

Institutional Effectiveness Report Template

Name of Program:	Doctor of Nursing Practice (BSN to DNP)
Year:	2021-2022
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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

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

Student Learning Outcomes (SLOs):

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

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

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

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

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

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

Assessment Methods with links to the DNP Essentials

AACN DNP Essential	FMU End-of-Program Student Learning Outcome (SLO)	Type of Assessment	DNP Assessment Method	Baseline Benchmark Target
Essential I: Scientific Underpinnings for practice prepares the DNP graduate to: <ol style="list-style-type: none"> 1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice 2. Use science-based theories and concepts to: 3. Determine the nature and significance of health and health care delivery phenomena. 4. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and 	Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	<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>DNP Project outline section(s) that apply:</p> <p>Clinical Issue and Significance to Healthcare The problem or issue to be addressed should be introduced with the significance summarized in</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Theory Scholarly paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p>

<p>healthcare delivery phenomena as appropriate; and</p> <ol style="list-style-type: none"> 5. Evaluate outcomes. 6. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines. 			<p>theoretical scholarly paper in DNP 800 & DNP 801).</p> <ul style="list-style-type: none"> • A Gap Analysis demonstrating a true need for the project was added in DNP 800 for 2022. <p>Theoretical Framework</p> <ul style="list-style-type: none"> • Describe the theoretical framework for the DNP project (i.e., PDSA cycles, theory being utilized) (DNP 800 & DNP 801). 	<p>Benchmark: 90% of students will achieve a minimum grade of 77% on the Theory Paper in each course identified.</p> <p>Rationale: Students in the BSN to DNP , full-time program option will graduate within three years with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the parts of the Scholarly Paper.</p> <p>Target met with 100% of the four students enrolled in the BSN to DNP program option and completing DNP 800.</p>
<p>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</p> <ol style="list-style-type: none"> 1. Develop and evaluate care delivery approaches that meet current and future needs 	<p>Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients,</p>	<p>Direct</p>	<p>The DNP students' projects will demonstrate process improvement for a population or healthcare system to improve services by demonstrating leadership skills and</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project</p>

<p>of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences</p> <p>2. Ensure accountability for quality health care and patient safety for populations with whom they work</p> <ol style="list-style-type: none"> a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality-of-care delivery. c. Develop and/or monitor budgets for practice initiatives d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in healthcare outcomes e. Demonstrate sensitivity to 	<p>families, and populations with an emphasis on rural populations.</p>		<p>competencies in the healthcare systems with the process improvement project.</p> <p>Demonstrates in DNP 802:</p> <ul style="list-style-type: none"> • How does the project effect healthcare policy locally, nationally, or globally? • How does a Doctoral prepared nurse lead change? <p>(Completed in DNP 801).</p> <p>Describe the role of culture in the project (completed in DNP 802).</p>	<p>Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale: The majority of the students in the BSN to DNP will graduate within the three year-long program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the Scholarly Project Improvement Scholarly Paper.</p>
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<p>diverse organizational cultures and populations, including patients and providers.</p> <p>3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research</p>				<p>Target was met with 100% of the four students in the program option for DNP 801.</p>
<p>Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</p> <ol style="list-style-type: none"> 1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. 2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. 3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment. 5. Use information technology and research methods appropriately to: 	<p>Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct</p>	<p>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.</p> <p>DNP Project outline section(s) that apply:</p> <p>Evidence Review & Synthesis</p> <ul style="list-style-type: none"> • 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 	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale: The majority of the students in the BSN to</p>

