Indiana University School of Nursing Program Assessment and Review Report

2012-13

The 2012-2013 Program Assessment and Review Report for the School of Nursing encompasses the BSN (blue tones), the MSN (green tones), the DNP (red tones), and the PhD (violet tones) presented sequentially, with color-coded tables to provide clarity.

Baccalaureate in Nursing (BSN)

In the BSN program, the tabular information has been reorganized to provide increased clarity for the reader. For each of the 9 program outcomes for the BSN, a separate table has been included, and PUL findings are integrated into these tables where most appropriate, but not repeated in the case of a PUL that may pertain to more than one Program Outcome. The BSN program is initiating a new curriculum this fall, beginning with our sophomore students, and the faculty members are using their efforts for continuous quality improvement on development of the new courses. Therefore, unless evaluation findings for 2012-2013 (the existing curriculum) are particularly troubling, we will not be changing the existing curriculum to address minor issues. Furthermore, the BSN evaluation subcommittee has been busy drafting/planning for evaluation of the new curriculum, which we will introduce in next year's report. This year's report does not include any of the items in the new curriculum that we have been busy developing. Of note: we will use the ePDP throughout the curriculum, have identified a few new important longitudinal learning experiences, and the new evaluation plan will reflect these developments. We are pleased and excited about these developments, and we have comprehensively reviewed our past evaluation findings, paying special attention to careful curriculum development in our areas of current challenges.

The BSN program includes three tracks of students who all strive to achieve the same program outcomes: the Traditional BSN students (about 540 at IUPUI, about 180 at IUB, and about 60 at IUPUC), the Second Degree accelerated students (about 280 at IUPUI), and the RN to BSN students (numbers are variable). This year's report reflects findings from the Traditional and Accelerated Degree Students. Since we accredit as one school, findings such as NCLEX results often reflect the entire student body. Kaplan is used only by IUPUI; IUB and IUPUC use a similar testing plan called ATI (we have not included ATI results here, though our evaluation committee does review them). The RN to BSN program recently underwent curriculum change and is gathering data to report next year. The curriculum reflects 9 program outcomes, which serve to organize program evaluation efforts. EBI exit survey results indicated that 90% of respondents would be employed within 2 months of graduating/passing boards.

BSN Program Outcome 1: The IUSON BSN Graduate will be: **A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.** Related PUL: **The ability of students to engage in a process of disciplined thinking that informs beliefs and actions.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
PUL Assessment: *PUL #2 Critical Thinking* Student self-ratings and faculty ratings, at sophomore, junior, and senior levels.	Student self-ratings on PULs are generally comparable with IUPUI mean in this category for this reporting period. Faculty PUL ratings for the most recent reporting period re Critical thinking indicate: ▪ At the 200 level in courses with major emphasis, 99.8% of students fell in	We do see a downturn in some of our results. The downturn in NCLEX partly related to the changing difficulty of the exam (the national pass rate declined about 7 percentage points; our pass rate declined about 4.87%). We are ***not satisfied and have planned:*** 1. Trial use of a clinical judgment

	- effective or very effective in every category. - At the 300 level in courses with moderate emphasis, 89.8% of students fell into the effective or very effective categories, a decrease from last year. - At the 400 level in courses with major emphasis, 83.7% of students fell into the effective or very effective categories.	framework from Tanner, along with a related reflection rubric from Lasater. Just now implementing in semester 3. 2. Test item writing workshop being planned fall 2013; process of peer review of exams for critical thinking initiated this fall. 3. Initiation of a student success program in which students who are most at risk are referred to work with a faculty or professional staff mentor to address the problems keeping them from success. We hope to start this spring 2014. 4. We are also going to consider a few other items this fall—increasing the rigor of exams, increasing the grade scale, etc.
Kaplan: Critical Thinking Exam *Kaplan exams are standardized nationally normed exams in many key content areas for nursing. Results are posted in the Program Outcome most highly related.*	Kaplan Critical Thinking Exam: Mean score for cohorts taking the exam December 2012 – August 2013: 68.5%	
Educational Benchmarking, Inc. (EBI) *Standardized exit survey sent to students.*	**EBI questions related to PO1:** - Q60 – Apply research based knowledge as a basis for practice – 83.6% (up from last year) - Q62 – Integrate theory to develop a foundation for practice – 75.8% (up from last year) - Q69 – Assess predictive factors that influence the health of patients – 77.9% (up from last year)	
BSN Alumni Survey *Student self-assessment of achievement of outcomes at the end of the senior year, reported by program outcome.* *All survey results in this report are for 2010-11 graduates (the most recent group of alumni surveyed).*	The percentage of respondents who rate their competence in critical thinking as very strong or strong is 84.4%. Alumni surveys for 2012 graduates are in process.	
NCLEX Results *We receive a quarterly report on pass rates of our graduates which is summarized*	The final NCLEX pass rate for 2012 is 93.67%. The 2013 NCLEX pass rate (through 6/30/13) is 88.8%.	

annually and compared to the national pass rate.		

Other Commentary: One item that needs attention across program outcomes: we have some mean benchmarks set in some of our areas, but not in all areas. The mean benchmark approach needs revision. Basically we have a strong student body and the mean scores often are good—this does not help us identify if we have students who are not performing well. We think we need to revisit how we set the benchmark to be more like, *" X% of the students will achieve X% on this measure."* This will mean we have to report out differently, as well. This will help us see where our weak students are.

