Institutional Effectiveness Report Template

Name of Program:	Doctor of Nursing Practice (BSN to DNP)
Year:	2020-2021
Name of Preparer:	Deborah L. Hopla

Program Mission Statement

The Mission of the Department of Nursing is: "The FMU Nursing Program prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning" (https://www.fmarion.edu/healthsciences/nursing/).

PROGRAM LEARNING OUTCOMES

- 1. BSN to DNP students will demonstrate leadership and integrity in an advanced practice role utilizing scientific and theoretical knowledge to identify a Project Improvement to be carried out over the course of the educational endeavor.
- 2. BSN to DNP students will appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research question based on the tenets of evidence-based practice and utilize this information in a Project Improvement.
- 3. BSN to DNP students will apply advanced concepts in science, health policy, finance, and nursing knowledge to implement health promotion and disease prevention in the Improvement Project.
- 4. BSN to DNP students will provide holistic patient-centered care in an advanced practice role thereby utilizing theoretical knowledge and provide process improvement in Improvement Projects and successfully complete 1000 clinical hours.

Student Learning Outcomes (SLOs):

(Derived from the AACN's The Essentials of Doctoral Education for Advanced Nursing Practice)

The BSN to DNP Advanced practice program in nursing prepares the graduate to:

- 1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 2. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 3. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 4. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 5. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 6. Employs effective interprofessional communication and collaboration to improve healthcare service to patients, families, and populations with an emphasis on rural populations.

- 7. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 8. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN Essentials of Doctoral Education for Advanced Nursing *Practice*, 2006).

The DNP program is, by definition, a specialized program, as DNP graduates assume specific roles in the nursing workforce. While all DNP programs incorporate the **DNP Essentials**, further preparation falls into one of two categories:

- An advanced practice nursing direct care focus
 - Nurse practitioner (NP)
 - Certified nurse midwife (CNM)
 - o Certified registered nurse anesthetist (CRNA)
 - Clinical nurse specialist (CNS)
- An aggregate/systems/organizational focus
 - Organizational and professional leadership
 - Management
 - Health policy
 - Nursing/health informatics

Assessment Methods with links to the DNP Essentials

AACN DNP Essential	FMU End-of-	Type of	DNP Assessment	Baseline
	Program	Assessment	Method	Benchmark
	Student			Target
	Learning			-
	Outcome (SLO)			
Essential I: Scientific	Applies nursing	Direct	The DNP project will	Baseline:
Underpinnings for practice	and		identify a specific	100% of
prepares the DNP graduate to:	interprofessional		process improvement	students
1. Integrate nursing	scientific and		needed for a population	demonstrated
science with knowledge	theoretical		of patients or healthcare	a grade of 77
from ethics, the	knowledge to		system and includes a	or above on
biophysical,	improve		graded section related	the DNP
psychosocial, analytical,	healthcare		to an interprofessional	Theory
and organizational	services to		literature review and an	Scholarly
sciences as the basis for	patients,		applied theoretical	paper utilizing
the highest level of	families, and		background.	underpinnings
nursing practice	populations with			for practice
2. Use science-based	an emphasis on		DNP Project outline	and all areas
theories and concepts	rural		section(s) that apply:	identified with
to:	populations.			the listed
3. Determine the nature			Clinical Issue and	components
and significance of			Significance to	for the project
health and health care			Healthcare	improvement
delivery phenomena.			The problem or issue to	process in
4. Describe the actions and			be addressed should be	each course
advanced strategies to			introduced with the	and area
enhance, alleviate, and			significance	identified.
ameliorate health and			summarized in	

healthcare delivery phenomena as appropriate; and	theoretical scholarly paper in DNP 800 & DNP 801).	Benchmark: 90% of students will
 Evaluate outcomes. Evaluate outcomes. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines. 	 Describe the role of culture in the project (DNP 802). Theoretical Framework Describe the theoretical framework for the DNP project (ie PDSA cycles, theory being utilized) (DNP 800 & DNP 800 & DNP 801). 	achieve a minimum grade of 77% on the Theory Paper in each course identified. Rationale: The majority of the students in the BSN to DNP program option will graduate within three years and the
		expectation is that the majority will complete the program successfully.
		Target: 90% of the students will achieve a minimum grade of 77 on the Scholarly Paper.
		Target partially met with 100% of the two students enrolled in the BSN to DNP program option and completing DNP 800.
		*Note one student is withdrew from DNP 801 and is expected to complete this in 2021.

