INDIANA UNIVERSITY SCHOOL OF NURSING
2017-2018 ACADEMIC YEAR ASSESSMENT REPORT

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), doctoral degree and, post-graduate certificates. The BSN tracks include: traditional track; accelerated second degree track; and an RN to BSN mobility 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. 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. Two doctoral programs – Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) are available. Information on nursing programs, tracks and certificates is available on the IUSON website.

Since 2016, the University-designated "core school" of IUSON has been comprised of two campuses: IUPUI and IU Bloomington (IUB), which operate as one administrative unit to offer baccalaureate, master's, and doctoral degrees. Beginning July 1, 2018, the core school will expand to include the IU Fort Wayne (IUFW) campus and nursing programs. In the core school, the faculty are one body with a single governance structure, one set of policies and procedures, and one academic dean. The programs in the core school are nationally accredited as one.

IUSON's mission of 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 ongoing 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 - ***Advancing the Science of Nursing Education*** (2016-2021) and (most recently) re-designation for ***Promoting the Pedagogical Expertise of Faculty*** (2017-2022). In 2018, the RN to BSN Consortium was ranked # 2 in the nation for The 50 Best RN to BSN Online Programs and #10 as one of the 50 Most Affordable Online RN to BSN Programs. In 2018, the DNP program continues to hold its rank as 1st among public universities in Indiana and was ranked #36 for Best Nursing Schools: Doctor of Nursing Practice nationwide by U.S. News & World Report. The master's Family Nurse Practitioner program was also ranked #10 nationwide for *Best Family Nurse Practitioner* Programs by *U.S. News & World Report* graduate school rankings.

Campus, state and national professional standards, competencies and guidelines serve as the basis for development and evaluation of BSN, MSN, DNP and PhD programs. 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 in Table 1 outline the curricular elements and student competencies that must be present in nursing 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]
- *Statues and Rules, Title 848 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

IU School of Nursing Program Learning Outcomes

Undergraduate and graduate nursing curricula and terminal program (student) learning outcomes (PLOs) are reviewed at least annually and revised a needed, by the BSN, MSN, DNP and PhD curriculum/student affairs (C/SA) committees to ensure they reflect current professional guidelines and competencies, are relevant to the role students are being prepared for following graduation and, address current and future healthcare needs and trends. The BSN, MSN, DNP and PhD program learning outcomes (PLOs) utilized for this report are located in the IU School of Nursing Campus Bulletin (2017-18) and on the IUSON website. During academic year 2017-18, the MSN and DNP programs reviewed and revised their PLO statements to reflect current professional

standards and guidelines, which were implemented in fall 2018 (IUSON Campus Bulletin 2018-2019). The PLOs, identified by program in Table 2, are developed and reviewed by faculty and are congruent with contemporary

practices.

Table 2: 2017-18 Expected Learning Outcomes by Program

Program	Expected Program Learning Outcomes
BSN	1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making 2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care 3. 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 4. An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery 5. 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 6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes 7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments 8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety 9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care
MSN	1. Model excellence in nursing leadership to improve nursing practice within a complex health care system. 2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice. 3. 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. 4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing. 5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes. 6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice. 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 8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context. 9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services. 10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.

DNP	1. Use relationship-centered nursing leadership to improve health care and the health status and outcomes of people. 2. Engage with communities of practice to frame problems, design and implement evidence-based interventions, and evaluate outcomes. 3. Integrate the needs of diverse societies in the design, delivery, and evaluation of health services in complex systems. 4. Transform clinical practice through reflection, action inquiry, strategic resource management, information technology and/or knowledge-based resources. 5. Translate knowledge for application to the delivery of advanced nursing practice. 6. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic, and ethical issues. 7. Evaluate the impact of change on complex health systems including individuals and populations.
PhD	1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena. 2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship. 3. Conduct and communicate independent research that advances the body of scientific knowledge. 4. Defend the social significance of the expanded knowledge base of nursing. 5. 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 professional standards and guidelines and addressed through a set of core courses within individual tracks through specialty content. Assessment of BSN, MSN, DNP and PhD student achievement of learning outcomes occur utilizing a variety of methods including: didactic, lab and practicum course grades; completion of competency grids (MSN, DNP); preceptor feedback about student performance in clinical practice settings; course evaluations; signature assignments; surveys; and/or events (e.g. successful dissertation defense for PhD students) near the end of each program.

Faculty analysis of aggregate data related to student achievement of PLOs aids in identifying strengths and areas for improvement, as part of the process for determining overall program effectiveness. Qualitative and quantitative data analysis by program-specific Evaluation and/or Curriculum/Student Affairs (C/SA) Committees, Faculty Council (as indicated), and by administrators, ensure resources are available to facilitate implementation and sustainability of program revisions/improvements in alignment with IUSON's mission and goals.

