

**Institutional Effectiveness
2024-2025**

Program: Joint Doctor of Nursing Practice (ETSU-TTU Joint DNP)

College and Department: Whitson Hester School of Nursing

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Mission:

The mission of the East Tennessee State University (ETSU) College of Nursing (CON) and the Tennessee Tech University (TTU) Whitson-Hester School of Nursing (WHSON) DNP Program is to facilitate the health of the community, state, and region through excellence in innovation in nursing education, research, service, scholarship, and practice.

The vision of the ETSU-TTU Joint DNP Program is to be the best joint Doctor of Nursing Practice (DNP) program in the state and region, nationally recognized in improving health through innovation and integration of teaching, research, service, scholarship, and practice.

The purpose of the ETSU-TTU DNP Program is to serve as a model DNP program for Tennessee in order to address institutional strategic goals and workforce needs.

The TN Tech University mission was approved by the Tennessee Tech Board of Trustees on June 26, 2018, as follows, "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service." Through the department's mission, there is a commonality to quality of instruction. The WHSON has played a significant role in the University's commitment to meet the economic needs of the region. The mission of the WHSON further reflects the mission of the University through the preparation of "graduates with a commitment to life-long success as nursing leaders in rural and urban areas who are committed to professional nursing standards, open to the changes occurring in a global health care system, and motivated to improve the health status of individuals, groups and communities." The mission and goals are reviewed and revised by the nursing faculty to reflect current trends in nursing and healthcare.

The Administrative, Curriculum, and Evaluation Councils will do the necessary work to ensure proper implementation and evaluation of this program. Faculty and staff from each institution will be represented on each Council.

Attach Curriculum Map (Educational Programs Only):

Attached File: See Appendix 1

Program Outcome 1: The ETSU-TTU Joint DNP will maintain compliance with required agencies.

Define Outcome:

The ETSU-TTU Joint DNP will maintain compliance with required agencies.

- The ETSU-TTU Joint DNP program will demonstrate ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE).
- The ETSU-TTU Joint DNP program will demonstrate ongoing full approval of the Tennessee State Board of Nursing.

Assessment Methods:

CCNE Accreditation:

- Ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>.
 - Accreditation Site Evaluation for Joint DNP Program- September 13-15, 2023

Approval of the Tennessee State Board of Nursing:

- Ongoing full approval of the Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annual approves schools of nursing meeting board standards. Schools not meeting standards are investigated and the board is authorized to place the school on conditional approval or close the program if standards are not met.” <http://health.state.tn.us/boards/Nursing/index.htm>.

Assessment data relative to CCNE accreditation and TN State Board of Nursing approval is reviewed by the Deans of the ETSU College of Nursing and the WH-SON and disseminated to the Joint DNP Administrative Council and each Dean presents the information to their respective Faculty Organization for discussion and input. The Dean of the WH-SON is Chair of the Joint DNP Administrative Council and is an Ex-officio member of the WH-SON Faculty Organization. Faculties receive copies of completed

accreditation reports. Faculty Organization meets monthly during the academic year. The annual report to the TN State Board of Nursing is accessible to faculty when requested.

Criteria for Success (Thresholds for Assessment Methods):

Benchmark: The WHSON will maintain continuous accreditation status and TN Board of Nursing approval.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

- The ETSU-TTU Joint DNP program was initially accredited by CCNE in the Fall of 2018 after a successful self-study and site visit. Both ETSU and TTU nursing faculty participated in the assessment of the joint program and participated in the site visit. The Joint DNP program offers six concentrations: Adult Geriatric Acute Care Nurse Practitioner (AGACNP), Pediatric Nurse Practitioner (PNP), Women's Health Nurse Practitioner (WHNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP) and Executive Leadership (EL)/Nursing and Healthcare Leadership. The accreditation Site Evaluation for Joint DNP Program occurred September 13-15, 2023. All standards were met with no compliance issues. The next accreditation site visit is due in 2034.
- The ETSU-TTU Joint DNP has met the benchmark as they remain continuously accredited and maintain ongoing full approval of the TN Board of Nursing. The reaccreditation visit took place in September 2025. The reaccreditation visit was successful with all four standards met and the next accreditation will be in 2034.

Use of Results to Improve Outcomes:

The accrediting body, CCNE, has adopted the new American Association of Colleges of Nursing (AACN) Essentials to take effect in 2025. These changes will require review and revision of all programs in WH-SON. These Essentials will move nursing toward a competency-based education model. As per our goal from the last IE report, we have initiated the curriculum review and began the process of curricular change. Below are the plans to adopt the new AACN Essentials:

- The ETSU-TTU Joint DNP Curriculum Council began working on the incorporation of the new Essentials in 2023 and will continue to incorporate the Essentials with a plan to complete 2025-2026
- ETSU-TTU Joint DNP program Evaluation Council meets each semester and reviews all benchmarks as outlined in the Program Evaluation Plan for the Joint Program. These results

will be disseminated between the schools and appropriate revisions made. Evaluation is ongoing in the joint program.

Program Outcome 2: Graduates of the ETSU-TTU Joint DNP will pass national certification exams specific to their concentration.

Define Outcome:

The 5 Nurse Practitioner concentrations (AGACNP, FNP, PMHNP, PNP, and WHNP) require certification in their specialty prior to seeking state licensure as an APN and required to practice as an APN. The 6th concentration, Executive Leadership does not require national certification for clinical practice.

