INDIANA UNIVERSITY SCHOOL OF NURSING 2015-2016 ACADEMIC YEAR ASSESSMENT REPORT
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Introduction

The Indiana University School of Nursing (IUSON) at IUPUI offers a distinctive range of Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy (PhD) degrees, as well as federally funded pre- and post-doctoral training programs. The School of Nursing (IUSON) has three undergraduate Bachelor of Science in Nursing (BSN) tracks including traditional, accelerated second degree, and RN to BSN. The MSN program has nine tracks, including five nurse practitioner, two clinical nurse specialist (adult-gerontology and pediatric), nursing leadership in health systems, and nursing education, in addition to a post-master's certification option in all nine tracks and an RN to MSN option. A nursing Honors Program is also available for BSN students through admission to the IUPUI Honors College prior to acceptance into the BSN program. Two doctoral programs – Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) are available. Information on nursing programs c tracks at https://nursing.iupui.edu/.

The mission of the IUSON is to be a leader in development of knowledge for the work of nurses today and in the future, and positively influence the health of communities served by inspiring learning through: excellence in teaching; creating and advancing knowledge through science and research; and improving healthcare through evidence-based practices, innovations and partnerships. As evidence of excellence in fulfilling the educational mission, IUSON is the first school in the nation to be designated a National League of Nursing (NLN) Center of Excellence (COE) in Nursing Education in *two* categories - Creating Environments that Promote the Pedagogical Expertise of Faculty (2016-2021) and Creating Environments that Advance the Science of Nursing Education (2017-2022). In 2016, the IUSON Doctor of Nursing Practice (DNP) Program was ranked 1st among public universities in Indiana and in the top 20 overall for DNP programs nationwide by *U.S. News & World Report* graduate school rankings. The DNP program also completed an accreditation site visit by the Commission on Collegiate Nursing Education (CCNE) in fall 2016, and received full 10-year accreditation approval (2016-2026).

Campus, state and national professional standards, competencies and criteria (see Table 1 below) serve as the basis for development and evaluation of BSN, MSN, DNP and PhD student achievement of learning outcomes. Incorporation of these best practice standards and guidelines occurs throughout each program and track, culminating in student achievement of expected program learning outcomes. The guidelines listed below outline the curricular elements and student competencies that must be present in programs conferring BSN, MSN, DNP and PhD degrees.

Table 1: Campus, State and National Professional Standards and Guidelines for Nursing Programs

BSN, MSN, DNP and PhD programs:
- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs,* Commission on Collegiate Nursing Education (CCNE, 2013)
- *Quality and Safety Education for Nurses* [(QSEN), QSEN Institute, 2017]
- *Indiana State Board of Nursing* (ISBN, 2017)
- *Code of Ethics for Nurses with Interpretive* Statements, American Nurses Association (ANA, 2015)

BSN programs:
- *The Essentials of Baccalaureate Education for Professional Nursing* Practice, American Association of Colleges of Nursing (AACN, 2008)
- *Principles of Undergraduate Learning,* Indiana University-Purdue University Indianapolis (IUPUI), Division of Undergraduate Education (1997)

MSN programs and certificates:
- *The Essentials of Master's Education in Nursing,* (AACN, 2011)
- *Criteria for Evaluation of Nurse Practitioner Programs,* The National Task Force on Quality Nurse Practitioner Education, (NTF, 2016)
- *Criteria for the Evaluation of Clinical Nurse Specialist Masters, Practice Doctorate, and Post-Graduate Certificate Educational Programs,* The National Association of Clinical Nurse Specialists, (NACNS, 2011)
- *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education,* The APRN Consensus Work Group and the National Council of State Boards of Nursing APRN Advisory Council, (2008)
- *Principles of Graduate and Professional Learning,* (IUPUI)

DNP program:
- *Nursing's Social Policy Statement,* American Nurses Association (ANA, 2010)
- *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)
- *Report from the Task Force on the Implementation of the DNP* (AACN, 2015)
- *Nurse Executive Competencies,* American Organization of Nurse Executives (AONE, 2015)
- *Principles of Graduate and Professional Learning,* (IUPUI)

PhD program:
- *Principles of Graduate and Professional Learning,* (IUPUI)
- *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence, (*AACN, 2010)

Nursing Program Learning Outcomes

IUSON's expected program (student) learning outcomes are reviewed and revised at least annually with input from communities of interest including students, alumni (ae), and clinical agency partners/employers. BSN, MSN, DNP and PhD curriculum/student affairs committees based on this broad input propose changes in expected learning outcomes on an ongoing basis. Feedback is obtained using surveys, focus groups, faculty input, student evaluations, graduate surveys and a community advisory board. The BSN, MSN, DNP and PhD program

(used interchangeably with "student") learning outcomes (PLOs) are located on the IUSON Campus Bulletin (2017-2018) and IUSON website. The PLOs, identified by program in Table 2, are developed and reviewed by faculty in accordance with the core school's systematic evaluation plan and are congruent with contemporary practices and professional standards. Program curricula and student learning outcome statement are reviewed regularly by each program to ensure they reflect the most current professional standards and guidelines. Baccalaureate PLOs are consistent statewide to facilitate coherence, and written with a focus on developing the professional practitioner.

