

# **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	<b>Doctor of Nursing Practice</b>
<b>Year:</b>	<b>2017-2018</b>
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## **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 (PLOs):**

1. Scientific and theoretical knowledge L
2. Leadership skills
3. Evidence-based practices
4. Information systems and technology
5. Advocacy
6. Interprofessional collaboration
7. Systems changes
8. Advanced practice care

## **Executive Summary of Report (one-page maximum)**

The mission statement for the Department of Nursing is consistent and pertains to all levels of 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 from the Essential of Doctoral Education published by the American Academy of Colleges of Nursing (AACN). The program assessment methods are directly related to the program learning outcomes and the end-of-program SLOs. The assessments are actually parts of an evidence-based practice project that is completed for quality improvement in patient care. Each course in the 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 only based on one semester. The DNP program began in January of 2018. Initially seventeen (17) students were accepted and shortly after the program began three (3) withdrew without penalty and therefore were not counted in the final numbers. Of the fourteen students who remained enroll, one (1) did not complete any assignments and received a failing grade. The action plan is based on the statistical analysis of data from the first semester and faculty feel that the program warrants a more intensive orientation to decrease early withdrawals and non-participation.

## **Student Learning Outcomes (SLOs)**

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 services 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).

**Assessment Methods**

AACN DNP Essential	FMU End-of-Program Student Learning Outcome (SLO)	DNP Project Demonstrated End-of-Program SLO	Benchmark
<p><b>1. Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>b. Use science-based theories and concepts to:               <ul style="list-style-type: none"> <li>i. Determine the nature and significance of health and health care delivery phenomena</li> <li>ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and</li> </ul> </li> </ul>	<p>Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>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.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Clinical Issue and Significance to Healthcare</b></p> <ul style="list-style-type: none"> <li>- The problem or issue to be addressed should be introduced and its significance summarized.</li> <li>- Describe the role of culture in the project.</li> </ul> <p><b>Theoretical Framework</b></p> <ul style="list-style-type: none"> <li>- Describe the theoretical framework for the DNP project (ie PDSA).</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>iii. Evaluate outcomes</p> <p>c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p>			
<p><b>2. Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</b></p> <p>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</p> <p>b. Ensure accountability for quality health care and patient safety for populations with whom they work</p> <p>i. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems</p>	<p>Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP students' projects will demonstrate process improvement for a population or healthcare system to improve services.</p> <ul style="list-style-type: none"> <li>• <b>Purpose</b> (Completed in 802)</li> <li>• This is the overall goal(s) of the project.</li> <li>• How does the project effect healthcare policy locally, nationally, or globally?</li> <li>• How does a Doctorally-prepared nurse lead change?</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<ul style="list-style-type: none"> <li>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.</li> <li>iii. Develop and/or monitor budgets for practice initiatives</li> <li>iv. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes</li> <li>v. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers</li> </ul> <p>c. Develop and/or evaluate effective strategies for managing the ethical</p>			
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<p>dilemmas inherent in patient care, the health care organization, and research</p>			
<p><b>3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <ul style="list-style-type: none"> <li>a. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</li> <li>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.</li> <li>c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</li> <li>d. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li> <li>e. Use information technology and research methods appropriately to:</li> </ul>	<p>Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP project will be evidence-based. The project will include a list and appraisal of current best evidence and a synthesis of findings and the appropriate application to the population or system being affected.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Evidence Review &amp; Synthesis</b> (Completed in 801)</li> <li>- 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 quality of literature cited, identifying gaps, study limitations, and how the project will address this area.</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<ul style="list-style-type: none"> <li>i. collect appropriate and accurate data to generate evidence for nursing practice</li> <li>ii. inform and guide the design of data bases that generate meaningful evidence for nursing practice</li> <li>iii. analyze data from practice design evidence-based interventions</li> <li>iv. predict and analyze outcomes</li> <li>v. examine patterns of behavior and outcomes</li> <li>vi. identify gaps in evidence for practice</li> <li>f. Function as a practice specialist/consultant in collaborative knowledge-generating research.</li> <li>g. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</li> </ul>		<p>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.</p> <p>Summarize the link between the relevant literature and the project idea</p> <p>All current literature must be examined – not only the articles that are available via full text</p> <ul style="list-style-type: none"> <li>- <b>Clinical Question</b> The clinical question should be in PICOT format.</li> <li>• <b>Protection of Human Participants</b> (Completed in 804) -Discuss how human subjects will be protected during the DNP project. How will information be collected, stored and secured.</li> <li>- 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.</li> <li>- The DNP Project Chair must submit the application to the Francis Marion University IRB.</li> </ul>	
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		- The student will then submit an IRB application to the IRB at the site where the project will take place (if applicable).	
<p><b>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:</b></p> <p>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.</p> <p>b. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</p> <p>c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p> <p>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.</p> <p>e. Evaluate consumer health information sources for</p>	Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<p>The DNP student will be evaluated on the utilization of 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.</p> <p><b>Setting/Sample</b> (Completed in 803)</p> <ol style="list-style-type: none"> <li>1. Setting where the project takes place.</li> <li>2. What is the target population?</li> <li>3. What healthcare providers are involved?</li> <li>4. What technology is needed to enhance the project?</li> </ol>	90% of students will demonstrate a grade of 77% or above.

