# **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)
  - o Certified nurse midwife (CNM)
  - o Certified registered nurse anesthetist (CRNA)
  - Clinical nurse specialist (CNS)
- An aggregate/systems/organizational focus
  - Organizational and professional leadership
  - o Management
  - Health policy
  - o Nursing/health informatics

## **Assessment Methods with links to the DNP Essentials**

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

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healthcare delivery			theoretical scholarly	Benchmark:
phenomena as			paper in DNP 800 &	90% of
appropriate; and			DNP 801).	students will
5. Evaluate outcomes.			<ul> <li>A Gap</li> </ul>	achieve a
<ol><li>Develop and evaluates</li></ol>			Analysis	minimum
new practice approaches			demonstrating	grade of 77%
based on nursing			a true need for	on the Theory
theories and theories			the project was	Paper in each
from other disciplines.			added in DNP	course
			800 for 2022.	identified.
			Theoretical	Rationale:
				Students in the
			Framework	
			Describe the	BSN to DNP,
			theoretical	full-time
			framework for	program
			the DNP	option will
			project (i.e.,	graduate
			PDSA cycles,	within three
			theory being	years with the
			utilized) (DNP	expectation
			800 & DNP	that the
			801).	majority will
				complete the
				program
				successfully.
				Target: 90%
				of the students
				will achieve a
				minimum
				grade of 77 on
				the parts of
				the Scholarly
				Paper.
				Taper.
				Target met
				with 100% of
				the four
				students
				enrolled in the
				BSN to DNP
				program
				option and
				completing
				DNP 800.
Essential II: Organizational	Uses leadership	Direct	The DNP students'	Baseline:
and Systems Leadership for	skills and		projects will	100% of
Quality Improvement and	competencies in		demonstrate process	students
Systems Thinking prepares the	healthcare		improvement for a	demonstrated
DNP graduate to:	systems to		population or	a grade of 77
<ol> <li>Develop and evaluate</li> </ol>	improve		healthcare system to	or above on
care delivery	healthcare		improve services by	the DNP
approaches that meet	services to		demonstrating	Scholarly
current and future needs	patients,		leadership skills and	Project

of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences

- 2. Ensure accountability for quality health care and patient safety for populations with whom they work
  - a. Use advanced communication skills/processes 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 practicelevel and/or system-wide practice initiatives that will improve the quality-ofcare 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

families, and populations with an emphasis on rural populations. competencies in the healthcare systems with the process improvement project.

Demonstrates in DNP 802:

- How does the project effect healthcare policy locally, nationally, or globally?
- How does a
   Doctoral
   prepared nurse
   lead change?
  (Completed in DNP
  801).

Describe the role of culture in the project (completed in DNP 802).

Improvement
Paper utilizing
underpinnings
for practice
and all areas
identified with
the listed
components
for the project
improvement
process in
each course
and area
identified.

Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.

### **Rationale:**

The majority of the students in the BSN to DNP will graduate within the three yearlong program with the expectation that the majority will complete the program successfully.

Target: 90% of the students will achieve a minimum grade of 77 on the Scholarly Project Improvement Scholarly Paper.

organizational cultures and populations, including patients and providers.  3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research				met with 100% of the four students in the program option for DNP 801.
Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:  1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.	Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	The DNP project will be evidence-based. The project will include a list and appraisal of current best evidence and a synthetization of findings and the appropriate application to the population or system being affected.  DNP Project outline section(s) that apply:  Evidence Review & Synthesis  • Evaluate relevant research and current scientific work that relates to the purpose of the project.  Use only state of the science data from literature to highlight the scope and magnitude of the problem/issue. Critical appraisal of relevant research means addressing consistencies and	Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.  Benchmark: 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.  Rationale: The majority of the students

