<u>Institutional Effectiveness Report Template</u>

Name of Program:	Doctor of Nursing Practice (MSN/DNP)
Year:	2019-2020
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Program Mission Statement

Francis Marion University's (FMUs) purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina (SC). FMU aims to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts disciplines, as well as health sciences, business, and education; and seeks to be responsive to the changing needs of the region through academic programs, cultural and athletic events, and health initiatives. The university offers professional degrees at the baccalaureate, master's, and specialist levels, and a professional doctorate. The University recognizes the importance of the out of –the- classroom experience…. (FMU Mission Statement). The mission statement for nursing is compatible with that of FMU and The School of Health Sciences. The Department of Nursing (DON) mission statement is as follows: "prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning" (*Nursing Graduate Student Handbook* under "Handbook" tab on Blackboard Learn site). Both mission statements emphasize the preparation of professionals with a broad knowledge base, and value learning that can lead to further study.

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: 4 Goals related to student learning:
1. 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. 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. 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. Students will provide holistic patient-centered care in an advanced practice role thereby utilizing theoretical knowledge and provide process improvement in Improvement Projects.

Student Learning Outcomes (SLOs):
1. The Advanced Practice Registered Nurse (APRN) is recognized as a Doctor of Nursing Practice
 when:
 A. Has met all qualifications for licensure as an APRN;
 B. Holds current specialty certification by a national certification board as an APRN;
 C. Has completed the required 1000 hours of practice/project hours;

D. Has earned a Doctor of Nursing (DNP) degree from an accredited university.

2. Students in the MSN/DNP track will successfully implement a project improvement thereby meeting the mission of FMU to impact the health care needs of families, populations, and individuals.

3. Students will successfully complete a project improvement cumulating with a poster presentation of the project.

4. Students will reflect participation 80% of the time in governance on the Nursing Graduate Committee demonstrating integrity and leadership as DNP change agents.

Assessment Methods:

AACN DNP Essential	FMU End-of-Program Student Learning Outcome (SLO)	DNP Project Demonstrated End-of-Program SLO	Baseline Benchmark Target
1. **Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:** 　a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice 　b. Use science-based theories and concepts to: 　　i. Determine the nature and significance of health and health care delivery phenomena 　　ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and 　　iii. Evaluate outcomes	Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	The DNP project will identify a specific process improvement needed for a population of patients or healthcare system and includes a graded section related to an interprofessional literature review and an applied theoretical background. **DNP Project outline section(s) that apply:** **Clinical Issue and Significance to Healthcare** - The problem or issue to be addressed should be introduced and its significance summarized. - Describe the role of culture in the project. **Theoretical Framework** - Describe the theoretical	**Baseline:** Students will demonstrate at a grade of 77% or above 80% of the time. **Benchmark:** 80% **Target:** 90% of the students will demonstrate a grade of 77% or above.

c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.		framework for the DNP project (ie PDSA).	

2. Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:
a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences
b. Ensure accountability for quality health care and patient safety for populations with whom they work
   i. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems
   ii. 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.
   iii. Develop and/or monitor budgets for practice initiatives
	Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	The DNP students' projects will demonstrate process improvement for a population or healthcare system to improve services.
		
		• **Purpose** (Completed in 802)
		• This is the overall goal(s) of the project.
		• How does the project effect healthcare policy locally, nationally, or globally?
		• How does a Doctoral prepared nurse lead change?
			Baseline: Students will demonstrate at a grade of 77% or above 80% of the time.
			
			Benchmark: 80%
			
			Target: 90% of the students will demonstrate a grade of 77% or above.

	iv. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes v. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research			
3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to: a. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. b. 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. c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. d. Apply relevant findings to develop practice guidelines and	Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	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** (Completed in 801) - 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. Critical appraisal of relevant research means addressing consistencies and inconsistencies in findings, analyzing opposing and supporting viewpoints, evaluating	**Baseline:** Students will demonstrate at a grade of 77% or above 80% of the time. **Benchmark:** 80% **Target:** 90% of the students will demonstrate a grade of 77% or above.

improve practice and the practice environment.
 	
e. Use information technology and research methods appropriately to:
  i. collect appropriate and accurate data to generate evidence for nursing practice
  ii. inform and guide the design of data bases that generate meaningful evidence for nursing practice
  iii. analyze data from practice design evidence-based interventions
  iv. predict and analyze outcomes
  v. examine patterns of behavior and outcomes
  vi. identify gaps in evidence for practice
 	
f. Function as a practice specialist/consultant in collaborative knowledge-generating research.
 	
g. Disseminate findings from evidence-based practice and research to improve healthcare outcomes
		quality of literature cited, identifying gaps, study limitations, and how the project will address this area. Synthesize the findings from research related to the practice problem as identified in the review of the literature. This is a focused brief evidence appraisal (including evidence table if appropriate). This section includes key evidence that requires review of the most current literature found in primary sources.
		Summarize the link between the relevant literature and the project idea
		All current literature must be examined – not only the articles that are available via full text
		- **Clinical Question**
		The clinical question should be in PICOT format.
		