BSN Program Outcome 2: The IUSON BSN Graduate will be: **A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.**

Related PUL: **The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
PUL Assessment: *PUL #5 Understanding Society & Culture* Student self-ratings and faculty ratings, at sophomore, junior, and senior levels.	Student self-ratings on PULs are near, at or above IUPUI mean for this reporting period. Faculty PUL ratings for the Society and Culture PUL the most recent reporting period indicate: ▪ At the 200 level in courses with moderate emphasis, 97.6% of students fell in effective or very effective in every category. ▪ At the 300 level in courses with major emphasis, 94.9% of students fell into the effective or very effective categories. ▪ At the 400 level in courses with major emphasis, 83.1% of students fell into the effective or very effective categories.	We are reasonably satisfied with these findings and have not identified an action plan for the next academic year.
EBI Exit Survey	**EBI questions related to PO2:** ▪ <u>Q64</u> – Understand the effects of health policies on diverse populations – 76.1% (up from last year)	

	• <u>Q65</u> – Understand the global healthcare environment – 70% (up from last year) • <u>Q71</u> – Provide culturally competent care – 81.7% (up from last year)	
BSN Alumni Survey	The percentage of respondents who rate their knowledge in cultural competence as very strong or strong is 75.6%. Alumni surveys for 2012 graduates are in process.	

BSN Program Outcome 3: The IUSON BSN Graduate will be: **A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.** Related PUL: **The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Capstone Evaluation	Capstone evaluation of student performance indicate that students meet program outcomes by the completion of their capstone practice intensive. Preceptor evaluations (these are evaluations of our students and faculty who are placed in their agencies--indicate that students are well prepared and are very much satisfied with their performance (means for all evaluative categories were all well above 4.5 on a 1-5 scale with 5 being the best for this year. Overall means were 4.73 for fall 2012 and 4.82 for spring 2013). Evidence of preceptor satisfaction with the capstone experience is also noted by the majority of preceptors returning to this role each year and adding glowing evaluative comments, and no	Our students are well prepared clinically as evidenced by our capstone findings. In the new curriculum, we have focused three courses on material that touches this issue, versus mostly only one course in the current curriculum. We do not think this will come up in terms of scores for a few years, until the new curriculum is implemented. However, the benchmark needs to be updated for this exam, as the NCLEX exam students take for licensure has changed and become more rigorous.

	negative/derogatory comments.	
Kaplan: Diagnostic Exams	Score here represents means of cohort groups from December 2012 – August 2013, with the benchmark mean in parentheses immediately following: Diagnostic Exam: 60.2 (benchmark needs to be updated)	
EBI Exit Survey	**EBI questions related to PO3:** ▪ Q58 – Understand how health care delivery systems are organized – 72.5% (down .4 from last year) ▪ Q67 – Communicate with healthcare professionals to deliver high quality patient care – 79.7% (up from last year) ▪ Q73 – Assist patients to interpret the meaning of health information – 78.2% (down .6 from last year)	
BSN Alumni Survey	The percentage of respondents who rate their competence in care coordination as very strong or strong is 71.1%. Alumni surveys for 2012 graduates are in process.	

BSN Program Outcome 4: The IUSON BSN Graduate will be: **An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.**

Related PUL: **The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
EBI Exit Survey	**EBI questions related to PO4:** ▪ Q58 – Understand how health care delivery systems are organized - 72.5% (down .4 from last year)	The specific items regarding policy continue to be a somewhat harder area for students. We did a few small interventions: 1. Our student professional development

	▪ Q66 – Incorporate knowledge of cost factors when delivering care – 68.5% (up from last year)	day had a lot of focus on this area recently (and also in the one planned for 2014).
BSN Alumni Survey	The percentage of respondents who rate their competence in political processes as very strong or strong is 55.6%. Alumni surveys for 2012 graduates are in process.	2. We have updated course materials in the senior year 3. In the new curriculum, we have a more intentional focus on these areas.
PUL Assessment: *PUL #4 Intellectual Depth, Breadth, and Adaptiveness*	Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period. Faculty PUL ratings for the most recent reporting period indicate: ▪ At the 300 level in courses with major emphasis, 100% of students fell into the effective or very effective categories. ▪ At the 400 level in courses with major emphasis, 100% of students fell into the effective or very effective categories.	

BSN Program Outcome 5: The IUSON BSN Graduate will be: **An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.**

Related PUL: **The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
BSN Alumni Survey	The percentage of respondents who rate their competence in ethical and legal practice of nursing as very strong or strong is 93.3%. Alumni surveys for 2012 graduates are in process.	We are reasonably satisfied with these findings and have not identified a remedial plan for the next academic year. We are beginning to work on inter professional education opportunities for this

EBI Exit Survey	**EBI questions related to PO5:** ▪ Q70 – Apply an ethical decision-making framework to clinical situations – 81.3% (up from last year) ▪ Q75 – Demonstrate accountability for your own actions – 86.3% (up from last year)	outcome area. We are beginning to use the ePDP as a way to encourage professional development and longitudinal reflection.
PUL Assessment: *PUL #6 Values & Ethics*	Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period. Faculty PUL ratings for the most recent reporting period indicate: ▪ At the 400 level in courses with major emphasis, 96.6% of students fell into the effective or very effective categories.	

BSN Program Outcome 6: The IUSON BSN Graduate will be: **An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.**

Related PUL: **The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
BSN Alumni Survey	The percentage of respondents who rate their competence in communication as very strong or strong is 86.7%. Alumni surveys for 2012 graduates are in process.	We are reasonably satisfied with these findings and have not identified a remedial action plan for the next academic year. However, in the new curriculum we have attempted to meet demands from the healthcare arena by:
EBI Exit Survey	**EBI questions related to PO6:** ▪ Q63 – Use appropriate technologies to assess patients – 80.2% (down .6 from last year) ▪ Q67 – Communicate with healthcare professionals to deliver high quality	1. Teaching 3rd semester students health coaching, and using a coaching focused clinical. This was initiated this fall. We think that this will raise student communication skills to a

	patient care – 79.7% (up from last year) • Q68 – Work with inter-professional teams – 79.2% (up from last year) • Q73 – Assist patients to interpret the meaning of health information – 78.2% (down .6% from last year) • Q74 – Act as an advocate for vulnerable patients – 81.5% (down 1.3% from last year) • Q83 – Evaluate individual's ability to assume responsibility for self-care – 78.3% (down .3% from last year)	much higher level. 2. Revised the introductory communication course and introduced inter professional learning activities to keep up with changing expectations in the clinical healthcare environment (responding not to problems in our student performance but to changing practice environment).
PUL Assessment: *PUL #3 Integration & Application of Knowledge*	Faculty PUL ratings for the most recent reporting period indicate: 1. At the 300 level in courses with moderate emphasis, 88.9% of students fell into the effective or very effective categories. 2. At the 400 level in courses with major emphasis, 97.2% of students fell into the effective or very effective categories.	