<p>a. collect appropriate and accurate data to generate evidence for nursing practice</p> <p>b. inform and guide the design of data bases that generate meaningful evidence for nursing practice</p> <p>c. analyze data from practice design evidence-based interventions</p> <p>d. predict and analyze outcomes</p> <p>e. examine patterns of behavior and outcomes</p> <p>f. identify gaps in evidence for practice</p> <p>6. Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p>			<p>in findings, analyzing opposing, and supporting viewpoints, evaluating quality of literature cited, identifying gaps, study limitations, and how the project will address this area.</p> <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> <ul style="list-style-type: none"> • Summarize the link between the relevant literature and the project idea. • Current evidence-based literature must be evaluated with a focus on each individual process 	<p>DNP will graduate within the three year-long program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.</p> <p>Target met with 100% of the students achieving the grade as stated in DNP 801 and DNP 804.</p>
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			<p>improvement project.</p> <p>Clinical Question</p> <ul style="list-style-type: none"> The clinical question should be in Population Intervention Comparison Outcome Time (PICOT) format. <p>(Completed in DNP 801).</p> <p>Protection of Human Participants</p> <ul style="list-style-type: none"> Discuss how human subjects will be protected during the DNP project. Identify how information will be collected, stored, and secured. The DNP Project Chair will assist in the IRB document needed in the submission to the Francis Marion University (FMU) Institutional Review Board (IRB) and what type of application is being submitted (i.e., expedited). The DNP Project Chair must submit the application to the Francis Marion University IRB. 	
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			<ul style="list-style-type: none"> The student will then be required to submit an IRB application to the IRB at the site where the project will take place (if applicable). (Completed in 804)	
<p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 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. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 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. 	Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	<p>The DNP student will be evaluated on the utilization of information systems by the following methods:</p> <ol style="list-style-type: none"> demonstrates adeptness in library searches for the DNP project, accesses electronic data needed to complete the DNP project, and practitioner students will record appropriate and complete patient data in the electronic patient data base electronically. <p>Setting/Sample Setting where the project takes place.</p> <ul style="list-style-type: none"> What is the target population? What healthcare providers are involved? What technology is needed to enhance the project? (Completed in DNP 800, 801, and DNP 803)	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale: The majority of the students in the BSN to DNP will graduate</p>

<p>5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</p>				<p>within the three year-long program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.</p> <p>100% of the students met the outcome.</p>
<p>Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. 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. 2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 3. 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 	<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>DNP Project outline section(s) that apply:</p> <p>Purpose This is the overall goal(s) of the project.</p> <ul style="list-style-type: none"> • How does the project effect healthcare policy locally, nationally, or globally? • How does a doctoral-prepared nurse lead change as a leader and advocate? <p>(Completed in DNP 802)</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77%</p>

<p>care delivery and outcomes.</p> <ol style="list-style-type: none"> 4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. 5. Advocate for the nursing profession within the policy and healthcare communities. 6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery. 7. Advocate for social justice, equity, and ethical policies within all healthcare arenas. 				<p>on the in each course DNP Scholarly Project Improvement Paper identified.</p> <p>Rationale: The majority of the students in the BSN to DNP will graduate within the three year-long program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the Scholarly DNP Scholarly Project Improvement Paper.</p> <p>Target met with 100% of the four students meeting the target in DNP 802.</p>
<p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice 	<p>Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with</p>	<p>Direct</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</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings</p>

<p>guidelines, health policy, standards of care, and/or other scholarly products.</p> <ol style="list-style-type: none"> 2. Lead interprofessional teams in the analysis of complex practice and organizational issues. 3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems. 	<p>an emphasis on rural populations.</p>		<p>project will demonstrate interprofessional communication and collaboration during the development stages as the student demonstrates leadership in process improvement.</p> <p>DNP Project outline section(s) that apply:</p> <p>Study Design/Methods The Steps of the project with a scholarly paper consisting of items a-c). (Completed in 805).</p>	<p>for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will Students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale: The majority of the students in the BSN to DNP will graduate within the three-year program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.</p>
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<p>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. 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. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and 	<p>Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct</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 affected.</p> <p>DNP Project outline section(s) that apply:</p> <p>Data collection and project implementation (Completed in 807).</p> <p>Evaluation/Data Analysis Describe the analytical approach to evaluate the outcomes of the project. If statistics are being used, explain the procedures including what was done and why the specific analysis was selected. (Completed in 807/808).</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale:</p>

