

Program-Level Assessment: Annual Report

Program: BSN-DNP & PM-DNP

Department: Nursing

Degree or Certificate Level:

College/School: Saint Louis University Trudy Busch Valentine

School of Nursing

Date (Month/Year): 01/2023

Primary Assessment Contact:

Dr. Joanne Thanavaro, Associate Dean, School of Nursing

In what year was the data upon which this report is based collected? 2022 prior to the class starting.

In what year was the program's assessment plan most recently reviewed/updated? 2023

Course 6110

1. Student Learning Outcomes

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

Outcome #4 will be addressed in this program assessment.

#4: "Formulate strategies that consider the social and structural determinants of health to maximize health in populations."

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? 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 Measure: The final written assignment addressed strategies that consider the social and structural determinants of health to maximize health in populations. The Health Care Disparities Assignment was reviewed. All students select a health disparity that he/she has experienced, observed, or otherwise takes a interest in and develops a concise essay that includes Overview of the vulnerable population, solutions, support, defense of the identified disparity or strategies and conclusion. The goal is that 90% of students will achieve a grade of B or greater on the assignment. No Madrid students were included in this assessment. The health disparities were also discussed in weekly discussion board meetings online.

3. Assessment Methods: Evaluation Process

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

Direct Measure: During Fall 2022, 10 students were registered for this course. The course instructor reviewed the 2022 student work on the Essay assignments. The topics for the Health Care Disparities Essay addressed the strategies that consider the social and structural determinants of health to maximize health in populations were: Socioeconomic Status and Influenza Vaccination in the Veteran's Health Administration, Obesity treatment in African American adults, An Innovation to Address U.S. Maternal and Infant Health Disparities, Innovative Solutions to address/reduce Black Maternal

Mortality, Health disparities identifications/strategies in patients at SSM St Louis University Hospital, American adults with diabetes delayed purchasing Insulin, Improving Patient Access to primary care.

The grades for this assignment ranged from 93 – 100%. The direct measure was met.

The rubric and tools that were provided to the students within the assignment that consider the social and structural determinants of health to maximize health in populations were as such: (Rubric 1)

Healthy People 2020 has made eliminating healthcare disparities a priority. Healthy People 2020 defines a health disparity as “a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion.

Healthcare disparities can arise from financial disadvantage, deficiencies in organization and/or healthcare delivery, and lack of cultural competence from healthcare providers. Healthcare policy and/or programs can promote the elimination of disparities. Examples include Medicaid (aimed to eliminate income disparity) and the Head Start Program (aimed at improving access to education for all races and socioeconomic groups).

Each student is asked to write a 3-5page essay that identifies a health disparity that he/she has experienced, observed, or otherwise takes a interest in. The student will then describe an INNOVATIVE solution to promote equity. This practice change or health care delivery idea should be supported by peer-reviewed research and evidence-based care guidelines. For this assignment, you are NOT being asked to create the idea for a solution. You will be researching and sharing an INNOVATIVE practice change or health care delivery model/ program that has been put into place and demonstrates potential to reduce a disparity. The innovative idea may be locally based, or alternatively be on a regional, state, or national scale.

Students were given examples of where they might look for innovation which included:

-The Office of Minority Health

- Kaiser Permanente

-The Hopkins Center for Health Disparities Solutions

-Agency for Healthcare Research and Quality (**their website includes an “Innovation Exchange” page. You can narrow your search by the IOM domain of quality that focuses on equity. <https://innovations.ahrq.gov/narrow-by-subjects/?term=348>

-US Department of Health and Human Services (2008). Phase 1 report: Recommendations for the framework and format of Healthy People 2020. Retrieved from <http://www.healthypeople.gov/2010/hp2020/advisory/PhaseI/appendix10.htm>

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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 measure: The students were successful in meeting this student learning outcome. The grades reflected that the students could formulate strategies that consider the social and structural determinants of health to maximize health in populations.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

Direct measure: The students were successful in meeting this student learning outcome that formulated strategies that considered the social and structural determinants of health to maximize health in populations.

Indirect Measure: Sky factor: is a benchmark to evaluate satisfaction, learning and program effectiveness for the student and academics. It helps to provide program improvement and decision making for better student outcomes.