End-of-program Skyfactor™ Exit Surveys are a method of assessing student self-reflection on achievement of program outcomes. Data gathered from these end-of-program surveys provide information necessary to establish program priorities for improvement impacting student success while highlighting program strengths. The benchmark for all nursing programs on the Skyfactor™ Exit Surveys states: **100% of BSN, MSN and DNP student respondents will rate program satisfaction at ≥ 5.0 on a 7.0 scale on the Exit Survey** (this survey is not utilized for the PhD program). 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. Overall results by program type for 2017-2018 are identified in the following sections, which include specific program assessment methods, findings, and 2018-19 strategies for improvement 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, students participate in courses and assignments culminating in synthesis and application of knowledge learned throughout the program and which demonstrate the degree to which students have achieved program learning outcomes.

In the BSN Traditional and Accelerated Second Degree tracks, the final semester NURS- S483/R470 *Nursing Capstone* clinical immersion experience course, 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 students will score ≥ 4 out of 5 on all nine program outcomes ratings by capstone preceptors.** During academic year 2017-2018, **100% (251/251)** exceeding the benchmark.

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 ≥ 73% on each critical assignment.** Through assigned evidence-based practice (EBP) projects and interprofessional education (IPE) papers, students identify, apply, analyze, evaluate and create knowledge by proposing solutions for nursing practice problems, using quantitative tools and reasoning based in the interprofessional research literature. Students disseminate their EBP projects effectively in a range of settings such as clinical, classroom, and online environments.

As identified above, the level of BSN student achievement of program learning outcomes is based on annual comparison of actual outcomes data to the following benchmarks:
- **90% of students will score ≥ 4 out of 5 on all nine program outcome ratings by capstone preceptors;**
- **100% of BSN student respondents will rate program satisfaction at ≥ 5.0 out of 7.0 on the Skyfactor™ Exit Survey; and/or**
- **90% of students will score ≥ 75% on each critical assignment.**

Table 3 identifies program outcomes, courses and performance measures by program track, course, specific assignment, and number of students and percent who met the related benchmarks.

Table 3: 2017-2018 BSN Program Learning Outcome Achievement by Course and Performance Measure

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making	*(BSN)* S488 Nursing Synthesis	Self-assessment of evidence-based practice using Evidence-Based Practice Questionnaire (EBPQ) tool and reflection paper. Final reports	Cultural assignment: **97.6%** (245/251) EBP assignment: **98.8%** (248/251) Exit Survey: **Q068** (factor 8): Apply research-based knowledge as a basis for practice – **5.68**

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
			Q090 (factor 8): Evaluate individual's ability to assume responsibility for self-care – **5.40**
	(BSN) S483 Nursing Practice Capstone	Evidence-based practice project with abstract	**100.0%** (251/251)
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) R470 Clinical Nursing Practice Capstone	EBP Project	Theory/concept integration: **100.0%** (35/35) Research utilization: **100.0%** (35/35) Systematic clinical decision making: **100.0%** (35/35) Systematic approach: **100.0%** (35/35)
	(BSN) H355 Data Analysis	Exam 2 (focused with cumulative topics)	**96.6%** (172/178)
	(RN-BSN) R375 Nursing Research	Critical Appraisal Research Critiques	**94.7%** (36/38)
2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care	*(BSN)* S488 Nursing Synthesis	Self-assessment of intercultural competence using Whitehead Intercultural Competence Survey and reflection paper	Cultural assignment: **97.6%** (245/251) EBP assignment: **98.8%** (248/251) Exit Survey: **Q078** (factor 7): Provide culturally competent care – **5.73**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Applied Social and Cultural Factors: **100.0%** (33/33) Health Promotion and Education Plan: **100.0%** (33/33) Advocates for Social Justice: **100.0%** (33/33)
3. 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,	*(BSN)* B444 Nursing Intensive	Managing Health & Illness Across Care Environments: Transitions in Care Quality Improvement Project	**100.0%** (241/241) Exit Survey: **Q073** (factor 10): Understand the global health care environment – **4.82** **Q074** (factor 10): Incorporate knowledge of cost factors when delivering care – **4.81** **Q076** (factor 10): Work with interprofessional teams – **5.69** **Q079** (factor 7): Support fairness in the