Essential II: Organizational	Uses leadership	Direct	The DNP students'	Baseline:
Essential II: Organizational	-	Direct		100% of
and Systems Leadership for	skills and		projects will	
Quality Improvement and	competencies in		demonstrate process	students
Systems Thinking prepares the	healthcare		improvement for a	demonstrated
DNP graduate to:	systems to		population or	a grade of 77
1. Develop and evaluate	improve		healthcare system to	or above on
care delivery	healthcare		improve services by	the DNP
approaches that meet	services to		demonstrating	Scholarly
current and future needs	patients,		leadership skills and	Project
of patient populations	families, and		competencies in the	Improvement
based on scientific	populations with		healthcare systems with	Paper utilizing
findings in nursing and	an emphasis on		the process	underpinnings
other clinical sciences	rural		improvement project.	for practice
as well as	populations.			and all areas
organizational, political,			Demonstrates in DNP	identified with
and economic sciences			802:	the listed
2. Ensure accountability			• How does the	components
for quality health care			project effect	for the project
and patient safety for			healthcare	improvement
populations with whom			policy locally,	process in
they work			nationally, or	each course
a. Use advanced			globally?	and area
communication			 How does a 	identified.
skills/processes				lucilitieu.
to lead quality			Doctoral	Benchmark:
improvement			prepared nurse	90% of
-			lead change?	students will
and patient			(Completed in DNP	
safety			801).	achieve a
initiatives in				minimum
health care				grade of 77%
systems				on the DNP
b. Employ				Scholarly
principles of				Project
business,				Improvement
finance,				Paper in each
economics, and				course
health policy to				identified.
develop and				
implement				Rationale:
effective plans				The majority
for practice-				of the students
level and/or				in the BSN to
system-wide				DNP will
practice				graduate
initiatives that				within the
will improve				three year-
the quality of				long program
care delivery.				and the
c. Develop and/or				expectation is
monitor				that the
budgets for				majority will
practice				complete the
initiatives				program
d. Analyze the				successfully.
cost-				- accession of the second s
effectiveness				
Circuiveness	l		l	1

of practice initiatives accounting for risk and improvement in healthcare outcomes e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. 3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research	Sumthanizzana	Direct		Target: 90% of the students will achieve a minimum grade of 77 on the Scholarly Project Improvement Scholarly Paper. Target was met with 100% of the two students in the program option.
 Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to: Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 	Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	The DNP project will be evidence-based. The project will include a list and appraisal of current best evidence and a synthetization of findings and the appropriate application to the population or system being affected. DNP Project outline section(s) that apply: Evidence Review & Synthesis • Evaluate relevant research and current scientific work that relates to the purpose of the project. Use only state of the science data from literature to highlight the scope and magnitude of the problem/issue.	Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified. Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project

4.	Apply relevant findings	Critical	Improvement
	to develop practice	appraisal of	Paper in each
	guidelines and improve	relevant	course
	practice and the practice	research	identified.
	environment.	means	1001111001
5.	Use information	addressing	Rationale:
5.	technology and research	consistencies	The majority
	methods appropriately	and	of the students
	to:	inconsistencies	in the BSN to
	a. collect	in findings,	DNP will
	appropriate	analyzing	graduate
	and accurate	opposing and	within the
	data to	supporting	year-long
	generate	viewpoints,	program and
	evidence for	evaluating	the
	nursing	quality of	expectation is
	practice	literature cited,	that the
	b. inform and	identifying	majority will
	guide the	gaps, study	complete the
	design of data	limitations,	program
	bases that	and how the	successfully.
	generate	project will	successiung.
	meaningful	address this	
	evidence for	area.	
	nursing	Synthesize the	Target: 90%
	practice	findings from	of the students
	c. analyze data	research	will achieve a
	from practice	related to the	minimum
	design	practice	grade of 77 on
	evidence-based	problem as	the DNP
	interventions	identified in	Scholarly
	d. predict and	the review of	Project
	analyze	the literature.	Improvement
	outcomes	This is a	Paper.
	e. examine	focused brief	
	patterns of	evidence	Pending
	behavior and	appraisal	outcome.
	outcomes	(including	Students in
	f. identify gaps in	evidence table	process.
	evidence for	if appropriate).	
	practice	This section	
6.	Function as a practice	includes key	
	specialist/consultant in	evidence that	
	collaborative	requires	
	knowledge-generating	review of the	
_	research.	most current	
7.	Disseminate findings	literature	
	from evidence-based	found in	
	practice and research to	primary	
	improve healthcare	sources.	
	outcomes	• Summarize the	
		link between	
		the relevant	
		literature and	
		the project	
		idea.	