Assessment Methods:

Two groups of NP students will require certification:

- All BSN-DNP graduates in the 5 NP concentrations require certification
- Any MSN-DNP student seeking a new concentration will be required to sit for certification in the new concentration. For example, a student with an MSN holding certification and licensure as a Family Nurse Practitioner who wants to complete a different concentration in Pediatrics will be required to certify as a Pediatric Nurse Practitioner in addition to the FNP they hold.

MSN-DNP students seeking the DNP in their previous concentration will not be required to sit for new certification.

Criteria for Success (Thresholds for Assessment Methods):

Benchmark: 80% of DNP graduates seeking new certification will be successful on their appropriate national certification exam on their first attempt.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

- Official certification rates are reported annually by calendar year. The following results are based on Calendar Year 2024.
- The AGACNP concentration certification rate currently sits at 100% for 2024, but one graduate has not sat for certification yet.
- The FNP concentration only had 1 graduate in 2024 and that was an MSN-DNP who was already certified as an FNP.
- The Pediatric concentration fell below the benchmark at 50%. The one student who was unsuccessful is planning to retest summer 2025.
- The WHNP concentration only had 1 graduate in 2024 and that was an MSN-DNP who was already certified as a WHNP.

- The PMHNP concentration rate is 100% for 2024

Certification Exam Specialty Area	Certification Organization	Calendar Year	Pass rate by year. First-time and repeaters who pass by calendar year.
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)	ANCC (American Nurses Credentialing Center)	2024	Pass Rate: Pending # of Test Takers: 1 #Passed: 1 2 graduates but 1 has not tested yet
		2023	Pass rate: 100% # test takers: 4 # passed: 4
		2022	Pass rate: 100% # test takers: 1 # Passed: 1
Family Nurse Practitioner (FNP)	ANCC and AANP (American Association of Nurse Practitioners)	2024	Pass Rate: NA # of Test Takers: 0 #Passed
		2023	Pass Rate: 100% # test takers: 0 # Passed: 1
		2022	Pass rate: 100% # test takers: 2 # Passed: 2
Pediatric Nurse Practitioner-Primary Care (PNP-PC)	PPNCB (Pediatric Nursing Certification Board) and ANCC	2024	Pass Rate: 50% # of Test Takers: 2 #Passed:1

		2023	Pass rate: 100% # test takers:1 # Passed: 1
		2022	Pass rate: 100% # test takers: 1 # Passed: 1
Women's Health Care Nurse Practitioner (WHCNP)	NCC (National Certification Corporation)	2024	Pass Rate: NA # of Test Takers: 0 #Passed
		2023	Pass rate: 100% # test takers: 1 # Passed: 1
		2022	Pass rate: 100% # test takers: 1 # Passed: 1
Psychiatric Mental Health Nurse Practitioner (PMHNP)	ANCC	2024	Pass Rate: 100% # of Test Takers:1 #Passed: 1
		2023	Pass Rate: NA # test takers: 0 # Passed: 0
		2022	Pass rate: 100% # test takers: 2 # Passed: 2

Use of Results to Improve Outcomes:

- The PNP concentration fell below the benchmark in AY 2024-2025. The concentration and certification preparation will be reviewed in AY 2025-2026.
- The WHNP concentration is in the process of reviewing options for standardized testing and certification preparation courses. New recommendations will be brought in Fall 2025.
- Continued monitoring of certification rates with the implementation of the new AACN Essentials.

Program Outcome 3: The ETSU-TTU Joint DNP program will maintain strong graduation rates in the MSN program.

Define Outcome:

The ETSU-TTU Joint DNP program will maintain strong graduation rates in the MSN program.

Assessment Methods:

Cohorts are identified by admission semester, year and as MSN-DNP, MSN-DNP New Concentration, or BSN-DNP. In the event a student must repeat a semester or decreases hours per semester, he/she will be identified as a member of their admitting cohort. The total number of students that graduate/complete within the expected time (7 years) is divided by the number of students admitted to the program. Students are excluded who have identified factors such as family obligations, relocations, financial barriers, and decisions to change major or transfer to another institution of higher education.

Criteria for Success (Thresholds for Assessment Methods):

Benchmark: 80% of DNP students will graduate within 7 years of admission.

Link to 'Tech Tomorrow' Strategic Plan:

3.A Efficiency and Effectiveness

Results and Analysis:

The Joint DNP program meets its benchmark for graduation. The 2021 cohort had a large attrition rate, most likely secondary to the COVID-19 pandemic. For almost three years nurses were required to work extensive overtime hours. The increase in required work hours, the stress of the pandemic, the nursing shortage, and the opportunity for financial gain in being a travel nurse were cited by students as they put their education on hold. We saw a decline in enrollment and a higher attrition rate across all nursing programs in the WHSON during these years and enrollment continues to be a challenge. Cohorts admitted in 2022-2024 have not reached their completion date and continue in the program.