	Т		D. 111
a. collect		in findings,	DNP will
appropriate		analyzing	graduate
and accurate		opposing, and	within the
data to		supporting	three year-
generate		viewpoints,	long program
evidence for		evaluating	with the
nursing		quality of	expectation
practice		literature cited,	that the
b. inform and		identifying	majority will
guide the		gaps, study	complete the
design of data		limitations,	program
bases that		and how the	successfully.
generate		project will	successiumy.
_		address this	
meaningful			
evidence for		area.	TD4- 0007
nursing		Synthesize the	Target: 90%
practice		findings from	of the students
c. analyze data		research	will achieve a
from practice		related to the	minimum
design		practice	grade of 77 on
evidence-based		problem as	the DNP
interventions		identified in	Scholarly
d. predict and		the review of	Project
analyze		the literature.	Improvement
outcomes		This is a	Paper.
e. examine		focused brief	
patterns of		evidence	Target met
behavior and		appraisal	with 100% of
outcomes		(including	the students
f. identify gaps in		evidence table	achieving the
evidence for		if appropriate).	grade as stated
practice		This section	in DNP 801
6. Function as a practice		includes key	and DNP 804.
specialist/consultant in		evidence that	
collaborative		requires	
knowledge-generating		review of the	
research.		most current	
7. Disseminate findings		literature	
from evidence-based		found in	
practice and research to		primary	
improve healthcare		sources.	
outcomes		<ul> <li>Summarize the</li> </ul>	
outcomes		link between	
		the relevant	
		literature and	
		the project	
		idea.	
		• Current	
		evidence-	
		based	
		literature must	
		be evaluated	
		with a focus	
		on each	
		individual	
		process	

improvement project.

# **Clinical Question**

• The clinical question should be in Population Intervention Comparison Outcome Time (PICOT) format. (Completed in DNP 801).

# Protection of Human Participants

- Discuss how human subjects will be protected during the DNP project. Identify how information will be collected, stored, and secured.
- The DNP Project Chair will assist in the IRB document needed in the submission to the Francis Marion University (FMU) Institutional Review Board (IRB) and what type of application is being submitted (i.e., expedited).
- Project Chair must submit the application to the Francis Marion University IRB.

			The student	
			will then be	
			required to	
			submit an IRB	
			application to	
			the IRB at the	
			site where the	
			project will	
			take place (if	
			applicable).	
			(Completed in 804)	
Essential IV: Information	Utilizes	Direct	The DNP student will	Baseline:
Systems/Technology and	information		be evaluated on the	100% of
Patient Care Technology for	systems and		utilization of	students
the Improvement and	technology to		information systems by	demonstrated
Transformation of Health	improve		the following methods:	a grade of 77
Care, the DNP program	healthcare		1) demonstrates	or above on
prepares the graduate to:	services to		adeptness in library	the DNP
1. Design, select, use, and	patients,		searches for the DNP	Scholarly
evaluate programs that	families, and		project,	Project
evaluate and monitor	populations with		2) accesses electronic	Improvement
outcomes of care, care	an emphasis on		data needed to	Paper utilizing
systems, and quality	rural		complete the DNP	underpinnings
improvement including	populations.		project, and	for practice
consumer use of health	1 1		3) practitioner students	and all areas
care information			will record appropriate	identified with
systems.			and complete patient	the listed
2. Analyze and			data in the electronic	components
communicate critical			patient data base	for the project
elements necessary to			electronically.	improvement
the selection, use and				process in
evaluation of health			Setting/Sample	each course
care information			Setting where the	and area
systems and patient care			project takes place.	identified.
technology.			• What is the	
3. Demonstrate the			target	Benchmark:
conceptual ability and			population?	90% of
technical skills to			• What	students will
develop and execute an			healthcare	Students will
evaluation plan			providers are	achieve a
involving data			involved?	minimum
extraction from practice			• What	grade of 77%
information systems			technology is	on the DNP
and databases.			needed to	Scholarly
4. Provide leadership in			enhance the	Project
the evaluation and			project?	Improvement
resolution of ethical and			(Completed in DNP	Paper in each
legal issues within			800, 801, and DNP	course
healthcare systems			803)	identified.
relating to the use of			/	
information,				Rationale:
information technology,				The majority
communication				of the students
networks, and patient				in the BSN to
care technology.				DNP will
				graduate
		<u>i</u>	I	0