• Current
evidence-
based
literature must
be evaluated
with a focus
on each
individual
process
improvement
project.
Clinical Question
• The clinical
question
should be in
Population
Intervention
Comparison
Outcome Time
(PICOT)
format.
(Completed in DNP
801).
Protection of Human
Participants
• Discuss how
human
subjects will
be protected
during the
DNP project.
Identify how
information
will be
collected,
stored and
secured.
• The DNP
Project Chair
will assist in
the IRB
document
needed in the
submission to
the Francis
Marion
University
(FMU)
Institutional
Review Board
(IRB) and
what type of
application is
being

			submitted (i.e.	[]
			expedited).	
			• The DNP	
			Project Chair	
			must submit	
			the application	
			to the Francis	
			Marion	
			University	
			IRB.	
			• The student	
			will then be	
			required to	
			submit an IRB	
			application to	
			the IRB at the	
			site where the	
			project will	
			take place (if	
			applicable).	
			(Completed in 804)	
Essential IV: Information	Utilizes	Direct	The DNP student will	Baseline:
Systems/Technology and	information		be evaluated on the	100% of
Patient Care Technology for	systems and		utilization of	students
the Improvement and	technology to		information systems by	demonstrated
Transformation of Health	improve		the following methods:	a grade of 77
Care, the DNP program	healthcare		1) demonstrates	or above on
prepares the graduate to:	services to		adeptness in library	the DNP
1. Design, select, use, and	patients,		searches for the DNP	Scholarly
evaluate programs that	families, and		project,	Project
evaluate and monitor	populations with		2) accesses electronic	Improvement
outcomes of care, care	an emphasis on rural		data needed to	Paper utilizing
systems, and quality improvement including	populations.		complete the DNP project, and	underpinnings for practice
consumer use of health	populations.		3) practitioner students	and all areas
care information			will record appropriate	identified with
systems.			and complete patient	the listed
2. Analyze and			data in the electronic	components
communicate critical			patient data base	for the project
elements necessary to			electronically.	improvement
the selection, use and				process in
evaluation of health			Setting/Sample	each course
care information			Setting where the	and area
systems and patient care			project takes place.	identified.
technology.			• What is the	DI.
3. Demonstrate the			target	Benchmark:
conceptual ability and technical skills to			population?	90% of students will
develop and execute an			What healthcore	Students will
evaluation plan			healthcare	achieve a
involving data			providers are involved?	minimum
extraction from practice			What	grade of 77%
information systems			• what technology is	on the DNP
and databases.			needed to	Scholarly
4. Provide leadership in			needed to	Project
the evaluation and				Improvement
		i		.

resolution of ethical and			enhance the	Paper in each
legal issues within			project?	course
healthcare systems			ted in DNP	identified.
relating to the use of			, and DNP	
information,		803)		Rationale:
information technology,				The majority
communication				of the students
networks, and patient				in the BSN to
care technology.				DNP will
5. Evaluate consumer				graduate
health information				within the
sources for accuracy,				three year-
timeliness, and				long program
appropriateness				and the
				expectation is
				that the
				majority will
				complete the
				program
				successfully.
				Target: 90%
				of the students
				will achieve a
				minimum
				grade of 77 on
				the DNP
				Scholarly
				Project
				Improvement
				Paper.
				Pending
				outcome.
				Students in
				progress.
Essential V: Health Care	Demonstrates		P project goal	Baseline:
Policy for Advocacy in Health	leadership and		blish a positive	100% of
Care, the DNP program	advocacy in		e change for a	students
prepares the graduate to:	facilitating	populatio	on or system.	demonstrated
1. Critically analyze health	positive		• , ,	a grade of 77
policy proposals, health	healthcare		oject outline	or above on
policies, and related	change to	section(s) that apply:	the DNP
issues from the	improve			Scholarly
perspective of	healthcare	Purpose This is the		Project
consumers, nursing,	services to	This is th		Improvement
other health professions, and other stakeholders	patients,		f the project.	Paper utilizing
	families, and		How does the	underpinnings
in policy and public	populations with		project effect	for practice
forums.	an emphasis on		healthcare	and all areas identified with
2. Demonstrate leadership	rural		policy locally,	
in the development and	populations.		nationally, or	the listed
implementation of			globally?	components
institutional, local, state,			How does a	for the project
federal, and/or			doctoral-	improvement
			prepared nurse	process in