BSN Program Outcome 7: The IUSON BSN Graduate will be: **A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.** Related PUL: **The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Capstone Evaluation	Capstone evaluation of student performance indicate that students meet program outcomes by the completion of their capstone practice intensive. Preceptor evaluations indicate that students are well prepared and are very much satisfied with their	Overall we are finding that the industry standard has become more rigorous, and while our students may be meeting the Kaplan benchmarks we set several years ago, at least most of the time, the benchmarks must be revisited. We are also finding that our IUSON

	performance (mean satisfaction score on a 5-point scale: 4.76 and 4.68 for fall and spring, respectively). Evidence of preceptor satisfaction with the capstone experience is also noted by the majority of preceptors returning to this role each year.	grade scale is lagging in terms of comparability with the industry, and should be reconsidered and maybe strengthened. This will be a focus of discussion and hopefully action in the fall semester.
Kaplan: Physical Assessment, Fundamentals, Medical-surgical, Pediatrics, Pharmacology, Management and Diagnostic Exams	Scores here represent means of cohort groups from December 2012 – August 2013, with the benchmark mean in parentheses immediately following: OB/Peds: 70.0% (67%) Psychosocial: 75.4% (65%) Critical Thinking: 68.5% (need benchmark) Fundamentals: 67.6% (64%) Medical-surgical: 73.2% (64%) Physical Assessment: 63.6% (65%) *not met* Pharmacology: 65.7% (need benchmark) Diagnostic: 60.2% (need benchmark)	A draft document reflecting recommendations has been constructed. Faculty have not seen or responded to the document yet.
BSN Alumni Survey	The percentage of respondents who rate their knowledge in competent care as very strong or strong is 82.2%. Alumni surveys for 2012 graduates are in process.	
EBI Exit Survey	**EBI questions related to PO7:** ▪ <u>Q59</u> – Incorporate nursing standards into practice – 82.2% (up from last year) ▪ <u>Q62</u> – Integrate theory to develop a foundation for practice – 75.8% (up from last year) ▪ <u>Q65</u> – Understand the global healthcare environment – 70% (up from last year) ▪ <u>Q71</u> – Provide culturally competent care – 81.7% (up from last year)	

| PUL Assessment: *PUL #5 Understanding Society & Culture* | Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period.

Faculty PUL ratings for the most recent reporting period indicate:
▪ At the 200 level in courses with moderate emphasis, 97.6% of students fell in effective or very effective in every category.
▪ At the 300 level in courses with major emphasis, 94.9% of students fell into the effective or very effective categories.
▪ At the 400 level in courses with moderate emphasis, 97.2% of students fell into the effective or very effective categories. | |

BSN Program Outcome 8: The IUSON BSN Graduate will be: **An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.**

Related PUL: **The ability of students to examine and organize disciplinary ways of knowing to apply them to specific issues and problems.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
BSN Alumni Survey	The percentage of respondents who rate their competence as a responsible manager as very strong or strong is 62.2%. Alumni surveys for 2012 graduates are in process.	We are reasonably satisfied with these findings and have not identified an action plan for the next academic year.
EBI Exit Survey: *Management/Professional Issues*	**EBI questions related to PO8:** ▪ Q66 – Incorporate knowledge of cost factors when delivering care ▪ Q75 – Demonstrate accountability for your own actions – performance	

	86.3%	
Kaplan Exam	Score here represents means of cohort groups from December 2012 – August 2013, with the benchmark mean in parentheses immediately following: Management: 75.5 (need benchmark)	

BSN Program Outcome 9: The IUSON BSN Graduate will be: **An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.** Related PUL: **The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
New Assessment questions need to be added to EBI, Alumni Survey, as this is a new Program outcome.		This is a new program outcome, and we need to develop measures to ascertain quality. There is no Kaplan exam that gathers this kind of information.
EBI Exit Survey	**EBI questions related to PO9:** ▪ Q61 – Make effective presentations – 77% (up from last year) ▪ Q63 – Use appropriate technologies to assess patients – 80.2% (down .6% from last year) ▪ Q67 – Communicate with healthcare professionals to deliver high quality patient care – 79.7% (up from last year)	
Other Commentary: This is an area for development, both in the new curriculum, and in our evaluation strategies.		

Master of Science in Nursing (MSN)

The primary methods of measurement of student achievement of program objectives is completed through clinical course evaluations, preceptor evaluations of student performance in the clinical practice sites, MSN alumni surveys, and EBI exit survey. Staying current with policies, standards, and regulatory requirements is achieved through support of faculty for their own clinical practice, as well as support for professional conference attendance and update.

The MSN Program includes 9 different majors or tracks including 5 Nurse Practitioner (NP), 2 Clinical Nurse Specialist (CNS; the CNS Peds track re-opened in 2012), 1 Nurse Educator, and 1 Nurse Leadership and Health Systems tracks. The 9 MSN program outcomes listed below are informed by national and professional standards and guidelines for nurses prepared at the masters level and addressed across tracks through a set of core courses, and within individual tracks through specialty content. MSN program faculty are currently in the process of reviewing the current core set of courses for alignment with current standards and guidelines, and the application of these standards and guidelines to current healthcare environment demands for workforce competencies.

The average rating for course evaluation items for each MSN program track (excluding CNS Peds) are as follows:

Acute Care NP	5.00
Adult NP	3.79
Adult Health CNS	4.28
Family NP	4.31
Pediatric NP	4.01
Education	4.53
Leadership	4.05
Psychiatric NP	4.35
MSN Core Courses	3.97

The MSN Program reflected very good ratings on most individual Factors within the survey, and the EBI Exit Surveys for Overall Program Effectiveness indicated the program was equal in ratings to our select 6 institutions and all institutions.