accuracy, timeliness, and appropriateness			
<p><b>5. Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>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.</li> <li>d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>e. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>f. Develop, evaluate, and provide leadership for health care policy that shapes health care</li> </ul>	<p>Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>The DNP project goal is to establish a positive healthcare change for a population or system.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Purpose</b>          -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?</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>financing, regulation, and delivery.</p> <p>g. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</p>			
<p><b>6. Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p> <p>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.</p> <p>b. Lead interprofessional teams in the analysis of complex practice and organizational issues.</p> <p>c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</p>	<p>Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>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 leadership in process improvement.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <ul style="list-style-type: none"> <li>• <b>Study Design/Methods</b> (Completed in 805)</li> <li>- Steps of the project</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>
<p><b>7. Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:</b></p> <p>a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data</p>	<p>Implement systems changes that advocate healthcare prevention to improve healthcare services to patients,</p>	<p>The DNP project will have a healthcare prevention component integrated into the project to address the chronic healthcare needs of the population being effected.</p> <p><b>DNP Project outline section(s) that apply:</b></p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>related to individual, aggregate, and population health.</p> <p>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.</p> <p>c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</p>	<p>families, and populations with an emphasis on rural populations.</p>	<ul style="list-style-type: none"> <li>• <b>Data collection and project implementation</b> (Completed in 807)</li> <li>• <b>Evaluation/Data Analysis</b> (Completed in 807/808) <ul style="list-style-type: none"> <li>- Describe the analytical approach to evaluate the outcomes of the project</li> <li>- If statistics are being used, explain the procedures including what will be done and why the specific analysis was selected.</li> </ul> </li> </ul>	
<p><b>8. Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <p>a. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p> <p>b. Design, implement, and evaluate therapeutic interventions based on</p>	<p>Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations</p>	<p>The DNP project completion will demonstrate the students' ability to understand a comprehensive system assessment, complete a planning process, and implement and evaluate the data for program improvements.</p> <p><b>DNP Project outline section(s) that apply: Results/Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>What are the results / Evaluation/Data Analysis</b></li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>

<p>nursing science and other sciences.</p> <p>c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</p> <p>d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <p>e. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</p> <p>f. Educate and guide individuals and groups through complex health and situational transitions.</p> <p>g. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i>, October 2006).</p>	<p>(Adapted from the AACN <i>Essentials of Doctoral Education for Advanced Nursing Practice</i>, 2006).</p>	<p>(Completed in 807/808)</p> <ul style="list-style-type: none"> <li>- Describe the analytical approach to evaluate the outcomes of the project</li> <li>- If statistics are being used, explain the procedures including what will be done and why the specific analysis was selected.</li> </ul> <p>• <b>Results/Outcomes</b> (Completed in 808)</p> <p><b>What are the results / outcomes of your project</b></p> <p><b>Strengths and Limitations</b></p> <p>What are the strengths of the project? What are the limitations?</p> <p><b>Implications</b></p> <p>What are the implications of the results?</p> <p><b>Suggestions for future projects/research</b></p> <p>Develop skills in manuscript development, grant writing, presentations, and public speaking. (APRN 806)</p>	
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## Assessment Results

