

Institutional Effectiveness 2023-2024

Program: TN Joint Doctor of Nursing Practice DNP

College and Department: Whitson Hester School of Nursing- Joint Doctor of Nursing Practice Program (ETSU-TTU Joint DNP)

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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): 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.

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 the 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:

Certification Designation, Organization, and Pass Rates by Calendar Year 2020-2023

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)	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)	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	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)	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	2023	Pass Rate: NA # test takers: 0 # Passed: 0
		2022	Pass rate: 100% # test takers: 2 # Passed: 2

Use of Results to Improve Outcomes:

- Students are meeting benchmark on their certification exam. The WHSON needs to work on getting students to sit for certification at an early date after graduation. Data shows that the sooner graduates test the greater the pass rate. The WHSON will look at methods to promote early certification testing.

- 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:

Please see attached table.

Attached Files: See Appendix 2

Use of Results to Improve Outcomes:

- Limited data is available, but we are still within the time frame of 7 years for completion. The 2018 cohort exceeded the expectations for graduation.
- 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.

Employment Rates

Year of Completion	# Graduates	% Employed within 12 months of completion
Spring 2024	1	Responses-1 # Employed-1 Employment Rate—100%
2023	9	Responses-8 # Employed-8 Employment Rate-100%
2022	10	Responses—9 # Employed—9 Employment Rate—100%

Use of Results to Improve Outcomes:

- Continue to monitor trends in hiring practices by concentration
- Encourage students to seek clinical placements in regions and clinical sites they may be considering for employment
- Assess location of employment per concentration

Program Outcome 5: All faculty teaching in the MSN 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 MSN 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/practica 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 administrated 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:

Whitson Hester School of Nursing

Faculty Aggregate: Calendar Year 2023

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> <p>1.Summary Evaluation 2.Progress on Relevant Objectives</p>	<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</p>

		<p>higher than the IDEA Average Score.</p> <p>Summary Evaluation:</p> <p>Spring 2023: 4.3</p> <p>Summer 2023: 4.3</p> <p>Fall 2023: 4.3</p> <p>Progress on Relevant Obj:</p> <p>Spring 2023: 4.2</p> <p>Summer 2023: 4.2</p> <p>Fall 2023: 4.2</p>
Scholarship	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>Goal: Met</p> <p>86% (12/14)** of tenured/tenure track faculty demonstrated a minimum of 2 scholarly contributions in 2023.</p> <p><i>**2 TT faculty excluded as they were new TT Fall 2023 and no scholarly work is expected 1st semester.</i></p>
Service and Leadership	100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.	<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	100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty	Goal Met: 100% of the faculty who teach in the APRN concentrations meet the requirements for national certification in their respective fields.
Professional Development	100% 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	Goal: Met* 100% of full-time faculty participated in at least one professional development activity in 2023.

Use of Results to Improve Outcomes:

- WHSON will continue to evaluate workload to allow for sufficient time for scholarship and service.
- WHSON will evaluate new faculty related to teaching, scholarship and service
- WHSON will evaluate effectiveness of new faculty clinical training for clinical teaching
- 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 in 2023-2024 earned a "B" or higher in the designated courses

Use of Results to Improve Outcomes:

- Joint DNP Curriculum Council review of courses every 3 years
- Evaluate sequencing of courses for retention purposes.

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 of 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:

- All DNP students earned a minimum of a “B” in all clinical practicum courses prior to progression in the program
- 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
- Evaluate sequencing of courses for retention purposes.
- Annual evaluation of clinical facilities and preceptors to assess appropriateness and ability for students to meet course objectives.

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 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 sequencing of courses for optimal progression and retention
- Ongoing evaluation of clinical facilities and preceptors
- Joint DNP Curriculum Council evaluates courses every 3 years
- 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:

- Ongoing evaluation of sequencing of courses for optimal progression and retention
- Ongoing evaluation of clinical facilities and preceptors
- Evaluate the DNP Project process
- Evaluate type and rate of dissemination of DNP Projects
- Evaluate the matching of DNP Project students to the expertise of the faculty chairs

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 DNP Students earn a “B” or greater prior to progression the curriculum
- Course example of how SLO 5 is met:
 - NRSE 6002 Health Policy Leadership: Analyze current health policy issues including historic developments, the role of stakeholders and key players, and the influence of law, interest groups, and public opinion.
 - Students identify a health issue within a population, research and take a position on the issue, and write a white paper on the issue.

- NRSE 5410 Interpersonal Treatment Modalities: Analyze the individual, family, cultural, socioeconomic, educational elements that may impact the safety and effectiveness of therapy for individual patients.
- DNP courses for care of adults, women, and adolescents and children have course outcomes to apply knowledge from related disciplines and nursing to formulate nursing diagnoses and intervention strategies.