			1		1
	international health			lead change as	each course
	policy.			a leader and	and area
3.	Influence policy makers			advocate?	identified.
	through active			(Completed in DNP	
	participation on			802)	Benchmark:
	committees, boards, or				90% of
	task forces at the				students will
	institutional, local, state,				Students will
	regional, national,				achieve a
	and/or international				minimum
	levels to improve health				grade of 77%
					on the in each
	care delivery and				
4	outcomes.				course DNP
4.	,				Scholarly
	including policy makers				Project
	at all levels, regarding				Improvement
	nursing, health policy,				Paper
	and patient care				identified.
_	outcomes.				
5.	Advocate for the				Rationale:
	nursing profession				The majority
	within the policy and				of the students
	healthcare communities.				in the BSN to
6.	Develop, evaluate, and				DNP will
	provide leadership for				graduate
	health care policy that				within the
	shapes health care				three year-
	financing, regulation,				long program
	and delivery.				and the
7.	Advocate for social				expectation is
	justice, equity, and				that the
	ethical policies within				majority will
	all healthcare arenas.				complete the
					program
					successfully.
					Target: 90%
					of the students
					will achieve a
					minimum
					grade of 77 on
					the Scholarly
					DNP
					Scholarly
					Project
					Improvement
					Paper.
					Target met
					with 100% of
					the two
					students
					meeting the
					target.
Ecconti	al VI: Interprofessional	Employs	Direct	The DNP student will	Baseline:
	oration for Improving	effective	Ditte	demonstrate	100% of
Conado	n actori for improving	CHECHVE		uemonstrate	10070 01

Patient and Population Health Outcomes, the DNP program prepares the graduate to:

- 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
- 2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
- 3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

interprofessional communication and collaboration in skills during their practicum hours by making the appropriate referrals for patients and securing services that meet patient needs. Secondly, the DNP project will demonstrate interprofessional communication and collaboration during the development stages as the student demonstrates leadership in process improvement.

DNP Project outline section(s) that apply:

Study Design/Methods The Steps of the project with a scholarly paper consisting of items a-c). (Completed in 805). or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified. **Benchmark:** 90% of students will Students will achieve a minimum grade of 77% on the DNP Scholarly

students

demonstrated

a grade of 77

minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.

Rationale:

The majority of the students in the BSN to DNP will graduate within three year program and the expectation is that the majority will complete the program successfully.

Target: 90% of the students will achieve a

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to: 1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. 2. Synthesize concepts, including psychosocial	Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	The DNP project will have a healthcare prevention component integrated into the project to address the chronic healthcare needs of the population being affected. DNP Project outline section(s) that apply: Data collection and project implementation (Completed in 807).	minimum grade of 77 on the DNP Scholarly Project Improvement Paper. Pending outcome. Students in progress. Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed
 including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/ disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health. 			(Completed in 807). Evaluation/Data Analysis Describe the analytical approach to evaluate the outcomes of the project. If statistics are being used, explain the procedures including what was done and why the specific analysis was selected. (Completed in 807/808).	the listed components for the project improvement process in each course and area identified. Benchmark: 90% of students will Students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified. Rationale: The majority of the students in the BSN to

		[
				graduate
				within the
				year-long program and
				the
				expectation is
				that the
				majority will
				complete the
				program
				successfully.
				-
				Target: 90%
				of the students
				will achieve a
				minimum
				grade of 77 on
				the DNP
				Scholarly Draigat
				Project
				Improvement
				Paper.
				Pending outcome.
				Students in
				progress.
Essential VIII: Advanced	Deliver	Direct	The DNP project	Baseline:
Nursing Practice, the DNP	advanced		completion will	100% of
program prepares the	practice care in		demonstrate the	students
graduate to:	complex		students' ability to	demonstrated
1. Conduct a	situations and		understand a	a grade of 77
comprehensive and	systems to		comprehensive system	or above on
systematic assessment	improve		assessment, complete a	the DNP
of health and illness	healthcare		planning process, and	Scholarly
parameters in complex	services to		implement and evaluate	Project
situations, incorporating	patients,		the data for program	Improvement
diverse and culturally sensitive approaches.	families, and		improvements.	Paper utilizing
2. Design, implement, and	populations with an emphasis on		DNP Project outline	underpinnings for practice
evaluate therapeutic	rural populations		section(s) that apply:	and all areas
interventions based on	(Adapted from		section(s) mar apply.	identified with
nursing science and	the AACN		Results/Outcomes	the listed
other sciences.	Essentials of		What are the results	components
3. Develop and sustain	Doctoral		/Evaluation/Data	for the project
therapeutic relationships	Education for		Analysis	improvement
and partnerships with	Advanced			process in
patients (individual,	Nursing		Describe the analytical	each course
families or groups) and	<i>Practice</i> , 2006).		approach to evaluate	and area
other professionals to			the outcome.	identified.
facilitate optimal care			If statistics are being	
and patient outcomes.			used, explain the	Benchmark:
4. Demonstrate advanced			procedures including	90% of
levels of clinical			what was done and why	students will