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
communities, and population			delivery of care – **5.83**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessments	Community Health Assessment: **100.0%** (33/33) Health Promotion and Education Plan: **100.0%** (33/33) Emergency Preparedness Activity: **100.0%** (33/33)
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery	**(BSN)** S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251) Exit Survey: **Q072** (factor 10): Understand the effects of health policies on diverse populations – **5.43** **Q079** (factor 7): Support fairness in the delivery of care – **5.83**
	(RN-BSN) B304 Informatics	Policy, Organizations, Trends and Health Care Reform Assignments	Nursing's Involvement and Impact on Healthcare Policies: **94.1%** (32/34) Professional Organizations/Trends: **94.1%** (32/34) Policy Changes: Health Care Reform Act (ACA): **91.7%** (33/34)
5. 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	**(BSN)** S474 Health Care Ethics	Case Analysis Paper	**98.8%** (248/251) Exit Survey: **Q081** (factor 7): Act as an advocate for vulnerable patients – **5.96** **Q083** (factor 7): Honor the right of patients to make decisions about their health care – **6.05** **Q084** (factor 11): Incorporate nursing standards into practice – **5.91** **Q085** (factor 10): Apply an ethical decision-making framework to clinical situations – **5.85** **Q091** (factor 10): Assist patients to achieve a peaceful end of life – **5.24**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) S474 Ethics	Papers and Analysis	Ethical Political Paper: **94.3%** (33/35) Case Study Analysis: **100.0%** (35/35)
6. An effective communicator who collaborates with inter-professional	**(BSN)** S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN)	Community Health	Communicates Effectively: **100.0%**

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
team members, patients, and their support systems for improved health outcome	S475 Multisystem Approach to the Health of the Community	Assessment	(33/33) Health Promotion Education Plan: **100.0%** (33/33) Exit Survey: **Q075** (factor 10): Communicate with health care professionals to deliver high quality patient care – **5.68** **Q076** (factor 10): Work with inter-professional teams – **5.69** **Q080** (factor 8): Assist patients to interpret the meaning of health information – **5.62**
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments	*(BSN)* S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251) Exit Survey: **Q065** (factor 11): Integrate theories and concepts from liberal education into nursing practice – **4.54** **Q066** (factor 11): Value the ideal of lifelong learning to support excellence in nursing practice – **4.98** **Q069** (factor 11): Integrate theory to develop a foundation for practice – **5.18** **Q077** (factor 10): Assess predictive factors that influence the health of patients – **5.65** **Q082** (factor 7): Demonstrate accountability for your own actions – **5.90**
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Assessment, Intervention, Prioritization, Evaluation: **100.0%** (33/33) Patient/Family Centered Care: **100.0%** (33/33) Health Promotion Education Plan: **100.0%** (33/33) Culture/Patient Teaching: **100.0%** (33/33)
	(RN-BSN) B344 Comprehensive Health Assessment	Health Assessments	Adult Assessment: **100.0%** (14/14) Pediatric Assessment: **100.0%** (14/14)
	RN-BSN Electives		
	K499 Genetics and Genomics	Family History Paper	**100.0%** (5/5)
	K305 New Innovations in Health and Health Care	Clinical Change PDSA (Plan/Do/Study/Act)	**100.0%** (13/13)

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
	P345 Pharmacology	Medication Education Project	**100.0%** (20/20)
	B403 Gerontological Nursing	Elder Interview	**100.0%** (3/3)
	K434 Global Health Issues in Nursing	Country/Data Health Paper	**100.0%** (8/8)
	K301 The Art and Science of Complementary Health	Complementary Health Assignment	**100.0%** (17/17)
8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety	*(BSN)* L430 Leadership in Healthcare Delivery & Policy	Quality Improvement Project Emergency Department Simulation	**100.0%** (262/262) **100.0%** (237/237[1]) Exit Survey: **Q067** (factor 10): Understand how healthcare delivery systems are organized – **5.10**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) S487 Nursing Management	Project Assignments	Leadership Assignment: **100.0%** (35/35) Interview Project: **91.4%** (32/35) Budget and Finance Assignment: **94.3%** (33/35)
	(RN-BSN) R470 Clinical Nursing Practice Capstone	Career Goals Assignment	**100.0%** (36/36)
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	*(BSN)* S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (251/251)
	(RN-BSN) B404 Informatics:	Information and Database Retrieval Project	Patient Care Technologies, Information Systems and Communication Devices: **97.1%** (34/35) Quality Improvement Data Collection/Analysis: **97.1%** (34/35) Exit Survey: **Q071** (factor 10): Use appropriate technologies to assess patient – **5.65**

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[1] Summer 2018 students did not complete this assignment.