Sky factor results:

-Results for analyzing appropriate scientific data related.

to population health was 6.40 out of a 7-point scale which met the goal of 90%

-Results for evaluating care delivery models and/or strategies using concepts related to dimensions.

of health was 6.40 out of a 7-point scale which met the goal of 90%

-Results for Implementing interventions to improve

care of populations was 6.40 out of a 7-point scale which met the goal of 90%

-Results for evaluating interventions to improve care

of populations was 6.40 out of a 7-point scale which met the goal of 90%

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

The program assessment was presented at the ANPPC meeting (4/12/2023), verbally as well, and documents were sent through email communication. All graduate faculty and student representatives were given the opportunity to review, discuss, ask questions, and make recommendations at the ANPPC meeting.

B. How specifically have you decided to use these 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
- Artifacts of student learning
- 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 these findings.

Will continue to review and monitor course work and assignment to make sure it is meeting the expectations that help students to formulate strategies that consider the social and structural determinants of health to maximize health in populations.”

If no changes are being made, please explain why.

Students' grades reflect the learning outcome and that the assignment at hand has met the outcome learning needs. Will continue to require this assignment. This course is important in the DNP program as it helps the student to formulate strategies that consider the social and structural determinants of health to maximize health in populations. There were no negative comments made by students.

7. Closing the Loop: Review of Previous 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 will continue to monitor student learning data in this course to assess outcomes. No changes are recommended at this time. Will continue to review student comments. May be beneficial to add 1 zoom meeting inviting experts (ie, chief diversity expert) to lead the meeting. Will update Health People 2020 to Health people 2030, as the initiatives will overlap, as well as add new innovation strategies that consider the social and structural determinants of health to maximize health in populations.

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

These changes have not been implemented before as it is a new innovative strategy.

C. What were the findings of the assessment?

These changes have not been implemented before as it is a new innovative strategy

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

Will plan to seek out additional experts to meet with students.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Program-Level Assessment: Annual Report

Program: Doctor of Nursing Practice Program	Department: Nursing
Degree or Certificate Level: BSN- DNP & PM DNP	College/School: Trudy Busch Valentine School of Nursing
Date (Month/Year): Spring 2023	Primary Assessment Contact: Joanne Thanavaro
In what year was the data upon which this report is based collected? 2022	
In what year was the program's assessment plan most recently reviewed/updated? 2022	

1. Student Learning Outcomes

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

Outcome #10: Use business and management strategies for the provision of quality care and efficient use of resources.

2. Assessment Methods: Artifacts of Student Learning

Which artifacts of student learning were used to determine if students achieved the outcome(s)? 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.

The artifacts of student learning for Outcome #10 were collected in the course titled: NURS 6140 Leadership in Healthcare. This course is taught online in an asynchronous format. In addition to online content, students also participate in synchronous Zoom meetings to discuss course content, share presentations of the various components of their business plan, and to give feedback to each other on their developing business. There are no students from/interactions with the Madrid campus.

Artifacts:

Direct Measures: 1) Lean Canvas Analysis 2) Marketing Strategy 3) Business Plan
Indirect Measures: Skyfactor 9, Employ Business Principles

3. Assessment Methods: Evaluation Process

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

Students in this course work through the process of creating a business and marketing it to potential customers/clients. During the course, they create and share with their classmates their 1) Lean Canvas Analysis of their business 2) Marketing Strategy and their 3) Business Plan including the budget, staffing, and disaster/succession plan for the business.

To evaluate the artifacts of student learning, course faculty aggregate the results for the lean canvas analysis assignment, marketing strategy assignment, and the complete business plans. The aggregated assignment scores are analyzed and compared with trends from previous course offerings. If aggregate results demonstrate that less than 90% of students achieve a grade of B or higher on any of the listed assignments, results and analysis with recommendations will be shared at a dedicated advanced nursing practice curriculum meeting (ANPPC). Recommended changes will be implemented into the curriculum during the following academic year and changes will be reevaluated at a dedicated ANPPC curriculum meeting.

On an annual basis, student exit ratings on Skyfactor 9 item measures that reflect the ability to employ business practices will be incorporated in the analysis. If ratings are less than 5.5, they will be compared to previous years to identify trends in and associations with exit ratings and student performance in NURS 6140

Lean Canvas Analysis

At least 90% of students will achieve a grade of B or better on the lean canvas analysis (Appendix P)

Marketing Strategy

At least 90% of students will achieve a score of 40 out of 50 points or better on the marketing strategy written assignment (Appendix Q)

Written Business Plan

At least 90% of students will achieve a grade of B or better for their development and presentation of a comprehensive business plan to classmates and faculty (Appendix R and S)

Skyfactor 9, Employ Business Principles; rating of 5.5 or greater on a 7-point scale.