Table 2: Student Learning Outcomes by Program

Program	Student Learning Outcomes
BSN	- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making - A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care - A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations - An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery - 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 - An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes - A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments - An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety - An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care
MSN	- Model excellence in nursing leadership to improve nursing practice within a complex health care system - Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice - Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing - Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing - Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes

	• Use information technology and knowledge-based resources to manage and transform data that inform clinical practice • 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 • Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context • Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services • Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing
DNP	• Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people • Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes • Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems • Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources • Translate knowledge for application to the delivery of advanced nursing practice • Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues • Evaluate the impact of change on complex health systems including individuals and populations
PhD	• Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena • Utilize analytical and empirical methods to extend nursing knowledge and scholarship • Conduct and communicate independent research that advances the body of scientific knowledge • Defend the social significance of the expanded knowledge base of nursing • Interpret nursing science within an inter-disciplinary context

Assessment Methods and Outcomes Overview

The BSN, MSN, DNP and PhD nursing program outcomes are informed by national and professional standards and guidelines, and addressed through a set of core courses within individual tracks through specialty content. Faculty utilize analysis of aggregated student outcomes data to make program and specialty track improvements. Decisions regarding program improvements are reviewed by faculty in the Curriculum/Student Affairs (C/SA) committees, Faculty Assembly as indicated, and by administrators, to ensure that resources are available to facilitate the implementation and sustainability of program revisions/improvements, and to ensure their consistency with the mission and goals of the IUSON.

BSN, MSN, DNP and PhD student achievement of course learning outcomes is assessed throughout each program/track utilizing a variety of methodologies including: didactic, lab

and practicum course grades; completion of competency grids; preceptor evaluations of student performance in clinical practice sites; and, course and faculty evaluations. Individual student achievement of program learning outcomes is assessed via signature courses and/or events (e.g. successful dissertation defense for PhD students) at the end of each program. Graduate alumni surveys and end-of-program Skyfactor™ exit survey provide graduate and student perspectives regarding achievement of program outcomes. Skyfactor™ is an exit assessment developed in partnership with AACN, and is based on the CCNE accreditation standards. Three types of questions are in the assessment: categorical, scaled, and open-ended. Categorical questions are closed-ended questions that ask the student to choose an answer that best represents their situation (such as GPA or class standing). Scaled questions rely on a 1-to-7 Likert scale with "1" indicating strong disagreement and "7" indicating strong agreement. Questions are organized by "factors" or groups of related questions. The assessment package also includes a comparison of IUSON results against those of external benchmarking institutions (also called *Select 6*, as we choose these six schools) Carnegie class institutions, and all participating institutions. Overall results by program type for 2016-2017 are identified in the following sections, which include individual program assessment methods, findings, and program improvement initiatives based on findings.

BSN Assessment Methods and Outcomes

Program learning outcomes are based on national best practice standards found in *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008]. All BSN tracks (traditional, accelerated second degree, and RN-BSN) utilize the same BSN program learning outcomes, although activities/projects demonstrating achievement of learning outcomes differs by course. In the final semesters of the BSN program tracks, students participate in courses culminating in synthesis and application of knowledge learned throughout the program as noted in Table 3.

In the BSN Traditional and Accelerated Second Degree tracks, final semester NURS-S483/R470*Nursing Capstone* clinical immersion experience, under the supervision of a qualified, trained nurse preceptor, encompasses the cumulative evaluation of BSN student achievement of program learning outcomes. Outcomes are assessed in relation to the benchmark which states that **90% of all students will score greater than or equal to 4 out of 5 on all nine program outcomes ratings by capstone preceptors.** During academic year 2016-2017, **99.6%** (N=259/260) of BSN traditional and Accelerated Second Degree track students demonstrated achievement of this benchmark, receiving scores of 4 or higher on all nine program outcomes.

The online RN-BSN program is part of a statewide consortium model. Similar to the BSN Traditional and Accelerated Second Degree tracks, critical course assignments have been identified which evaluate student achievement of the BSN competencies and program learning outcomes. The benchmark states that 90% of students will score at least 73% on each critical assignment. For example, in the 8-week, R470 *Clinical Nursing Practice Capstone* course, students express ideas for improving nursing care based on evidence using

a variety of formats, such as posters, brochures, or PowerPoint presentations. In disseminating their evidence-based practice (EBP) projects, they communicate effectively in a range of settings such as clinical, classroom, and online environments, making effective use of technology. Through assigned EBP projects and interprofessional education (IPE) papers, students identify, apply, analyze, evaluate and create knowledge by proposing solutions for nursing practice problems, based on nurse sensitive indicators, using quantitative tools and reasoning based in the interprofessional research literature. Table 3 demonstrates student achievement of critical course assignments related to the BSN program learning outcomes by program track, course, specific assignment, and number of students and percent who earned passing grades of 73% or higher in the 2016-2017 academic year.

