

Institutional Effectiveness Report Template

Name of Program:	MSN/FNP
Year:	2019-2020
Name of Preparer:	Deborah L. Hopla

Program Mission Statement:

Francis Marion University's (FMUs) purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee region of South Carolina (SC). FMU aims to make available to people of all ages and origins an excellent baccalaureate education in the liberal arts disciplines, as well as health sciences, business, and education; and seeks to be responsive to the changing needs of the region through academic programs, cultural and athletic events, and health initiatives. The university offers professional degrees at the baccalaureate, master's, and specialist levels, and a professional doctorate. The University recognizes the importance of the out of –the- classroom experience.... (FMU Mission Statement). The mission statement for nursing is compatible with that of FMU and The School of Health Sciences. The Department of Nursing (DON) mission statement is as follows: “prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to instill in learners the value of lifelong learning” (*Nursing Graduate Student Handbook* under “Handbook” tab on Blackboard Learn site). Both mission statements emphasize the preparation of professionals with a broad knowledge base, and value learning that can lead to further study.

The Mission of the Department of Nursing is: “The FMU Nursing Program prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning” (<https://www.fmarion.edu/healthsciences/nursing/>)

Program Learning Outcomes (PLOs):

1. Licensure as an Advanced Practice Nurse (APRN) will be recognized by the completion of the FNP program when the student has met all the student learning outcomes and clinical requirements, has graduated, taken, and passed national certification exams. This is benchmarked by 85% pass rates on national certification boards. These boards are given by American Association of Nurse Practitioners (AANP) or American Nurses Credential Center (ANCC). This preparation allows the APRN to care for populations as a professional Advanced Practice Nurse in a variety of healthcare settings.

2. Students in the MSN/FNP track will apply clinical experience and successfully pass the Observed, Structured, Clinical Exam (OSCE) by 77% in each clinical course in order to achieve the mandate of the required competencies by accreditation bodies. The completion of meeting these competencies allows students to take the national certification boards to become FNPs.

3. All students (100%) will successfully complete a quality improvement project in Internship that meets a need for the community outreach by APRNS and thereby meeting the mission of FMU. Developing interdisciplinary teamwork and collaboration as a future APRN promotes positive change in people, systems and excellence in the nursing profession.

4. Participation of graduate students 80% of the time in the Nursing Graduate Committee allows students input into the APRN curriculum and demonstrates integrity and leadership.

Student Learning Outcomes (SLOs):

1. The FNP graduate student is recognized as an APRN when:

- A. Has met all qualifications for licensure as a registered nurse;
- B. Holds current specialty certification by a board-approved credentialing organization. New graduates shall provide evidence of certification within one year of program completion;
- C. Has earned a master's degree from an accredited university,
- D. Has paid the board all applicable fees;
- E. Has declared specialty area of nursing practice and the specialty title to be used must be the title which is granted by the board-approved credentialing organization or the title of the specialty area of nursing practice in which the nurse has received advanced educational preparation (Retrieved from <http://www.llr.state.sc.us/POL/Nursing/forms/RNtoAPRN.pdf>).

This SLO is met when 85% of the students have passed national certification boards.

2. Students in the MSN/FNP track will apply clinical experience and successfully pass the Observed, Structured, Clinical Exam (OSCE) by 100% in each clinical course in order to achieve the mandate of the required competencies by accreditation bodies. This completion allows students to take the national certification boards to become FNPs.

3. All students (100%) will successfully complete a quality improvement project in Internship that meets a need for the community outreach by APRNS and thereby meeting the mission of FMU. Developing interdisciplinary teamwork and collaboration as a future APRN promotes positive change in people, systems and excellence in the nursing profession.

4. Students will reflect participation 80% of the time in governance on the Nursing Graduate Committee demonstrating integrity and leadership as future APRNs.

Methods:

1. National Certification Pass rates (Self-Reported) and tracked by faculty. Direct: Evidence supports student performance that demonstrates learning the information and becoming certified as FNPs through national certification boards.