4. Data/Results

What were the results of the assessment of the learning outcome(s)? 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)?

The result of the assessment of learning outcomes of the assignments included in the Direct Measures (1) Lean Canvas Analysis; 2) Marketing Strategy; 3) Business Plan) was that 100% were above a score of 'B' and scores ranged from 97.6 -100% on all assignments. The students demonstrated a robust understanding of the business concepts presented and were able to engage in discussion of the assignments during Zoom meetings and in the online milieu.

Students evaluated their ability to employ business principles presented at a level higher than the goal of 5.5 for the Skyfactor measure. Specifically, the Indirect Measure: Skyfactor 9, Employ Business Principles was rated at 6.0 on a 7-point scale.

5. Findings: Interpretations & Conclusions

What have you learned from these results? What does the data tell you?

The result of this assessment and a review of the data confirms that these assignments are meaningful and continue to prepare students in these important business concepts. The assignments and rubrics are performing well and do not require revision at this time. Additionally, student comments on their course evaluations demonstrate that they believe the assignments to be meaningful and formative in their understanding of key business concepts.

6. Closing the Loop: Dissemination and Use of Current Assessment Findings

A. When and how did your program faculty share and discuss these results and findings from this cycle of assessment?

These assessment findings were discussed at a meeting of the ANPPC curriculum committee. The course faculty presented the results and spent time discussing the findings with the faculty in attendance at the curriculum committee meeting.

B. How specifically have you decided to use these 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
- Artifacts of student learning
- 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 these findings.

Based upon these assessments, no changes to the curriculum or assessment plan are recommended.

If no changes are being made, please explain why.

The students' performance on these assignments were excellent and demonstrated a depth of planning and creativity. No changes are being made related to the strong performance and students' feedback that they found the assignments useful.

7. Closing the Loop: Review of Previous Assessment Findings and Changes

A. What is at least one change your program has implemented in recent years as a result of assessment data?

Each year the faculty review the assessment findings and discuss areas that may need to be updated. The ANPPC curriculum committee has previously evaluated the course content areas and the MSN and DNP Essentials to assure that there is content, and outcomes related to all of the essentials and to map where they occur within the curriculum. As a result, we identified that we needed to more clearly articulate where disaster planning was being covered within the curriculum which is now included as a component of this course in the business plan assignment. The grading rubric for the business plan (Appendix R) and the business plan presentation (Appendix S) were modified to reflect the disaster component and succession planning for business.

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

This is the second year and the first assessment cycle for the change in the business plan scoring rubric. The inclusion of these items in the scoring rubric has been assessed and discussed at ANPPC curriculum meeting.

C. What were the findings of the assessment?

The students demonstrated an understanding of the need for disaster planning and succession planning within their business plan. The course content was evaluated positively by the students during their presentations and endorsed the need to include these concepts in a business plan.

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

The plan is to continue to include this content, using the modified scoring rubric for the business plan. As with all content within the course, student evaluations and feedback will be utilized in the interim to assess understanding of the concepts and to include any student feedback in the course review.

IMPORTANT: Please submit any assessment tools and/or revised/updated assessment plans along with this report.

Appendix P
NURS 6140: Leadership in Health Care
Faculty Grading Rubric for Lean Canvas Assignment

Category	Possible Points
Problem <ul style="list-style-type: none"> • Provides a clear explanation of the need for the program/business. 	5
Alternatives <ul style="list-style-type: none"> • Addresses competitors and their weaknesses. 	5
Solution <ul style="list-style-type: none"> • Clearly describes the solution being offered. 	5
Key Metrics <ul style="list-style-type: none"> • Details how success will be measured. 	5
Unique Value Proposition <ul style="list-style-type: none"> • Clearly differentiates how his/her business is different than what currently exists. 	5
Unfair Advantage <ul style="list-style-type: none"> • Clearly explains why business cannot easily be replicated. 	5
Channels <ul style="list-style-type: none"> • Describes the path to the customer (i.e. TV ads, paper ads, etc.). 	5
Customer Segments <ul style="list-style-type: none"> • Defines the target customer. 	5
Cost Structure <ul style="list-style-type: none"> • Briefly outlines costs including customer acquisition, staff, facilities, and materials. 	5
Revenue Streams <ul style="list-style-type: none"> • Defines where the income will be come from and how the business will be profitable. 	5
	Total: 50 points