<p>socioeconomic dimensions of health.</p>				<p>The majority of the students in the BSN to DNP will graduate within the year-long program with the expectation is that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.</p> <p>Target: Not met with one student successfully completing and one student offtrack and two other students pending outcomes.</p> <p>*Note: One student will take DNP 805 this coming year due to being off track.</p>
<p>Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex 	<p>Deliver advanced practice care in complex situations and systems to improve healthcare services to</p>	<p>Direct</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</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project</p>

<p>situations, incorporating diverse and culturally sensitive approaches.</p> <ol style="list-style-type: none"> 2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. 3. Develop and sustain therapeutic relationships and partnerships with patients (individual, families, or groups) and other professionals to facilitate optimal care and patient outcomes. 4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. 5. Guide, mentor, and support other nurses to achieve excellence in nursing practice. 6. Educate and guide individuals and groups through complex health and situational transitions. 7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i>, October 2006). 	<p>patients, families, and populations with an emphasis on rural populations (Adapted from the AACN <i>Essentials of Doctoral Education for Advanced Nursing Practice</i>, 2006).</p>		<p>the data for program improvements.</p> <p>DNP Project outline section(s) that apply:</p> <p>Results/Outcomes What are the results /Evaluation/Data Analysis?</p> <p>Describe the analytical approach to evaluate the outcome. If statistics are being used, explain the procedures including what was done and why the specific analysis was selected. (Completed in 807/808).</p> <p>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?</p> <p>Develop skills in manuscript development, grant writing, presentations, and public speaking (DNP 806)</p>	<p>Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.</p> <p>Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p>Rationale: The majority of the students in the BSN to DNP will graduate within three years of the program with the expectation that the majority will complete the program successfully.</p> <p>Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project</p>
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				Improvement Paper. Not met with one student completing and one student offtrack with two other students in progress.
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Assessment Results linking the DNP Essentials with the SLOs

AACN DNP Essential	Benchmark	Assessment Results
<p>Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</p> <ol style="list-style-type: none"> 1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice 2. Use science-based theories and concepts to: <ol style="list-style-type: none"> a. Determine the nature and significance of health and health care delivery phenomena b. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare 	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 1 which corresponds to the end-of-program SLOs #1-3 was completed by four students in MSN/DNP for DNP 800 at a grade of 77% or above. The benchmark was met at 100%.</p>

<p>delivery phenomena as appropriate; and</p> <p>c. Evaluate outcomes</p> <p>3. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p>		
<p>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</p> <p>1. 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>2. Ensure accountability for quality health care and patient safety for populations with whom they work</p> <p>a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems</p> <p>b. Employ principles of</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 2 which corresponds to the end-of-program SLOs #1-3 was completed by all four students in BSN/DNP for DNP 801 at a grade of 77% or above. The benchmark was met by the students.</p>

<p>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.</p> <ul style="list-style-type: none">c. Develop and/or monitor budgets for practice initiativesd. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in health care outcomese. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers <p>3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health</p>		
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care organization, and research		
<p>Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</p> <ol style="list-style-type: none"> 1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. 2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. 3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care. 4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment. 5. Use information technology and research methods appropriately to: 	<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 #1-3 were completed by all students in BSN/DNP, DNP 801 at a grade of 77% or above. The benchmark was met by the students.</p>

<ul style="list-style-type: none"> a. collect appropriate and accurate data to generate evidence for nursing practice b. inform and guide the design of data bases that generate meaningful evidence for nursing practice c. analyze data from practice design evidence-based interventions d. predict and analyze outcomes e. examine patterns of behavior and outcomes f. identify gaps in evidence for practice <p>6. Function as a practice specialist/consultant in collaborative knowledge-generating research.</p> <p>7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p>		
<p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and</p>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 4 which corresponds to the end-of-program SLO #1-3 were completed by all four BSN to</p>