		• **Protection of Human Participants**
		  (Completed in 804)
		-Discuss how human subjects will be protected during the DNP project. How will information be collected, stored and secured.
		- The DNP Project Chair will let the student know what paperwork is needed to submit the application to the Francis Marion University IRB and what type of application will be submitted.
		- The DNP Project Chair must submit the application to the Francis Marion University IRB.
		- The student will then submit an IRB application to the IRB at the site where the project will take place (if applicable).	

4. **Essential IV: Information Systems/Technology and Patient**	Utilizes information	The DNP student will be evaluated on the utilization of	**Baseline:** Students will

Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to: a. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. b. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. d. 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. e. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness	systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	information systems by the following methods; 1) demonstrates adeptness in library searches for the DNP project, 2) accesses electronic data needed to complete the DNP project, and 3) practitioner students will record appropriate and complete patient data in the electronic patient data base electronically. **Setting/Sample** (Completed in 803) 1. Setting where the project takes place. 2. What is the target population? 3. What healthcare providers are involved? 4. What technology is needed to enhance the project?	demonstrate at a grade of 77% or above 80% of the time. **Benchmark:** 80% **Target:** 90% of the students will demonstrate a grade of 77% or above.
5. **Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:** a. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other	Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients,	The DNP project goal is to establish a positive healthcare change for a population or system. **DNP Project outline section(s) that apply: (Completed in 802)** **Purpose** -This is the overall goal(s) of	**Baseline:** Students will demonstrate at a grade of 77% or above 80% of the time. **Benchmark:** 80%

stakeholders in policy and public forums. b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. c. Influence policy makers through active 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. d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. e. Advocate for the nursing profession within the policy and healthcare communities. f. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery. g. Advocate for social justice, equity, and ethical policies within all healthcare arenas.	families, and populations with an emphasis on rural populations.	the project. -How does the project effect healthcare policy locally, nationally, or globally? -How does a doctoral-prepared nurse lead change?	**Target:** 90% of the students will demonstrate a grade of 77% or above.
6. Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to: a. 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. b. Lead interprofessional teams in the analysis of complex	Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	The DNP student will demonstrate 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	**Baseline:** Students will demonstrate at a grade of 77% or above 80% of the time. **Benchmark:** 80% **Target:** 90% of the students will demonstrate a

practice and organizational issues. c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.		leadership in process improvement. **DNP Project outline section(s) that apply:** • **Study Design/Methods** (Completed in 805) - Steps of the project	grade of 77% or above.

7. Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:
a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
b. Synthesize concepts, 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.
c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.
	Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	The DNP project will have a healthcare prevention component integrated into the project to address the chronic healthcare needs of the population being effected.
		
		DNP Project outline section(s) that apply:
		
		• **Data collection and project implementation** (Completed in 807)
		
		• **Evaluation/Data Analysis** (Completed in 807/808)
		  - Describe the analytical approach to evaluate the outcomes of the project
		  - If statistics are being used, explain the procedures including what will be done and why the specific analysis was selected.
			Baseline: Students will demonstrate at a grade of 77% or above 80% of the time.
			
			Benchmark: 80%
			
			Target: 90% of the students will demonstrate a grade of 77% or above.

8. Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to: a. Conduct a comprehensive and systematic assessment of health	Deliver advanced practice care in complex situations and systems to	The DNP project completion will demonstrate the students' ability to understand a comprehensive system assessment, complete a planning process, and	**Baseline:** Students will demonstrate at a grade of 77% or above

and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. b. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes. d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. e. Guide, mentor, and support other nurses to achieve excellence in nursing practice. f. Educate and guide individuals and groups through complex health and situational transitions. g. 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).	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).	implement and evaluate the data for program improvements. **DNP Project outline section(s) that apply: Results/Outcomes** • **What are the results / Evaluation/Data Analysis** (Completed in 807/808) - Describe the analytical approach to evaluate the outcomes of the project - If statistics are being used, explain the procedures including what will be done and why the specific analysis was selected. • **Results/Outcomes** (Completed in 808) **What are the results / outcomes of your project? Strengths and Limitations of the project?** **Implications for Practice?** **Suggestions for future projects/research** Develop skills in manuscript development, grant writing, presentations, and public speaking (DNP 806)	80% of the time. **Benchmark:** 80% **Target:** 90% of the students will demonstrate a grade of 77% or above.

