

Academic Programs
DNP Assessment Plan
The University of New Mexico

A. College, Department and Date

1. College: *College of Nursing*
2. Department: *Practice Team*
3. Date: *December 14, 2015*

B. Academic Program of Study*

Doctor of Nursing Practice (DNP)

C. Contact Person(s) for the Assessment Plan

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D. Broad Program Goals & Measurable Student Learning Outcomes (SLOs)

Broad Program Learning Goal(s) for this Degree/Certificate Program

- A. Develop expertise in designing, implementing, managing, and evaluating clinical care and health care delivery systems.
- B. Develop skills necessary for individuals working in advanced nursing practice to assume leadership roles in health care delivery, health policy, academia, and/or the highest levels of clinical administration.
- C. Monitor, translate, and apply clinically relevant research to independent advanced nursing practice in a clinical or nursing executive role.

* Academic Program of Study is defined as an approved course of study leading to a certificate or degree reflected on a UNM transcript. A graduate-level program of study typically includes a capstone experience (e.g. thesis, dissertation, professional paper or project, comprehensive exam, etc.).

Student Learning Outcomes (SLOs) for this Degree/Certificate Program

- A.1. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.
- A.2. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.
- A.3. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.
- A.4. Apply clinical, community, and policy interventions to reduce health inequities.
- B.1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.
- B.2. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.
- B.3. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.
- B.4. Utilize effective management and organizational skills to assume a leadership role in healthcare delivery, policy, and systems.
- C.1. Analyze, translate, and apply evidence to improve health outcomes.
- C.2. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.
- C.3. Evaluate and critique social policy relevant to the organization and delivery of health care.

E. Assessment of Student Learning Plan**1. Student Learning Outcomes Matrix**

Program SLOs	Knowledge	Skills	Responsibility
A.1. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.		X	
A.2. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.			X
A.3. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.			X
A.4. Apply clinical, community, and policy interventions to reduce health inequities.		X	
B.1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.			X
B.2. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.	X		
B.3. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.		X	
B.4. Utilize effective management and organizational skills to assume a leadership role in healthcare delivery, policy, and systems.		X	X
C.1. Analyze, translate, and apply evidence to improve health outcomes.		X	
C.2. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.	X		
C.3. Evaluate and critique social policy relevant to the organization and delivery of health care.		X	

2. How will learning outcomes be assessed?

A. What:

Assessing Student Learning Goals			
Program SLOs	Assessment Measures	Direct or Indirect	Criteria for Success
A.1. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.	Report on DNP Project	Direct	80 % of students will complete their Projects and graduate within 3 years of starting the program.
A.2. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.	Typhon Portfolio review.	Indirect	50% of students will have identified through their portfolios indications of addressing this objective.
A.3. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.	Residency Projects	Direct	80% of students will complete their residencies within the program timeframe.
A.4. Apply clinical, community, and policy interventions to reduce health inequities.	Completion of policy course requirements	Direct	80 % of students will complete the policy course with a B or better.
B.1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.	DNP project progression and completion of Program requirements.	Direct	80% of students will graduate in accordance within 3 years of starting the program and will submit Project for poster or podium presentation.
B.2. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.	Students will have indicated their goals and CV updated/ via Typhon portfolio each semester and completed prior to graduation.	Indirect	By their 2 nd year attending Residency Week, 50% of students will have an item on their CV that they identify and support with substantive comments as demonstrating attainment of this learning outcome.
B.3. Apply leadership and advocacy skills in the	Completion of policy course requirements.	Direct	80 % of students will complete the policy course with a B or better.

development, implementation, and evaluation of health policy.			
B.4. Utilize effective management and organizational skills to assume a leadership role in healthcare delivery, policy, and systems.	Completion of advanced management, policy and organizational change courses.	Direct	80 % of students will complete the all 3 courses with a B or better.
C.1. Analyze, translate, and apply evidence to improve health outcomes.	DNP Project. Use of Theoretical Frameworks and use of applicable quantitative/qualitative analysis.	Direct	80 % of students will complete their Projects and graduate within 3 years of starting the program.
C.2. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.	Completion of Information Technology and Innovation course.	Direct	80 % of students will complete the course with a B or better.
C.3. Evaluate and critique social policy relevant to the organization and delivery of health care.	Completion of policy and organizational change courses.	Direct	80 % of students will complete both courses with a B or better.

B. Who: All measures will be administered to all students at the indicated point in their program.

3. When will learning outcomes be assessed? When and in what forum will the results of the assessment be discussed?

Program SLOs	Year/Semester Year
A.1. Apply analytic methods to create, evaluate, and adopt effective innovations to improve health.	2014-15 Fall then every 2 years
A.2. Engage individuals and communities to develop, implement, and evaluate interventions to address their health disparities.	2015-16 Fall then every 3 years
A.3. Facilitate optimal health outcomes through delivery of culturally sensitive care, including clinical prevention strategies, identification of risk, individualized interventions, and formation of therapeutic relationships with clients.	2015-16 Fall then every 3 years
A.4. Apply clinical, community, and policy interventions to reduce health inequities.	2016-17 Fall then every 2 years
B.1. Assume the role of the doctoral prepared nurse in teaching, scholarship, leadership, and service.	2015-16 Fall then every 2 years
B.2. Practice nursing reflectively, guided by theory, based on best evidence and integrating creative and critical thinking.	2016-17 Fall then every 2 years
B.3. Apply leadership and advocacy skills in the development, implementation, and evaluation of health policy.	2014-15 Summer then every 3 years
B.4. Utilize effective management and organizational skills to assume a leadership role in healthcare delivery, policy, and systems.	2015-16 Fall then every 3 years
C.1. Analyze, translate, and apply evidence to improve health outcomes.	2014-15 Fall then every 2 years
C.2. Integrate and evaluate information systems in patient care technology for clinical, research, and administrative best practices.	2014-15 Summer and then every 3 years
C.3. Evaluate and critique social policy relevant to the organization and delivery of health care.	2016-17 Fall then every 3 years

4. What is the unit's process to analyze/interpret assessment data and use results to improve student learning?

Assessment data will be aggregated by the DNP Program Directors/team each year, and results, analysis, and recommendations for pedagogic or curricular change will be presented by the Practice Team Chair and Team in September of each year.

The Practice Team will, as indicated, bring motions for curricular change forward to the College's Graduate Program Committee for review and approval each Fall. The College's Program Evaluation Committee will review the reporting of results, analysis, and recommendations for pedagogic or curricular change and will recommend changes to assessment mechanisms, as indicated, in October-November of each year. Adoption of all recommended changes by program faculty will begin the first semester following full approval by all College and/or UNM Committees.