<p>Transformation of Health Care, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. 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. 2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology. 3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases. 4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. 5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness 		<p>DNP students in DNP 801 at a grade of 77% or above. The benchmark was met by the students.</p>
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<p>Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. 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. 2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy. 3. Influence policy makers through active 4. participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. 5. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. 6. Advocate for the nursing profession within the policy and 	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 5 which corresponds to the end-of-program SLO #1-3 were completed by all students in BSN/DNP for DNP 802 at a grade of 77% or above. The benchmark was met at 100%.</p>
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<p>healthcare communities.</p> <ol style="list-style-type: none"> 7. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery. 8. Advocate for social justice, equity, and ethical policies within all healthcare arenas. 		
<p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. 2. Lead interprofessional teams in the analysis of complex practice and organizational issues. 3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems. 	<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 #1-3 and Essential 6 which corresponds to DNP 807 and DNP 808 at a grade of 77% or above. The benchmark is pending but will not be met due to one student being offtrack. Other students are in progress.</p>

<p>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health. 2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in 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. 3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health. 	<p>90% of students will demonstrate at a grade of 77% or above</p>	<p>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 will not be met due to one student being offtrack and other students are in process.</p>
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<p>Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</p> <ol style="list-style-type: none"> 1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. 2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. 3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes. 4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. 5. Guide, mentor, and support other nurses to achieve excellence in nursing practice. 6. Educate and guide individuals and groups through complex 	<p>Monitor for results.</p>	<p>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 will not be met due to one student being offtrack and the other students in process.</p>
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<p>health and situational transitions.</p> <p>7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, The Essentials of Doctoral Education for Advanced Nursing Practice, October 2006).</p>		
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End-Of-Program Student Learning Outcomes					
PLAN			IMPLEMENTATION		
Component	Assessment Method	Expected Level of Achievement	Frequency of Assessment	Results of Data Collection, including Actual LOAs	Analysis & Actions for Program Development, Maintenance, or Revision
DNP					
<p>EOPSLO #1 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>Direct Assessment:</p> <p>a) QI Modules were added to DNP 804.</p> <p>b) DNP 808 Project Paper</p> <p>b) DNP 807 Poster Presentation</p> <p>Indirect Assessment:</p> <p>c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper.</p> <p>100% of students must achieve 77% or higher on the Poster Presentation.</p> <p>80% of graduates agree or strongly agree with achievement of the EOPSLO from the previous inquiry.</p>	<p>With each graduating class</p> <p>With each graduating class</p> <p>Annually</p>	<p>2021</p> <p>a) Project Paper: Pending</p> <p>b) Poster Presentation: Pending</p> <p>c) Results pending</p>	<p>2022</p> <p>All students completed implementation of QI modules in DNP 800 and DNP 801.</p> <p>DNP 807 and DNP 808 will have one BSN to DNP student complete in August: Pending three others for 2023.</p>

<p>EOPSLO #2 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>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation</p>	<p>100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation.</p>	<p>With each graduating class With each graduating class Annually</p>	<p>2021 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending</p>	<p>2022 BSN – DNP site approval letter required in DNP 803 (semester 3) Revision: Continue frequent meetings to assess and revise problems as needed to streamline assignments and address redundancy. DNP project guidelines and accompanying forms under tab on the Graduate Nursing Site for completion. Previous completed projects are now housed in the Library for students to review.</p>
<p>EOPSLO #3 Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 80% of graduates agree or strongly agree with achievement of the EOPSLO</p>	<p>With each graduating class With each graduating class Annually</p>	<p>2021 a) Project Paper: pending b) Poster Presentation: pending c) Results pending</p>	<p>2022 DNP ad hoc committee to meet each semester to review student progress, student project/site issues, and PICOT questions. Revisions: Frequent will continue with meetings with course coordinators and the student chairs to assess</p>

