

## **Institutional Effectiveness Report Template**

<b>Name of Program:</b>	Doctor of Nursing Practice (MSN to DNP)
<b>Year:</b>	2021-2022
<b>Name of Preparer:</b>	Deborah L. Hopla

### **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. MSN 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 conducted over the course of the educational endeavor.
2. MSN 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. MSN 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. MSN 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 500 clinical hours.

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

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

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
<b>Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b> <ol style="list-style-type: none"> <li>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</li> <li>2. Use science-based theories and concepts to:</li> <li>3. Determine the nature and significance of health and health care delivery phenomena.</li> <li>4. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery</li> </ol>	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><b>DNP Project outline section(s) that apply:</b></p> <p><b>Clinical Issue and Significance to Healthcare</b> The problem or issue to be addressed should be introduced with the significance summarized in theoretical scholarly</p>	<p><b>Baseline:</b> 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>phenomena as appropriate; and</p> <ol style="list-style-type: none"> <li>5. Evaluate outcomes.</li> <li>6. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</li> </ol>			<p>paper in DNP 800 &amp; DNP 801).</p> <ul style="list-style-type: none"> <li>• Describe the role of culture in the project (DNP 802).</li> </ul> <p><b>Theoretical Framework</b></p> <ul style="list-style-type: none"> <li>• Describe the theoretical framework for the DNP project (i.e., PDSA cycles, theory being utilized) (DNP 800 &amp; DNP 801).</li> <li>• Added a gap analysis to DNP 800 to ensure the project being proposed is an actual need for the site.</li> </ul>	<p><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the Theory Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 90% of the students will achieve a minimum grade of 77 on the Scholarly Paper.</p> <p>Target met.</p>
<p><b>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</b></p> <ol style="list-style-type: none"> <li>1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and</li> </ol>	<p>Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on</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 competencies in the healthcare systems with the process improvement project.</p>	<p>Baseline: 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project Improvement Paper utilizing</p>

<p>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 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> <p>c. Develop and/or monitor budgets for practice initiatives</p> <p>d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement in healthcare outcomes</p> <p>e. Demonstrate sensitivity to diverse organizational cultures and</p>	<p>rural populations.</p>		<p>Demonstrates in DNP 802:</p> <ul style="list-style-type: none"> <li>• How does the project effect healthcare policy locally, nationally, or globally?</li> <li>• How does a Doctoral prepared nurse lead change? (Completed in DNP 802).</li> </ul>	<p>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 MSN to DNP will graduate within the year-long program and 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 Scholarly Project Improvement</p>
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<p>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>Scholarly Paper.</p> <p>Target met.</p>
<p><b>Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <ol style="list-style-type: none"> <li>1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</li> <li>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.</li> <li>3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</li> <li>4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li> <li>5. Use information technology and research methods appropriately to: <ol style="list-style-type: none"> <li>a. collect appropriate and accurate data to</li> </ol> </li> </ol>	<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 synthesis of findings and the appropriate application to the population or system being affected.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Evidence Review &amp; Synthesis</b></p> <ul style="list-style-type: none"> <li>• Evaluate relevant research and current scientific work that relates to the purpose of the project. Use only state of the science data from literature to highlight the scope and magnitude of the problem/issue. Critical appraisal of relevant research means addressing consistencies and inconsistencies in findings, analyzing opposing, and supporting viewpoints, evaluating quality of literature cited,</li> </ul>	<p><b>Baseline:</b> 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><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to DNP will</p>

<p>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>identifying gaps, study limitations, and how the project will address this area. Synthesize the findings from research related to the practice problem as identified in the review of the literature. This is a focused brief evidence appraisal (including evidence table if appropriate). This section includes key evidence that requires review of the most current literature found in primary sources.</p> <ul style="list-style-type: none"> <li>Summarize the link between the relevant literature and the project idea.</li> <li>Current evidence-based literature must be evaluated with a focus on each individual process improvement project.</li> </ul> <p><b>Clinical Question</b></p> <ul style="list-style-type: none"> <li>The clinical question should be in the format:</li> <li>Population Intervention Comparison Outcome Time (PICOT) format.</li> </ul> <p>(Completed in DNP 801).</p> <p><b>Protection of Human Participants</b></p>	<p>graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 90% of the students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.</p> <p>Target met.</p>
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			<ul style="list-style-type: none"> <li>• Discuss how human subjects will be protected during the DNP project. Identify how information will be collected, stored, and secured.</li> <li>• 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).</li> <li>• The DNP Project Chair will work with the course coordinator and student to review the submission application.</li> <li>• After the review by the Chair and course coordinator the student will then be required to submit an IRB application to the University IRB committee and at the site where the project will take place (if applicable).</li> </ul> <p>(Completed in 804)</p>	
<b>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and</b>	Utilizes information systems and technology to	Direct	The DNP student will be evaluated on the utilization of information systems by the following	<b>Baseline:</b> 100% of students demonstrated