Appendix Q

NURS6140: Leadership in Health Care

Faculty Grading Rubric for Marketing Strategy Assignment

Component	Points
Target Market	5
• _Who will be buying your product or service? Describe those individuals: Demographics? Education? Income?	
Current Situation	5
• _Define your competition. What do they offer? How are you better?	
Marketing Strategy (4Ps)	5
• _Product: Describe the details	
	10
• _Promotion: How will you advertise? Why is the cost of promotion? Will you offer any promotions?	
	10
• _Pricing: What will you charge for your services? How does this compare to competitors? If it is higher or lower, explain.	
	10
• _Place: Where will you be offering your service? Why did you choose that place? What will your hours be? Will you have a schedule for services?	
• _Timing of Market Entry: Define when you will open your business. Provide justification.	
Total : 50 points	

Appendix R
Nurs6140: Leadership in Health Care
Faculty Grading Rubric for Business Plan Written Assignment

Item/Description	Possible Points
Set-Up	10
Title Page- APA format	
Table of Contents- lists each section and page number	
Executive Summary	15
This should provide the reader with a basic understanding of your company. It should make the reader want to learn more about your business.	
Business Description & Vision	15
Include your mission statement (business purpose). Discuss your vision. Discuss goals and objectives of the business. Review your overall strategy to serve the market. Describe your sustainable advantage.	
Definition of the Market	15
Provide information regarding your business industry and its outlook. Define the perceived needs of your market. Define your target customer (include demographics). Describe the scope and share of your business market.	
Description of Products & Services	15
Describe your product/service. Explain how your product/service is competitive. Describe your standards and measures for the quality of your product/service.	
Operations	15
Describe the location of the practice. Describe your facility. Describe your hours of operation. Who are the leaders in your business? What employees will you have, and what are their roles? Include 2-3 job descriptions. Describe the flow of operations. Discuss legal aspects, including state laws and rules governing license to practice.	
Marketing & Sales Strategy	15
Who is your market, and how will you reach it? How will your business apply pricing, promotion, product diversity, and channel distribution to sell products/services? Describe timing of market entry.	
Financial Management	15
Describe your start-up costs in detail. How will you obtain the start-up financing? Project income and expenses <u>by month for the first year</u> (a spreadsheet is recommended). Discuss risk, risk mitigation, disaster planning, succession planning, and exit strategy.	
SWOT analysis	10
Timelines for operational, organization, and clinical goals.	15
Elevator pitch	10
Company Brochure (OPTIONAL)	<i>+10 extra credit points</i>
TOTAL	<i>150 points (+10 extra credit possible)</i>

Appendix S

NURS 6140: Leadership in Health Care

Faculty Grading Rubric for Business Plan Presentation Assignment

Grading Category	Excellent- 10 points	Good- 7 points	Fair- 3 points	Inadequate- 0 points	TOTAL POINTS EARNED
Introduction & Executive Summary	The presenter clearly identified self and credentials. The summary was brief, provided an overview of the business, and outlined main points. The summary generated interest/excitement.	The presenter clearly identified self, but may not have identified credentials. An overview of the business was provided, but it may have failed to clearly outline main points. The summary may have not have generated interest.	The presenter may have failed to identify self and his/her credentials. A summary was provided, but it failed to highlight the main points. The summary did not generate excitement or interest.	The presenter may have failed to identify self and his/her credentials. A summary or outline of the main points was not provided.	
Business Plan	A description of the business and its unique features were detailed.	The presenter clearly described the business, but failed to highlight the unique details.	The presenter was not clear in providing an overview of the business and/or describing its unique features.	The presenter failed to provide an overview of the business and highlight the unique features.	
SWOT analysis	The presenter described the strengths, weaknesses, opportunities, and threats/ challenges. Personal as well as business strengths and weaknesses were addressed.	The presenter identified strengths, weaknesses, opportunities and threats/challenges, but he/she failed to clearly describe them. The presenter addressed business strengths and weaknesses, but failed to address personal strengths and weaknesses.	The presenter partially discussed his/her SWOT analysis, but one or more components were missing.	The presenter did not discuss his/her SWOT analysis.	
Market Analysis	The market analysis identified and described the target customer. The analysis discussed competition, and clearly explained the advantage that his/her business possesses (i.e. services not previously offered or reduced costs to consumer). The industry outlook was addressed.	The market analysis identified target customers and competition. However, the presenter may not have clearly connected the business to the needs of the customer, or may have failed to discuss unique advantage(s) over competition.	The presenter only briefly identified target customers and competition. He/she failed to demonstrate any critical thinking about the market.	The presenter did not discuss the market.	
Operations	The location of the business was discussed and a clear rationale was provided. Business hours were explained and justification was provided. A predicted start-up date was discussed, supported by a clear rationale. Disaster Planning and succession planning clearly described.	The location was identified, but it may not have been clear why the location was chosen. The business hours may not have been addressed. A predicted start-date was given, but the rationale was unclear.	The location was identified, but little or no further information was given.	The presenter did not address operations.	