5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness			within the three year-long program with the expectation that the majority will complete the program successfully.
			Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.
			100% of the students met the outcome.
Essential V: Health Care Policy for Advocacy in Health Care, the DNP program	Demonstrates leadership and advocacy in	The DNP project goal is to establish a positive healthcare change for a	Baseline: 100% of students
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	facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	population or system.  DNP Project outline section(s) that apply:  Purpose 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 as a leader and advocate?  (Completed in DNP 802)	demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.  Benchmark: 90% of students will Students will achieve a minimum grade of 77%

	care delivery and				on the in each
	outcomes.				course DNP
4.	Educate others,				Scholarly
	including policy makers				Project
	at all levels, regarding				Improvement
	nursing, health policy,				Paper
	and patient care				identified.
	outcomes.				
5.	Advocate for the				Rationale:
	nursing profession				The majority
	within the policy and				of the students
	healthcare communities.				in the BSN to
6.	Develop, evaluate, and				DNP will
	provide leadership for				graduate
	health care policy that				within the
	shapes health care				three year-
	financing, regulation,				long program
	and delivery.				with the
7.	Advocate for social				expectation
	justice, equity, and				that the
	ethical policies within				majority will
	all healthcare arenas.				complete the
					program
					successfully.
					Target: 90%
					of the students
					will achieve a
					minimum
					grade of 77 on
					the Scholarly
					DNP
					Scholarly
					Project
					Improvement
					Paper.
					T
					Target met
					with 100% of the four
					students
					meeting the
					target in DNP
					802.
Essenti	al VI: Interprofessional	Employs	Direct	The DNP student will	Baseline:
	oration for Improving	effective		demonstrate	100% of
	and Population Health	interprofessional		interprofessional	students
	nes, the DNP program	communication		communication and	demonstrated
	es the graduate to:	and		collaboration in skills	a grade of 77
1.	Employ effective	collaboration to		during their practicum	or above on
	communication and	improve		hours by making the	the DNP
	collaborative skills in	healthcare		appropriate referrals for	Scholarly
	the development and	services to		patients and securing	Project
	implementation of	patients,		services that meet	Improvement
	practice models, peer	families, and		patient needs.	Paper utilizing
	review, practice	populations with		Secondly, the DNP	underpinnings
	•			•	

guidelines, health policy, standards of care, and/or other scholarly products.

- 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.

an emphasis on rural populations. project will demonstrate interprofessional communication and collaboration during the development stages as the student demonstrates leadership in process improvement.

# **DNP Project outline** section(s) that apply:

# **Study Design/Methods** The Steps of the project with a scholarly paper consisting of items a-c). (Completed in 805).

for practice and all areas identified with the listed components for the project improvement process in each course and area identified.

# Benchmark: 90% of students will Students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.

# 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.

Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.

				Note: Target not met with one student completing and one student offtrack and taking DNP 805 next Spring.  *Pending outcome of the remaining two students now
Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:  1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.  2. Synthesize concepts, including psychosocial 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	Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct	The DNP project will have a healthcare prevention component integrated into the project to address the chronic healthcare needs of the population being affected.  DNP Project outline section(s) that apply:  Data collection and project implementation (Completed in 807).  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).	Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing underpinnings for practice and all areas identified with the listed components for the project improvement process in each course and area identified.  Benchmark: 90% of students will Students will Students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.  Rationale:

	T	I		TP1
socioeconomic				The majority
dimensions of health.				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.
				, and the second
				Target: 90%
				of the students
				will achieve a
				minimum
				grade of 77 on
				the DNP
				Scholarly
				Project
				Improvement
				Paper.
				r upor.
				Target:
				Not met with
				one student
				successfully
				completing
				and one
				student
				offtrack and
				two other
				students
				pending
				outcomes.
				*Note: One
				student will
				take DNP 805
				this coming year due to
				being off
				track.
Essential VIII: Advanced	Deliver	Direct	The DNP project	Baseline:
Nursing Practice, the DNP	advanced	Direct	completion will	100% of
,	practice care in		demonstrate the	students
program prepares the graduate to:			students' ability to	demonstrated
1. Conduct a	complex situations and		understand a	
				a grade of 77
comprehensive and	systems to		comprehensive system	or above on the DNP
systematic assessment	improve		assessment, complete a	
of health and illness	healthcare		planning process, and	Scholarly
parameters in complex	services to		implement and evaluate	Project

- situations, incorporating diverse and culturally sensitive approaches.
- 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.
- Educate and guide individuals and groups through complex health and situational transitions.
- 7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, The Essentials of Doctoral Education for Advanced Nursing Practice, October 2006).

patients, families, and populations with an emphasis on rural populations (Adapted from the AACN Essentials of Doctoral Education for Advanced Nursing Practice, 2006). the data for program improvements.