Enrollment Semester	Number Enrolled	Student Withdrawals	Student Failures	Current Enrollment	Student Completions	Rate
2021 (Spring, Summer, and Fall)	23	10	1	3	9	**The rate cannot be calculated due to the
	3 MSN-DNP Psychiatric/Mental Health Nurse					

	Practitioner (PMHNP) 2 BSN-DNP PMHNP 2 MSN-DNP Family Nurse Practitioner (FNP) 1 BSN-DNP FNP 4 MSN-DNP Nursing Healthcare Leadership (NHL) 1 BSN-DNP NHL 3 MSN-DNP Adult-Gerontology Acute Care Nurse Practitioner (AGNP) 4 BSN-DNP AGNP 1 BSN-DNP Pediatric Nurse Practitioner (PNPP) 1 BSN-DNP Women's Health Nurse Practitioner (WHNP) 1 MSN-DNP WHNP					enrollment of 3 students
2020 (Spring, Summer and Fall)	13 3 BSN-DNP Women's Health Nurse Practitioner (WHNP) 1 BSN-DNP Pediatric Nurse Practitioner (PNPP) 1 MSN-DNP PNPP 5 BSN-DNP Adult Gerontology Nurse Practitioner (AGNP)	5 1 MSN-DNP AGNP 1 MSN-DNP PNPP 2 BSN-DNP AGNP	1 1 BSN-DNP WHNP	0	7 2 BSN-DNP WHNP 1 BSN-DNP PNPP 3 BSN-DNP AGNP 1 MSN-DNP	88%

	1 MSN-DNP AGNP					
	1 BSN-DNP Family Nurse Practitioner	1 BSN-DNP				
	1 MSN-DNP Family Nurse Practitioner	FNP				
2019 (Spring, Summer and Fall)	19					
	3 BSN-DNP Adult Gerontology Acute Care Nurse Practitioner (AGNP)				8	
	2 MSN-DNP AGNP				1 MSN-DNP PMHNP	
	3 BSN-DNP Family Nurse Practitioner (FNP)	10			1 BSN-DNP FNP	
	2 MSN-DNP FNP	2 BSN-DNP AGNP			2 MSN-DNP FNP	
	1 BSN-DNP Psychiatric/Mental Health Nurse Practitioner (PMHNP)	2 MSN-DNP AGNP	1		1 BSN-DNP AGNP	89%
	3 MSN-DNP PMHNP	2 MSN-DNP PMHNP	1 BSN-DNP PMHNP	0	1 BSN-DNP WHNP	
	1 BSN-MSN Women's Health Nurse Practitioner (WHNP)	2 MSN-DNP WHNP			1 MSN-DNP PNPP	
	2 MSN-DNP WHNP	2 BSN-DNP FNP			1 BSN-DNP PNPP	
	1 BSN-DNP Pediatric Nurse Practitioner (PNPP)					
	1 MSN-DNP PNPP					
2018 (Spring, Summer and Fall)	12				8	
	2 DNP Pediatric Nurse Practitioner (PNPP)	3	1	0	1 DNP PNPP	88%

	2 DNP Family Nurse Practitioner (FNP)				1 DNP PMHNP	
	1 DNP Women's Health Nurse Practitioner (WHNP)				5 DNP AGNP	
	6 Adult-Gerontology Acute Nurse Practitioner (AGNP)	3				
	1 Psychiatric/Mental Health Nurse Practitioner (PMHNP)	(1 PNPP, 1 FNP, 1 AGNP)	1 WHNP		1 DNP FNP	

Use of Results to Improve Outcomes:

- The WHSON will review the national trends for DNP enrollment
- The WHSON will review processes and practices that may impact timely graduation:
 - Frequency/pattern of Incomplete grades
 - Impact of locating clinical placements and preceptors
 - Number/pattern of courses earning C, D, F
 - Completion rate for final DNP project

Program Outcome 4: Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.

Define Outcome:

Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.

Assessment Methods:

Concentration coordinators collect employment data from students in their last semester prior to graduation. Students not employed at the time of graduation will be notified by the Academic Specialist at 6- and 12-months requesting employment data.

Criteria for Success (Thresholds for Assessment Methods):

Benchmark: 90% of graduates will be employed by 1 year after graduation.

Link to 'Tech Tomorrow' Strategic Plan:

Results and Analysis:

The program met the benchmark for DNP graduates' employment. Data is collected within 12 months of program completion through student and faculty inquiries at the end of the program and through 1 year. The employment rate is based on the number of responses by students, faculty and the Tennessee Board of Nursing.

DNP Employment Rates		
Term Graduated	Number of Graduates	Employment Rates
Summer 2020	2	100%
Spring 2021	3	100%
Summer 2021	8	100%
Spring 2022	3	100%
Summer 2022	7	100%
Summer 2023	8	100%
Fall 2023	1	100%
Spring 2024	1	100%
Summer 2024	11	100%

Use of Results to Improve Outcomes:

- The nursing workforce continues to be in a national shortage and employment is readily available. More than 95% of our DNP students are employed as nurses while in school and have contacts to plan for employment in their new role.
- Some students continue in their current jobs and obtain the DNP to seek promotion, raises or new positions in their organization.
- Many students make contacts in their clinical practicum courses that lead them to NP jobs and many times preceptors of students seek them out for employment after graduation.
- The WHSON will continue to monitor the employment rate and explore locations of employment.

Program Outcome 5: All faculty teaching in the DNP program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.

Define Outcome:

All faculty teaching in the DNP program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach. Aggregate Faculty Outcomes are consistent with and contribute to the achievement of the program, mission, goals and expected outcomes.