accountability in	(Completed in	minimum
designing, delivering,	807/808).	grade of 77%
and evaluating	0011000).	on the DNP
evidence-based care to	Results/Outcomes	Scholarly
improve patient	(Completed in 808).	Project
outcomes.	What are the results /	Improvement
5. Guide, mentor, and	outcomes of your	Paper in each
support other nurses to	project?	course
achieve excellence in	Strengths and	identified.
nursing practice.	Limitations of the	lucintificu.
6. Educate and guide	project?	Rationale:
individuals and groups	Implications for	The majority
through complex health	Practice?	of the students
and situational	Suggestions for future	in the BSN to
transitions.	projects/research?	DNP will
7. Use conceptual and	projects/research?	graduate
analytical skills in	Develop skills in	within three
evaluating the links	manuscript	years of the
among practice,	development, grant	program and
organizational,	writing, presentations,	the
population, fiscal, and	and public speaking	expectation is
policy issues (AACN,	(DNP 806)	that the
The Essentials of	(DNF 800)	majority will
Doctoral Education for		complete the
Advanced Nursing		program
Practice, October 2006).		successfully.
Flactice, October 2000).		successfully.
		Target: 90%
		of the students
		will achieve a
		1 upo1.
		Pending
		outcome.
		Students in
		progress.
		minimum grade of 77 on the DNP Scholarly Project Improvement Paper. Pending outcome.

Assessment Results linking the DNP Essentials with the SLOs

AACN DNP Essential	Benchmark	Assessment Results
Essential I: Scientific	90% of students will	Essential 1 which
Underpinnings for practice	demonstrate at a grade of	corresponds to the end-of-
prepares the DNP graduate	77% or above.	program SLOs #1-3 was
to:		completed by two students in
1. Integrate nursing		MSN/DNP for DNP 800 at a
science with		grade of 77% or above. The
knowledge from		benchmark was not met at
ethics, the biophysical,		100%.

1 1 1		
psychosocial,		
analytical, and		Note: One of the two students
organizational		in progress withdrew from
sciences as the basis		DNP 801 and will be taking
for the highest level of		this class in the Fall of 2021.
nursing practice		
2. Use science-based		
theories and concepts		
-		
to:		
a. Determine the		
nature and		
significance of		
health and		
health care		
delivery		
phenomena		
b. Describe the		
actions and		
advanced		
strategies to		
enhance,		
alleviate, and		
ameliorate		
health and		
healthcare		
delivery		
phenomena as		
appropriate;		
and		
c. Evaluate		
outcomes		
3. Develop and evaluates		
new practice		
approaches based on		
nursing theories and		
theories from other		
disciplines.		
Essential II: Organizational	90% of students will	Essential 2 which
and Systems Leadership for	demonstrate at a grade of 77% or above	corresponds to the end-of-
Quality Improvement and	77% or above.	program SLOs #1-3 was
Systems Thinking prepares		completed by one student in
the DNP graduate to:		MSN/DNP for DNP 801 at a
1. Develop and evaluate		grade of 77% or above. The
care delivery		benchmark was met by one
approaches that meet		student but the other
current and future		withdrew from this class.

1 0 1	F
needs of patient	
populations based on	Note: one student is off track
scientific findings in	and slated to met this
nursing and other	essential in the Fall of 2021.
clinical sciences as	
well as organizational,	
political, and	
economic sciences	
2. Ensure accountability	
for quality health care	
and patient safety for	
populations with	
whom they work	
a. Use advanced	
communication	
skills/processes	
1 1	
-	
-	
safety	
initiatives in	
health care	
systems	
b. Employ	
principles of	
business,	
finance,	
-	
_	
-	
monitor	
budgets for	
practice	
initiatives	
to lead quality improvement and patient safety initiatives in health care systems b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice- level and/or system-wide practice initiatives that will improve the quality of care delivery. c. Develop and/or budgets for practice	