MSN Program Outcome 1: The IUSON MSN Graduate will: **Model excellence in nursing leadership to improve nursing practice within a complex health care system.**

Related PGL: **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student leadership within complex systems is measured through individual course learning objectives and majority of students meet course requirements in this area. Some of the program tracks include a system project focus for change where the students take responsibility for leading change. The average rating for course evaluation items for each MSN program track (excluding CNS Peds) are as follows: <table><tr><td>Acute Care NP</td><td>5.00</td></tr><tr><td>Adult NP</td><td>3.79</td></tr><tr><td>Adult Health CNS</td><td>4.28</td></tr><tr><td>Family NP</td><td>4.31</td></tr><tr><td>Pediatric NP</td><td>4.01</td></tr><tr><td>Education</td><td>4.53</td></tr><tr><td>Leadership</td><td>4.05</td></tr><tr><td>Psychiatric NP</td><td>4.35</td></tr><tr><td>MSN Core Courses</td><td>3.97</td></tr></table>	Continuing dialogue by faculty across Program tracks continues with a goal to identify more specific core leadership competencies, teaching/learning strategies and outcomes given the current healthcare environment and implications for preparation of our graduates for work in a changing environment and workforce needs. Completion of this work is targeted for end 2013-14 academic year.
Preceptor evaluations of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of leadership behaviors in	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.

	clinical practice.	
EBI Exit Survey	Factors: # 5 – Role Development – 81.9% or Good performance	
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

MSN Program Outcome 2: The IUSON MSN Graduate will: **Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.**

Related PGL: **Meet all ethical standards established for the discipline.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student practice according to ethical-legal guidelines, professional policies and regulations, and standards of practice is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies. Faculty are supported for attendance at national professional conferences to stay current on changes in policies, regulations, and specialty standards.
Preceptor evaluations of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects ethical-legal guidelines, professional policies and regulations, and standards of specialty practice.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	Factors: # 6 – Core Knowledge – 81.5% or Good Performance	
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be	

	conducted in 2013.	

MSN Program Outcome 3: The IUSON MSN Graduate will: **Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science form application to a chosen domain of advanced practice nursing.** Related PGL: **Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Clinical course evaluations	Student practice, completion of course assignments and participation in course discussion reflects synthesis of knowledge from multiple domains and disciplines as needed, is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects synthesis of knowledge from multiple domains and disciplines as needed as appropriate.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/Project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit survey	Factors: # 6 – Core Knowledge – 81.5% or Good Performance	

| MSN Alumni Survey | No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013. | |
| Certification | Certification pass rates for MSN program graduates sitting for the exams:
ANCC – 83% for all tracks
AANP – 100% for ANP and 78% for FNP tracks | |

MSN Program Outcome 4: The IUSON MSN Graduate will: **Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.** Related PGL: **Think critically and creatively to improve practice in the field of nursing.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Preceptor evaluations	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects critical, creative, and systems thinking.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit Survey	Factors: # 6 – Core Knowledge – 81.5% or Good Performance	
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

MSN Program Outcome 5: The IUSON MSN Graduate will: **Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.**

Related PGL: **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student practice according to is measured through individual course learning objectives and majority of students meet course requirements in the following area: Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of the following: Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	

EBI Exit Survey	Factors:
	   # 6 Core Knowledge – 81.5%,
	   # 7 Financial Aspects of Health Care – 69.3%,
		Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work.

	# 9 Advanced Health Assessment – 82.8%, # 10 Didactic/Clinical Differentiation of Findings – 71.7% # 13 Patient Care – 74.7%	
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

MSN Program Outcome 6: The IUSON MSN Graduate will: **Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.**

Related PGL: **Communicate effectively to improve practice in the field of nursing.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student practice using information technology and knowledge-based resources to manage and transform data that inform clinical practice, and is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Thesis/project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit Survey	Factors: # 5 Role Development – 81.0% # 6 Core Knowledge – 81.5%,	
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

MSN Program Outcome 7: The IUSON MSN Graduate will: **Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.** Related PGL: **Think critically and creatively to improve practice in the field of nursing.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Clinical course evaluations	Student practice according to best evidence and use to solve clinical problems, and is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of the following: application of best evidence to solve practice problems.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.

EBI Exit Survey	Factors:
	    # 6 Core Knowledge – 81.5%,
	    # 8 Research Aspects – 80.0%	

MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

MSN Program Outcome 8: The IUSON MSN Graduate will: **Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.** Related PGL: **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Clinical course evaluations	Students demonstrate collaborative practice and interpret nursing science within an interdisciplinary context in clinical courses	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments,

	and is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of collaborative practice and interpretation of nursing science within an interdisciplinary context.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	Factors: # 5 Role Development – 81.0% # 6 Core Knowledge – 81.5%, # 13 Patient Care – 74.7% # 14 Didactic/clinical Coursework – 58.7%	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work.

MSN Program Outcome 9: The IUSON MSN Graduate will: **Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.** Related PGL: **Meet all ethical standards established for the discipline.**		
Assessment Method (& brief definition)	**Assessment Findings**	**Actions Taken Based on Findings**
Clinical course evaluations	Students articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services and is measured through individual course learning objectives and majority of students meet course requirements in this area. *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete	Faculty follow-up on preceptor evaluation

	formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of articulating the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.	feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	Factors: # 13 Patient Care – 74.7% # 16 Didactic/Clinical- Clinical Epidemiological Principles – 75.3%	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work.
MSN Alumni Survey	No MSN Alumni survey conducted in 2012. Last data collected in 2011. A survey will be conducted in 2013.	

