# **Institutional Effectiveness Report Template**

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

	1	T	1
iii. Evaluate			
outcomes			
c. Develop and			
evaluates new			
practice approaches			
based on nursing			
theories and theories			
from other			
disciplines.			
2. Essential II:	Uses leadership	The DNP students'	90% of
Organizational and	skills and	projects will demonstrate	students
Systems Leadership for	competencies in	process improvement for	will
Quality Improvement and	healthcare	a population or healthcare	demonstrat
Systems Thinking prepares	systems to	system to improve	e at a grade
the DNP graduate to:	improve	services.	of 77% or
a. Develop and evaluate	healthcare		above.
care delivery	services to	• Purpose	
approaches that meet	patients,	(Completed in 802)	
current and future	families, and	• This is the overall	
needs of patient	populations	goal(s) of the project.	
populations based on	with an	How does the project	
scientific findings in	emphasis on	effect healthcare policy	
nursing and other	rural	locally, nationally, or	
clinical sciences as	populations.	globally?	
well as	populations.	How does a Doctorally-	
organizational,		prepared nurse lead	
political, and		change?	
economic sciences			
b. Ensure accountability			
for quality health care			
± •			
and patient safety for			
populations with			
whom they work			
i. Use advanced			
communicatio			
n			
skills/processe			
s to lead			
quality			
improvement			
and patient			
safety			
initiatives in			
health care			
systems			

ii. Em	ploy	
	nciples of	
	siness,	
	ance,	
	onomics,	
	l health	
	icy to	
	velop and	
	plement	
	ective plans	
	practice-	
	el and/or	
	tem-wide	
	ctice	
	iatives that	
	l improve	
	quality of	
	e delivery.	
iii. Dev	- I	
	l/or monitor	
bud	lgets for	
	ctice	
init	iatives	
iv. Ana	alyze the	
cos		
	ectiveness	
	practice	
	iatives	
	ounting for	
	c and	
	provement	
	nealth care	
	comes	
	monstrate	
	sitivity to	
	erse	
	anizational	
	tures and	
	oulations,	
	luding	
	ients and	
	viders	
c. Develop ar evaluate ef		
strategies f		
managing t		
munuging (		

	dilemmas inherent in			
	patient care, the			
	health care			
	organization, and			
	research			
3	Essential III: Clinical	Synthesizes and	The DNP project will be	90% of
3.		disseminates	evidence-based. The	students
	Scholarship and Analytical Methods for Evidence-	evidence-based		will
			project will include a list	
	based Practice, the DNP	practices to	and appraisal of current	demonstrat
	graduate will be prepared	improve	best evidence and a	e at a grade
	to:	healthcare	synthetization of findings	of 77% or
	a. Use analytic methods to	services to	and the appropriate	above.
	critically appraise	patients,	application to the	
	existing literature and	families, and	population or system	
	other evidence to	populations	being affected.	
	determine and implement	with an		
	the best evidence for	emphasis on	DNP Project outline	
	practice.	rural	section(s) that apply:	
	b. Design and implement	populations.	• Evidence	
	processes to evaluate		Review &	
	outcomes of practice,		Synthesis	
	practice patterns, and		(Completed in	
	systems of care within a		801)	
	practice setting, health		- Evaluate relevant research and current	
	care organization, or		scientific work that	
	community against		relates to the purpose	
	national benchmarks to		of the project. Use	
	determine variances in		only state of the	
	practice outcomes and		science data from	
	population trends.		literature to highlight	
	c. Design, direct, and		the scope and	
	evaluate quality		magnitude of the	
	improvement		problem/issue.	
	methodologies to		Critical appraisal of	
	promote safe, timely,		relevant research	
	effective, efficient,		means addressing	
	equitable, and patient-		consistencies and	
	centered care.		inconsistencies in	
	d. Apply relevant findings		findings, analyzing	
	to develop practice		opposing and supporting	
	guidelines and improve		viewpoints,	
	practice and the practice		evaluating quality of	
	environment.		literature cited,	
	e. Use information		identifying gaps,	
	technology and research		study limitations, and	
	methods appropriately to:		how the project will	
	memous appropriately to.		address this area.	