BSN Analysis of Outcomes and 2018-2019 Strategies for Improvement

As identified in Table 3, data regarding student achievement of program learning outcomes, based on the specific measures, indicated successful achievement of the majority of benchmarks. Areas for improvement, as identified by aggregate means below the benchmark of ≥ 5.0 on a 7.0 scale on the exit survey included:

- **BSN PLO # 3:**
    - **Exit Survey Question Q073: Understand the global health care environment (4.82) -** The NURS-B444 *Nursing Intensive* course is increasing from 2 to 3 credit hours. A new global health module is being developed for this course. Implementation will occur in summer semester 2019.
    - **Exit Survey Question Q074: Incorporate knowledge of cost factors when delivering care (4.81) -** Dedicated time is spent discussion cost factors in the NURS-L230 *Health Care Delivery Systems* and NURS -L430 *Leadership in Healthcare Delivery & Policy* courses. Senior students also complete a group project which includes a cost analysis component. Faculty plan to place more emphasis on this aspect of the assignment.
- **BSN PLO # 7:**
    - **Exit Survey Question Q065: Integrate theories and concepts from liberal education into nursing practice (4.54) -** Because general education concepts are threaded across the nursing curriculum (scientific, sociological, cultural, etc.), it is unclear why this benchmark was not met. Faculty question the depth of the students' understanding of the term "liberal education."
    - **Exit Survey Question Q066: Value the ideal of lifelong learning to support excellence in nursing practice (4.98) -** The senior course, NURS-S488 *Nursing Synthesis*, currently includes a session on graduate education opportunities, including a presentation by a panel of recruiters from various healthcare agencies, who discuss career advancement within their organizations. The mean of 4.98 is 0.02 below the benchmark; therefore, no curriculum changes is warranted at this time.

Ongoing review and analysis of a variety of factors impacting BSN student learning and achievement of both program and student learning outcomes led to a number of recommendations for change in 2018-2019 including the following:

- **Traditional BSN Track:** Senior level course NURS B453 *Interprofessional Practice* (3 credits) was designed as a dedicated stand-alone course to prepare students for interprofessional collaborative practice. The IUSON joined other health profession schools participating in the Indiana University Interprofessional Practice & Education Center launch of the statewide IU TEACH curriculum in 2017. Through participation in six interprofessional education anchor events, students now achieve the IPE competencies in a distributive way; therefore, the decision was made to delete NURS-B453 from the curriculum and reallocate the 3 credit hours. On the IUPUI campus, the distribution plan is as follows:
    - **1 credit hour** will be added to NURS B444*: Nursing Intensive: Managing Health & Illness Across Care Environments* which will deepen course content without adding new objectives (e.g. increase focus on contemporary clinical practice and global health);
    - **1 credit hour** will be added to NURS H303: *Pediatric Clinical Care* to provide an opportunity for all traditional track students to have a clinical experience with infants and children.
    - **1 credit hour** will be added to NURS B244: *Health Assessment* to provide additional depth and focus on clinical judgment across the lifespan.
- **Accelerated Second Degree BSN Track:** The accelerated track curriculum was shortened form five semesters to four with 5 fewer credit hours. The intent of the change was to maintain quality while increasing student satisfaction, save student time and money, and align more closely with the length of similar accelerated tracks across the country.

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 professional standards and guidelines for nurses prepared at the master's degree level, integrated in curricula through a set of core courses and specialty track content. Students across all tracks complete the same Skyfactor™ Exit Survey and course evaluation measures.

The primary methods to assess student achievement of learning outcomes include: clinical course evaluations; preceptor evaluations of student performance in the clinical practice settings; and an end-of-program exit survey. A **benchmark of ≥ 5.0 on a 7.0-point scale** has been established for the Skyfactor™ Exit Survey**.** Aggregate 2017-18 student data related to achievement of MSN program learning outcomes is identified in Table 4 below.

Table 4: 2017-2018 MSN Program Learning Outcomes and Principles of Graduate Learning with Supporting Exit Survey Data

MSN Program Learning Outcomes	Skyfactor™ Question and Results
1. Model excellence in nursing leadership to improve nursing practice within a complex health care system. <u>Related PGL:</u> **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**	**Q055:** High quality patient care: **6.15** **Q056:** Safe patient care: **6.23** **Q057:** Emphasize ethical decision making: **6.02** **Q058:** Emphasize critical decision making: **6.08** **Q059:** Promote effective working relationships: **5.85** **Q060:** Promote a systems perspective: **5.87**
2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice. <u>Related PGL:</u> **Meet all ethical standards established for the discipline.**	**Q056:** Safe patient care: **6.23** **Q057:** Emphasize ethical decision making: **6.02** **Q064:** Apply standards related to quality improvement: **5.75** **Q065:** Apply quality principles within an organization: **5.62** **Q075:** Employ advocacy strategies to influence health and health care: **5.53**
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. <u>Related PGL:</u> **Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.**	Integrate scientific findings from: **Q049:** Nursing: **6.44** **Q050:** Biopsychosocial fields: **5.09** **Q051:** Genetics: **4.12** **Q052:** Public health: **5.16** **Q053:** Quality improvement: **5.45** **Q054:** Organizational sciences: **4.56** **Q066:** Apply research outcomes within the practice setting: **5.94** **Q067:** Resolve practice problems using research: **5.96** **Q079:** Planning of evidence-based clinical prevention and population care and services to patients: **5.74** **Q080:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.94** **Q081:** Management of evidence-based clinical prevention and population care and services to patients: **5.85**