Assessment Results

AACN DNP Essential	Benchmark	Assessment Results
1. **Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:** a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the	90% of students will demonstrate at a grade of 77% or above.	Essential 1 which corresponds to the end-of-program SLOs #1-3 was completed by three students in MSN/DNP for DNP 800 and DNP 801 at a grade of 77% or above. The benchmark was met at 100%.

	basis for the highest level of nursing practice
	b. Use science-based theories and concepts to:
	   i. Determine the nature and significance of health and health care delivery phenomena
	   ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and
	   iii. Evaluate outcomes
	c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.		

2.	**Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:**
	a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences
	b. Ensure accountability for quality health care and patient safety for populations with whom they work
	   i. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems
	   ii. 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.
	   iii. Develop and/or monitor budgets for practice initiatives
		90% of students will demonstrate at a grade of 77% or above.	Essential 2 which corresponds to the end-of-program SLOs #1-3 was completed by three students in MSN/DNP for DNP 801 at a grade of 77% or above. The benchmark was met at 100%.

iv. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes
    v. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers
  c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research		

3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:
  h. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
  i. 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.
  j. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
  k. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
  l. Use information technology and research methods appropriately to:
    vii. collect appropriate and accurate data to generate evidence for nursing practice
    viii. inform and guide the design of data bases that generate meaningful evidence for nursing practice
    ix. analyze data from practice design evidence-based interventions
    x. predict and analyze outcomes
    xi. examine patterns of behavior and outcomes
	90% of students will demonstrate at a grade of 77% or above.	Essential 3 which corresponds to the end-of-program SLO #1-3 were completed by all three students in MSN/DNP, DNP 801 at a grade of 77% or above. The benchmark was met at 100%.

xii. identify gaps in evidence for practice m. Function as a practice specialist/consultant in collaborative knowledge-generating research. n. Disseminate findings from evidence-based practice and research to improve healthcare outcomes		
4. Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to: f. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems. g. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. h. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. i. 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. j. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness	90% of students will demonstrate at a grade of 77% or above.	Essential 4 which corresponds to the end-of-program SLO #1-3 were completed by three MSN/DNP students in DNP 801 at a grade of 77% or above. The benchmark was met at 100%.
5. Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to: h. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. i. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. j. Influence policy makers through active	90% of students will demonstrate at a grade of 77% or above.	Essential 5 which corresponds to the end-of-program SLO #1-3 were completed by three students in MSN/DNP for DNP 802 at a grade of 77% or above. The benchmark was met at 100%.

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. k. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. l. Advocate for the nursing profession within the policy and healthcare communities. m. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery. n. Advocate for social justice, equity, and ethical policies within all healthcare arenas.		
6. **Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:** d. 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. e. Lead interprofessional teams in the analysis of complex practice and organizational issues. f. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.	90% of students will demonstrate at a grade of 77% or above	Essential 6 which corresponds to the end-of-program SLO #1-3 and Essential 6 which corresponds to DNP 807 and DNP 808 at a grade of 77% or above. The benchmark was met by three students at 100%.
7. **Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:** d. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. e. Synthesize concepts, 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.	90% of students will demonstrate at a grade of 77% or above	Essential 7 which corresponds to the end-of-program SLO #7 was Essential 4 which corresponds to the end-of-program SLO #1-3 and corresponds to DNP 807 and DNP 808 at a grade of 77% or above. The benchmark was met by three students at 100%.

f. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.		
8. **Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:** h. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. i. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. j. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes. k. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. l. Guide, mentor, and support other nurses to achieve excellence in nursing practice. m. Educate and guide individuals and groups through complex health and situational transitions. n. 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).	Monitor for results.	Essential 8 which corresponds to the end-of-program SLO #7 was Essential 4 which corresponds to the end-of-program SLO #2 was DNP 806, DNP at a grade of 77% or above. The benchmark was met by three students at 100%.

Action Items
- o Will create a breakout session for MSN/DNP students to orient students to the specific demands of a fast-paced doctoral program.
- o Encourage PT attendance if needed.
- o Advisors will volunteer 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.

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 that are 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 clinical nursing quality improvement. Each course in the MSN/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 MSN/DNP cohort. The MSN/DNP program began in December of 2018 with seven graduates. The second cohort graduated three students in December 2019. The third cohort currently has two students in process scheduled to graduate in December 2020.

Currently there are two (2) active students in the MSN/DNP program. The academic year started with three (3) students. One (1) student withdrew for personal reasons. Both of the MSN/DNP students are full-time.

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