- 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

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 All current literature must be examined – not only the articles that are

- Clinical Question
The clinical question
should be in PICOT
format.

available via full text

# • 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.

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: 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,	Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	The student will then submit an IRB application to the IRB at the site where the project will take place (if applicable).  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.  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?	90% of students will demonstrat e at a grade of 77% or above.
technology, communication networks, and patient care technology. e. Evaluate consumer health information sources for			

		accuracy, timeliness, and			
		appropriateness			
5.	5. Essential V: Health Care		Demonstrates	The DNP project goal is	90% of
	Po	licy for Advocacy in	leadership and	to establish a positive	students
	He	ealth Care, the DNP	advocacy in	healthcare change for a	will
	pr	ogram prepares the	facilitating	population or system.	demonstrat
	gra	aduate to:	positive		e at a grade
	a.	Critically analyze health	healthcare	DNP Project outline	of 77% or
		policy proposals, health	change to	section(s) that apply:	above.
		policies, and related	improve		
		issues from the	healthcare	Purpose	
		perspective of consumers,	services to	-This is the overall	
		nursing, other health	patients,	goal(s) of the project.	
		professions, and other	families, and	-How does the project	
		stakeholders in policy and	populations	effect healthcare policy	
		public forums.	with an	locally, nationally, or	
	b.	Demonstrate leadership	emphasis on	globally?	
		in the development and	rural	-How does a doctoral-	
		implementation of	populations.	prepared nurse lead	
		institutional, local, state,		change?	
		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			
	ч.	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.			
6.	Essential VI:	Employs	The DNP student will	90% of
	Interprofessional	effective	demonstrate	students
	Collaboration for	interprofessiona	interprofessional	will
	Improving Patient and	1	communication and	demonstrat
	Population Health	communication	collaboration in skills	e at a grade
	Outcomes, the DNP	and	during their practicum	of 77% or
	program prepares the	collaboration to	hours by making the	above.
	graduate to:	improve	appropriate referrals for	
	a. Employ effective	healthcare	patients and securing	
	communication and	services to	services that meet patient	
	collaborative skills in the	patients,	needs. Secondly, the DNP	
	development and	families, and	project will demonstrate	
	implementation of	populations	interprofessional	
	practice models, peer	with an	communication and	
	review, practice	emphasis on	collaboration during the	
	guidelines, health policy,	rural	development stages as the student demonstrates	
	standards of care, and/or	populations.		
	<ul><li>other scholarly products.</li><li>b. Lead interprofessional</li></ul>		leadership in process improvement.	
	teams in the analysis of		improvement.	
	complex practice and		DNP Project outline	
	organizational issues.		section(s) that apply:	
	c. Employ consultative and		• Study	
	leadership skills with		Design/Methods	
	intraprofessional and		(Completed in 805)	
	interprofessional teams to		- Steps of the project	
	create change in health			
	care and complex			
	healthcare delivery			
	systems.			
7.	Essential VII: Clinical	Implement	The DNP project will	90% of
	Prevention and Population	systems	have a healthcare	students
	Health for Improving the	changes that	prevention component	will
	Nation's Health, the DNP	advocate healthcare	integrated into the project to address the chronic	demonstrat
	program prepares the		healthcare needs of the	e at a grade of 77% or
	<ul><li>graduate to:</li><li>a. Analyze epidemiological,</li></ul>	prevention to improve	population being effected.	above.
	biostatistical,	healthcare	population being effected.	above.
	environmental, and other	services to	DNP Project outline	
	appropriate scientific data	patients,	section(s) that apply:	
L	appropriate scientific data	puncino,	section(s) that apply.	