Assessment Methods:

All faculty teaching in the Joint DNP program holds a terminal degree and all faculty teaching in the clinical/practical courses hold a minimum of an MSN and if teaching in the NP clinical courses they are all current with their NP certifications and licensure.

Criteria for Success (Thresholds for Assessment Methods):

95% of tenured/tenure track faculty hold a terminal degree.

80% of adjunct faculty members hold a master's degree in nursing or higher.

EBI score for factor 1 (quality of faculty and instruction-MSN/DNP); demonstrates an average score that is 75% or higher. (EBI Survey administered every 3 years. The next available data will be 2024-2025)

100% of full-time faculty hold a master's degree or higher.

85% tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external funding; achievement of external funding; active IRB; state, national, or international presentation; reviewer for professional journal; chapter/book review; and/or reviewer for grant proposal submissions.

90% full time faculty maintain college/university/community service contributions consistent with designated rank.

100% full time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty.

90% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance, earning CEUs, enroll in educational program of study, earn new or additional certification, or other examples provided by the faculty member

Link to 'Tech Tomorrow' Strategic Plan:

2.D Diverse Faculty and Staff

Results and Analysis:

100% of the faculty teaching in the Post Graduate Certificate program hold Graduate Faculty Status and all teaching didactic classes hold a terminal degree. All graduate faculty teaching graduate clinical/practicum courses hold a minimum of a Master of Science in Nursing in the specific specialty. Below is a table of the WHSON Aggregate Faculty Outcomes for Calendar Year 2024.

Outcome	Achievement Levels	Results
Teaching	<p>100% of tenured/tenure track faculty hold a terminal degree. All other full-time faculty hold a minimum of a Master's degree in nursing. 100% of adjunct faculty members hold a master's degree in nursing or higher.</p> <p>To demonstrate teaching effectiveness, the aggregate score on the Summary of Teaching Effectiveness from the Student IDEAS Evaluations will be at least 3.0</p> <ol style="list-style-type: none"> 1. Summary Evaluation 2. Progress on Relevant Objectives 	<p>Goal Met:</p> <p>100% of tenured/tenure track faculty hold a terminal degree and all other faculty hold a minimum of an MSN. 100% of Adjunct faculty hold a minimum of an MSN and all lab assistants hold a minimum of a BSN</p> <p>IDEA: Goal Met</p> <p>All scores exceed the benchmark of 3.0. In addition, all scores are higher than the IDEA Average Score.</p> <p>Summary Evaluation:</p> <p>Spring 2024: 4.2</p> <p>Summer 2024: 4.2</p>

		<p>Fall 2024: 4.2</p> <p>Progress on Relevant Obj:</p> <p>Spring 2024: 4.1</p> <p>Summer 2024: 4.1</p> <p>Fall 2024: 4.1</p>
Scholarship	<p>75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external/internal funding; achievement of external/internal funding; active IRB; state, national, or international presentation; review for professional journal; review for grant proposal.</p>	<p>Goal: Met</p> <p>87% (13/15)** of tenured/tenure track faculty demonstrated a minimum of 2 scholarly contributions in 2024. Two faculty demonstrated 1 scholarly effort in 2024.</p> <p>**1 TT faculty excluded as they were new TT Fall 2024 and no scholarly work is expected 1st semester.</p>
Service and Leadership	<p>100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.</p>	<p>Goal: Met</p> <p>100% of full-time faculty are involved in service and multiple faculty hold leadership roles in their service</p>
Practice	<p>100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty</p>	<p>Goal Met:</p> <p>100% of the faculty who teach in the APRN concentrations meet the requirements for national certification in their respective fields.</p>
Professional Development	<p>100% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance,</p>	<p>Goal: Met*</p> <p>100% of full-time faculty participated in at least one</p>

	earning CEUs, enroll in educational program of study, earn new or additional certification	professional development activity in 2024.
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Use of Results to Improve Outcomes:

- WHSON will continue to evaluate workload to allow for sufficient time for scholarship and service.
- WHSON will continue to evaluate faculty teaching, scholarship and service
- WHSON will evaluate the budget for funding for faculty development

Student Learning Outcome 1: Integrate specialized knowledge, theories, and research

Define Outcome:

SLO: Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.

Student Learning Outcome 1 related to DNP Essential I: Scientific Underpinnings for Practice.

Assessment Methods:

- Integrate specialized knowledge, theories, and research.
- NRSE 5001 Research for Evidence-Based Practice (core course),
- NRSE 5009 Health Assessment Throughout the Lifespan (core course for all NP concentrations),
- NRSE 5016 Advanced Pathophysiology (core course for all NP concentrations),
- DNP clinical courses,
- NRSE 5000 Conceptual Systems for Advanced Nursing Practice (core course).

Criteria for Success (Thresholds for Assessment Methods):

All students will earn a grade of “B” or higher in NRSE 5000, 5001, 5009, and 5016.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

All students passed the requisite courses to meet this SLO.

Use of Results to Improve Outcomes:

- Joint DNP Curriculum Council review of courses every 3 years on a rotating basis. Recommendations for course and curricular revision come from this committee review.
- The Joint DNP Curriculum Council are currently working on the incorporation of the new AACN Essentials into the DNP curriculum. Evaluation is ongoing.