<p><b>Transformation of Health Care, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</li> <li>3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</li> <li>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.</li> <li>5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</li> </ol>	<p>improve healthcare services to patients, families, and populations with an emphasis on rural populations.</p>		<p>methods: 1) demonstrates adeptness in library searches for the DNP project, 2) accesses electronic data needed to complete the DNP project, and 3) practitioner students will record appropriate and complete patient data in the electronic patient data base electronically.</p> <p><b>Setting/Sample</b> Setting where the project takes place.</p> <ul style="list-style-type: none"> <li>• What is the target population?</li> <li>• What healthcare providers are involved?</li> <li>• What technology is needed to enhance the project?</li> </ul> <p>(Completed in DNP 800, 801, and DNP 803)</p>	<p>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><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 90% of the</p>
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				students will achieve a minimum grade of 77 on the DNP Scholarly Project Improvement Paper.  Target met.
<p><b>Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>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 care delivery and outcomes.</li> <li>4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>5. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>6. Develop, evaluate, and provide leadership for health care policy that</li> </ol>	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>The DNP project goal is to establish a positive healthcare change for a population or system.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Purpose</b></p> <ul style="list-style-type: none"> <li>• This is the overall goal(s) of the project.</li> <li>• How does the project effect healthcare policy locally, nationally, or globally?</li> <li>• How does a doctoral-prepared nurse lead change as a leader and advocate?</li> </ul> <p>(Completed in DNP 802)</p>	<p><b>Baseline:</b> 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><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the in each course DNP Scholarly Project Improvement Paper identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to</p>

<p>shapes health care financing, regulation, and delivery.</p> <p>7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</p>				<p>DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 90% of the students will achieve a minimum grade of 77 on the Scholarly DNP Scholarly Project Improvement Paper.</p> <p>Target met.</p>
<p><b>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ol>	<p>Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.</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 project will demonstrate interprofessional communication and collaboration during the development stages as the student demonstrates leadership in process improvement.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Study Design/Methods</b> The Steps of the project with a scholarly paper consisting of items a-c).</p>	<p><b>Baseline:</b> 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><b>Benchmark:</b> 90% of students will</p>

			(Completed in 805).	<p>Students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 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 MSN/DNP student offtrack.</p>
<p><b>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>Analyze epidemiological, biostatistical,</li> </ol>	<p>Implement systems changes that advocate healthcare prevention to improve healthcare services to patients,</p>	Direct	<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><b>Baseline:</b> 100% of students demonstrated a grade of 77 or above on the DNP Scholarly Project</p>

<p>environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p> <p>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.</p> <p>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>	<p>families, and populations with an emphasis on rural populations.</p>		<p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Data collection and project implementation</b> (Completed in 807).</p> <p><b>Evaluation/Data Analysis</b> 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.</p> <p>(Completed in 807/808).</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><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 90% of the students will achieve a minimum grade of 77 on the DNP</p>
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				<p>Scholarly Project Improvement Paper.</p> <p>Target not met with one student off track and will not graduate until 2023.</p>
<p><b>Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>3. Develop and sustain therapeutic relationships and partnerships with patients (individual, families, or groups) and other professionals to facilitate optimal care and patient outcomes.</li> <li>4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</li> <li>5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</li> <li>6. Educate and guide individuals and groups through complex health and situational transitions.</li> </ol>	<p>Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN <i>Essentials of Doctoral Education for Advanced Nursing Practice</i>, 2006).</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 the data for program improvements.</p> <p><b>DNP Project outline section(s) that apply:</b></p> <p><b>Results/Outcomes</b> 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><b>Results/Outcomes</b> (Completed in 808).</p> <ul style="list-style-type: none"> <li>• What are the results / outcomes of your project?</li> <li>• Strengths and Limitations of the project?</li> <li>• Implications for Practice?</li> <li>• Suggestions for future projects/research</li> </ul>	<p><b>Baseline:</b> 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><b>Benchmark:</b> 90% of students will achieve a minimum grade of 77% on the DNP Scholarly Project Improvement Paper in each course identified.</p> <p><b>Rationale:</b> The majority of the students in the MSN to</p>