Team	Members of the team were identified, and their qualifications and/or expertise were described in a manner that gave credibility to the business.	Members of the team were identified, but their qualifications and/or expertise were not adequately explained.	Members of the team were briefly identified. The presentation lacked details regarding the qualifications of team members.	The presenter did not address the team.	
-------------	--	---	--	---	--

Marketing Plan	The desired business image was discussed. Advertisement methods were described, and appropriate fit was demonstrated for the business and/or customer.	The desired business image was discussed. Some advertisement methods were listed, but it was not clear why the business would utilize these methods and/or how it would be an appropriate fit for the business and/or customer.	Little effort or attention was given to discuss marketing. It was unclear to the audience how the business was going to be marketed.	The presenter did not address marketing.	
Financial Plan	Possible funding sources were identified in detail. Details regarding profitability and/or sustainability were discussed. Long term outlook was addressed.	Possible funding sources, profitability and/or sustainability, and financial outlook were addressed, but only on a superficial level. Details were lacking.	The presenter briefly mentioned finances, but in a manner that was not comprehensive.	The presenter did not address a financial plan.	
Creativity	The presenter demonstrated creativity in presenting the business plan. There was obviously great effort and thought behind the presentation. The presentation was engaging and enjoyable. The presentation was memorable.	The presenter demonstrated effort and thought behind his/her presentation, but the presentation failed to show creativity. The presentation may have failed to be engaging at times. The presentation did not leave a lasting impact on the audience.	There was minimal creativity behind the presentation. The presentation may have failed to engage the audience.	The presentation lacked any evidence of creativity.	
Professionalism	The presenter spoke clearly, and he/she was easy to understand. The speech was not rushed, and he/she seemed to be well rehearsed. There were no grammatical errors in the visuals used.	The presenter spoke clearly, and he/she was easy to understand. The speech may have felt rushed, or seemed to be inadequately rehearsed. There may have been some grammatical errors in the visuals used.	The presenter at times may have been difficult to understand. At times, the presenter seemed to have been inadequately prepared. There may have been grammatical errors in the visuals used.	The presenter was disorganized and/or unrehearsed. There may have been grammatical errors in visual aids.	

TOTAL POINTS EARNED _____

COMMENTS FROM DR. MOORE:

**NURS 6110 Health Care Delivery Systems
FALL 2022**

HEALTH DISPARITIES ASSIGNMENT

Healthy People 2020 has made eliminating healthcare disparities a priority. Healthy People 2020 defines a *health disparity* as “a particular type of health difference that is closely linked with social, economic, and/or environmental disadvantage. Health disparities adversely affect groups of people who have systematically experienced greater obstacles to health based on their racial or ethnic group; religion; socioeconomic status; gender; age; mental health; cognitive, sensory, or physical disability; sexual orientation or gender identity; geographic location; or other characteristics historically linked to discrimination or exclusion.”¹

Healthcare disparities can arise from financial disadvantage, deficiencies in organization and/or healthcare delivery, and lack of cultural competence from healthcare providers. Healthcare policy and/or programs can promote elimination of disparities. Examples include Medicaid (aimed to eliminate income disparity) and the HeadStart Program (aimed at improving access to education for all races and socioeconomic groups).

Each student is asked to write a 3-5page essay that identifies a health disparity that he/she has experienced, observed, or otherwise takes a particular interest in. The student will then describe an INNOVATIVE solution to promote equity. This practice change or health care delivery idea should be supported by peer-reviewed research and evidence-based care guidelines. For this assignment you are NOT being asked to *create* the idea for a solution. You will be researching and sharing an INNOVATIVE practice change or health care delivery model/program that has been put into place and demonstrates potential to reduce a disparity. The innovative idea may be locally based, or alternatively be on a regional, state, or national scale. Examples of where you might look for innovation include:

- The Office of Minority Health
- Kaiser Permanente
- The Hopkins Center for Health Disparities Solutions
- Agency for Healthcare Research and Quality (**their website includes an “Innovation Exchange” page. You can narrow your search by the IOM domain of quality that focuses on equity.

