr. Taylor proposed a change from 2 statistics courses to 3. The first course will be NURS 6805 Introduction to Statistics which is technically a pre-requisite course. The 3 credit Multivariate Statistics was split into 2 courses: NURS 6806 Applied Statistics for Research I and NURS 6807 Applied Statistics for Research II. This will allow greater skill development in statistics. This change was submitted to GAAC at the10/11/2019 meeting and will begin summer 2020.

2. The faculty for NURS 6802 Measurement course planned to refine the rubric for the course assignment to refine student's execution of the required skills. While the evidence presented under item 4 was consistent with outcome #3, the results implicated one assessment deficiency. *Upon further evaluation, the instructors have opted to continue to use one-on-one dialogue with students and student-groups to help class*

members refine their execution of the skills expected of them from the semester-long project and have refrained from revising the rubric employed at the time of the 2018 assessment.

3. The faculty for NURS 6806 (to be NURS 6807) identified the need to improve the rubric for scoring poster projects to identify the innovative characteristics of the student posters.
The rubric was revised with a new domain and piloted during the Spring 2020 semester that assesses the originality and substantive contributions of the reported poster findings, a rubric domain that will be implemented fully by the Spring 2021 semester.

IMPORTANT: Please submit any revised/updated assessment plans to the University Assessment Coordinator along with this report.