d. Analyze the		
cost-		
effectiveness		
of practice		
initiatives		
accounting for		
risk and		
improvement		
in health care		
outcomes		
e. Demonstrate		
sensitivity to		
diverse		
organizational		
cultures and		
populations,		
including		
patients and		
providers		
3. Develop and/or		
evaluate effective		
strategies for		
managing the ethical		
dilemmas inherent in		
patient care, the health		
care organization, and		
research		
Essential III: Clinical	90% of students will	Essential 3 which
Scholarship and Analytical	demonstrate at a grade of	corresponds to the end-of-
Methods for Evidence-based	77% or above.	program SLO #1-3 were
	77% OF above.	1 8
Practice, the DNP graduate		completed by one student in
will be prepared to:		MSN/DNP, DNP 801 at a
1. Use analytic methods		grade of 77% or above. The
to critically appraise		benchmark was met by the
existing literature and		one student in process.
other evidence to		
determine and		Note: one student is off track
implement the best		and will complete this in the
evidence for practice.		Fall of 2021.
2. Design and implement		
processes to evaluate		
outcomes of practice,		
practice patterns, and		
systems of care within		
a practice setting,		
health care		

	organization, or	
	community against	
	national benchmarks	
	to determine variances	
	in practice outcomes	
	and population trends.	
3.	Design, direct, and	
	evaluate quality	
	improvement	
	methodologies to	
	promote safe, timely,	
	effective, efficient,	
	equitable, and patient-	
	centered care.	
1		
4.	Apply relevant	
	findings to develop	
	practice guidelines and	
	improve practice and	
	the practice environment.	
5		
5.	Use information	
	technology and	
	research methods	
	appropriately to:	
	a. collect	
	appropriate	
	and accurate	
	data to	
	generate	
	evidence for	
	nursing	
	practice	
	b. inform and	
	guide the	
	design of data	
	bases that	
	generate	
	meaningful	
	evidence for	
	nursing	
	practice	
	c. analyze data	
	from practice	
	design	
	evidence-based	
	interventions	

d. predict and		
analyze		
outcomes		
e. examine		
patterns of		
behavior and		
outcomes		
f. identify gaps in		
evidence for		
practice		
6. Function as a practice		
specialist/consultant in		
collaborative		
knowledge-generating		
research.		
7. Disseminate findings		
from evidence-based		
practice and research		
to improve healthcare		
outcomes		
Essential IV: Information	90% of students will	Essential 4 which
Systems/Technology and	demonstrate at a grade of	corresponds to the end-of-
Patient Care Technology for	77% or above.	program SLO #1-3 were
the Improvement and		completed by one BSN to
Transformation of Health		DNP student in DNP 801 at a grade of 77% or above. The
Care, the DNP program		grade of 77% or above. The benchmark was not met as
prepares the graduate to:		one student withdrew.
1. Design, select, use,		one student withdrew.
and evaluate programs that evaluate and		Note: One student is off track
monitor outcomes of		and will complete in Fall
care, care systems, and		2021.
quality improvement		2021.
including consumer		
use of health care		
information systems.		
2. Analyze and		
communicate critical		
elements necessary to		
the selection, use and		
evaluation of health		
care information		
systems and patient		
care technology.		
3. Demonstrate the		
conceptual ability and	1	

	1	
technical skills to		
develop and execute		
an evaluation plan		
involving data		
extraction from		
practice information		
systems and databases.		
4. Provide leadership in		
the evaluation and		
resolution of ethical		
and legal issues within		
healthcare systems		
relating to the use of		
information,		
information		
technology,		
communication		
networks, and patient		
care technology.		
5. Evaluate consumer		
health information		
sources for accuracy,		
timeliness, and		
appropriateness		
Essential V: Health Care	90% of students will	Essential 5 which
Policy for Advocacy in	demonstrate at a grade of	corresponds to the end-of-
Health Care, the DNP	77% or above.	program SLO #1-3 were
program prepares the		completed by two students in
graduate to:		MSN/DNP for DNP 802 at a
1. Critically analyze		grade of 77% or above. The
health policy		benchmark was met at 100%.
proposals, health		benefiniark was niet at 100%.
policies, and related		
issues from the		
perspective of		
consumers, nursing, other health		
professions, and other		
stakeholders in policy		
and public forums.		
2. Demonstrate		
leadership in the		
development and		
implementation of		
implementation of institutional, local, state, federal, and/or		