AACN DNP Essential	Bench-mark	Assessment Results
<p><b>1. Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>b. Use science-based theories and concepts to:               <ul style="list-style-type: none"> <li>i. Determine the nature and significance of health and health care delivery phenomena</li> <li>ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and</li> <li>iii. Evaluate outcomes</li> </ul> </li> <li>c. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 1 which corresponds to the end-of-program SLO #1 was completed by 13/14 (92%) students in DNP 800 and DNP 801 at a grade of 77% or above. The benchmark was met.</p>
<p><b>2. Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>b. Ensure accountability for quality health care and patient safety for populations with whom they work               <ul style="list-style-type: none"> <li>i. Use advanced communication skills/processes to lead</li> </ul> </li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 2 which corresponds to the end-of-program SLO #2 was partially completed by 13/14 (92%) students in DNP 801 and DNP 802 at a grade of 77% or above. The benchmark was met.</p>

<p>quality improvement and patient safety initiatives in health care systems</p> <ul style="list-style-type: none"> <li>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.</li> <li>iii. Develop and/or monitor budgets for practice initiatives</li> <li>iv. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomes</li> <li>v. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers</li> </ul> <p>c. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research</p>		
<p><b>3. Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <ul style="list-style-type: none"> <li>h. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</li> <li>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.</li> <li>j. Design, direct, and evaluate quality improvement methodologies to promote</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 3 which corresponds to the end-of-program SLO #2 was partially completed by 13/14 (92%) students in DNP 801 at a grade of 77% or above. The benchmark was met.</p>

<p>safe, timely, effective, efficient, equitable, and patient-centered care.</p> <ul style="list-style-type: none"> <li>k. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li> <li>l. Use information technology and research methods appropriately to: <ul style="list-style-type: none"> <li>vii. collect appropriate and accurate data to generate evidence for nursing practice</li> <li>viii. inform and guide the design of data bases that generate meaningful evidence for nursing practice</li> <li>ix. analyze data from practice design evidence-based interventions</li> <li>x. predict and analyze outcomes</li> <li>xi. examine patterns of behavior and outcomes</li> <li>xii. identify gaps in evidence for practice</li> </ul> </li> <li>m. Function as a practice specialist/consultant in collaborative knowledge-generating research.</li> <li>n. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</li> </ul>		
<p><b>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:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>g. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</li> <li>h. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</li> <li>i. Provide leadership in the evaluation and resolution of ethical and legal issues</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>This SLO will be addressed in a subsequent semester.</p>

<p>within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</p> <p>j. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</p>		
<p><b>5. Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <p>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.</p> <p>i. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</p> <p>j. 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.</p> <p>k. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</p> <p>l. Advocate for the nursing profession within the policy and healthcare communities.</p> <p>m. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</p> <p>n. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>This SLO will be addressed in a subsequent semester.</p>
<p><b>6. Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p> <p>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.</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 6 which corresponds to the end-of-program SLO #6 was partially completed by 13/14 (92%) students in DNP 802 at a grade of 77% or above. The</p>

<ul style="list-style-type: none"> <li>e. Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>f. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ul>		benchmark was met.
<p><b>7. Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>d. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</li> <li>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.</li> <li>f. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</li> </ul>	90% of students will demonstrate at a grade of 77% or above.	Essential 7 which corresponds to the end-of-program SLO #7 was partially completed by 13/14 (92%) students in DNP 802 at a grade of 77% or above. The benchmark was met.
<p><b>8. Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <ul style="list-style-type: none"> <li>h. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>i. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>j. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</li> </ul>	90% of students will demonstrate at a grade of 77% or above.	This SLO will be addressed in a subsequent semester.

<ul style="list-style-type: none"> <li>k. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</li> <li>l. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</li> <li>m. Educate and guide individuals and groups through complex health and situational transitions.</li> <li>n. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i>, October 2006).</li> </ul>		
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**Action Items**

- Two students withdrew early and one student failed. Provide students with a more in-depth orientation about the rigor of full-time doctoral students so they can make an informed decision prior to admission.

**Appendix**

- N/A

**Sources cited and other resources for assessment terminology and assistance:**

[https://www.westmont.edu/\\_offices/institutional\\_portfolio/program\\_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes\\_000.pdf](https://www.westmont.edu/_offices/institutional_portfolio/program_review/documents/WhatistheDifferencebetweenProgramGoalsandStudentLearningOutcomes_000.pdf)

<http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/>

<http://assessment.ucdavis.edu/how/glossary.html>

Contact cmcmanus@fmarion.edu or call 661-1559