Doctor of Nursing Practice (DNP)

The Doctor of Nursing Program (DNP) admitted the 4th cohort of students this fall since implementation of the program. The DNP Program Evaluation included in this report reflects the HRSA grant-funded time and effort capacity available to the faculty who were involved in the development and implementation of the program from the start. The report demonstrates clearly the indicators, measures and measurement sources, timelines, outcomes, evaluation and actions to be taken given the latest results. Having a well-developed plan with clearly indicated measures and time-line has served the faculty teaching in that program very well.

The format is different from the MSN and PhD program formats at this point in time while we further evaluate how the DNP format is working, and also continue development of more comprehensive and operational MSN and PhD plans. The goal is to achieve a consistent formatting and operational display of our evaluation plans over time.

1. Mission/Vision						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
1A) The DNP program mission/vision/goals are consistent with the mission/vision/goals of the IUSON and IUPUI.	Compare DNP Program to IUSON & IUPUI mission/ vision/goals	Annually	PC OoE	Consistency between DNP and IUSON's mission/ vision/goals.	DNP vision/mission/goals reviewed for alignment with IUSON and IUPUI and found consistent; DAC approved 11/11/10; GCC approved 1/24/11; Reviewed Summer '12 & minor inconsistencies cleaned up.	PC to review Summer'13.
	# of DNP graduates practicing in IN and in underserved IN counties per EBI DNP Exit Survey.			Evidence of DNP Program's contribution to IUPUI's mission in that… 85% of positions secured by respondent students are in Indiana. 50% of positions secured by respondent students are in underserved counties in	Assure EBI DNP Exit Survey includes questions to measure location of employment for DNP grads—DONE 3/12. EBI DNP Exit Survey for 2 students in 2010 Cohort taken 4/13 with	5-13: EBI Exit Survey modified to add location of employment by county. 5-13: Plan designed to get 100% participation in EBI exit survey. Only 2 grad's eligible in 5-13.

				Indiana.	==XX%== response rate. 100% will stay in IN. Counties unknown due to error in survey question construction but by talking with students, >50% are in underserved counties.	<u>5-13: Fix question regarding county prior to '13 EBI survey--DONE.</u>
1B) The DNP Program outcomes and course objectives are consistent with national standards (e.g., NLNAC, AACN DNP Essentials, NTF, etc.) and are grounded in relevant practice expectations.	Cross-walk documents as evidence of incorporation of standards into program outcomes & course objectives. EBI DNP Exit Survey Alumni surveys at 1,3, and 5 years post graduation for each cohort Meeting standards and practice expectations will be evidenced by course grades, e-Portfolio artifacts, student reflective activities, AMs evaluation of students progress toward program outcomes with supplementary phone interviews as needed	1 year after start of DNP program Review and update every 3 years and as needed	PC, OoE, ADGP	Academic standards are visible in DNP outcomes and course objectives to students, faculty, clinical partners and accrediting organizations DNP Program outcomes are relevant to current and future practice and consistent with professional standards chosen by faculty in consultation with accrediting bodies and clinical partners. Agency mentors' Typhon evaluations of students at mid/end of program are at 80% or higher ratings.	<u>Accreditation:</u> Program received accreditation-Apr'12-DONE 5/13: 0% of AMs (N=2) responded to 3 evaluation statements re: DNP program, so not known. 5/13: Discussion with practice partners to review practice expectations for our DNP graduates & receive their feedback. ==EBI 4/12 results: 100% of program outcomes have Mean score 6.3-6.8/7== Typhon AM eval's of students for 2010 cohort (end-program) showed 80-90% A/SA rating across 11 statements. 1 item re: assessment of organization's needs scored at 70%. ==100% of students A/SA they are employed in role consistent with DNP==	Review upon any changes in national accreditation standards—DONE 9/13. <u>Continue to monitor.</u> <u>Continue to monitor. Design/conduct alumni survey Spring, '13 with Cohort 2010—in progress.</u> <u>Curricular evaluation of artifacts completed on 4/17/13 and scheduled for 10/16/13.</u> <u>Schedule next practice partner discussion for Spring '14.</u> <u>Continue to monitor.</u>

					==degree==	
1C) DNP faculty, staff and students contribute to decisions affecting the goals and strategic planning for the DNP program.	DAC minutes Student input from focus groups and surveys	Annually	PC, AA	Faculty, staff and students are meaningfully engaged in decisions related to setting and implementing goals and plans for the DNP as evidenced by DAC minutes and student focus groups/surveys.	05/10: DNP Advisory Committee formed and on monthly meeting schedule to continue to capture faculty-staff input. 2012-13: Students serving on e-Port Design Group, Evaluation Sub-Committee, graduation planning group & we continue the practice of asking for student feedback during intensives held each semester.	Continue to ask for faculty feedback during DAC meetings. Continue to recruit students from subsequent cohorts. Continue to use intensives each semester to ask for student feedback.
2A) Faculty members are sufficient in number, academically and experientially prepared for the areas in which they teach to accomplish expected program/student outcomes.	Course assignments Course evaluations Annual reports Faculty CV's/Credentials	Annually	PC, ADGP	Sufficient qualified faculty are available for carrying out administrative and faculty roles. Faculty are successful in meeting promotion and tenure benchmarks.	Summer'13: Additional faculty identified and qualified to teach DNP coursework & fill faculty advisor roles. Ongoing: Faculty successful as evidenced by ongoing appointment.	Continue to monitor. 5/13: 1 DNP faculty left IUSON for other position. All students starting in fall 2013 linked to qualified faculty advisors. 5/13: No DNP faculty promoted in 2012-13.
2B) Qualified AMs are academically and experientially qualified for their role in assisting in the achievement of expected student and program outcomes, and are trained and engaged as active partners in	Clinical partnership contracts Student needs vs. availability of AMs (Inquiry Project review)	Annually and as needed	PC	Sufficient qualified AMs are available for student experiences.	5/13: All DNP students at the point of Inquiry Projects have identified AMs that are sufficiently qualified.	Continue to monitor.