# **DNP Project outline** section(s) that apply:

# Results/Outcomes

What are the results /Evaluation/Data Analysis?

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).

### Results/Outcomes

(Completed in 808). What are the results / outcomes of your project? Strengths and Limitations of the project? Implications for Practice? Suggestions for future projects/research?

Develop skills in manuscript development, grant writing, presentations, and public speaking (DNP 806) Improvement
Paper utilizing
underpinnings
for practice
and all areas
identified with
the listed
components
for the project
improvement
process in
each course
and area
identified.

## Benchmark:

90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.

# 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.

Target: 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project

		Improvement Paper.
		Not met with one student completing and one student offtrack with two other students in progress.

Assessment Results linking the DNP Essentials with the SLOs					
AACN DNP Essential	Benchmark	Assessment Results			
Essential I: Scientific	90% of students will	Essential 1 which			
Underpinnings for practice	demonstrate at a grade of	corresponds to the end-of-			
prepares the DNP graduate	77% or above.	program SLOs #1-3 was			
to:		completed by four students in			
1. Integrate nursing		MSN/DNP for DNP 800 at a			
science with		grade of 77% or above. The			
knowledge from		benchmark was met at 100%.			
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:					
a. Determine the					
nature and					
significance of					
health and					
health care					
delivery					
phenomena					
b. Describe the					
actions and					
advanced					
strategies to					
enhance,					
alleviate, and					
ameliorate					
health and					
healthcare					

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

business, finance, economics, and health policy to develop and implement effective plans for practicelevel and/or system-wide practice initiatives that will improve the quality-ofcare delivery. c. Develop and/or monitor budgets for practice initiatives d. Analyze the costeffectiveness of practice initiatives accounting for risk and improvement in health care outcomes e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers 3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health

care organization, and research		
Essential III: Clinical Scholarship and Analytical Methods for Evidence-based	90% of students will demonstrate at a grade of 77% or above.	Essential 3 which corresponds to the end-of-program SLO #1-3 were
Practice, the DNP graduate		completed by all students in
will be prepared to:		BSN/DNP, DNP 801 at a
1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best		grade of 77% or above. The benchmark was met by the students.
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:		

	provement and	/ / /// OI above.	completed by all four BSN to
	ns/Technology and t Care Technology for	demonstrate at a grade of 77% or above.	corresponds to the end-of- program SLO #1-3 were
		90% of students will	Essential 4 which
Eggan	outcomes tial IV: Information	00% of students w:11	Essential 4 which
	to improve healthcare		
	practice and research		
	from evidence-based		
7.	Disseminate findings		
_	research.		
	knowledge-generating		
	collaborative		
	specialist/consultant in		
6.	Function as a practice		
	practice		
	evidence for		
	f. identify gaps in		
	outcomes		
	behavior and		
	patterns of		
	e. examine		
	outcomes		
	analyze		
	d. predict and		
	interventions		
	design evidence-based		
	from practice		
	c. analyze data		
	practice		
	nursing		
	evidence for		
	meaningful		
	generate		
	bases that		
	design of data		
	guide the		
	b. inform and		
	practice		
	nursing		
	evidence for		
	generate		
	data to		
	appropriate and accurate		
	a. collect		

# Transformation of Health Care, the DNP program prepares the graduate to:

- 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

DNP students in DNP 801 at a grade of 77% or above. The benchmark was met by the students.

# Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:

- 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

90% of students will demonstrate at a grade of 77% or above.