MSN Program Learning Outcomes	Skyfactor™ Question and Results
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing. <u>Related PGL: **Think critically and creatively to improve practice in the field of nursing.**</u>	**Q053:** Quality improvement: **5.45** **Q058:** Emphasize critical decision making: **6.08** **Q061:** Use appropriate methods to measure quality: **5.71** **Q064:** Apply standards related to quality improvement: **5.75** **Q065:** Apply quality principles within an organization: **5.62** **Q066:** Apply research outcomes within the practice setting: **5.94** **Q067:** Resolve practice problems using research: **5.96** **Q068:** Work as a change agent: **5.84** **Q069:** Disseminate research results: **5.82**
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes. <u>Related PGL: **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**</u>	**Q053:** Quality improvement: **5.45** **Q061:** Use appropriate methods to measure quality: **5.71** **Q062:** Use appropriate tools to measure quality: **5.69** **Q063:** Apply performance measures to quality improvement: **5.67** **Q064:** Apply standards related to quality improvement: **5.75** **Q065:** Apply quality principles within an organization: **5.62** **Q066:** Apply research outcomes within the practice setting: **5.94** **Q067:** Resolve practice problems using research: **5.96** **Q068:** Work as a change agent: **5.84** **Q079:** Planning of evidence-based clinical prevention and population care and services to patients: **5.74** **Q080:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.94** **Q081:** Management of evidence-based clinical prevention and population care and services to patients: **5.85** **Q082:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.88**
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice. <u>Related PGL: **Communicate effectively to improve practice in the field of nursing.**</u>	**Q070:** Use patient-care technologies to deliver care: **5.78** **Q071:** Use patient-care technologies to enhance care: **5.94** **Q072:** Use communication technologies to integrate care: **5.71** **Q073:** Use communication technologies to coordinate care: **5.71**
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. <u>Related PGL: **Think critically and creatively to improve practice in the field of nursing.**</u>	**Q058:** Emphasize critical decision making: **6.08** **Q062:** Use appropriate tools to measure quality: **5.69** **Q063:** Apply performance measures to quality improvement: **5.67** **Q067:** Resolve practice problems using research: **5.96** **Q068:** Work as a change agent: **5.84** **Q069:** Disseminate research results: **5.82** **Q074:** Intervene at the system level through the policy development process: **5.40** **Q079:** Planning of evidence-based clinical prevention and population care and services to patients: **5.74** **Q080:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.94** **Q081:** Management of evidence-based clinical prevention and population care and services to patients: **5.85** **Q082:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.88** **Q142:** Application of research and scientific evidence into clinical practice: **5.72**

MSN Program Learning Outcomes	Skyfactor™ Question and Results
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.**	**Q059:** Promote effective working relationships: **5.85** **Q076:** Manage and coordinate care by communicating with team members: **5.92** **Q077:** Manage and coordinate care by collaborating with team members: **5.94** **Q078:** Manage and coordinate care by consulting other health professionals: **5.94**
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.**	**Q079:** Planning of evidence-based clinical prevention and population care and services to patients: **5.74** **Q080:** Delivery of evidence-based clinical prevention and population care and services to patients: **5.94** **Q081:** Management of evidence-based clinical prevention and population care and services to patients: **5.85** **Q082:** Evaluation of evidence-based clinical prevention and population care and services to patients: **5.88**

10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.	**Categorical Questions - Benchmark is 70% or higher overall:**
	D023: Plans for additional education:
	• Beginning a graduate/professional program: 36.4% (n=4/11)
	• Beginning a certificate program: 9.1% (1/11)
	• Other: 54.5% (n=6/11)
	    o Doctorate in Nursing Practice (DNP) program: 4
	    o PhD program: 1
	    o Post-graduate program: 1
	OQ7: Plans to obtain certification in a specialty: Yes: 52.2% (n=24); No: 47.8% (n=22)
	Total: 76.09% (35/46) plan to go on for additional education and/or obtain specialty certification.
	
	2017-18 Certification Pass Rates – Benchmark is 80% or higher annually (1st attempt and repeat testers combined):
	• Adult/Gero CNS – 100.00% (4/4)
	• Adult/Gero NP Primary – 90.48% (19/21)
	• Family NP – 100.00% (20/20)
	• Psychiatric NP – 100.00% (15/15)
	• Pediatric NP – 100.00% (8/8)

Aggregate student course evaluation data are utilized by the MSN curriculum committee to inform decision-making regarding course improvements to facilitate student achievement of program learning outcomes. Evaluation data is collected at the end of each course, with annual, aggregate means reviewed by program track and core course in relation to established benchmarks. Table 5 demonstrates mean student evaluation rating; the **benchmark set at ≥ 4.0 on a 5.0 scale**.