Use of Results to Improve Outcomes:

- Ongoing evaluation of courses for health policy content
- Evaluate DNP Project incorporation of 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 demonstrate interprofessional collaboration in clinical practice courses and document these experiences

All DNP students complete a culminating project prior to graduation that addresses an interprofessional team in the clinical setting

Course examples of meeting this objective:

- All clinical NP courses require students to develop plans of care in diverse settings and to incorporate variables that affect health status.
- NRSE 6713 Systems Management (2018-19 curriculum core course): (outcome)
 - Determine strategies for enhancing team effectiveness and inter-professional collaboration.
 - NRSE 5009/5010 (Health Assessment)
 - Addresses health literacy and communication
- NRSE 5016 Pathophysiology (core course for all NP concentrations):
 - Critique cultural and socioeconomic differences in the incidence, morbidity, and mortality of illness for client assessment and intervention
 - NRSE 6019 Interprofessional Collaboration
 - Develop a plan for integrating collaboration into practice
 - Students write a manuscript for publication that describes an analysis of influences and system variables on collaborative practice.

Use of Results to Improve Outcomes:

- Identify all courses requiring documentation of interprofessional experiences
- Identify all courses incorporating Quality and Safety Education for Nurses (QSEN) principles in the course
- Assess the impact of DNP projects on a interprofessional practice team

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:

- All DNP students demonstrate mastery in care planning and patient care management in the clinical courses.
- All graduating DNP students developed and implemented a clinical project.

Use of Results to Improve Outcomes:

- Ongoing evaluation of APRN certification rates per concentration with curricular adjustments as needed.
- Ongoing evaluation of APRN employment rates

List of Appendices:

Appendix 1: TN Joint DNP Curriculum Map

Appendix 2: Program Outcome 3- DNP Completion Rates

Appendix 1: TN Joint DNP Curriculum Map

Course Number	Title	Student Learning Outcomes						
		SLO 1	SLO 2	SLO 3	SLO4	SLO 5	SLO 6	SLO 7
DNP Core Courses (Required for both BSN-DNP and MSN-DNP Students)								
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 Patho-physiology	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 Patho-physiology and Clinical Reasoning for Acute Disease Management I	X			X			X
NRSE 5605	Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management Practicum I	X			X		X	X
NRSE 5608	Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management II	X			X		X	X
NRSE 5609	Advanced Patho-physiology 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 Patho-physiology	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
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Appendix 2: Program Outcome 3- DNP Completion Rates

Enrollment Semester	Number Enrolled	Student Withdrawals	Student Failures	Current Enrollment	Student Completions	Rate
2020 (Spring, Summer and Fall)	13	4	1	1	7	NA
	3 BSN-DNP Women's Health Nurse Practitioner (WHNP)	1 MSN-DNP AGNP	1 BSN-DNP WHNP	1 BSN-DNP AGNP	2 BSN-DNP WHNP	
	1 BSN-DNP Pediatric Nurse Practitioner (PNPP)	1 MSN-DNP PNPP			1 BSN-DNP PNPP	
	1 MSN-DNP PNPP				3 BSN-DNP AGNP	
	5 BSN-DNP Adult Gerontology Nurse Practitioner (AGNP)	1 BSN-DNP AGNP			1 MSN-DNP	
	1 MSN-DNP AGNP					
	1 BSN-DNP Family Nurse Practitioner	1 BSN-DNP FNP				
	1 MSN-DNP Family Nurse Practitioner					
2019 (Spring, Summer and Fall)	19	10	1	0	8	89%
	3 BSN-DNP Adult Gerontology Acute Care Nurse Practitioner (AGNP)	2 BSN-DNP AGNP	1 BSN-DNP PMHNP		1 MSN-DNP PMHNP	
	2 MSN-DNP AGNP	2 MSN-DNP AGNP			1 BSN-DNP FNP	
	3 BSN-DNP Family Nurse Practitioner (FNP)	2 MSN-DNP PMHNP			2 MSN-DNP FNP	
	2 MSN-DNP FNP	2 MSN-DNP WHNP			1 BSN-DNP AGNP	
	1 BSN-DNP Psychiatric/Mental Health Nurse Practitioner (PMHNP)	2 BSN-DNP FNP			1 BSN-DNP WHNP	
	3 MSN-DNP PMHNP				1 MSN-DNP PNPP	
	1 BSN-MSN Women's Health Nurse Practitioner (WHNP)				1 BSN-DNP PNPP	
	2 MSN-DNP WHNP				1 BSN-DNP PNPP	
	1 BSN-DNP Pediatric Nurse Practitioner (PNPP)					
	1 MSN-DNP PNPP					
	2018 (Spring, Summer and Fall)	12	3	1	0	
2 DNP Pediatric Nurse Practitioner (PNPP)					1 DNP PNPP	
2 DNP Family Nurse Practitioner (FNP)					1 DNP PMHNP	
1 DNP Women's Health Nurse Practitioner (WHNP)		3 (1 PNPP, 1 FNP, 1 AGNP)	1 WHNP		5 DNP AGNP	
6 Adult-Gerontology Acute Nurse Practitioner (AGNP)					1 DNP FNP	
1 Psychiatric/Mental Health Nurse Practitioner (PMHNP)						