Student Learning Outcome 2: Assume leadership roles as advanced clinicians, nurse educators, and/or administrators.

Define Outcome:

Assume leadership roles in DNP courses.

DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.

DNP Outcome 2 related to DNP Essential II: Organizational & Systems Leadership for Quality Improvement and Systems Thinking

Assessment Methods:

Criteria for Success (Thresholds for Assessment Methods):

SLO 2 Criteria for Success (For each assessment method listed above, list and describe the performance threshold or benchmark

- All DNP students will earn a minimum or a “B” in all clinical practicum courses and in the leadership courses
- All DNP students will earn a minimum of a “B” in NURSE 5006 Advanced Role Development

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

- 100% of the students earned a minimum of a “B” in all clinical practicum courses, leadership courses, and NRSE 5006 Advanced Role Development.
- All DNP students-initiated identification of clinical preceptors and clinical facilities prior to the semester of the clinical course
- All preceptors and clinical facilities were vetted by the Clinical Placement Coordinator and the appropriate concentration coordinator

Use of Results to Improve Outcomes:

- Joint DNP Curriculum Council review of courses every 3 years on a rotating basis and making recommendations based on this review
- Annual evaluation of clinical facilities and preceptors to assess appropriateness and ability for students to meet course objectives.

- Annual Advisory Board meeting to seek feedback for needs in the workforce. Attach DNP Joint Advisory Board agenda and minutes.

Student Learning Outcome 3: Demonstrate accountability

Define Outcome:

DNP Program Outcome:

1. Use information technology to translate research findings into evidence-based practice at the individual and health system levels.
2. Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.

DNP Student Learning Outcome 3 related to DNP Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice.

Assessment Methods:

Demonstrate accountability.

All DNP clinical courses have outcomes related to managing health care and provide an opportunity for students to demonstrate accountability within established standards of practice.

Criteria for Success (Thresholds for Assessment Methods):

DNP students earn a “B” or greater in all clinical courses and “Pass” all components of clinical evaluations

All clinical courses provide an opportunity for precepted clinical experiences that allow implementation of the established standard of care.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

- All DNP students earned a minimum of a “B” or greater in all clinical courses and passed all components of their clinical evaluations. All students in clinical practicum courses demonstrate incorporation of standards of care in their clinical specialty as reflected in the clinical logs and clinical evaluation tool.
- All DNP clinical courses have outcomes related to managing health care incorporating ethical, legal, cultural, and economic factors and using an evidence base.
- NRSE 5603 (Acute Care and Pharmacotherapeutics) outcome: Adhere to ethical standards when prescribing pharmacotherapies using a judicious understanding of the cost benefit ratio.
- Students demonstrate appropriate selection, prescribing and administration of appropriate pharmacologic interventions

- NRSE 6014 Measurement of Clinical Outcomes: Systematically evaluate the efficacy of selected care strategies through outcome data.
- Students analyze and synthesize published outcome research on a clinical evidence topic and develop an outcomes project to improve the health for a selected patient population or group.
- NRSE 6050 Translation of Nursing Science in Practice (2017-18 core course); NRSE 6050 Quality/Translation (2018-19 core course): Propose a strategy for translation of nursing science in a particular area of clinical or organizational interest and systematically evaluate the efficacy of selected care strategies through outcomes and quality
- Students use the principles of translation science to develop a translation to practice strategy paper on a topic of clinical or organizational significance.

Use of Results to Improve Outcomes:

- Ongoing evaluation of clinical facilities and preceptors
- Joint DNP Curriculum Council evaluates courses every 3 years
- Ongoing assessment of NRSE 6050 as this course is pivotal for student success in the DNP Project courses
- Students demonstrate incorporation of clinical concepts as evidenced by the initiation of their DNP Project in NRSE 6801 identifying a clinical problem to address based on clinical practice

Student Learning Outcome 4: Translate research findings into evidence-based practice

Define Outcome:

DNP Program Outcome: Use information technology to translate research findings into evidence-based practice at the individual and health system levels.

DNP Program Outcome 4 related to DNP Essential IV; Information Systems/ Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Assessment Methods:

Translate research findings into evidence-based practice in the following:

- NRSE 6014,
- DNP Project courses: NRSE 6801, 6802, 6803, 6804
- All DNP Clinical Courses,
 - DNP residency /internship (NRSE 6800) 2017-18 curriculum) and
 - DNP Course(s)) (6801, 6802, 6803, 6804) (2018-19 curriculum).

Criteria for Success (Thresholds for Assessment Methods):

All DNP students will earn a minimum of a “B” in the designated clinical and residency courses

All DNP students will complete the DNP project as evidenced by assessing a clinical practice need, identifying a clinical problem, implementing a quality improvement plan and evaluating the project before graduation.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

- All DNP students earned a “B” or greater prior to progression in the clinical courses
- Example of a course meeting this SLO: NRSE 5311 Advanced Pediatric Nursing: Pediatric Practicum I
- Apply theory, research findings, and evidence-based guidelines in the advanced nursing management of well children and children with common health problems in primary health care
- All graduates of the DNP program completed a culminating project that demonstrated assessment of and implementation of a quality improvement project. These projects translated research into the clinical setting and were subsequently evaluated for appropriateness.

