Program Assessment Plan



Program: PhD Program in Nursing: Program Outcome Assessment

Department: Nursing
College/School: Nursing

Date: Updated Plan, October, 2017; revised and approved January 25, 2018

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Program I	Learning	J
Outcome	ç	

What do the program faculty expect all students to know, or be able to do, as a result of completing this program?

Assessment Mapping

NURS 6800:

specific courses (or experiences) will artifacts of student learning be analyzed

Assessment Methods

What specific artifacts of student learning will be analyzed? How, and by whom, will they be analyzed? Note: the majority should provide direct, rather than indirect, evidence of achievement. Please note if a rubric is used and, if so, include it as an appendix to this plan.

Direct:

- Theory development in nursing (substruction rubric)
- NURS 6809: Quantitative methods of nursing research (final proposal rubric)
- NURS 6810: Qualitative methods in nursing research
- NURS 6813: Knowledge Development in Nursing

- a. <u>Substruction presentation</u>: In NURS 6800, 80% of students will present a substruction of a theoretical framework to variables used in research to achieve at least 80% on the grading rubric (attached).
- b. <u>Theory Paper</u>: In NURS 6800, 80% of students will write either an analysis, synthesis, or derivation of a concept, statement, or theory (or some other approved theoretical focus) to achieve at least 70% on the grading rubric (attached).
- c. <u>Specific aims writing assignment</u>: In NURS 6809, 80% of students will write a specific aims section to include a succinct introduction of the problem, purpose statement that flows from the introduction, specific aims that are consistent with the purpose, and a payoff/significance that also is consistent to achieve at least 75% on the NURS 6809 rubric (attached).
- d. <u>Final proposal</u>: In NURS 6809, 80% of students will synthesize the literature, incorporate a theoretical framework and explain specifically how the framework will guide their study, and discuss the significance of their study to achieve at least 75% on the theory and measures sections on NURS 6809 rubric (attached).
- e. <u>Family Meal Study:</u> In NURS 6810, 80% of students will write a qualitative research report of the family meal to achieve at least 80% on the NURS 6810 final paper rubric (attached).
- f. <u>Final synthesis paper</u>: In NURS 6813, 80% of students discuss the philosophical perspective on a topic of their choice to achieve at least 80% on the NURS 6813 rubric (attached).
- g. At their <u>dissertation defense</u>, 80% of students will demonstrate above average [score ≥3 (1=not at all and 5=very)] on items #5 and #6 of the of *Faculty Review of Dissertation* form: the student demonstrates beginning skills in <u>knowledge development</u> and research methods.

Use of Assessment Data

How and when will analyzed data be used by faculty to make changes in pedagogy, curriculum design, and/or assessment work? How and when will the program evaluate the impact

How and when will the program evaluate the impaof assessment-

Apply the major

Direct: practices, theories, or

- -Course faculty will be responsible for aggregating data for their courses yearly and
- revise their assignments for the upcoming year to maintain or improve outcome.
- -Course faculty will supply the program director with aggregate data yearly.
- -Aggregate results will be analyzed and compared with trends from previous course offerings. If aggregate results are less than 80% of students achieving the specified grade on the assignment, results and analysis, with recommendations for improvement, will be shared at the dedicated PhD program committee with all of the PhD faculty and a representative student member. Recommended changes will be implemented into the curriculum the following

Indirect:

End-of-program survey: 90% of graduates score agree or strongly agree on items #1 - #4:

Addresses Universitywide graduate-level learning outcomes #3: Apply knowledge from the field(s) of study to address problems in broader contexts. form: the student demonstrates beginning <u>leadership skills in presenting professionally</u> and their <u>future plans</u>.

Indirect

- 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.

maintain or improve outcome.
-Course faculty will supply the program director with aggregate data yearly.
-Aggregate results will be analyzed and compared with trends from previous course offerings. If aggregate results are less than 8

Name:

NURS 6	800: Theory paper rubric	
	Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.	10
	Promising, but may be slightly unclear, or lacking in insight or originality.	7
Thesis	May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.	4
	Difficult to identify at all, may be bland restatement of obvious point.	0
	Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.	10
Structure	Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.	7
Structure	Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.	4
	Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.	0

Use of evidence

Rubric for NURS 6809, Final proposal

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Name:	Date:	Key: FFPNT-for full points next
imo		

Format Instructions

Font (size, color, type density) and Line Spacing

Font size: must be 11 points or larger (smaller text in figures, graphs, diagrams and charts is acceptable as long as it is legible) **Type density**: must be no more than 15 characters per linear inch (including characters and spaces)

Line spacing: must be no more than six lines per vertical inch

Text color: must be black (color text in figures, graphs, diagrams, charts, tables, footnotes and headings is acceptable) We recommend the following fonts, although other fonts (both serif and non-serif) are acceptable if they meet the above requirements: Arial, Garamond, Georgia, Helvetica, Palatino Linotype, Times New Roman, Verdana.