Essential 5 which corresponds to the end-of-program SLO #1-3 were completed by all students in BSN/DNP for DNP 802 at a grade of 77% or above. The benchmark was met at 100%.

healthcare		
communities.		
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.		
Essential VI:	90% of students will	Essential 6 which
Interprofessional	demonstrate at a grade of	corresponds to the end-of-
Collaboration for	77% or above	program SLO #1-3 and
Improving Patient and		Essential 6 which
Population Health		corresponds to DNP 807 and
Outcomes, the DNP		DNP 808 at a grade of 77%
program prepares the		or above. The benchmark is
graduate to:		pending but <b>will not</b> be met
1. Employ effective		due to one student being
communication and		offtrack. Other students are in
collaborative skills in		progress.
the development and		Progressi
implementation of		
practice models, peer		
review, practice		
guidelines, health		
policy, standards of		
care, and/or other		
· ·		
scholarly products.		
2. Lead interprofessional		
teams in the analysis		
of complex practice		
and organizational		
issues.		
3. Employ consultative		
and leadership skills		
with interprofessional		
and interprofessional		
teams to create change		
in health care and		
complex healthcare		
delivery systems.		

# Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:

- 1. Analyze
  epidemiological,
  biostatistical,
  environmental, and
  other appropriate
  scientific data related
  to individual,
  aggregate, and
  population health.
- 2. Synthesize concepts, including psychosocial 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.

90% of students will demonstrate at a grade of 77% or above

Essential 7 which corresponds to the end-of-program SLO #7 was Essential 4 which corresponds to the end-of-program SLO #1-3 and corresponds to DNP 807 and DNP 808 at a grade of 77% or above. The benchmark will not be met due to one student being offtrack and other students are in process.

# Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:

- 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

Monitor for results.

Essential 8 which corresponds to the end-of-program SLO #7 was Essential 4 which corresponds to the end-of-program SLO #2 was DNP 806, DNP at a grade of 77% or above. The benchmark will not be met due to one student being offtrack and the other students in process.

	health and situational transitions.	
7.	Use conceptual and	
	analytical skills in	
	evaluating the links	
	among practice,	
	organizational,	
	population, fiscal, and	
	policy issues (AACN,	
	The Essentials of	
	Doctoral Education for	
	Advanced Nursing	
	Practice, October	
	2006).	

	End-Of-Program Student Learning Outcomes				
	PLAN				ENTATION
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			
Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	a) QI Modules were added to DNP 804. b) DNP 808 Project Paper b) DNP 807 Poster Presentation  Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey	100% of students must achieve 77% or higher on the Project Paper.  100% of students must achieve 77% or higher on the Poster Presentation.  80% of graduates agree or strongly agree with achievement of the EOPSLO from the previous inquiry.	With each graduating class  With each graduating class  Annually	a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	All students completed implementation of QI modules in DNP 800 and DNP 801.  DNP 807 and DNP 808 will have one BSN to DNP student complete in August: Pending three others for 2023.

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.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation	100% of students must achieve 77% or higher or the Project Paper.  100% of students must achieve 77% or higher on the Poster Presentation.	With each graduating class  With each graduating class  Annually	a) Project Paper: Pending b) Poster Presentation: Pending c) Results pending	BSN – DNP site approval letter required in DNP 803 (semester 3)  Revision: 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.
					projects are now housed in the Library for students to review.
EOPSLO #3 Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	Direct Assessment: a) DNP 808 Project Paper b) DNP 807 Poster Presentation Indirect Assessment: c) Alumni Evaluation of EOPSLOs Survey	100% of students must achieve 77% or higher on the Project Paper.  100% of students must achieve 77% or higher on the Poster Presentation.	With each graduating class  With each graduating class  Annually	a) Project Paper: pending b) Poster Presentation: pending c) Results pending	DNP ad hoc committee to meet each semester to review student progress, student project/site issues, and PICOT questions.
		80% of graduates agree or strongly agree with achievement of the EOPSLO			Revisions: Frequent will continue with meetings with course coordinators and the student chairs to assess