each student's Program Committee.						
2C) All coursework is distance accessible and technology enabled and support is in place.	Schedule of distance-accessible DNP coursework Adequate FTEs for distance/technology support staff Student satisfaction w/information technology support on EBI DNP Exit Survey	Annually	PC, AA	Distance-accessible technology and technology support personnel meet student and faculty expectations as evidenced by 85% of respondent students moderately to very satisfied with access to and training to use information technology (as reflected by items on the EBI DNP Exit Survey).	08/10-11: All coursework is distance accessible; sufficient technology support is in place. EBI 4/12 results: 100% of students moderately to very satisfied with information tech. 100% of students mod-very satisfied with availability of courses. 66.7% mod-very satisfied with training to use info tech.	Continue to monitor. 5/13: Develop plan to better prepare incoming DNP students to use the info tech resources that are available—DONE; a dedicated info tech session will be offered for the first time in Aug'13.
2. Institutional Commitment and Resources						
Key Goals	**Evidence**	**Time/ Frequency Cycle**	**Responsible Parties**	**Expected Outcomes**	**Results**	**Decisions/Actions**
2D) Required courses are available to promote timely student progression through the DNP Program.	Course listings vetted against cohort program of study Evidence of on-time student progression & graduation rates EBI DNP Exit Survey	Annually	PC, AA, ADGP	Courses are offered timely in relationship to each student's program of study as evidenced by 85% of respondent students moderately to very satisfied with availability of courses (as reflected by items on the EBI DNP Exit Survey).	2012-13: All full-time and part-time programs of study coursework offered on time & PT-PT program of study designed. I630 moved into curriculum to eliminate as an admission pre-req; both I630 and L650 (still a pre-req) offered year round. D736 & D737 consolidated to one	Continue to monitor. Finalize and execute the plan to place more assignments in D749 for increased and earlier faculty advisor involvement in their student's Inquiry Project. Restructure D736 & D737

					semester per course. 2/13: Outside consultant brought in to advise changes to D736/D737/D749. 2010 Cohort: 8/8 FT students graduated on time. 2010 Cohort: 2/4 PT are progressing; 2 other PT graduated 5/13. 2011 Cohort: 7/10 PT are progressing; 1 withdrew from program; 1 dismissed; 1 sent failure to progress letter. 2012 Cohort: 9/16 progressing; 2 withdrew; 3 on LOA; 2 FTP letters. ==EBI results 4/13: 100% of students mod-very satisfied with availability of courses.==	in light of changes to D749. Develop and communicate more formalized written policies for failure to progress with consequences.
2E) The DNP Program is cost efficient (neutral) and fiscal resources support program needs.	Modeling of program revenues vs. expenses	Annually	PC, ADGP	DNP Program is cost efficient.	07/11: HRSA grant approved for funding 2012-2014. 5/13: PC reports program revenues balance against expenses. An unexpected surplus due to some changes in faculty was used to update all DNP courses to a standardized online template.	Continue to monitor.

2F) Evidence of effective DNP leadership & direction in carrying out DNP program.	Regular reports from PC re: DNP successes and issues. APG reports of accomplishments to CCNF-GCC and DAC as recorded in minutes.	Annually	PC, Dean	Agreement that the DNP administrative direction and leadership are consistent with the DNP, SON, and IUPUI mission, goals and strategic plans.	2012-13: PC provides monthly reports to GCC and CCNF. 2012-13: APG reports to GCC on regular basis. 07/11: HRSA grant approval provides for new administrative support position-Carlson hired 11/11. EBI 4/13 results: ==100% of students mod-very satisfied with responsiveness of program administration to student concerns. Academic advising: Mean 6.71/7, SD-0.55 Support services: Mean 6.28, SD 0.56==	Continue to monitor. 08/12: Carlson leaving; recruit/hire her replacement. Beth Chaisson hired 11/12.
2G) DNP documents/publications are accurate. References to the program's offerings, outcomes, accreditation approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition and fees are accurate.	DNP Web pages DNP-related publications DNP recruitment materials DNP Student Handbook	Annually	PC, AA, ADGP SON Director of Marketing	Materials are appropriate, accurate, informative & consistent across all communication media and facilitate student APG.	10/12 &Ongoing: All DNP materials checked for consistency. Summer'13: DNP handbook updated.	Continue to review all DNP materials for consistency on annual basis.

Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
2H) Student financial aid is available and accessible.	# and amount of aid packages available # and dollar amount for student's with aid packages	Annually	PC, AA	100% of students with financial needs have access to financial aid information.	10/12: Student financial aid options available on SON website and academic advising support (Nathan Lohr hired in 2012) in place. Graduate Office sends emails as new aid becomes available. ==EBI 5/13 results:== ==3: no loans needed== ==1: loan at 20-30K== ==1: loan at 40-50K== ==1: loan at 50K+==	Continue to monitor.
2I) Facilities and physical resources are sufficient to enable the program to fulfill its mission, goals and expected program outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Review of facility/physical resources compared to DNP program needs. EBI Survey	Annually	ADGP	Facilities and physical resources support program needs.	Ongoing: Classroom and meeting space available for scheduling as needed. 3/12: 4th floor faculty space renovation completed. ==EBI 4/12 results:== ==100% of students mod-very satisfied with classroom & facility.==	Continue to monitor.
3. Educational Quality and Effectiveness						
Key Goals	**Evidence**	**Time/ Frequency Cycle**	**Responsible Parties**	**Expected Outcomes**	**Results**	**Decisions/Actions**

3A) The DNP curriculum is designed and delivered to achieve DNP program outcomes and to prepare graduates to assume advanced practice roles consistent with a DNP degree.	EBI DNP Exit Survey	Prior to each cohort's graduation	PC, OoE	85% of DNP graduates are moderately to very satisfied with the attainment of program outcomes consistent with their advanced practice role.	Assure proper questions are available on EBI DNP Exit Survey—DONE 3/12. EBI 4/12 results: Overall eval of DNP: 5.67/7 with "4"=moderately satis & "7"=extremely satisfied	Continue to monitor.
	Program Committee decisions to graduate students	Prior to each cohort's graduation	PC	100% of DNP graduates' Program Committee's agree that graduates have attained the 7 DNP program outcomes as evidenced by course completion & Committee approval of Inquiry Projects.	100% Learning outcome factors ranged 6.3-6.8. 8/8 (100%) of FT 2010 cohort DNP students graduated 5/12.	Continue to monitor.
	AA assessment of student clinical hours	Prior to each cohort's graduation	AA, Faculty Advisors	100% of DNP graduates have attained the required number of clinical hours.	2/2 (100%) of DNP students attained 1000 clinical hours prior to graduation.	Continue to monitor.
	EBI DNP Exit Survey	Prior to each cohort's graduation	PC, OoE	50% of respondent DNP graduates will have secured advanced practice employment consistent with a DNP degree at time of graduation.	EBI: 100% of students A/SA they are employed in role consistent with DNP degree.	Next EBI survey due 4/14.