	international health		
	policy.		
3.	Influence policy		
	makers through active		
4	participation on		
	committees, boards, or		
	task forces at the		
	institutional, local,		
	state, regional,		
	national, and/or		
	international levels to		
	improve health care		
	delivery and		
	outcomes.		
5.	Educate others,		
	including policy		
	makers at all levels,		
	regarding nursing,		
	health policy, and		
	patient care outcomes.		
6.	Advocate for the		
	nursing profession		
	within the policy and		
	healthcare		
	communities.		
7.	Develop, evaluate, and		
	provide leadership for		
	health care policy that		
	shapes health care		
	financing, regulation,		
	and delivery.		
8.	Advocate for social		
0.	justice, equity, and		
	ethical policies within		
	all healthcare arenas.		
Fecon	tial VI:	90% of students will	Essential 6 which
	orofessional		corresponds to the end-of-
-	oration for	demonstrate at a grade of 77% or above	program SLO #1-3 and
			Essential 6 which
-	ving Patient and		
-	ation Health		corresponds to DNP 807 and DNP 808 at a grade of 770/
	mes, the DNP		DNP 808 at a grade of 77%
	am prepares the		or above. The benchmark is
gradu			pending. Students are in
1.	Employ effective		progress.
	communication and		
	collaborative skills in		

	1	l
the development and		
implementation of		
practice models, peer		
review, practice		
guidelines, health		
policy, standards of		
care, and/or other		
scholarly products.		
2. Lead interprofessional		
teams in the analysis		
of complex practice		
and organizational		
issues.		
3. Employ consultative		
and leadership skills		
with interprofessional		
and interprofessional		
teams to create change		
in health care and		
complex healthcare		
delivery systems.		
Essential VII: Clinical	90% of students will	Essential 7 which
Prevention and Population	demonstrate at a grade of	corresponds to the end-of-
Health for Improving the	77% or above	program SLO #7 was
Nation's Health, the DNP		Essential 4 which
program prepares the		corresponds to the end-of-
graduate to:		program SLO #1-3 and
1. Analyze		corresponds to DNP 807 and
epidemiological,		DNP 808 at a grade of 77%
biostatistical,		or above. The benchmark is
environmental, and		pending. Students are in
other appropriate		process.
scientific data related		
to individual,		
aggregate, and		
population health.		
2. Synthesize concepts,		
including psychosocial dimensions and		
cultural diversity,		
related to clinical		
prevention and		
population health in		
aeveloping		
developing,		
implementing, and evaluating		

 interventions to address health promotion/ disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. Evaluate care delivery models and/or strategies using concepts related to community, 		
environmental and occupational health,		
and cultural and		
socioeconomic dimensions of health.		
Essential VIII: Advanced	Monitor for results.	Essential 8 which
Nursing Practice, the DNP		corresponds to the end-of-
program prepares the		program SLO #7 was
graduate to:		Essential 4 which
1. Conduct a		corresponds to the end-of-
comprehensive and systematic assessment		program SLO #2 was DNP 806, DNP at a grade of 77%
of health and illness		or above. The benchmark is
parameters in complex		pending. Students in process.
situations,		
incorporating diverse		
and culturally		
sensitive approaches.2. Design, implement,		
and evaluate		
therapeutic		
interventions based on		
nursing science and		
other sciences.		
3. Develop and sustain		
therapeutic relationships and		
partnerships with		
patients (individual,		
family or group) and		
other professionals to		

	facilitate optimal care	
	and patient outcomes.	
4.	Demonstrate advanced	
	levels of clinical	
	judgment, systems	
	thinking, and	
	accountability in	
	designing, delivering,	
	and evaluating	
	evidence-based care to	
	improve patient	
	outcomes.	
5.	Guide, mentor, and	
	support other nurses to	
	achieve excellence in	
	nursing practice.	
6.	Educate and guide	
	individuals and groups	
	through complex	
	health and situational	
_	transitions.	
7.	Use conceptual and	
	analytical skills in	
	evaluating the links	
	among practice,	
	organizational,	
	population, fiscal, and	
	policy issues (AACN,	
	The Essentials of	
	Doctoral Education for	
	Advanced Nursing	
	Practice, October	
	2006).	

End-Of-Program Student Learning Outcomes						
PLAN				IMPLEMENTATION		
Component	Assessment Method	Expected Level of Achievement	Frequency of Assessment	Results of Data Collection, including Actual LOAs	Analysis & Actions for Program Development, Maintenance, or Revision	
DNP						
EOPSLO #1 Applies nursing and interprofessional	Direct Assessment: a) DNP 808	100% of students		2020 a) Project Paper:	2020 Continued implementation	
scientific and	Project Paper	must achieve		Pending	of QI modules	

theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey	 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 	With each graduating class With each graduating class	b) Poster Presentation: Pending c) Results pending	in DNP 800 and DNP 801.
EOPSLO #2	Direct	80% of graduates agree or strongly agree with achievement of the EOPSLO from the previous inquiry. 100% of students	Annually With each	2020	2020
Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation	must achieve 77% or higher or the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation.	graduating class With each graduating class Annually	a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	BSN – DNP site approval letter required in DNP 803 (semester 3) Revision: Frequent meetings to assess and revise problems as needed to streamline assignments and address redundancy. DNP project guidelines and accompanying forms under tab on the Graduate Nursing Site for completion.
EOPSLO #3 Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment:	 100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 	With each graduating class With each graduating class	2020 a) Project Paper: pending b) Poster Presentation: pending c) Results pending	2020 DNP ad hoc committee to meet each semester to review student progress, student project/site issues, and

	c) Alumni Evaluation of		Annually		PICOT questions.
	EOPSLOs Survey	80% of graduates agree or strongly agree with achievement of the EOPSLO			Revisions: Frequent meetings with course coordinators and the student chairs to assess and revise problems as needed to streamline assignments and address redundancy.
					Increased Rigor of scientific writing and expectations for APA 7 th edition formatting.
					Course instructor and DNP project chair to coordinate to review evidence-based synthesis and PICOT question.
					Faculty chairs will be assigned with the incoming classes by the Director.
EOPSLO #4 Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment:	 100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 	With each graduating class With each graduating class	2020 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	2020 DNP breakout sessions held during orientation. Blackboard student graduate site merged BSN to DNP program tabs allow students easier access to forms

	c) Alumni Evaluation of EOPSLOs Survey	80% of graduates agree or strongly agree with achievement of the EOPSLO	Annually		and information.
EOPSLO #5 Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey	 100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 80% of graduates agree or strongly agree with achievement of the EOPSLO 	With each graduating class With each graduating class Annually	2020 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	2020 Pending
EOPSLO #6 Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey	 100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 80% of graduates agree or strongly agree with achievement of the EOPSLO 	With each graduating class With each graduating class Annually	2020 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	2020 IRB process is working well with the streamlined form to the IRB Committee. The Chair of the IRB Committee has informed us that a faculty member can submit all expedited IRBs to her committee with the titles and having been cleared by the nursing faculty in the future.
EOPSLO #7 Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation	 100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 	With each graduating class With each graduating class	2020 a) Project Paper: Pending b) Poster Presentation: Pending	2020 Students are encouraged to implement changes that advocate for and improve healthcare

populations with an		77% or higher on		c) Results	services to
emphasis on rural	Indirect	the Poster		pending	patients,
populations.	Assessment:	Presentation.			families, and
	c) Alumni		Annually		populations.
	Evaluation of		_		Rural health
	EOPSLOs Survey				focus is
		80% of graduates			important as
		agree or strongly			46/46 counties
		agree with			in South
		achievement of			Carolina are
		the EOPSLO			currently
					underserved.

*Note only two students are currently in the BSN to DNP program option. One student withdrew from DNP 801 and is expected to take this class in Fall of 2021. A new class is being admitted in Fall of 2021.

Action Items:

- Will continue to have a breakout session for BSN to DNP students to orient students to the specific demands of a fast-paced doctoral program.
- Encourage Part-time attendance if needed.
- Advisors will be assigned by the Director of the MSN & DNP program options as advisor chairs during the admission process. Every attempt will be made to link students to advisors with expertise in the project area of interest.
- With the new AACN Essentials changing to Domains there will be curriculum changes coming after the NTF information is published.

Executive Summary of Report (one-page maximum)

The mission statement for the Department of Nursing is consistent and pertains to all levels of nursing students (BSN, MSN, and DNP). The themes of the program learning outcomes are consistent with doctoral nursing competencies and skills and are congruent with the end-of-program student learning outcomes being formulated form the Essential of Doctoral Education published by the American Academy of Colleges of Nursing (AACN, 2006). The program assessment methods are directly related to the program learning outcomes and the end-of-program SLOs. The end-of-program SLOs assessment is an evidence-based practice project that is completed for a clinical nursing quality improvement project.

Each course in the BSN to DNP program concentrates on a specific part of the project. The benchmark was set through analysis of the other graduate programs at FMU School of Health Sciences and attainment is based on the first BSN to DNP cohort. The BSN to DNP program began in Fall of 2020 and currently there are two BSN to DNP students in process. One BSN to DNP is off track. A new class is anticipated in Fall of 2021.

Appendix

- American Academy of Colleges of Nursing (2006).
- Francis Marion Graduate Student Handbook (current edition available online).