RESEARCH PLAN PART 1: Specific Aims (possible 8 points):

The purpose of the specific aims is to describe concisely and realistically the goals of the proposed research and summarize the expected outcome(s), including the impact the proposed research will exert on the research fields involved.

Recommended Length: No more than 1 page.

Content: The specific aims should cover:

x broad, long-

RESEARCH PLAN PART 3: Approach (possible 24 points):

Approach The purpose of the approach section is to describe how the research will be carried out. This section is crucial to how favorably an application is reviewed. Recommended Length: 5-

RESEARCH PLAN PART 3: Approach continued:	
1)PI and team	
2)Overview of design	
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3)Setting	
4)Participants	
5)Recruitment	
6)Measures	
7)Procedures	
8)Sample Size	
9)Data Analysis	
10)Timetable	
11) Albamata Chrotogia	
11)Alternate Strategies	
12)Limitations	
RESEARCH PLAN PART 1: Specific Aims (possible 8 points):	
RESEARCH PLAN PART 2: Significance and Innovation (possible 8 points):	
RESEARCH PLAN PART 3: Approach (possible 24 points):	
TOTAL (possible 40 points):	

NURS 6810 Family Meal Study rubric:

Research Report: The final paper will present the student's analysis of the complete set of data on family dinner routines. The student must select a specific qualitative approach for analyzing the data and will organize the paper according to the standard approach for reporting a study (with a very brief background section). The student must demonstrate understanding of the selected qualitative method and beginning analytic skills in analyzing all student-generated data. Students will discuss their emerging analysis and the development of a codebook with classmates at the last class. The final paper is due at the last class. The following rubric will be used to evaluate the final paper, which will count for 40% of the course grade.

Evaluation of Research Report: 40% of grade

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Abstract		2 points	
Introduction		2 points	
Study design		10 points	
Findings		10 points	
Discussion		8 points	
Conclusion		2 points	
Mechanics of writing and		3 points	
APA format			
Codebook	Attach as appendix to paper	3 points	

NURS 6813 Final Synthesis Paper and Rubric:

<u>Final paper</u>: Students can select among the following paper topics for the final paper. An alternative paper topic may be suggested by a student but must be approved in advance by the faculty member. The final paper is due on December 7.

Select several studies related to your potential dissertation topic and describe the prevailing view of knowledge that is implicit in this research. Discuss these findings in light of an alternative view (e.g., Heideggerian, critical theory, feminist, Merleau-Pontian, Aristotelian) for developing knowledge for nursing practice.

Nurse scientists have deplored the gap that exists between nursing research, theory, and clinical practice. Nurse researchers who hold this view believe that clinicians, for a variety of reasons, do not apply the results of nursing studies in their practice. After describing the major reasons for this gap, as described in the literature, develop an argument that agrees or disagrees with nurse researchers by drawing on the thought of one of the philosophers we studied in class. Discuss how this philosophical perspective supports or challenges the way that nurse scientists describe the gap between research/theory and practice.

Descartes described the body as a machine while Merleau-Ponty provided the foundations for understanding the lived body. Compare and contrast these two views of the body. What are the implications of each view for nursing science and practice? Provide specific examples from your specialty area of nursing practice.

Select a clinical problem and describe the implications of the lived body versus a mechanical body

for how the clinical problem would be addressed. For example, how would the notion of the lived body and the mechanical body shape the care of patients with asthma, or with heart disease, or with some other illness or condition? Also describe the implications of both understandings of the body for how you would conduct a study on the clinical problem.

Select a nursing textbook from your specialty area and describe its implicit assumptions regarding

relevance of the issue for evidence based practice. You can take a stance on the validity and usefulness of one or both kinds of knowledge for guiding nursing practice. You can draw on research and practice examples to support your argument. Your response needs to demonstrate an understanding of how philosophers have discussed these forms of knowledge.