<p>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>			<p>Develop skills in manuscript development, grant writing, presentations, and public speaking (DNP 806)</p>	<p>DNP will graduate within the year-long program and the expectation is that the majority will complete the program successfully.</p> <p><b>Target:</b> 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 offtrack with anticipated graduation 2023.</p>
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#### Assessment Results linking the DNP Essentials with the SLOs

AACN DNP Essential	Benchmark	Assessment Results
<p><b>Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>2. Use science-based theories and concepts to:</li> </ol>	<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 students in MSN/DNP for DNP 800 and DNP 801 at a grade of 77% or above.</p> <p>The benchmark was met at 100%.</p>

<ul style="list-style-type: none"> <li>a. Determine the nature and significance of health and health care delivery phenomena</li> <li>b. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and</li> <li>c. Evaluate outcomes</li> </ul> <p>3. Develop and evaluates new practice approaches based on nursing theories and theories from other disciplines.</p>		
<p><b>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>90% of students will demonstrate at a grade of 77% or above.</p>	<p>Essential 2 which corresponds to the end-of-program SLOs #1-3 was completed by students in MSN/DNP for DNP 801 at a grade of 77% or above. The benchmark was met at 100%.</p>

<p>2. Ensure accountability for quality health care and patient safety for populations with whom they work</p> <ul style="list-style-type: none"><li>a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems</li><li>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.</li><li>c. Develop and/or monitor budgets for practice initiatives</li><li>d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement</li></ul>		
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<p>in health care outcomes</p> <p>e. Demonstrate sensitivity to 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><b>Essential III: Clinical Scholarship and Analytical Methods for Evidence-based Practice, the DNP graduate will be prepared to:</b></p> <p>1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</p> <p>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.</p> <p>3. Design, direct, and evaluate quality</p>	<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 students in MSN/DNP, DNP 801 at a grade of 77% or above. The benchmark was met at 100%.</p>

<p>improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p> <ol style="list-style-type: none"><li>4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</li><li>5. Use information technology and research methods appropriately to:<ol style="list-style-type: none"><li>a. collect appropriate and accurate data to generate evidence for nursing practice</li><li>b. inform and guide the design of data bases that generate meaningful evidence for nursing practice</li><li>c. analyze data from practice design evidence-based interventions</li><li>d. predict and analyze outcomes</li><li>e. examine patterns of behavior and outcomes</li></ol></li></ol>		
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<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><b>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</li> <li>3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</li> </ol>	<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 MSN/DNP students in DNP 801 at a grade of 77% or above. The benchmark was met at 100%.</p>

<ol style="list-style-type: none"> <li>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.</li> <li>5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness</li> </ol>		
<p><b>Essential V: Health Care Policy for Advocacy in Health Care, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</li> <li>3. Influence policy makers through active</li> <li>4. participation on committees, boards, or task forces at the</li> </ol>	<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 students in MSN/DNP for DNP 802 at a grade of 77% or above. The benchmark was met at 100%.</p>

<p>institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</p> <ol style="list-style-type: none"> <li>5. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>6. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>7. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</li> <li>8. Advocate for social justice, equity, and ethical policies within all healthcare arenas.</li> </ol>		
<p><b>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of</li> </ol>	<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 was met by seven students at 100%. One student went part-time.</p>

<p>care, and/or other scholarly products.</p> <ol style="list-style-type: none"> <li>2. Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>3. Employ consultative and leadership skills with interprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ol>		
<p><b>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</li> <li>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,</li> </ol>	<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 was met by seven students at 100%. One student went part-time.</p>

<p>and/or address gaps in care of individuals, aggregates, or populations.</p> <p>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>		
<p><b>Essential VIII: Advanced Nursing Practice, the DNP program prepares the graduate to:</b></p> <ol style="list-style-type: none"> <li>1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.</li> <li>4. Demonstrate advanced levels of clinical judgment, systems thinking, and</li> </ol>	<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 was met by seven students at 100%. One student went part-time.</p>