		related to individual,	families, and		
		aggregate, and population	populations	Data collection	
		health.	with an	and project	
	h	Synthesize concepts,	emphasis on	implementatio	
	υ.	•	rural	n	
		including psychosocial		(Completed in	
		dimensions and cultural	populations.	807)	
		diversity, related to		337)	
		clinical prevention and		Evaluation/Data	
		population health in		Analysis	
		developing,		(Completed in	
		implementing, and		807/808)	
		evaluating interventions		- Describe the	
		to address health		analytical	
		promotion/ disease		approach to	
		prevention efforts,		evaluate the	
		improve health		outcomes of	
		status/access patterns,		the project	
		and/or address gaps in		<ul> <li>If statistics are</li> </ul>	
		care of individuals,		being used,	
		aggregates, or		explain the	
		populations.		procedures	
	C	Evaluate care delivery		including what	
	С.	models and/or strategies		will be done	
		using concepts related to		and why the	
		community,		specific	
		environmental and		analysis was selected.	
		occupational health, and		selected.	
		cultural and			
		socioeconomic			
	т.	dimensions of health.	D 1'	TII DAD	0004 C
8.		sential VIII: Advanced	Deliver	The DNP project	90% of
		irsing Practice, the DNP	advanced	completion will	students
	_	ogram prepares the	practice care in	demonstrate the students'	will
	_	aduate to:	complex	ability to understand a	demonstrat
	a.	Conduct a comprehensive	situations and	comprehensive system	e at a grade
		and systematic	systems to	assessment, complete a	of 77% or
		assessment of health and	improve	planning process, and	above.
		illness parameters in	healthcare	implement and evaluate	
		complex situations,	services to	the data for program	
		incorporating diverse and	patients,	improvements.	
		culturally sensitive	families, and		
		approaches.	populations	DNP Project outline	
	b.	<i>C</i> , 1	with an	section(s) that apply:	
		evaluate therapeutic	emphasis on	Results/Outcomes	
		interventions based on	rural	• What are the	
			populations	results / Evaluation/Data	
				Analysis	

- 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).

(Adapted from the AACN Essentials of Doctoral Education for Advanced Nursing Practice, 2006). (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

ne strengths of the project? ne limitations?

Implications

ne implications of the results?

**Suggestions for future projects/research** 

Develop skills in manuscript development, grant writing, presentations, and public speaking. (APRN 806)

## **Assessment Results**

	ACN DNP	Essential	Bench-mark	Assessment
				Results
1.	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		90% of students will demonstrate at a grade of 77% or above.	Essential 1 which corresponds to the end-of-program SLO #1 was completed by 13/14 (92%) students in DNP 800 and DNP 801
		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  Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.		at a grade of 77% or above. The benchmark was met.
2.	Essential	II: Organizational and Systems	90% of	Essential 2 which
		ip for Quality Improvement and	students will	corresponds to the
		Thinking prepares the DNP	demonstrate	end-of-program
		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 Ensure accountability for quality health care and patient safety for populations with whom they work  i. Use advanced communication skills/processes to lead	at a grade of 77% or above.	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.

	T	T
quality improvement an		
patient safety initiatives	in	
health care systems		
<b>ii.</b> Employ principles of		
business, finance,		
economics, and health		
policy to develop and		
implement effective pla	ns	
for practice-level and/or		
system-wide practice		
initiatives that will		
improve the quality of c	care	
delivery.		
iii. Develop and/or monitor		
budgets for practice		
initiatives		
iv. Analyze the cost-		
effectiveness of practice	e	
initiatives accounting for	or	
risk and improvement in	n	
health care outcomes		
v. Demonstrate sensitivity	to	
diverse organizational		
cultures and population	s.	
including patients and	,	
providers		
<b>c.</b> Develop and/or evaluate effects	WA	
strategies for managing the ethi		
dilemmas inherent in patient ca		
the health care organization, an	lu	
research	0000	T
3. Essential III: Clinical Scholarship and	90% of	Essential 3 which
Analytical Methods for Evidence-based	students will	corresponds to the
Practice, the DNP graduate will be	demonstrate	end-of-program
prepared to:	at a grade of	SLO #2 was
h. Use analytic methods to critically	77% or	partially completed
appraise existing literature and other	above.	by 13/14 (92%)
evidence to determine and implement	the	students in DNP
best evidence for practice.		801 at a grade of
i. Design and implement processes to		77% or above. The
evaluate outcomes of practice, practice	;	benchmark was
patterns, and systems of care within a		met.
practice setting, health care organization	on,	
or community against national		
benchmarks to determine variances in		
practice outcomes and population trend	ds.	
j. Design, direct, and evaluate quality		
improvement methodologies to promo	te	
improvement incurcaciogics to promo		l .