Table 5: 2017-2018 Mean MSN Student Course Ratings by Track and Core Courses

MSN Program Track	Mean Course Evaluation Ratings
Adult-Gerontology Clinical Nurse Specialist	4.50
Adult-Gerontology Acute Care Nurse Practitioner	4.66
Adult-Gerontology Primary Care Nurse Practitioner	4.28

MSN Program Track	Mean Course Evaluation Ratings
Pediatric Clinical Nurse Specialist	4.41
Nursing Education	4.57
Family Nurse Practitioner	4.17
Nursing Leadership in Health Systems	3.21
Psychiatric-Mental Health Nurse Practitioner	4.55
Pediatric Nurse Practitioner – Primary Care	4.29
MSN Core Courses	
N502 Nursing Theory I	4.27
N504 Leadership for Advanced Nursing Practice	4.41
R500 Nursing Research Methods I	3.97
R505 Measurement & Data Analysis	4.20
R590 Scholarly Project	4.48
Y515 Advanced Pathophysiology	4.37
Y612 Advanced Pharmacology	4.37
Y625 Advanced Physical Assessment	4.09

MSN Analysis of Data and 2018-2019 Strategies for Improvement

As identified in Table 4, MSN student achievement of program learning outcomes, based on the specific measures, indicated successful achievement of the benchmark in nearly all areas. Items with mean scores below 5.0 on the Skyfactor™ Exit Survey (Table 4) are reviewed by the MSN curriculum committee for assessment of overall program effectiveness and achievement of student learning outcomes. Areas below the benchmark included:

- **Exit Survey Question Q51: Genetics (4.12):** To address this area for improvement, a curricular review was conducted by a faculty subcommittee to identify content gaps. Analysis indicated a need to upgrade the pharmacology and pathophysiology course content related to genetics.
- **Exit Survey Question Q54: Organizational Sciences (4.56):** Analysis of data and curricular review by the MSN faculty led to implementation of updates to the N504: *Leadership for Advanced Nursing Practice* course. Changes included more systems content and addition of organizational behavior content. All changes will be implement fall 2018-19.

All program tracks and courses in Table 5, except Nursing Leadership in Health Systems (3.21) and the R500 Research Methods (3.97) course, demonstrate achievement of the established benchmark of ≥ 4.0 on a 5.0 scale on course evaluations. Faculty review of qualitative and quantitative data related to the R500 Research Methods course identified a number of areas for improvement related to student learning including: additional clarification regarding assignments; differentiation between quality improvement and research; greater integration of student opportunities to apply learned knowledge; and, addition of graded discussion assignments reflecting on individual student learning and understanding of course content. Some assignments were removed to aid in streamlining the course. The R500 course changes are expected to impact student learning by increasing their understanding of the political dynamics involved in implementing practice changes through streamlined content and focused assignments.

Analysis of data (qualitative and/or quantitative) guided development of new and continuing priorities for the 2018-2019 academic year including:
- threading content across the curriculum;
- creating content maps to MSN *Essentials* (the MSN Education track concept map was completed in 2017-18); and,

- ongoing examination of curricular alignment and identification of opportunities for streamlining resources.

For example, beginning fall 2018, students will have opportunities to take combined track elective courses from the IU School of Nursing versus from other programs and schools. The MSN Nursing Leadership track was revised during 2017-18 and, based on qualitative student feedback, will be delivered in a distance accessible format, effective fall 2018. Courses within the Leadership track have been updated for the 2018-19 academic year. A visiting full professor continues to co-coordinate the MSN Nursing Leadership track redevelopment. Action items for 2018-2019 include additional course mapping; threading ethics, culture and genetics in curricula; and development of new simulations. A new RN-BSN-MSN Accelerated Pathway seamless progress model has been developed and is scheduled to launch in spring 2019.

DNP Assessment Measures and Outcomes

The DNP faculty analyze quantitative and/or qualitative data collected to assess student progress towards achievement of program learning outcomes throughout the program. The DNP Curriculum Committee utilizes aggregate outcomes data to identify strengths and areas for improvement and, the necessary resources for implementation and sustainability of strategies. 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. End-of-program Skyfactor™ Exit Survey data provide student-centered information regarding achievement of learning outcomes. The results are discussed in the DNP Curriculum Committee where recommendations are made for ongoing program improvement. Figure 1 provides all rating related to student learning from the 2017-18 annual Skyfactor™ Exit Survey. Outcomes listed are compared with six institutions selected based on similarities to IU and the IUSON DNP program, others in the same Carnegie classification, and with all other institutional DNP program rating from the same academic period.