					and revise
					problems as
					needed to streamline
					assignments
					and address
					redundancy.
					Increased Rigor of scientific writing and expectations for APA 7 <sup>th</sup> edition formatting.
					Course
					instructor and DNP project
					chair to
					coordinate to
					review evidence-based
					synthesis and
					PICOT
					question.
					Faculty chairs will be assigned with the incoming classes by the Director.
EOPSLO #4	Direct Assessment:	100% of		2021	2022
Utilizes information	a) DNP 808 Project	students must	With each	a) Project	DNP breakout
systems and technology to	Paper	achieve 77% or higher on the	graduating class	Paper: Pending	sessions held during
improve healthcare		Project Paper.	Class	b) Poster	orientation.
services to patients,	b) DNP 807	10007 6	XXV.1 1	Presentation:	Blackboard
families, and populations with an	Poster Presentation	100% of students must	With each graduating	Pending c) Results	student graduate site
emphasis on rural	Indirect	achieve 77% or	class	pending	merged BSN to
populations.	Assessment:	higher on the			DNP program
	c) Alumni Evaluation of EOPSLOs Survey	Poster Presentation.			tabs allow students easier
	or Lor SLOs Survey	1 resemunon.			access to forms
			Annually		and information.
		80% of			imormation.
		graduates agree			
		or strongly			
		agree with achievement of			
		the EOPSLO			

EOPSLO #5	Direct Assessment:	100% of	With each	2021	2022
Demonstrates	a) DNP 808 Project	students must	graduating	a) Project	Pending. One
leadership and	Paper	achieve 77% or	class	Paper:	BSN/DNP is on
advocacy in	Гарег	higher on the	Class	Pending	track to
facilitating positive		Project Paper.		b) Poster	graduate in
healthcare change	b) DNP 807	1 Toject Taper.	With each	Presentation:	August. One
to improve	Poster Presentation	100% of	graduating	Pending	student is off
healthcare services		students must	class	c) Results	track and will
to patients, families,	Indirect	achieve 77% or		pending	be pending the
and populations	Assessment:	higher on the			other two
with an emphasis	c) Alumni Evaluation	Poster			students in
on rural	of EOPSLOs Survey	Presentation.			progress.
populations.			Annually		Target will not
					be met at
					100%.
		80% of			
		graduates agree			
		or strongly agree with			
		achievement of			
		the EOPSLO			
EOPSLO #6	Direct Assessment:	100% of	With each	2021	2022
Employs effective	a) DNP 808 Project	students must	graduating	a) Project	IRB process is
interprofessional	Paper	achieve 77% or	class	Paper:	working well
communication and		higher on the		Pending	with the
collaboration to		Project Paper.		b) Poster	streamlined
improve healthcare	b) DNP 807		With each	Presentation:	form to the IRB
services to patients,	Poster Presentation	100% of	graduating	Pending	Committee.
families, and		students must	class	c) Results	
populations with an	Indirect	achieve 77% or		pending	The Chair of
emphasis on rural	Assessment:	higher on the			the IRB
populations.	c) Alumni Evaluation	Poster			Committee has
	of EOPSLOs Survey	Presentation.	Annually		expedited the process for
			Aimuany		submissions.
					suomissions.
		80% of			
		graduates agree			
		or strongly			
		agree with			
		achievement of			
FORGE O "F	751	the EOPSLO	****	2021	2022
EOPSLO #7	Direct Assessment:	100% of	With each	2021	2022
Implement systems	a) DNP 808 Project	students must achieve 77% or	graduating class	a) Project	Students are
changes that advocate healthcare	Paper		ciass	Paper:	encouraged to
prevention to		higher on the Project Paper.		Pending b) Poster	implement changes that
improve healthcare	b) DNP 807	1 10 Jeet 1 apet.	With each	Presentation:	advocate for
services to patients,	Poster Presentation	100% of	graduating	Pending	and improve
families, and		students must	class	c) Results	healthcare
populations with an	Indirect	achieve 77% or		pending	services to
emphasis on rural	Assessment:	higher on the			patients,
populations.	c) Alumni Evaluation	Poster			families, and
	of EOPSLOs Survey	Presentation.	Annually		populations.
					Rural health
					focus is

	important as
80% of	46/46 counties
graduates agree	in South
or strongly	Carolina are
agree with	currently
achievement of	underserved.
the EOPSLO	1

<sup>\*</sup>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 6<sup>th</sup> 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 form 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).