Use of Results to Improve Outcomes:

- Continue to evaluate the DNP Project process
- All faculty who have never chaired a DNP Project must be mentored by an experienced project chair for 1 year prior to taking the role as a DNP Project Chair
- Evaluate type and rate of dissemination of DNP Projects
- Evaluate the matching of DNP Project students to the expertise of the faculty chairs
- This is an ongoing process every year
- The Graduate Programs Coordinator in conjunction with the Director review the student specialty and topic title and recommend appropriate faculty to chair the project process

Student Learning Outcome 5: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.

Define Outcome:

DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.

DNP Program Outcome 5 related to DNP Essential V: Health Policy for Advocacy in Health Care

Assessment Methods:

Develop and implement policies at different levels of the health care system:

- NRSE 6002 Health Policy Leadership (core course),
- DNP clinical courses,
- NRSE 6018 Integrative Application of Advanced Skills in Acute Care,
- NRSE 5510 Organizational Theory and Nursing Administration,
- NRSE 6713 Systems Management (core course),
- NRSE 6002 Health Policy Leadership,
- NRSE 5410 Interpersonal Treatment Modalities

Criteria for Success (Thresholds for Assessment Methods):

DNP students will earn a “B” or greater in the above courses before progressing to the DNP Project courses.

DNP students incorporate/consider Health Policy in the development of their DNP Project

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

All students earned a “B” or greater in the above identified courses before they registered for the first DN Project Course (NRSE 6801).

Use of Results to Improve Outcomes:

- All DNP students incorporate/consider Health Policy in the development of their DNP Project. This is ensured by the course requirements in the DNP Courses (NRSE 6801, 6802, 6803, and 6804).
- The AACN Essentials, Boards of Nursing Rules and Regulations, and National Organization of NP Faculty (NONPF) are standards incorporated into the curriculum and are influenced by Health Policy.

Student Learning Outcome 6: Provide multidisciplinary leadership

Define Outcome:

DNP Program Outcome: Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.

Student Learning Outcome 6 is related to DNP Essential VI: Interprofessional Collaboration for Improving the Nation's Health

Assessment Methods:

Provide multidisciplinary leadership:

- All clinical NP courses,
 - NRSE 5016 Pathophysiology (core course for NP concentrations),
 - NRSE 6019 Interprofessional Collaboration (2017/18 curriculum),
 - NRSE 6713 Systems Management (2018-19 curriculum core course).

Criteria for Success (Thresholds for Assessment Methods):

All DNP students will demonstrate interprofessional experiences in clinical and/or didactic courses

Students will develop and implement a culminating DNP project addressing quality improvement in clinical practice involving an interprofessional team

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

All DNP students participate in interprofessional activities in their clinical practicum courses as they develop plans of patient care that include other health care disciplines in the patient area. This is evaluated in the clinical courses via clinical evaluation tools completed by preceptors and faculty and by course activities requiring consideration of multiple health care disciplines in the planning and implementation of patient care.

The DNP Project includes an interprofessional team in the assessment, implementation and evaluation of the project. For example, a physician may be involved in implementation of quality improvement efforts, a pharmacist may be part of the team to monitor patient understanding of medication administration, a social worker may be part of the team to ascertain needs of patients being discharged into the community, etc.

Use of Results to Improve Outcomes:

- All clinical practicum faculty will evaluate student participation on an interprofessional team.
- Designated courses will provide activities/assignments requiring interprofessional collaboration.

Student Learning Outcome 7: Demonstrate advanced knowledge and skill in planning and delivery of health management

Define Outcome:

DNP Program Outcome: Demonstrate advanced knowledge and skill in planning and delivery of health management.

DNP Program Outcome 7 related to DNP Essential VII: Clinical Prevention & Population Health

Assessment Methods:

Demonstrate advanced knowledge and skill in planning and delivery of health management:

NRSE 5313 Advanced Pediatric Nursing

Criteria for Success (Thresholds for Assessment Methods):

All DNP students will demonstrate APRN care planning and management of patient care as evidenced by “PASS” or “B” grade or higher in every clinical course.

DNP students will progress to developing and implementing a culminating clinical-based DNP project.

Link to 'Tech Tomorrow' Strategic Plan:

2.B Research, Scholar, Intellect, and Creativity

Results and Analysis:

100% of the DNP students earned a grade of “B” or higher or a “PASS” in all clinical practicum courses demonstrating patient care management. All DNP students successfully complete 4 “DNP Project” courses over a year culminating in a translational research DNP project prior to graduation.

Use of Results to Improve Outcomes:

- Foundation courses in the DNP curriculum provide information related to translational research preparing the student for the DNP project.
- The goal of the DNP Project is to take completed, quality research findings and incorporate or translate that information into the clinical setting. These projects are evaluated by Project course faculty, DNP Project Chair and their DNP Peers multiple times during the year the Project is developed, implemented and disseminated.
- The WHSON will evaluate the rate of dissemination of the DNP Projects to the broader profession.

Summative Evaluation:

- The Joint DNP program is in the process of incorporating the new AACN Essentials into the curriculum and the evaluation of this process is ongoing
- The Joint DNP Curriculum Council reviews courses on a 3-year, rotating basis assessing content, alignment with AACN Essentials and for accessibility.
- The Joint DNP Administrative Council is reviewing the MOU and will bring recommendations to the Provost in 2025-2026.
- The new NTF guidelines for all APRN concentrations changed their clinical limit from 6 students per clinical faculty to 6-8 per clinical faculty. The WHSON is implementing the new guidelines. We will evaluate in a year and assess the implications of increasing student: faculty ratio in the practicum courses.