					<p>and revise problems as needed to streamline assignments and address redundancy.</p> <p>Increased Rigor of scientific writing and expectations for APA 7th edition formatting.</p> <p>Course instructor and DNP project chair to coordinate to review evidence-based synthesis and PICOT question.</p> <p>Faculty chairs will be assigned with the incoming classes by the Director.</p>
<p>EOPSLO #4 Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper.</p> <p>100% of students must achieve 77% or higher on the Poster Presentation.</p> <p>80% of graduates agree or strongly agree with achievement of the EOPSLO</p>	<p>With each graduating class</p> <p>With each graduating class</p> <p>Annually</p>	<p>2021 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending</p>	<p>2022 DNP breakout sessions held during orientation. Blackboard student graduate site merged BSN to DNP program tabs allow students easier access to forms and information.</p>

<p>EOPSLO #5 Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 80% of graduates agree or strongly agree with achievement of the EOPSLO</p>	<p>With each graduating class With each graduating class Annually</p>	<p>2021 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending</p>	<p>2022 Pending. One BSN/DNP is on track to graduate in August. One student is off track and will be pending the other two students in progress. Target will not be met at 100%.</p>
<p>EOPSLO #6 Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation. 80% of graduates agree or strongly agree with achievement of the EOPSLO</p>	<p>With each graduating class With each graduating class Annually</p>	<p>2021 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending</p>	<p>2022 IRB process is working well with the streamlined form to the IRB Committee. The Chair of the IRB Committee has expedited the process for submissions.</p>
<p>EOPSLO #7 Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>	<p>Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey</p>	<p>100% of students must achieve 77% or higher on the Project Paper. 100% of students must achieve 77% or higher on the Poster Presentation.</p>	<p>With each graduating class With each graduating class Annually</p>	<p>2021 a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending</p>	<p>2022 Students are encouraged to implement changes that advocate for and improve healthcare services to patients, families, and populations. Rural health focus is</p>

		80% of graduates agree or strongly agree with achievement of the EOPSLO			important as 46/46 counties in South Carolina are currently underserved.
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***Four students are currently in the BSN to DNP program option. One student is off track and will not complete the program within the timeframe of three years. A new class is being admitted in Fall of 2022.**

Action Items:

- Will continue to have a breakout session for BSN to DNP students to orient students to the specific demands of a fast-paced doctoral program.
- Encourage Part-time attendance if needed.
- Advisors will be assigned by the Director of the MSN & DNP program options as advisor chairs during the admission process. Every attempt will be made to link students to advisors with expertise in the project area of interest.
- Healthcare finance was added to DNP 802 and with all curriculum changes approved through the university committees and faculties.
- The IRB process has been streamlined to allow Chairs of the students and the course Coordinator to be able to submit IRB requests and keep all informed about the process.
- With the new AACN Essentials change to Domain's and measuring core competencies and sub competencies, curriculum changes will reflect the new Domains in the AACN Essentials: Core Competencies for Professional Nursing Education (April 6, 2021). The National Task Force (NTF), Standards for Quality Nurse Practitioner Education 6th ed (2022) information will require an increase in clinical hours. This change make take up to two years to be completed.

Executive Summary of Report (one-page maximum)

The mission statement for the Department of Nursing is consistent and pertains to all levels of nursing students (BSN, MSN, and DNP). The themes of the program learning outcomes are consistent with doctoral nursing competencies and skills and are congruent with the end-of-program student learning outcomes being formulated from the Essential of Doctoral Education published by the American Academy of Colleges of Nursing (AACN, 2016). The program assessment methods are related to the program learning outcomes and the end-of-program SLOs. The end-of-program SLOs assessment is an evidence-based practice project that is completed for a clinical nursing quality improvement project.

Each course in the BSN to DNP program concentrates on a specific part of the project. The benchmark was set through analysis of the other graduate programs at FMU School of Health Sciences and attainment is based on the first BSN to DNP cohort. The BSN to DNP program began in Fall of 2020 and currently there are four BSN to DNP students in process. One BSN to DNP will graduate in August 2022. National certification testing will be pending after graduation. One student is off track and will be in progress for a total of three students anticipated to graduate August 2023. A new class is anticipated in Fall of 2022.

Appendix

- American Academy of Colleges of Nursing (2020).
- Francis Marion Graduate Student Handbook (current edition available online).