Figure 1: 2017-18 Skyfactor™ DNP Exit Survey: Student Ratings of Learning by Category as Compared to Select 6, Carnegie Class, and All Institutions
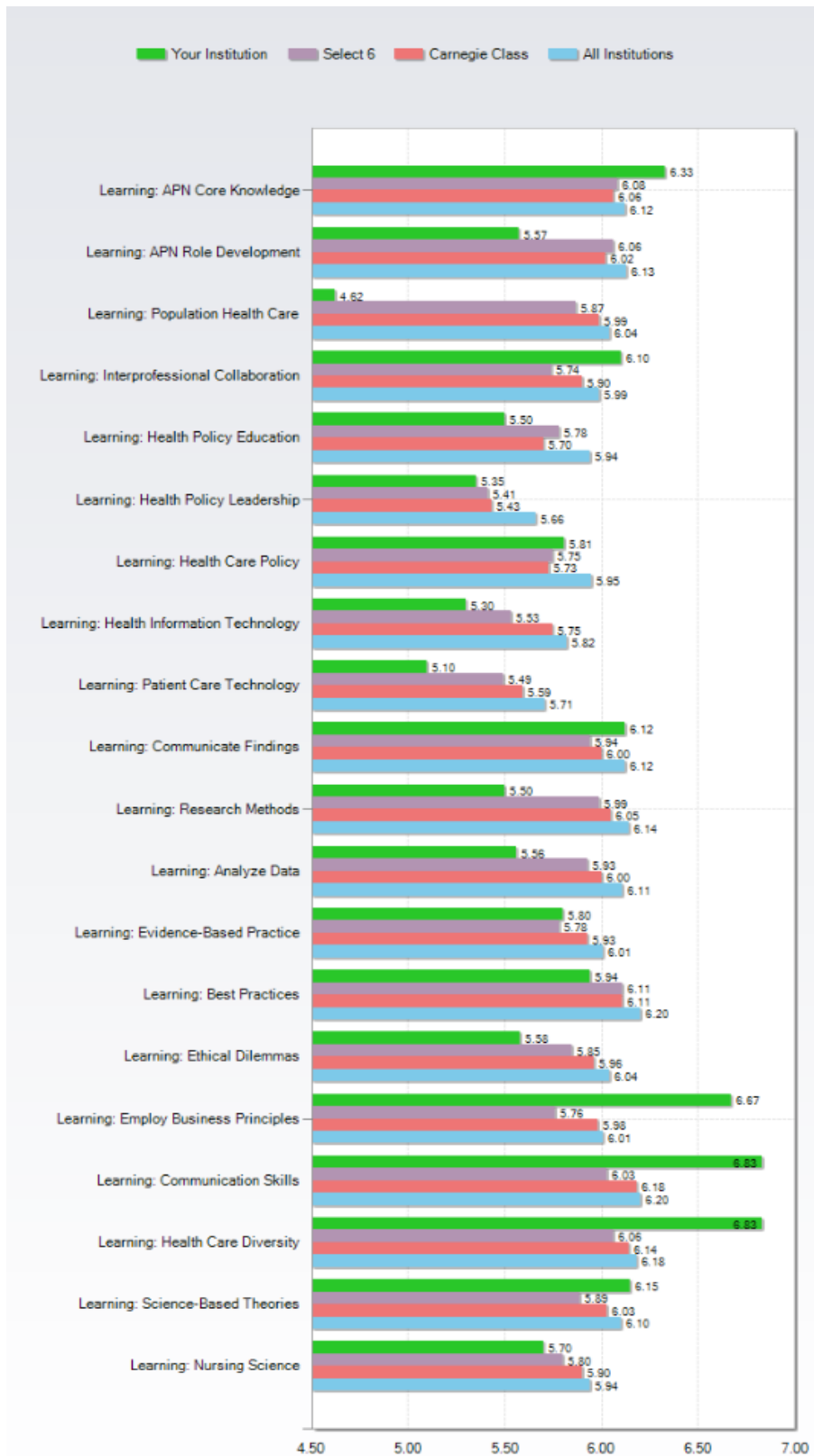
DNP Analysis of Outcomes and 2018-2019 Strategies:

As Figure 1 demonstrates, all but one DNP outcome rating meet the program benchmark of ≥ 5.0 on a 7.0 scale. In a number of cases, ratings far exceed comparison ratings with: *Select 6* (institutions similar to IU), *Carnegie Class* (Doctoral Universities – Higher Research Activity) and *All Institutions* in the country administering the same exit survey. The only area below the benchmark was *Learning: Population Health Care* (4.62). In 2017-18, DNP faculty completed a review and revision of the curriculum based on direct and indirect measures of student learning and the [American Association of Colleges of Nursing's (AACNs) 2015 white paper](#), which provided clarifying structure for the DNP final scholarly product. Changes include an increased focus on planning, implementation, and evaluation components for individual student scholarly projects. The following curricular improvements were made in academic year 2017-18 (for implementation in 2018-19):