Assessment Plan Changes:**List of Appendices:**

Appendix 1: Curriculum Map

Appendix 1: Curriculum Map

Course Number	Title	Student Learning Outcomes						
DNP Core Courses (Required for both BSN-DNP and MSN-DNP Students)		SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7
NRSE 6002	Health Policy Leadership		X			X		
NRSE 6004	Advanced Quality Management	X	X		X		X	
NRSE 6014	Measurement of Clinical Outcomes			X				
NRSE 6019	Collaborative Approaches to Practice		X	X			X	X
NRSE 6050	Translation of Nursing Science in Practice			X				
NRSE 6711	Health Care Informatics and Technology				X			
NRSE 6800	DNP Residency Internship				X			X
NRSE 6860	Capstone		X					X
NRSE 6050	Quality/Translation	X		X				
NRSE 5100	Principles of Population Health and Data Analysis for Advanced Nursing Practice	X	X		X			X
NRSE 5030	Scholarly Writing	X		X				
NRSE 6801	DNP Project Identification	X		X	X		X	X
NRSE 6802	DNP Project Development	X	X	X				X
NRSE 6803	DNP Project Implementation	X	X	X	X	X	X	X
NRSE 6804	DNP Project Analysis and Dissemination	X	X	X	X	X	X	X
NRSE 6713	Systems Management	X	X	X		X	X	
BSN-DNP Core Courses (Required for BSN-DNP Students)								
NRSE 5000	Conceptual Systems for Advanced Nursing Practice	X		X				
NRSE 5001	Nursing Research for Evidence-Based Practice	X			X			

NRSE 5009	Health Assessment Throughout the Lifespan	X		X			X	
NRSE 5010	Health Assessment Throughout the Lifespan Practicum			X			X	
NRSE 5016	Advanced Pathophysiology	X		X	X		X	
NRSE 5018	Advanced Clinical Pharmacology	X		X	X			
NRSE 6004	Advanced Quality Management	X	X		X		X	
NRSE 5006	Advanced Role Development	X	X	X		X	X	X
NRSE 6002	Health Policy Leadership		X			X		
Adult-Gerontology Acute Care Nurse Practitioner: Concentration Courses								
NRSE 5603	Acute Care and Pharmacotherapeutics	X			X			X
NRSE 5604	Advanced Pathophysiology and Clinical Reasoning for Acute Disease Management I	X			X			X
NRSE 5605	Advanced Pathophysiology and Clinical Reasoning for Acute Disease Management Practicum I	X			X		X	X
NRSE 5608	Advanced Pathophysiology and Clinical Reasoning for Acute Disease Management II	X			X		X	X
NRSE 5609	Advanced Pathophysiology and Clinical Reasoning for Acute Disease Management Practicum II	X			X		X	X
NRSE 5612	Diagnostic Interpretation and Therapeutic Modalities	X		X	X		X	X
NRSE 5611	Diagnostic Interpretation and Therapeutic Modalities Practicum	X		X	X		X	X
NRSE 6950	Internship in Advanced Nursing Practice	X		X	X		X	X
NRSE 6015	Advanced Wound Care	X		X	X		X	X
NRSE 6016	Advanced Concepts in Pathophysiology	X		X	X		X	X
NRSE 6018	Integrative Application of Advanced Practice Skills	X	X	X	X	X	X	X
NRSE 5590	Strategic Planning for Health Care Organizations	X	X	X	X		X	X

Women's Health Care Nurse Practitioner: Concentration Courses								
NRSE 5701	Pharmacology for Women's Health	X						X
NRSE 5702	Women's Health for Advanced Practice 1: GYN	X						X
NRSE 5703	Women's Health for Advanced Practice I: GYN Practicum	X		X		X		X
NRSE 5704	Advanced Nursing Care of the Older Woman	X		X				X
NRSE 5705	Women's Health for Advanced Practice II: OB	X		X	X			X
NRSE 5706	Women's Health for Advanced Practice II Practicum	X		X	X			X
NRSE 5707	Issues in Reproductive Health	X		X		X	X	X
NRSE 5708	Complex Issues in Women's Health	X		X				X
NRSE 5709	Women's Health for Advanced Practice III Practicum	X		X	X	X	X	X
NRSE 5710	Primary Care in Women's Health	X						X
NRSE 6210	Development of DNP Practice in Women's Health	X	X	X			X	X
NRSE 6211	Advanced Nursing Care of the Vulnerable Woman	X	X	X	X	X		X
NRSE 6212	Advanced Interventions for Women's Health	X	X		X		X	X
NRSE 6213	Integrative Approaches to Women's Health	X	X				X	X
Pediatric Nurse Practitioner-Primary Care: Concentration Courses								
NRSE 5301	Pediatric Variations on Health Assessment and Measurement	X			X			X
NRSE 5302	Pediatric Pharmacotherapeutics	X			X			X
NRSE 5304	Health Promotion of the Growing Child	X					X	X
NRSE 5305	Pediatric Primary Care I: Well Child	X		X				X
NRSE 5306	Pediatric Primary Care II: Episodic and Minor Acute Illness	X		X				X