<p>accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <ol style="list-style-type: none"> <li>5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</li> <li>6. Educate and guide individuals and groups through complex health and situational transitions.</li> <li>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).</li> </ol>		
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<b>End-Of-Program Student Learning Outcomes</b>					
<b>PLAN</b>				<b>IMPLEMENTATION</b>	
<b>Component</b>	<b>Assessment Method</b>	<b>Expected Level of Achievement</b>	<b>Frequency of Assessment</b>	<b>Results of Data Collection, including Actual LOAs</b>	<b>Analysis &amp; Actions for Program Development, Maintenance, or Revision</b>
<b>DNP</b>					
<b>EOPSLO #1</b> Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation  <b>Indirect Assessment:</b>	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	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results seven students completed.	<b>2022</b> Continued implementation of QI modules in DNP 800 and DNP 801. Added Gap Analysis in DNP 800 and PDSA cycles in DNP 801.



	c) Alumni Evaluation of EOPSLOs Survey	80% of graduates agree or strongly agree with achievement of the EOPSLO from the previous inquiry.	Annually		
<b>EOPSLO #2</b> Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation	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	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results: seven students completed on time.	<b>2022</b> BSN – DNP site approval letter required in DNP 803 (semester 3)  MSN – DNP site approval letter required in DNP 800 (semester 1) <b>Revision:</b> Frequent meetings to assess and revise problems as needed to streamline assignments and address redundancy will continue.  DNP project guidelines and accompanying forms under a tab on the Graduate Nursing Site for completion was added.
<b>EOPSLO #3</b> Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation  <b>Indirect Assessment:</b>	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	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results: seven students completed.	<b>2022</b> DNP ad hoc committee to meet each semester to review student progress, student project/site issues, and

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

emphasis on rural populations.	<b>Indirect Assessment:</b> c) Alumni Evaluation of EOPSLOs Survey	the Poster Presentation.  80% of graduates agree or strongly agree with achievement of the EOPSLO	Annually	students completed.	and DNP program tabs allow students easier access to forms and information. New tabs with information specific to MSN/DNP students created. Portfolio tab available to add scholarly activities. Pending outcomes.
<b>EOPSLO #5</b> Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation  <b>Indirect Assessment:</b> 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	With each graduating class  With each graduating class  Annually	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results: seven students completed.	<b>2022</b> The DNP Poster Presentation is held virtually. Nursing faculty attend and practice partners are invited as the graduating students present the posters and work on individual projects.
<b>EOPSLO #6</b> Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation  <b>Indirect Assessment:</b> 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	With each graduating class  With each graduating class  Annually	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results: seven students completed.	<b>2022</b> IRB process is working well with the streamlined form to the IRB Committee.  The Chair of the IRB Committee has made it possible so after the student's Chair and course coordinator approve the

					IRB forms students can submit all expedited IRBs to the IRB committee .
<b>EOPSLO #7</b> Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.	<b>Direct Assessment:</b> a) DNP 808 Project Paper  b) DNP 807 Poster Presentation  <b>Indirect Assessment:</b> 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	With each graduating class  With each graduating class  Annually	<b>2021</b> a) Project Paper 100% b) Poster Presentation 100% c) Results: seven students completed.	<b>2022</b> Students are encouraged to implement changes that advocate for and improve healthcare services to patients, families, and populations. Rural health focus is important as 46/46 counties in South Carolina are currently underserved.

#### Action Items:

- Will continue to have a breakout session for MSN/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 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.
- With the new American Academy of Colleges of Nursing (AACN, 2021) change from Domains to Essentials in Core Competencies for Professional Nursing Education there will be curriculum changes anticipated. The National Task Force (NTF) 6<sup>th</sup> ed. for 2022 will require additional changes in curriculum. Information will be gathered from previous universities to validate the previous clinical hours completed in completed MSN program.

#### 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, 2006). 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 MSN/DNP program concentrates on a specific part of the project. The benchmark was set through analysis of the other graduate programs at FMU School of Health Sciences and attainment was based on the first MSN/DNP cohort. The MSN/DNP program began in December of 2018 with seven graduates. The second cohort graduated three students in December 2019. The third cohort graduated two students in December 2020. The fourth cohort graduated seven MSN/DNP students graduated in Summer Semester 2021. One MSN/DNP is off track and will not graduate until 2022. The 2022, fifth cohort will graduate five students from the MSN/DNp and one student from the BSN/DNP program.

**Appendix**

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