SAINT LOUIS UNIVERSITY.

Program Assessment: *Annual Report*

Program(s): Doctor of Nursing Practice (BSN-DNP) and Post Masters DNP

Department: Nursing

College/School: School of Nursing

Date: 6/10/19

Primary Assessment Contact: Joanne Thanavaro

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

> # 8 Apply current knowledge of organizations and financing of health care systems to improve outcomes of care
>
> #12 - Influence health policy at institutional, local, state, and national levels.

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

> **#8 -** In NURS 6100 Health Care Policy and the Advanced Practice Nurse all students complete a written assignment entitled: Economic Decision-making Critique.
> The critique includes: a summary of purpose of the article; a description of the economic decision making approach; an assessment of the strengths and limitations of the article including relevance to decision makers and the public; and discussion of the implications for health outcomes and costs.
> No Madrid students were included in this assessment.
>
> **The direct goal is that: 95% of all students will achieve a grade of B or higher on the Economic Decision-making Critique.**
>
> **#12 NURSS 6100 – Health Care Policy:** The final written assignment – Health Policy Brief – was reviewed for this outcome.
> All students select a health policy topic of interest and develop a concise policy brief that includes: Executive summary; Background of the issue and significance, relevant constraints, political or economic factors; & Position statement with recommended actions or strategies. **The goal is that 95% of students will achieve a grade of B or greater on the assignment.**

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.

> **#8 - 100% of students met the direct goal.**
>
> The course instructor reviewed the 2019 student work on the critique assignments. There were 4 students registered for this course. All four (100%) students achieved a grade of B or higher on the assignment. The grades for this assignment ranged from 92-98. Since this course had such a small number of students, the assignment was also reviewed for the previous course (Spring, 2018). In spring, 2018, there were 12 students registered and their grades on the Economic

Decision-making critique ranged from: 91-99 (100%).

#12 – 100% of students met the Direct Goal.

During Spring 2019, 4 students were registered for this course. The course instructor reviewed the 2019 student work on the critique assignments. The topics for the policy brief included: Expanding scope of practice for APRN's in the State of Missouri, Workplace Violence, Verification for Eligibility of Firearm Possession, & Medicaid Expansion in Missouri.

The grades for this assignment ranged from 94 – 98%. **The direct measure was met.**

Since this was a small class, the grades for the assignment for spring 2018 were also reviewed. There were 11 students and the policy brief grades ranged from 82 – 98. Ten out of eleven (95%) students achieved a grade of B for spring 2018.

Sky Factor Scores:

Sky Factors 9, 18, 19, and 20 were reviewed and discussed at the November, 2018 ANPPC meeting. Due to a very small number of respondents (N=4) the faculty recommended tracking these factors annually for trends and make no changes based on these scores for this academic year.

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

   The students were successful in meeting the goal.

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?

   No changes are recommended.
   Two years ago the textbook was changed to one by:
   Patton, R.M., Zalon, M.L., & Ludwick, R. (Eds.). (2019; 2015). *Nurses making policy: From bedside to boardroom*. New York: Springer.

   This textbook contains examples of a variety of policy approaches, examples, and tools that are helpful for students and policy advocates. However, it is limited in economic decision making content as was the previous textbook. Therefore, numerous current articles from nursing, economic, and medical journals/sources are also used to provide content and examples. There are no changes anticipated except for updating of articles.

   Overall course evaluations are also positive.

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?)*

   We will continue to monitor student learning data in this course to assess outcomes. No changes are recommended at this time.