NRSE 5307	Pediatric Primary Care III: Chronic Illness, Disability, and Complex Conditions	X		X				X
NRSE 5308	Contemporary Issues in School-Age and Adolescent Health Care	X		X				X
NRSE 5309	Pediatric Behavioral and Mental Health Issues	X		X				X
NRSE 5310	The Abused or Neglected Child	X					X	X
NRSE 5311	Advanced Practice Nursing: Pediatric Primary Care Practicum I	X		X	X	X	X	X
NRSE 5312	Advanced Practice Nursing: Pediatric Primary Care Practicum II	X		X		X	X	X
NRSE 5313	Advanced Practice Nursing: Pediatric Primary Care Practicum III	X		X		X	X	X
NRSE 6310	Pediatric Health Care Delivery Systems	X	X	X	X	X	X	X
NRSE 6311	Advanced Family System Assessment and Evaluation	X		X		X	X	X
NRSE 6312	Epidemiology of At-Risk Families: Urban, Rural, and Underserved Populations	X	X	X		X	X	X
NRSE 6313	Leadership and Collaborative Approaches for Improving Pediatric Health Outcomes	X	X	X			X	X
Family Nurse Practitioner: Concentration Courses								
NRSE 5011	Health Promotion, Diagnosis, and Clinical Management: Young and Middle-Aged Adults	X	X	X	X	X	X	X
NRSE 5012	Health Promotion, Diagnosis, and Clinical Management of Young and Middle-Aged Adults: Practicum	X	X	X	X	X	X	X
NRSE 5013	Health Promotion, Diagnosis, and Clinical Management of Older Adults	X	X	X	X	X	X	X
NRSE 5014	Health Promotion, Diagnosis, and Clinical Management of Older Adults: Practicum	X	X	X	X	X	X	X
NRSE 5021	Lifespan Assessment and Clinical Management: Women's Health	X	X	X	X	X	X	X

NRSE 5022	Lifespan Assessment and Clinical Management: Women's Health Practicum	X	X	X	X	X	X	X
NRSE 5023	Health Promotion, Diagnosis, and Clinical Management of Children and Adolescents	X	X	X	X	X	X	X
NRSE 5024	Health Promotion, Diagnosis, and Clinical Management of Children and Adolescents: Practicum	X	X	X	X	X	X	X
NRSE 6400	Improving Mental Health Outcomes in Primary Care	X	X	X	X	X	X	X
NRSE 6610	Patient Illness Experience	X	X	X	X	X	X	X
NRSE 6612	Principles of Nurse Practitioner Practice	X	X	X	X	X	X	X
NRSE 6613	Advanced Nursing Care in Rural and Underserved Populations	X	X	X	X	X	X	X
NRSE 6614	Advanced Intervention DNP Practice	X	X	X	X		X	X
Psychiatric Mental Health Nurse Practitioner: Concentration Courses								
NRSE 5303	Psychopharmacology	X			X			X
NRSE 5404	Advanced Family Psychiatric Nursing Care I	X			X			X
NRSE 5405	Advanced Family Psychiatric Nursing Care I: Practicum	X			X			X
NRSE 5408	Advanced Family Psychiatric Nursing Care II	X			X			X
NRSE 5409	Advanced Family Psychiatric Nursing Care II: Practicum	X			X			X
NRSE 5410	NRSE 5410 Interpersonal Treatment Modalities for Advanced Practice Nurse	X			X	X		X
NRSE 5411	Interpersonal Treatment Modalities for Advanced Practice Nurse Practicum	X		X	X			X
NRSE 6950	Internship in Advanced Nursing Practice	X			X			X
NRSE 6412	Clinical Prevention in Mental Health Services			X			X	X
NRSE 6413	Advanced Communication for Improving Mental Health Outcomes						X	X

NRSE 6414	Neurobiology of Psychiatric Disorders	X						
NRSE 6415	Mental Health Care Delivery Systems					X	X	
Executive Leadership in Nursing: Concentration Courses								
NRSE 5500	Executive Leadership Practicum		X		X		X	X
NRSE 5501	Leadership in Nursing Administration		X			X		X
NRSE 5510	Organizational Theory and Nursing Administration	X	X					X
NRSE 5520	Fiscal Management in Nursing Administration		X			X		X
NRSE 5530	Health Care Organization and Law					X		X
NRSE 5550	Human Resource Management in Health Organizations		X			X	X	
NRSE 5580	Project Management for Nurse Leaders	X	X				X	
NRSE 5590	Strategic Planning		X	X		X	X	
NRSE 6513	Case Management	X	X	X	X	X	X	X
NRSE 6712	Strategic Fiscal Management	X	X		X			X
NRSE 6713	Systems Management	X	X	X		X	X	
NRSE 6714	Executive Leadership in Nursing	X	X				X	
NRSE 6715	Contemporary Problems and Opportunities in Executive Leadership in Nursing		X	X	X	X	X	X
NRSE 5502	Executive Leadership in Practicum I	X	X	X		X	X	X
NRSE 5503	Executive Leadership Practicum II	X	X	X				X
NRSE 5504	Executive Leadership Practicum III		X	X			X	X