		safe, timely, effective, efficient,		
		equitable, and patient-centered care.		
	k.	Apply relevant findings to develop		
		practice guidelines and improve practice		
		and the practice environment.		
	1.	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		
		<ul><li>x. predict and analyze outcomes</li><li>xi. examine patterns of behavior and</li></ul>		
		1		
		outcomes		
		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.		sential IV: Information	90% of	This SLO will be
	-	stems/Technology and Patient Care	students will	addressed in a
		chnology for the Improvement and	demonstrate	subsequent
		ansformation of Health Care, the DNP	at a grade of	semester.
	_	ogram prepares the graduate to:	77% or	
	f.	Design, select, use, and evaluate	above.	
		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		
		resolution of cultear 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		
	J.	sources for accuracy, timeliness, and		
		•		
_		appropriateness	00%	mi : ar o :::::
5.		sential V: Health Care Policy for	90% of	This SLO will be
		lvocacy in Health Care, the DNP	students will	addressed in a
	pro	ogram prepares the graduate to:	demonstrate	subsequent
	h.	Critically analyze health policy	at a grade of	semester.
		proposals, health policies, and related	77% or	
		issues from the perspective of consumers,	above.	
		nursing, other health professions, and		
		other stakeholders in policy and public		
		forums.		
	i.			
	1.	Demonstrate leadership in the		
		development and implementation of		
		institutional, local, state, federal, and/or		
		international health policy.		
	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.		
	k.	Educate others, including policy makers		
		at all levels, regarding nursing, health		
		policy, and patient care outcomes.		
	1.	Advocate for the nursing profession		
	1.	within the policy and healthcare		
		communities.		
	111.	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.		sential VI: Interprofessional	90% of	Essential 6 which
		llaboration for Improving Patient and	students will	corresponds to the
	Po	pulation Health Outcomes, the DNP	demonstrate	end-of-program
	pre	ogram prepares the graduate to:	at a grade of	SLO #6 was
	d.	Employ effective communication and	77% or	partially completed
		collaborative skills in the development	above.	by 13/14 (92%)
		and implementation of practice models,		students in DNP
		peer review, practice guidelines, health		802 at a grade of
		policy, standards of care, and/or other		77% or above. The
		scholarly products.		
		benoming products.		l

	e.	Lead interprofessional teams in the		benchmark was
		analysis of complex practice and		met.
	c	organizational issues.		
	f.	Employ consultative and leadership skills		
		with intraprofessional and		
		interprofessional teams to create change		
		in health care and complex healthcare		
7	IZ-	delivery systems.	90% of	Essential 7 which
/•		sential VII: Clinical Prevention and	students will	corresponds to the
		pulation Health for Improving the ation's Health, the DNP program	demonstrate	end-of-program
		epares the graduate to:	at a grade of	SLO #7 was
	_	Analyze epidemiological, biostatistical,	77% or	partially completed
	u.	environmental, and other appropriate	above.	by 13/14 (92%)
		scientific data related to individual,	above.	students in DNP
		aggregate, and population health.		802 at a grade of
	e.			77% or above. The
	C.	psychosocial dimensions and cultural		benchmark was
		diversity, related to clinical prevention		met.
		and population health in developing,		met.
		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.		
	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.	Es	sential VIII: Advanced Nursing	90% of	This SLO will be
	Pr	actice, the DNP program prepares the	students will	addressed in a
	gra	aduate to:	demonstrate	subsequent
	h.	Conduct a comprehensive and systematic	at a grade of	semester.
		assessment of health and illness	77% or	
		parameters in complex situations,	above.	
		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.
- 1. 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).

#### **Action Items**

• Two students withdrew early and one student failed. Provide students with a more indepth 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
http://academics.lmu.edu/spee/officeofassessment/assessmentresources/glossaryofassessmentterms/

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

Contact cmcmanus@fmarion.edu or call 661-1559