CONTINUED FROM PRIOR PAGE 3A) The DNP curriculum is designed and delivered to achieve DNP program outcomes and to prepare graduates to assume advanced practice roles consistent with a DNP degree.	AM Typhon survey	Annually	PC, ADGP	85% of AMs report that DNP grads are adequately prepared to assume advanced practice role in their organizations.	Cohort-2010 AM evals 5/13: 4.5/5 mean score that their DNP student demonstrates DNP level skills.	Assure eval's go to AM's as scheduled.
	e-Portfolio program-level assessment	Annually		Faculty's scheduled evaluation of cells of e-Portfolio matrix demonstrates attainment of program outcome/ DNP Essential associated with each cell.	Prior to 5/12: Complete planning and rubric selection for first round of program-level assessment--DONE	First e-Port curricular assessment DONE 9/12; DAC voted on 4 key actions as a result. Spring round completed 4/17/13 with fall scheduled for 10/16/13.
3B) The DNP Program outcomes are consistent with IUPUI's Principles of Graduate & Professional Learning and IU Graduate program requirements.	EBI DNP Exit Survey	Annually	ADGP GCC, OoE	85% of graduates judge their ability to meet PGPL's as good to excellent on EBI DNP Exit Survey.	==EBI 4/12 results: 100% of students rated their ability to meet PGPLs as good or excellent.==	Continue to monitor.
	Cross-walk measurement of PGPL's across DNP curriculum	As needed	PC, GCC			

3C) Faculty employ teaching and learning strategies that reflect teaching excellence and innovation and facilitate the students' ability to meet course and program outcomes.	Course evaluations	Annually	OoE	85% of course evaluations will be at or above a 4.0 on a 5.0 scale.	08/10-11: 80% of course evaluations (11 courses) at or above 4.0. 08/11-12: 80% at or above 4.0	Continue to monitor.
	Annual faculty reports reflect innovative teaching products	Annually	ADGP	Annual faculty reports reflect products that reflect teaching excellence & innovation.	1/12: ePort & reflective work presented at AACN; 3/12 Spring Symposium at IUPUI; 7/12 at AAEEBL in Boston; 10/12 at Assessment Institute at IUPUI; 11/12 Webinar at IUPUI 10/12: D744 study results presented at QM Conference, Tucson, AZ. 08/12: I630 Podcasting; article published in CIN by Meek, Lee, Jones.	Finish collaborative article regarding use of reflection (published). Submit article re: curricular assessment using ePortfolio-submitted 4-13. Young & Embree present curricular assessment using eportfolio at AAEEBL in Boston 7/13.
	# of teaching-related awards given to faculty	Annually	ADGP	Faculty recognized for excellence in teaching.	2011-2012: DNP faculty admitted to FACET program; received NLN/Trustee teaching awards. IUSON re-designated as Center of Excellence in pedagogy and newly designated Center of Excellence in teaching research and scholarship in Summer 2012.	Continue to encourage award submissions.
CONTINUED FROM PRIOR PAGE 3C) Faculty employ teaching and learning strategies that reflect teaching excellence and innovation and facilitate the students' ability to meet course	# of partnerships in place to support development & implementation of teaching innovations	Annually	PC	Evidence of partnerships that support teaching innovation.	2010-13: Partnership with Center for Teaching & Learning to develop/refine e-Portfolio & Reflective Writing Assignment continues & IUNLP collaboration is ongoing.	Continue to collaborate & present findings/learning, especially from curricular assessment via ePortfolio.
	Listing of cohort's	Annually	PC, AA	100% of student	05/13: 100% of student	Continue to monitor especially with new and expanding set of faculty

and program outcomes.	Inquiry Projects			Inquiry Projects reflect application of translational science principles to real-world practice problems.	Inquiry Projects reflect application of translational science to practice problems.	advisors coming on board in 2012-13. Distribute grid of comparison between IP and dissertation.
3D) Admission requirements are correlated with student and program success.	Student admission, progression and graduation reports	Garner initial cohort information; then at least every 2 years	PC, AA	80% of students who are admitted remain in good academic standing and graduate from the program in a timely manner.	Spring'12: Curricular decisions to speed progression: DAC approved replacement of I631 with I630 to eliminate 1 pre-req; also consolidated D736-737 into 1 semester each; also eliminated certification as admission requirement. Spring'13: 2 DNP graduates leaving just 2 more to complete from 2010 cohort. 61% (17 of 28) progressing; 11 notified by APG for failure to progress or acknowledgement of withdrawal from program.	APG continue to monitor via monthly meetings. Continue to track all cohorts. Track whether I630 and D736-D737 changes improve retention. Track whether decision to not permit PT-PT plan of study & use of doctoral expectations document improves progression.
3E) The DNP Program's academic policies & procedures are fairly and systematically implemented to facilitate student success.	APG minutes and annual report Student progression compared to program plan Actual vs. expected graduation rates	Annually	DNP APG Committee; ADGP	DNP policies are systematically and fairly implemented as evidenced by 80% of post-master's full-time students graduating in 3 years; 80% of part-time students graduating in 6 years. All exceptions to policy are documented with accompanying legally	100% (8/8) FT students from Cohort 2010 graduated on time. 2012-13: APG continues to monitor P&P's for any needed revisions & decisions recorded in	Continue to monitor and revise policies and procedures as needed.

Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
				defensible rationale	minutes.	
3F) The DNP Program follows the established IUPUI and SON process/policy for handling formal grievances.	Grievance tracking document for the SON w-outcome/rationale for handling of each.	Annually	PC, AA	Grievances are fairly and timely handled.	08/10: Grievance policy published in DNP Student Handbook. 05/13: No grievances have been filed since beginning of program in 08/11.	Continue to monitor.
4. Program Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
4A) DNP program evaluation data is aggregated, analyzed, trended and distributed to faculty, staff and administration	Minutes of GCC and Administrative meetings Including admit/graduation rates, employment rates, EBI data, alumni/employer survey data	Annually	PC, OoE	DAC and GCC minutes reflect that evaluation data is accessible and useable for faculty and administrative decisions.	PC delivers reports to DAC and GCC on monthly basis along with recommended decisions/actions. Sept-Oct, '12: All eval results summarized & presented to DNP Eval Sub-C; then to DAC for action; all 4 recommended actions were approved.	Continue to report evaluation data as available. Store all eval data in organized way on U drive—DONE.
4B) Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.	Minutes of GCC and DAC showing program decisions/changes based on evaluation findings reported on annual report	Annually	PC, GCC	DAC and GCC minutes reflect ongoing use of evaluation data to improve program outcomes.	Sept-Oct, '12: First round of comprehensive results presented to DNP Eval Sub-C; then to DAC for action; all actions in progress for completion by fall 2013.	Conduct spring & fall'13 rounds of program-level assessment with follow through to DNP Eval S-Comm & DAC.

4C) The e-Port design is consistent with demonstrating DNP program outcomes, national standards and PGPL's.	Program assessment via evaluation of artifacts by program outcome & DNP Essential	Annually	DAC, PC, AA	85% of annual program-level assessment of assigned cells in matrix score as meeting program standards; suggested improvements are also collected and acted upon by designated DNP faculty, or administrative/faculty bodies.	Prior to 3/12: Complete planning and rubric selection for first round of program-level assessment--DONE. 9/19/12: First round of program-level artifact assessment. 4/17/13: 2nd round.	Take Fall'12 (DONE) & Spring '13 results to Eval S-Comm, then to DAC for action.
	Scoring of Reflective Writing Assignment	At mid- and end of program for each cohort	PC, Faculty Advisors	85% of Reflective Writing Assignment papers demonstrate progression of transformative learning as evidenced by higher scoring from mid-to-end of program.	100% of reflective writing papers demonstrated higher end of program score.	Continue to monitor.
4D) Aggregate faculty evaluation outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	EBI DNP Exit Survey Annual faculty reports	Prior to each cohort's graduation Annually	OoE PC, ADGP	85% of students rate >/= 80% of faculty as excellent to exceptional (as indicated by item on EBI DNP Exit Survey). Faculty continue appointment in rank.	==EBI 4/12 results: 100% of students rate >/= 80% of faculty as excellent to exceptional Quality of faculty: Mean of 6.52/7, SD 0.85 Instruction & Curriculum: Mean of 6.65/71, SD 0.59==	Continue to monitor.

Doctor of Philosophy in Nursing Science (PhD)

The PhD program currently has 52 students; 31 Indiana residents, 18 from out of state, and 3 international students. Sixteen new PhD students were admitted and started the program in May, 2013 which represented a 200% increase in admissions over 2012. Our relationship-focused and distance recruiting strategies, and hiring of a financial aid liaison with the IUPUI Financial Aid office have increased applications and acceptances. Our T-32 grant received renewal this past year, as well as the awarding of a Star supplement to fast-track BSN to PhD students through the program. Three IUSON PhD students were offered IUPUI fellowships, and 2 students completed their first of two years as partially funded Jonas Scholars. An additional three students were fully funded to enable full-time study. Our average time to completion of the PhD program is 4.2 years at full-time study. Six PhD students defended dissertations successfully since August 2012 and August 2013; four have graduated. Several students have been successful in funding from local foundations, as well as the NIH F31 grant mechanism. One student dismissed from the program due to failure –to-progress.

PhD Program Outcome 1: The IUSON PhD Graduate will: **Synthesize knowledge from nursing as well as from the biological and behavioral sciences to investigate health phenomena relevant to the discipline of nursing.**

Related PGL: **Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	
Dissertation Defense	Six dissertations defended - successfully	
Alumni Survey	PhD alumni survey to be conducted 2013-14	

PhD Program Outcome 2: The IUSON PhD Graduate will: **Utilize analytical and empirical methods to extend nursing knowledge and scholarship.**

Related PGL: **Conduct research in an ethical and responsible manner.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	
Dissertation Defense	Six dissertations defended-successful	

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PhD Program Outcome 3: The IUSON PhD Graduate will: **Conduct and communicate research that advances the body of scientific nursing knowledge.**

Related PGL: **Communicate effectively high level information from their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Publications	Eleven (11) PhD student manuscripts as primary or co-author published, in review, or recently submitted this year.	
Presentations	Six (6) PhD student presentations to regional and/or national professional organizations/groups	
Alumni Survey	PhD alumni survey to be conducted 2013-14	

PhD Program Outcome 4: The IUSON PhD Graduate will: **Defend the social significance of the expanded knowledge base of nursing.**

Related PGL: **Communicate effectively high level information from their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Publications	Eleven (11) PhD student manuscripts as primary or co-author published, in review, or recently submitted this year.	
Presentations	Six (6) PhD student presentations to regional and/or national professional organizations/groups	

PhD Program Outcome 5: The IUSON PhD Graduate will: **Interpret nursing science within an interdisciplinary context.**

Related PGL: **Think critically and creatively to solve problems in their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	
Dissertation Defense	Six dissertations defended-successful	