Table 3: 2016-2017 BSN Program Learning Outcomes and Examples of Direct Assessment Methods with Outcomes Data by Program Track

BSN Program Learning Outcome	Traditional and Second-Degree Accelerated BSN Tracks: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher *and/or* • mean preceptor rating	RN-BSN Track: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher
A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making; **PUL 2**	S488 Nursing Synthesis: Self-assessment of evidence-based practice using Evidence-Based Practice Questionnaire (EBPQ) tool and reflection paper.	260/260 (100%)	R470 Clinical Nursing Practice Capstone: EBP Project	Theory/concept integration: 50/53 (94.3%) Research utilization: 50/53 (94%) Systematic clinical decision making: 50/53 (94.3%) Systematic approach: 50/53 (94.3%)
	S483 Nursing Practice Capstone:	Evidence-based practice project with abstract: 260/260 (100%)	H355 Data Analysis: Data Analysis Project	34/35 (97.1%)
	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (N=77): 4.70 Spring 2017 Group 1 (N=49): 4.84 Spring 2017 Group 2 (N=96): 4.62 Summer 2017 (N=38): 4.76	H365 Nursing Research: Critical Appraisal Research Critiques	35/36 (97.2%)
A culturally sensitive individual who provides holistic, individual,	S488 Nursing Synthesis: Self-assessment of intercultural competence using Whitehead	260/260 (100%)	S475 Multisystem Approach to the Health of the Community: Community Health Assessment	Applied Social and Cultural Factors: 19/20 (95%) Health Promotion and Education Plan: 18/20 (90%)

BSN Program Learning Outcome	Traditional and Second-Degree Accelerated BSN Tracks: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher *and/or* • mean preceptor rating	RN-BSN Track: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher
family, community, and population-centered nursing care; **PUL 5**	Intercultural Competence Survey and reflection paper.			Advocates for Social Justice: 19/20 (95%)
	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (N=77): 4.88 Spring 2017 Group 1 (N=49): 4.80 Spring 2017 Group 2 (N=96): 4.73 Summer 2017 (N=38): 4.84		
A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and population; **PUL 4**	B444 Nursing Intensive: Managing Health & Illness Across Care Environments: Transitions in Care Quality Improvement Project.	260/260 (100%)	S475 Multisystem Approach to the Health of the Community: Community Health Assessment	Community Health Assessment: 9/9 (100%) Health Promotion and Education Plan: 9/9 (100%) Emergency Preparedness Activity: 9/9 (100%)
	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (N=77): 4.61 Spring 2017 Group 1 (N=49): 4.68 Spring 2017 Group 2 (N=96): 4.56 Summer 2017 (N=38): 4.63		
An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery; **PUL 3**	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (N=77): 4.75 Spring 2017 Group 1 (N=49): 4.64 Spring 2017 Group 2 (N=96): 4.56 Summer 2017 (N=38): 4.62	B304 Informatics: Policy Issue Paper	Nursing's Involvement and Impact on Healthcare Policies: 18 /20 (90%) Professional Organizations/Trends: 18 /20 (90%) Policy Changes: Health Care Reform Act (ACA): 20/20 (100%)

BSN Program Learning Outcome	Traditional and Second-Degree Accelerated BSN Tracks: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher *and/or* • mean preceptor rating	RN-BSN Track: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher
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; **PUL 6**	S474 Health Care Ethics: Case Analysis Paper	260/260 (100%)	S474 Ethics: Papers and Analysis	Ethical Political Paper: 13/13 (100%) Case Study Analysis: 13/13 (100%)
	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (77 students): 4.87 Spring 2017 Group 1 (49 students): 4.79 Spring 2017 Group 2 (96 students): 4.76 Summer 2017 (38 students): 4.89		
An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcome; **PUL 1A, 1B, 1C**	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (77 students): 4.78 Spring 2017 Group 1 (49 students): 4.81 Spring 2017 Group 2 (96 students): 4.76 Summer 2017 (38 students): 4.88	S475 Multisystem Approach to the Health of the Community: Community Health Assessment	Communicates Effectively: 9/9 (100%) Health Promotion Education Plan: 9/9 (100%)
A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (77 students): 4.74 Spring 2017 Group 1 (49 students): 4.89 Spring 2017 Group 2 (96 students): 4.71 Summer 2017 (38 students): 4.76	S475 Multisystem Approach to the Health of the Community: Community Health Assessment	Assessment, Intervention, Prioritization, Evaluation: 37/38 (97.4%) Patient/Family Centered Care: 37/38 (100%) Health Promotion Education Plan: 35/38 (92.1%) Culture/Patient Teaching: 37/38 (97.4%)
			B344 Comprehensive Health Assessment	Adult Assessment: 38/38 (100%)

BSN Program Learning Outcome	Traditional and Second-Degree Accelerated BSN Tracks: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher *and/or* • mean preceptor rating	RN-BSN Track: Course/Assessment Methods	2016-2017 Student Outcomes Data: • number/percent of graduates earning 73% or higher
				Pediatric Assessment: 38/38 (100%)
			Sample Elective Course Outcomes:	
			K499 Genetics and Genomics	Family History Paper: 7/7 (100%)
			B403 Gerontological Nursing	Elder Interview: 8/8 (100%)
			K434 Global Health Issues in Nursing	Country/Data Health Paper: 15/15 (100%)
An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety	L430 Leadership in Healthcare Delivery & Policy: Quality Improvement Project	260/260 (100%)	S487 Nursing Management	Leadership Assignment: 15/15 (100%) Interview Project: 14/15 (93.3%) Budget and Finance Assignment: 15/15 (100%)
	L430 Leadership in Healthcare Delivery & Policy: Emergency Department Simulation	260/260 (100%)	R470 Clinical Nursing Practice Capstone	Career Goals Assignment: 19/19 (100%)
	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (77 students): 4.70 Spring 2017 Group 1 (49 students): 4.77 Spring 2017 Group 2 (96 students): 4.65 Summer 2017 (38 students): 4.83		
An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care	S483 Nursing Practice Capstone: Capstone preceptor rating mean scores (5 as the highest)	Fall 2016 (77 students): 4.85 Spring 2017 Group 1 (49 students): 4.80 Spring 2017 Group 2 (96 students): 4.76 Summer 2017 (38 students): 4.84	B404 Informatics: Information and Database Retrieval Project:	Patient Care Technologies, Information Systems and Communication Devices: 26/27 (96.3%) Quality Improvement Data Collection/Analysis: 26/27 (96.3%)

BSN Analysis of Outcomes and 2017-2018 Strategies:

As noted in Table 3, benchmarks for student achievement of program learning outcomes based on the measures noted, indicate successful achievement of the majority of benchmarks. RN to BSN track outcomes on the fall 2016 *K305 New Innovations in Health and Health Care Project* did not meet the benchmark. Faculty review of factors impacting this outcome identified opportunities for increasing student success related to student writing skills on the written assignment. In the 2017-2018, the IUSON has a new course leader who will review the K305 assignment with the program director and develop strategies for increasing student success.

Ongoing review and analysis of a variety of factors impacting student learning and achievement of both program and student learning outcomes has led to a number of recommendations for change in 2017-2018. Between 2013 and 2016, IUSON implemented a significant baccalaureate curriculum revision to reflect trends in student needs, developments in health care, and opportunities for interprofessional education (IPE). During the revision and implementation of the curriculum changes, IUSON also reviewed the accelerated second-degree track to identify areas for pre-license BSN program improvement. Recent review of the curriculum implementation process and program learning outcomes identified areas for minor improvements. Additionally, the IUSON campuses at both IUPUI and IU Bloomington (both part of the IUSON core) have identified a need to increase program offerings and enrollment. In 2017-2018, the BSN nursing dean will submit a curricular substantive change proposal to the Indiana State Board for approval including:

- **Traditional BSN Track:** Senior level course NURS B453 *Interprofessional Practice* (3 credits) was designed as a dedicated stand-alone course to address accreditation requirements for IPE. However, evidence supports using a distributive model for IPE. Therefore, IUSON plans to distribute a grouping of 6 IPE learning activities throughout the curriculum, in 6 different courses. These curricular changes with strengthen student clinical judgement and performance through IPE efforts with greater focus on meeting current community health needs at each campus.
  - **NURS B453 Interprofessional Practice will be deleted (3 credits)** with the **3 credit hours redistributed** as follows:
    - **(IUPUI/IUB) 1 credit** will be added to **NURS B444: Managing Transitions Across Care Environments** which will deepen course content without adding new objectives (e.g. increase focus on contemporary clinical practice);
    - **(IUPUI/IUB) 2 credits** will be distributed to one or two clinical intensive senior courses at each campus to meet campus-specific community needs. Based on NCLEX pass rates (all are above the state and national average, but there is always room for improvement), admission scores, and anecdotal feedback from alumni regarding nursing courses the following 2 credits will be distributed as follows:
      - **(IUPUI)**
        - **1 credit will be added to NURS H303 (IUPUI)** - adding 1 credit to this course facilitates moving pediatric clinical acute care out of other

medical-surgical courses where it currently resides, which will strengthen clinical learning and judgement. Previously our pediatric clinical was embedded in the H356 or H371 course. Separating it out will give us more medical surgical clinical time on task, while maintaining pediatric clinical (IUPUI)

- **1 credit will be added to NURS B244 Health Assessment (IUPUI)** – addition of 1 credit will provide additional depth and focus on clinical judgment across the lifespan.
  - **(IUB)**
    - **2 credit hours will be added to H403 Clinical Intensive** - addition of this course gives students who have completed their sophomore and junior-level courses additional advanced clinical and simulation experiences to develop their clinical reasoning, critical thinking and applied skills.

Figure 1 summarizes overall IUPUI nursing student satisfaction with various aspects of the nursing program. The benchmark states that 90% of BSN students will rate overall program satisfaction at greater than or equal to a 5.0 on a 7.0-point scale on the exit survey. Overall satisfaction levels dipped in 2016, however levels remained above the benchmark in all areas. The decreases coincide with the first graduating class under the new concept-based curriculum. Ongoing course reviews and revisions, and improvements in curricular design and delivery, have led to steady upward satisfaction ratings.

Figure 1: BSN Skyfactor™ Exit Survey: Overall Program, Learning, and Program Effectiveness Satisfaction
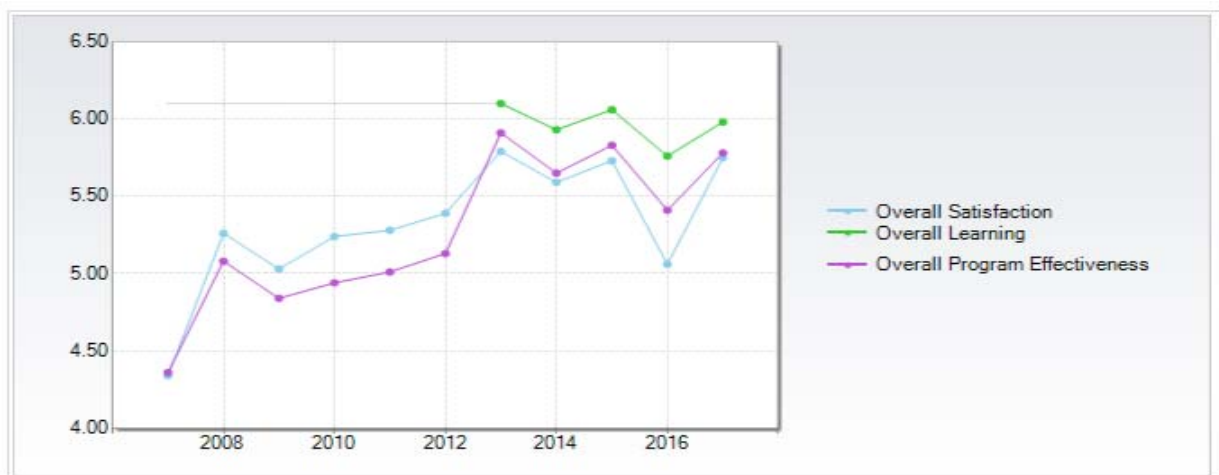
MSN Assessment Measures and Outcomes

The MSN program includes nine (9) different tracks: five nurse practitioner tracks (Adult/Gerontology Acute, Adult/Gerontology Primary, Family, Pediatric, and Psychiatric

Mental Health); two clinical nurse specialist tracks (Adult/Gerontology and Pediatric), one Nurse Educator track, and one Nurse Leadership in Health Systems track. The MSN program outcomes are universal to all program tracks and 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. Additionally, all students complete the same Skyfactor™ exit surveys, course evaluations, and alumni surveys.

The primary methods for assessment of student achievement of program outcomes is through clinical course evaluations, preceptor evaluations of student performance in the clinical practice sites, alumni surveys, and the Skyfactor™ exit survey. The Skyfactor™ exit survey benchmark is a 5.0 on a 7.0-point Likert scale. As noted in Figure 2 below, *Overall Satisfaction, Overall Learning, and Overall Program Effectiveness* ratings decreased in 2016, which is attributed to implementation of a revised curriculum. In early 2017, significant increases were noted with *Overall Satisfaction* (5.41)*, Overall Learning* (5.84)*, and Overall Program Effectiveness* ratings, well above the established benchmark. The most dramatic increase in ratings is associated with *Overall Program Effectiveness*, with a statistically higher mean of 5.57.

Figure 2: 2016-2017 MSN Skyfactor™ Exit Survey: Overall Satisfaction, Learning, and Program Effectiveness Ratings

Aggregate student exit survey data related to achievement of each MSN program learning outcomes is identified in Table 4 below. Areas with mean scores below 5.0 are analyzed by the MSN Curriculum Committee with subsequent development of strategies for improvement. Analysis of findings indicate the benchmark is met in all content area with the exception of *Integrate Scientific Findings from*: *Biopsychosocial fields* (4.82); *Genetics* (4.09); *and, Organizational sciences* (4.29). The MSN curriculum committee plans to evaluate these outcomes during curriculum review in 2017-2018.

Table 4: 2016-2017 MSN Program Learning Outcomes and Principles of Graduate Learning with Supporting Exit Survey Data

MSN Outcome/Benchmark	Results Achieved
Graduates are satisfied with overall program effectiveness **Benchmark: 5**	**#22:** Overall Satisfaction: **5.41**; **#24:** Overall Program Effectiveness: **5.57**
MSN Program Outcome 1: 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.	**#55:** High quality patient care: **6.11** **#56:** Safe patient care: **6.22** **#57:** Emphasize ethical decision making: **5.92** **#58:** Emphasize critical decision making: **6.16** **#59:** Promote effective working relationships: **5.89** **#60:** Promote a systems perspective: **5.68**
MSN Program Outcome 2: 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.	**#56:** Safe patient care: **6.22** **#57:** Emphasize ethical decision making: **5.92** **#64:** Apply standards related to quality improvement: **5.24** **#65:** Apply quality principles within an organization: **5.25** **#75:** Employ advocacy strategies to influence health and health care: **5.31**

MSN Program Outcome 3: Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science from application to a chosen domain of advanced practice nursing. **Related PGL**: Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.	Integrate scientific findings from:
	    #49: Nursing: **6.35**; **#50:** Biopsychosocial fields: **4.82**; **#51:** Genetics: **4.09; #52:** Public health: **5.49;**
	    #53: Quality improvement: **5.11**; **#54:** Organizational sciences: **4.29**
	#66: Apply research outcomes within the practice setting: **5.97**
	#67: Resolve practice problems using research: **5.84**
	#79: Planning of evidence-based clinical prevention and population care and services to patients: **5.268**
	#80: Delivery of evidence-based clinical prevention and population care and services to patients: **5.73**
	#81: Management of evidence-based clinical prevention and population care and services to patients: **5.71**

MSN Program Outcome 4: 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.	**#53:** Quality improvement: **5.11** **#58:** Emphasize critical decision making: **6.16** **#61:** Use appropriate methods to measure quality: **5.43** **#64:** Apply standards related to quality improvement: **5.24** **#65:** Apply quality principles within an organization: **5.25** **#66:** Apply research outcomes within the practice setting: **5.97** **#67:** Resolve practice problems using research: **5.84** **#68:** Work as a change agent: **5.81**

MSN Outcome/Benchmark	Results Achieved
	#69: Disseminate research results: **5.70**
MSN Program Outcome 5: 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.	**#53:** Quality improvement: **5.11** **#61:** Use appropriate methods to measure quality: **5.43** **#62:** Use appropriate tools to measure quality: **5.35** **#63:** Apply performance measures to quality improvement: **5.32** **#64:** Apply standards related to quality improvement: **5.24** **#65:** Apply quality principles within an organization: **5.25** **#66:** Apply research outcomes within the practice setting: **5.97** **#67:** Resolve practice problems using research: **5.84** **#68:** Work as a change agent: **5.81** **#79:** Planning of evidence-based clinical prevention and population care and services to patients: **5.68** **#80:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.73** **#81:** Management of evidence-based clinical prevention and population care and services to patients: **5.71** **#82:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.68**
MSN Program Outcome 6: 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.	**#70:** Use patient-care technologies to deliver care: **5.63** **#71:** Use patient-care technologies to enhance care: **5.69** **#72:** Use communication technologies to integrate care: **5.61** **#73:** Use communication technologies to coordinate care: **5.61**
MSN Program Outcome 7: 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.	**#58:** Emphasize critical decision making: **6.16** **#62:** Use appropriate tools to measure quality: **5.35** **#63:** Apply performance measures to quality improvement: **5.32** **#67:** Resolve practice problems using research: **5.84** **#68:** Work as a change agent: **5.8** **#69:** Disseminate research results: **5.70** **#74:** Intervene at the system level through the policy development process: **5.19** **#79:** Planning of evidence-based clinical prevention and population care and services to patients: **5.68** **#80:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.73** **#81:** Management of evidence-based clinical prevention and population care and services to patients: **5.71** **#82:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.68** **#142:** Application of research and scientific evidence into clinical practice: **5.64**

MSN Outcome/Benchmark	Results Achieved
MSN Program Outcome 8: 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.	**#59:** Promote effective working relationships: **5.89** **#76:** Manage and coordinate care by communicating with team members: **5.84** **#77:** Manage and coordinate care by collaborating with team members: **5.84** **#78:** Manage and coordinate care by consulting other health professionals: **5.78**
MSN Program Outcome 9: 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.	**#79:** Planning of evidence-based clinical prevention and population care and services to patients: **5.68** **#80:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.73** **#81:** Management of evidence-based clinical prevention and population care and services to patients: **5.71** **#82:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.68**
MSN Program Outcome 10: Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing. **Related PGL**: Think critically and creatively to improve practice in the field of nursing.	Certification Pass Rates: **American Nurses Credentialing Center:** Adult/Gero Acute Care – 88.9% (N=8/9) Psychiatric NP – 84% (N=16/19) Post-graduate – 100% (N=2/2) Adult/Gero CNS – 100% (N=9/9) Peds CNS – 50% (N=1/2) **American Academy of Nurse Practitioners:** Adult/Gero Primary Care – 79% (N=15/19) Family NP – 95.7% (N=22/23)

In 2016, both full- and part-time plans of study were updated for all program tracks, in addition to a number of course revisions. For example, revisions were made to R500 Research Methods I in response to course evaluations and feedback from students (see Table 5 below). Revisions were also made to N502 Theory 1, N504 Leadership for ANP and R505 Measurement & Data Analysis for approval as hybrid courses. Table 5 demonstrates mean student course evaluation ratings, with the benchmark set at 4.0 on a 5.0 scale. While some program and course ratings remained below the benchmark in 2016-2017, overall improvement towards achieving the benchmark was identified in most areas. Results indicate increased ratings for all program tracks with the exception of Adult/Gero CNS and Nursing Education, which remain above the 4.0 benchmark. For MSN Core Courses, slight decreases were noted in N502 Theory 1 and Y505 Pathophysiology, although both remain above the benchmark. R505 Measurement & Data Analysis decreased to just below the benchmark. The most significant increase in mean ratings is demonstrated in Y625 Physical Assessment with an increase of 36%.

Table 5: 2016-2017 Mean Student Course Ratings by MSN Track and Core MSN Courses

MSN Program Track	Mean		Percent Change
	2015-2016	2016-2017	2015-2017
Adult/Gero CNS	4.52	4.43	-0.02
Adult/Gero NP-Acute Care	4.00	4.09	0.02
Adult/Gero NP-Primary Care	3.86	3.90	0.01
Pediatric CNS	4.04	4.18	0.03
Nursing Education	4.57	4.34	-0.05
Family NP	3.34	3.59	0.07
Leadership in Health Systems	4.62	4.99	0.08
Psych/Mental Health Lifespan NP	4.37	4.51	0.03
Pediatric NP	4.04	4.22	0.04
MSN Core Courses			
N502 Theory 1	4.49	4.26	-0.05
N504 Leadership for ANP	4.62	4.68	0.01
R500 Research Methods I	3.70	3.94	0.06
R505 Measurement & Data Analysis	4.00	3.81	-0.05
R590 Scholarly Project	3.99	4.32	0.08
Y515 Pathophysiology	4.39	4.03	-0.08
Y612 Pharmacology	3.27	3.76	0.15
Y625 Physical Assessment	3.28	4.46	0.36

MSN Analysis of Outcomes and 2017-2018 Strategies:

Analysis of data (qualitative and/or quantitative) guided development of priorities for the 2016-2017 academic year including: 1) threading content across the curriculum; 2) creating content maps to MSN Essentials; and, 3) examining curricular alignment and opportunities for streamlining resources. The MSN Nursing Leadership track is currently under curriculum review to facilitate seamless progression of students from the MSN to DNP Leadership in Health Systems program track. A visiting full professor has been engaged to co-coordinate the MSN Nursing Leadership track development. Action items for 2017-2018 include course mapping; threading ethics, culture and genetics in curricula; and development of new simulations. Development of a new RN to MSN track is currently in progress.

DNP Assessment Measures and Outcomes

The DNP faculty analyze quantitative and/or qualitative data collected to assess student achievement of program learning outcomes. The DNP program uses aggregated student learning outcomes data for program improvements. Program improvement decisions are reviewed monthly by the DNP C/SA and administrators to identify necessary resources for program implementation and sustainability and alignment with the mission and goals of the IUSON and university. Reflective analysis of community feedback and student data have led to modifications in the curriculum, teaching-learning experiences, and enrollment

management. Individual student performance is evaluated by faculty and reflects achievement of learning outcomes.

A variety of assessment approaches are used throughout the program to assess student performance against program outcomes including graded assignments, online postings, final projects and papers, case study presentations, reflective thinking work in the form of leadership development plans, and guided reflections regarding on-campus and immersive experiences. Alumni surveys, curricular assessment, and Skyfactor™ exit survey results provide student-centered data regarding achievement of learning outcomes. The results are discussed in the DNP Curriculum Committee subcommittee where recommendations are made and resource needs identified. Figure 3 below provides overall ratings of program, leaning, and program effectiveness satisfaction.

Figure 3: DNP Skyfactor™ Exit Survey: Overall Program, Learning, and Program Effectiveness Satisfaction
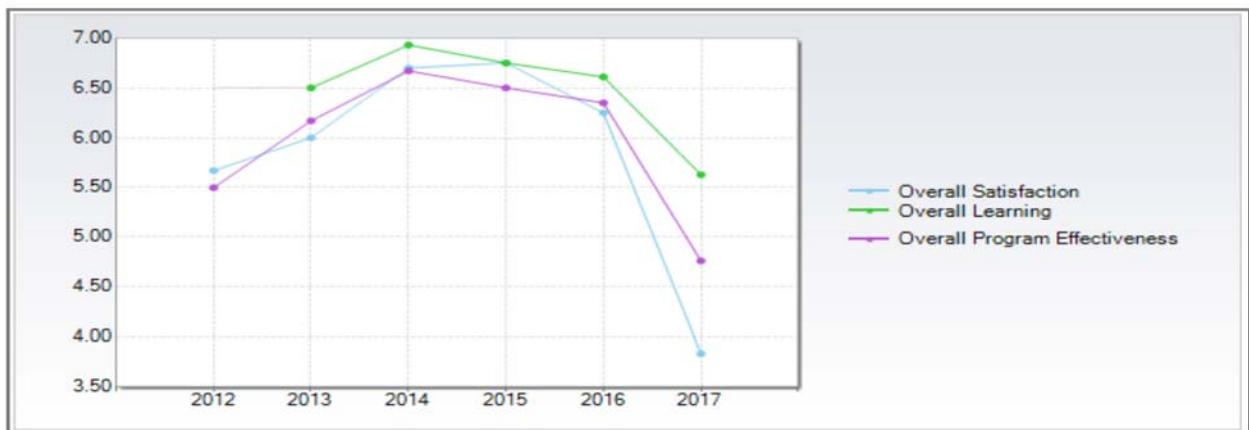
DNP Analysis of Outcomes and 2017-2018 Strategies:

Exist survey overall outcomes decreased in 2016-2017. However, of the nine surveys completed, *Overall Learning* remained well above the benchmark of 5.0 out of 7.0 with a mean of 5.63. This indicator is a collection of factors that measures student learning outcomes. Lower than anticipated outcomes were identified with *Overall Program Effectiveness* (4.76), just below the benchmark) and *Overall Satisfaction* (*3.83).* Review and evaluation of both direct and indirect measures of student learning and satisfaction led to the following curricular improvements in academic year 2016-2017:
- D749: At-Student-Option course:
  - Revision of student evaluation criteria for the course to align with proposed guidelines per AACN's Aug '15 guidance
- D749: Interprofessional Integrative Experiences course:
  - Restructuring of student evaluation criteria based on cross-faculty feedback (e.g. faculty from dentistry, Herron, others)

- o Case student assignment: Stakeholder video conferences developed for students fall 2016 in partnership with the Red Cross regarding advertising to increase number of volunteers. First "combined IE" with 25 DNP students and 9 students from other schools for total of 36 students with 10 faculty coaches. The IE case study with the World Health Organization (WHO) was to develop a plan for a pilot project in Egypt for their new safety injection policy and guidelines (spring 2017)
- D736: Inquiry I: Evidence-based Research and Translational Science
  - o Restructuring of literature search module to enhance deeper student immersion into search strategies
- D744: Strategic Resource Management in Nursing and Health Systems
  - o Developed new case study for course and restricted the financial model; brought in Certified Nurse Executive guest lecturer
- D749: Leadership 1 & 11: Updated courses based on FACET Peer Review feedback and student formative and summative evaluations.
  - o Student comments about class cohesion occurred early in the course and emails/communication from students flow readily for discourse as well as questions or need for additional information.
    - ▪ Pedagogy to increase student substantive discussion in forums.
    - ▪ Included personal teaching philosophy.
- D751 RCL: Relationship-Centered Leadership:
  - o Based on student feedback, the course was changed from asynchronous written forums to a combination of synchronous classes and written assignments.
- D743 Health Policy:
  - o New assignments added to support student learning outcomes:
    - ▪ Two new case study assignments: White paper: Advanced Practice Nurse Reimbursement and Scope of Practice in Indiana and 11 Senate Finance Chronic Care Working Group Document.
    - ▪ Revision of Mock Testimonies assignment – Collaboration with John Grew, IU Government Relations and Blayne Miley J.D. Director of Policy and Advocacy for Indiana State Nurses Association.
- I630: Introduction to Nursing Informatics
  - o Due to students from various programs in the course, a new DNP assignment was added to evaluate a healthcare information site.

In June of 2016, an interim DNP Coordinator and newly appointed Associate Graduate Dean transitioned into place at IUSON. In fall 2016, the DNP Curriculum and Student Affairs Committee and faculty teaching in the DNP Program recognized gaps in program sustainability and the Scholarly Project Model in its current state. Student scholarly writing gaps were identified and plans were developed for curriculum revision and development of a writing toolkit for IUSON DNP students. A writing workshop was offered in August 2016 during orientation of new DNP students.

Faculty analysis of student written work identified issues related to grammar, use of APA format, plagiarism and overall scholarly writing skills. Strategies to enhance student learning and program effectiveness for 2017-2018 were identified as follows:

- D749: Interprofessional Integrative Experiences explore changes regarding how often the students come to campus each semester; this course will be restructured with several progressively complex course competencies.
- Continue work with Center for IPE to sustain support for D749: Integrative Experience course. This will be based upon the number of health professions involved in the Integrated Experience Courses.
- Revise entire DNP curriculum with mapping of course objectives to content; DNP Essentials; Quality Matters
- To enhance student writing and increase scholarly presentation, include writing rubrics in every class; implement Grammarly.
- Develop a new part-time option (starting Fall 2018) to increase program marketability and meet the needs of working nurses seeking advanced degrees.

PhD Assessment Measures and Outcomes

Within the Nursing Science PhD Program are two focus areas: Clinical Nursing Science and Health Systems. Clinical nursing science concentrates on the interrelationships of health promotion, health behavior, and quality of life in acute and chronic illness throughout the lifespan. This focus area includes the prevention and early detection of disabilities across the continuum of care and the enhancement of the health and well-being for individuals, families, and communities. Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. Research foci in this area includes the science of nursing education, informatics, health policy, and administration. Examples of scholarship and research within the focus of health systems include: Teaching and learning in Web-based courses; Clinical reasoning; Assessment of learning and program evaluation; Health policy and public policy analysis; Computer systems to enhance care delivery; Nursing informatics; Narrative pedagogies; Patient care simulations; Community-based care coordination

The IUSON PhD program competencies are based on the 2002 Carnegie report that outlined outcomes of doctoral education. A competency grid was developed as a guideline for students and PhD mentors to gauge and evaluate programmatic learning outcomes throughout the program. Course specific outcomes are more specific to the course outcomes, which imbed the Principles of Graduate Learning. Prior to final disposition of the completed doctoral work, mentors typically revisit the completed worksheet to ensure all competencies have relevant outcomes listed. The outcomes included are program outcomes with space for individual student outcomes and examples of how the program competency was met. For example, student course work, research projects, and publications are all possible evidence for completed a competency item. The process of evaluation is an agreed upon completion of the competency grid prior to qualification examination. In academic

year 2016-2017, seven PhD students successfully met all competencies as identified in the competency grid.

Table 6 lists mean course rating by PhD students. This data is utilized in ongoing program improvements. Based on a 5.0 Likert scale, the benchmark is set at 4.0. As noted below, outcomes in all core courses met the established benchmark.

Table 6: 2016-2017 PhD Graduate Course Ratings

Term	Course	Career	Title	Responded	Enrolled	% Responded	Course
4168	D608	PhD	Middle Range Theory	4	4	100.0%	4.71
4168	R610	PhD	Qualitative Methods for Nursing Research	3	7	42.9%	4.83
4168			**PhD - Overall Program Average (Fall 2016)**	**7**	**11**	**63.6%**	**4.77**
4172	J692	PhD	Biobehavioral Oncology for T32	4	6	66.7%	4.71
4172	R601	PhD	Instrumentation & Measurement	5	12	41.7%	4.16
4172	R603	PhD	Foundations of Quantitative Research	3	5	60.0%	4.62
4172			**PhD - Overall Program Average (Spring 2017)**	**12**	**23**	**52.2%**	**4.50**
4175	D607	PhD	Theoretical Perspectives of Nursing Science	3	9	33.3%	4.91
4175	D701	PhD	Nursing Inquiry and Scholarship	4	9	44.4%	4.46
4175	R613	PhD	Grounded Theory Research	5	5	100.0%	4.83
4175	T800	PhD	Preparing Future Faculty	4	6	66.7%	4.75
4175			**PhD - Overall Program Average (Summer 2017)**	**16**	**29**	**55.2%**	**4.74**
			PhD - Overall Program Average (AY 2016-17)	**35**	**63**	**55.6%**	**4.66**

PhD Analysis of Outcomes and 2017-2018 Strategies:

Another measure of student achievement of learning outcomes is related to individual success on qualifying exams and defense of dissertation proposals. In academic year 2016-2017, nine PhD students completed their qualifying exams and successfully defended their dissertation proposals in a timely manner. In 2017-2018, the PhD Curriculum Committee plans to review the competency grid for relevancy and relationship of identified competencies to national standards. The committee will also evaluate the timing and requirements for submission of information by students to ensure consistency in the competency evaluation process. PhD Nursing theory courses will be reviewed to determine whether credits appropriately allocated to major topical areas throughout the curriculum.