Baseline: 2018: 92.4%

2019: 100%

Benchmark: 85%

Target: In the next 3-5 years the MSN/FNP program would like to see success rates for the MSN/FNP program be above 88%.

2. Direct Assessment with faculty conducting one-on-one evaluation of clinical competencies in a clinical OSCE. Any student not successful in the original OSCE was remediated and the final outcome was successful passing of the OSCE by 77% or greater.

Baseline: 2019: 90%

Benchmark: 77%

Target: 100%. The faculty would ideally like to see 100% pass on OSCEs with each clinical course.

3. Quality Improvement Projects were directly measured with rubrics in APRN 705 and APRN 706 Internship. The faculty gave feedback along the process to ensure the projects were meaningful for the community and populations identified. The FNP students passed this project improvement process with a grade of 77% or above.

Baseline: 96%

Benchmark: 77%

Target: 88% Working with Hospitals, clinics, and community resources make process improvement projects more meaningful.

4. Representatives from the MSN/FNP program came to greater than 80% of the Nursing Graduate Committee (NGC) Meetings. Input from students on this Committee lead to changing Typhon requirements for all students in the clinical arena. This Direct and Indirect method allowed students to demonstrate integrity and leadership skills.

Baseline: 80% Previous Student Representative missed several meetings.

Benchmark: 90% The current student Representative is very involved.

Target: 90% Ideally we would like for the student representative to be present for all NGC meetings.

Assessment Results:

- 1: Fall 2019: 100% pass rate on national certification boards. Baseline, benchmark and target areas achieved. A total of 26 students took national certification boards.
2. OSCEs in clinical courses were passed by 100% of the students. Two students required remediation but were successful after remediation. Baseline, benchmark and target areas achieved. A total of 39 students took OSCEs in clinical courses.
3. Fall 2019: All 26 students (100%) successfully completed a quality improvement project.
4. Student representatives have either attended meetings or phoned into meetings as reflected in the GNC meeting minutes 90% of the time. One Representative from the MSN/FNP Program represented the needs of 39 students.

Action Items:

1. Self-reporting of national certification exams makes following pass rates difficult. Encourage students to self-report by emphasizing the importance throughout the program. A WIKI will be housed on the Faculty Black Board site to monitor pass rates. Gather private emails before graduation and stay in contact to track success on boards and with employment. Continue to monitor on social media as well as by emails. The barriers that exist is if only one or two students take a particular certification exam they will not report the results. Relying on students to self-report is not ideal.
2. Continue to update OSCEs to meet current evidence-based practice. Utilize new telehealth information and develop some OSCEs with current evidence-based practice. Faculty remain in practice that teach clinical courses and the University has supplied students and faculty with UpToDate resources that can be accessed from smartphones ensuring current evidence-based guidelines are being followed.
3. Ensure quality improvement projects meet the ever-changing landscape of healthcare needs in the community. Twenty-six students completed these projects. The projects sometimes lack variety with students choosing too often influenza education efforts. The faculty need to ensure the projects are meaningful to the community and populations where the student is performing clinical experience.
4. Continue to monitor student representatives for input into the graduate program. Changes made to program based on student input. Each year a new representative is appointed to the NGC with the contact information for the representative listed on the Student Graduate Nursing Site.

Executive Summary:

In looking at the end result of educating and producing a successful APRN that can meet the healthcare needs of the populations all benchmarks were met for each PLOs and SLOs. The APRN program is rigorous and must follow all accreditation rules from: The American Nurses Association (ANA), The National Organization of Nurse Practitioner Faculties (NONPF), The National Task Force, and the Essentials for Master's Prepared Advanced Practice Nurse. FMU prepares students to be life-long learners and participants in the healthcare arena as primary care providers and APRNs. With the MSN focus on families the MSN/FNP graduate from FMU is prepared to handle complex health care issues utilizing current evidence-based practice.

Appendix:

Francis Marion University Handbook

Nursing Graduate Learning Handbook

<http://www.llr.state.sc.us/POL/Nursing/forms/RNtoAPRN.pdf>