- D749: *At-Student-Option, and Leadership I & II* – the three D749 courses are being replaced with three new courses aligned with AACN's 2015 guidelines including:
  - D750: *DNP Project Planning*
  - D760: *DNP Project Implementation*
  - D770: *DNP Project Evaluation & Dissemination*
- D736: *Inquiry I* – content from this course has been moved into the three new courses.
- D744*: Strategic Resource Leadership in Nursing & Health Systems* - Course objectives were updated to reflect contemporary practice, increased rigor, and a greater focus on Executive Leadership.

In addition to the curricular changes, DNP faculty completed mapping the curriculum to AACN's [*Essentials of Doctoral Education for Advanced Nursing Practice*](#) (2006), aligning instruction with desired goals and program learning outcomes.

PhD Assessment Measures and Outcomes

Within the Nursing Science PhD Program are two focus areas: Clinical Nursing Science and Health Systems, which includes Nursing Education. 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 improving quality of life in persons with chronic illness, behavioral oncology across the cancer continuum, childhood and family adaptation to chronic illness, family caregiving across the lifespan, tailored intervention studies and patient safety. Health systems operate to create structures and resources that enable individuals and communities to achieve optimal health. Research foci in this area include nursing education, web-based teaching and learning, clinical reasoning, assessment of learning and program evaluation, health and public policy analysis, computer systems to enhance care delivery, informatics, patient care simulations and community-based care coordination, 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 PhD program competencies are based on those identified in, [The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century](#). Competencies are assessed using a competency grid which guides students and PhD mentors in evaluation of student learning outcome achievement throughout the program. IUPUI's Principles of Graduate and Professional Learning are imbedded in course-specific outcomes. Prior to final disposition of the completed doctoral work, mentors review the competency worksheet to ensure all relevant outcomes and corresponding individual student examples of how competencies are met have been included. Student course work, research projects, and publications are possible forms of evidence demonstrating completion of a competency item. The process of evaluation is an agreed upon completion of the competency grid prior to qualification examination. In academic year 2017-18, 10 PhD students successfully met all competencies as identified in the grid.

Another measure of student achievement of learning outcomes is individual success on qualifying exams and defense of dissertation proposals. In academic year 2017- 18, one PhD student completed their qualifying exams and successfully defended their dissertation proposals on time; three PhD students passed their qualifying examination and successfully defended/will defend their proposal in academic year 2018-19; and, eight PhD students passed their qualifying exam prior to academic year 2017-18, but successfully defended their proposal in academic year 2017-18.

Student learning is also assessed utilizing course evaluations. Table 6 lists the 2017-18 mean course evaluation data by PhD students. PhD faculty reviewing ongoing outcomes data to determine program effectiveness and student achievement of program learning outcomes. The **benchmark is set at ≥ 4.0 on a 5.0 Likert scale**.

Table 7. 2017-18 PhD Graduate Course Ratings

PhD Courses	Mean Course Evaluation Ratings
D602: Responsible Conduct of Research	4.86
D607: Theoretical Perspectives of Nursing Science	4.29
D608: Middle Range Theory	4.29
D609: State of the Science Seminar	4.96
D701: Nursing Inquiry and Scholarship	4.19
D751: Health Behaviors	4.94
R603: Quantitative Research Design and Methods	4.98
R605: Design and Application of Interventions	4.57
R610: Qualitative Methods for Nursing Research	4.64
R613: Grounded Theory Research	4.85
R615: Comparative Effectiveness Research and Patient-Centered Outcomes Research (CER/PCOR RESEARCH)	4.50
T800: Preparing Future Faculty	5.00

PhD Analysis of Outcomes and 2017-2018 Strategies:

As identified in Table 7, all PhD course ratings met the established benchmark for 2017-18. Additionally, 10 student successfully completed all required competencies, one student passed the qualifying exam and successfully defended their dissertation, three passed qualifying exams and have/will defend their proposals in 2018-19, and eight students from previous graduating classes successfully defended their proposals. In 2018-19, the following activities are planned:
- review the PhD curriculum and timing of delivery to ensure consistency in the competency evaluation process;
- explore opportunities to increase student funding support for full-time study;
- continue to support enrolled student through programmatic webinars, opportunities for grants, and scholarship dissemination; and,
- provide ongoing support for faculty mentors and committees as needed with ongoing updates regarding information and changes from the IUPUI Graduate School.