Evaluation of final paper: 40% of grade: see below

GENERAL EVALUATION RUBRIC FOR PAPERS

Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

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Thesis

NURS 6801

Research Issues in Health Promotion and Protection of Vulnerable Populations - Integrative Review Paper Grading

Section		Points	Score/Comments
Introduction - formulate an appropriate research problem for an integrative review	Identify purpose of review	5	
2. Methods/Search - use a defined and appropriate search method; identify inclusion/exclusion criteria/analysis methods	Appropriate to address purpose with rationale for decisions, description of the analysis method. Flow diagram describes search	10	
3. Findings - present the findings from reviewed studies. Summarize what the researchers have found by key themes.	an organized, well synthesized presentation of findings by themes/topics. Includes table(s) to help reader	25	
4. Discussion - analyze		I	ı

4. Discussion - analyze the studies critiquing the designs, methods, analysis techniques, etc. Make conclusions about the quality of what has been done This section provides your critique and conclusions about the findings. Put the findings in the context of prior reviews/papers. This should flow logically from the findings. Address the limitations of your review.

5. Answers the question: What is the quality of what we know?

	7. Where do we go next?		
6. Writing style and organization	Organization, style and clarity of writing	10	
7. Use of APA, references	Appropriate references and use of APA format	5	
		Total	

NURS 6804: Rubrics for Research issues in the care of the acutely and chronically ill populations.

Grading Rubric for State of Science Paper, NURS 6804			
Component	Possible points		
Clearly stated question or problem	5		
Appropriate selection of key search words	5		
Organization of paper according to author guidelines	4		
Appropriate selection of articles reviewed	5		
Logical synthesis of findings	5		
Logical conclusions	6		
Grammar and clarity of writing	5		
Total	35		

Note: State of Science Paper represents 35% of the final grade (35 of 100 points).

Grading Rubric for Peer Review of State of Science Paper, NURS 6804

Component Possible Points

NURS 6802: Group Instrument development project rubric

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Introduction: Describes the test	2-3 paragraphs/2 points
conceptualization and clearly define	
the construct. Describe the purpose	
of the measure and population of	
interest.	
Literature review: Describe the	2 pages/4 points
relationship of the construct and	
other existing variable and measures.	
Literature provided to support to test	
conceptualization.	
Item Writing and administration:	
Include items to assess all dimensions	

of the construct. Describe the

NURS 6802: Measurement Individual Project Grading Rubric

NURS 6806: Final statistics project

<u>In consultation with your professor</u>, each student will identify an existing dataset to pose research questions to and then answer using methodology discussed in this course. <u>Do not</u> plan on collecting your own data for this project. We only have the length of the semester to complete the entire project and the process of getting IRB approval and collecting enough data for multivariate analysis requires more time than the duration of a regular semester. Rather, students are expected to use a publicly available dataset for secondary analysis. Publicly available datasets for secondary data analyses do not require extensive data collection (if any) and IRB approval is typically achieved in less than a week. See examples of secondary and/or publicly available datasets provided below.

The graded form of your final project will be an oral presentation of your research poster and a poster summary abstract submitable to a professional poster session (See http://guides.nyu.edu/posters for guidance on constructing your poster). Hence, part of developing your poster will involve identifying a

of the variables of interest to the student including their level(s) of measurement and experimental design and (3) two research questions you intend to pose to the data. *Note, do NOT send the professor the dataset but*

- Techniques employed are those covered in this course.
- course.

 Appropriate inferential statistics are provided (e.g., effect size).

 Appropriate descriptive statistics are provided Analyses are complete (e.g., this is not a proposal).

 Displays thoughtful application of course material.

missing

criteria, are such that the validity of the study is unreasonable to assume.

criteria, are such that the validity of the study is seriously in doubt.

meets expectations but 1 or 2 weaknesses are present

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Faculty Review of Dissertation

Student Name:			С	ate:	
Please rate the extent to which the	dissertation m	net the o			
The dissertation work was:					
1) Rigorously conducted	1 1	2	3	4	5
	Not at all				Very
2) Ethically sound	1 1	2	3	4	5
	Not at all				Very
3) Culturally sensitive	1 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 skill	s in:			
5) Knowledge development	1 1	2	3	4	5
	Not at all				Very
6) Research methods	1 1	2	3	4	5
	Not at all				Very
7) Critiquing science	1 1	2	3	4	5
	Not at all				Very
8) Integrating science	1 1	2	3	4	5
	Not at all				Very
9) Presenting professionally	1 1	2	3	4	5
(Leadership)	Not at all				Very
10) Leadership: future plans	1 1	2	3	4	5
	Not at all			·	Very

Comments: