INDIANA UNIVERSITY SCHOOL OF NURSING
2018-19 ACADEMIC YEAR PROGRAM REVIEW & 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. To support seamless progression in nursing education, we also created an RN-BSN-MSN option with dual credits for ease of transition into the master's program. The MSN program has nine tracks including seven advanced practice programs: five nurse practitioner (family, pediatric primary care, adult/gerontology acute care, adult/gerontology primary care, psych/mental health), two clinical nurse specialist (adult-gerontology and pediatric) and nursing leadership in health systems, and nursing education. Post-master's certifications are available for all seven of the advanced practice programs. In addition, we offer a 17 credit graduate certificate in nursing education. Two doctoral programs – Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) are available. The DNP has four tracks: Post-Master's Executive Leadership and Post Master's Advanced Clinical. Two new DNP tracks support seamless transition across programs – the MSN in Health Systems Leadership/DNP Executive Leadership dual degree and the MBA/MHA to DNP transition option allowing nurses holding a BSN and either an MBA or MHA to complete bridge coursework and transition to the Executive Leadership DNP. Information on nursing programs, tracks and certificates is available on the IUSON website.

Since 2018, the University-designated "core school" of IUSON has been comprised of three campuses: IUPUI, IU Bloomington (IUB), and IU Fort Wayne (IUFW) which operate as one administrative unit to offer baccalaureate, master's, and doctoral degrees. 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.

The 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 - *Advance the Science of Nursing Education* (2012-2021) and *Promoting the Pedagogical Expertise of Faculty* (2006-2022). In 2019, the RN to BSN Consortium was ranked among the top 50 schools in the nation for by both College Choice and TheBestSchools.org. 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, 2018)
- *Quality and Safety Education for Nurses* (QSEN Institute)
- *Statues and Rules, Title 848 Indiana State Board of Nursing* (ISBN, 2019)
- *Code of Ethics for Nurses with Interpretive Statements*, American Nurses Association (ANA, 2015)
- *Nursing's Social Policy Statement, American Nurses Association* (ANA, 2010)

BSN programs:
- *The Essentials of Baccalaureate Education for Professional Nursing Practice*, American Association of Colleges of Nursing (AACN, 2008)
- *Profiles of Learning for Undergraduate Success*, Indiana University-Purdue University Indianapolis (IUPUI), Division of Undergraduate Education (2018)

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*, National Council of State Boards of Nursing, (2008)
- *Principles of Graduate and Professional Learning*, (IUPUI)

DNP program:
- *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 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. Annual faculty review of the PLOs ensures alignment with current professional guidelines and competencies so students are being prepared for professional roles that address current and future healthcare needs and trends. The BSN, MSN, DNP and PhD program learning outcomes (PLOs) used as the basis of for this report are located in the IU School of Nursing Campus Bulletin (2018-19) and on the IUSON website. The PLOs, identified by program in Table 2, are developed and reviewed by faculty and are congruent with contemporary practices.

Table 2: 2018-19 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 executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems. 2. Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement. 3. Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems. 4. Advocate for diverse, patient, family, and community health by actively engaging in design, implementation, and evaluation of health policy at multiple levels. 5. Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice. 6. Apply interprofessional collaborative relationships to promote cultures of inclusion, inquiry, professional governance, and ongoing partnership.
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. |
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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 affecting 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 that correspond to the Essentials of nursing education for each level program. Overall results by program type for 2018-2019 are identified in the following sections, which include specific program assessment methods, findings, and 2019-2020 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 traditional and accelerated tracks of the BSN, the final semester NURS- S483 Nursing Capstone clinical immersion 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 2018-2019, 100% (286/286) 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. During AY 2018-2019, 100% of RN-BSN students achieved the benchmark in the R470 Clinical Nursing Practice Capstone course assignments.

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: 2018-19 BSN Program Learning Outcome Achievement by Course and Performance

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.	Cultural assignment: **99.2%** (258/260) EBP assignment: **99.2%** (258/260) Exit Survey: **Q068** (factor 8): Apply research based knowledge as a basis for practice – **5.89** **Q090** (factor 8): Evaluate individual's ability to assume responsibility for self-care – **5.76**
	(BSN) S483 Nursing Practice Capstone	Evidence-based practice project with abstract	**100.0%** (286/286)
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) R470 Clinical Nursing Practice Capstone	EBP Project	Theory/concept integration: **100.0%** (46/46) Research utilization: **100.0%** (46/46) Systematic clinical decision making: **100.0%** (46/46) Systematic approach: **100.0%** (46/46)

	(BSN) H355 Data Analysis	Exam 2 (focused with cumulative topics)	**99.5%** (189/190)
	(RN-BSN) R375 Nursing Research	Critical Appraisal Research Critiques	**95.8%** (23/24)
2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care	*(BSN)* S488 Nursing Synthesis	Self-assessment of evidence-based practice using Evidence-Based Practice Questionnaire (EBPQ) tool and reflection paper.	Cultural assignment: **99.2%** (258/260) EBP assignment: **99.2%** (258/260) Exit Survey: **Q078** (factor 7): Provide culturally competent care – **5.79**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Applied Social and Cultural Factors: **93.5%** (29/31) Health Promotion and Education Plan: **100.0%** (31/31) Advocates for Social Justice: **93.5%** (29/31)
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 population	*(BSN)* B444 Nursing Intensive	Transitions in Care for Clinical Populations Quality Improvement Project	**100.0%** (226/226) Exit Survey: **Q073** (factor 10): Understand the global health care environment – **5.18** **Q074** (factor 10): Incorporate knowledge of cost factors when delivering care – **4.98** **Q076** (factor 10): Work with interprofessional teams – **5.70** **Q079** (factor 7): Support fairness in the delivery of care – **5.96**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessments	Community Health Assessment: **93.5%** (29/31) Health Promotion and Education Plan: **100.0%** (31/31) Emergency Preparedness Activity: **100.0%** (31/31)
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%** (286/286) Exit Survey: **Q072** (factor 10): Understand the effects of health policies on diverse populations – **5.65** **Q079** (factor 7): Support fairness in the delivery of care – **5.96**
	(RN-BSN) B304 Health Policy	Policy, Organizations, Trends and Health Care Reform Assignments	Nursing's Involvement and Impact on Healthcare Policies: **100.0%** (25/25) Professional Organizations/Trends: **100.0%** (25/25) Policy Changes: Health Care Reform Act (ACA): **100.0%** (25/25)

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%** (324/328) Exit Survey: **Q081** (factor 7): Act as an advocate for vulnerable patients – **6.12** **Q083** (factor 7): Honor the right of patients to make decisions about their health care – **6.19** **Q084** (factor 11): Incorporate nursing standards into practice – **6.10** **Q085** (factor 10): Apply an ethical decision-making framework to clinical situations – **5.84** **Q091** (factor 10): Assist patients to achieve a peaceful end of life – **5.44**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) S474 Ethics	Papers and Analysis	Ethical Political Paper: **100.0%** (28/28) Case Study Analysis: **100.0%** (28/28)
6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcome	*(BSN)* S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Communicates Effectively: **93.5%** (29/31) Health Promotion Education Plan: **100.0%** (31/31) Exit Survey: **Q075** (factor 10): Communicate with health care professionals to deliver high quality patient care – **5.77** **Q076** (factor 10): Work with inter-professional teams – **5.70** **Q080** (factor 8): Assist patients to interpret the meaning of health information – **5.79**
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%** (286/286) Exit Survey: **Q065** (factor 11): Integrate theories and concepts from liberal education into nursing practice – **4.44** **Q066** (factor 11): Value the ideal of lifelong learning to support excellence in nursing practice – **4.87** **Q069** (factor 11): Integrate theory to develop a foundation for practice – **5.34** **Q077** (factor 10): Assess predictive factors that influence the health of patients – **5.72** **Q082** (factor 7): Demonstrate accountability for your own actions – **6.08**
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Assessment, Intervention, Prioritization, Evaluation: **93.5%** (29/31) Patient/Family Centered Care: **93.5%** (29/31) Health Promotion Education Plan: **100.0%** (31/31) Culture/Patient Teaching: **93.5%** (29/31)
	(RN-BSN) B344 Comprehensive Health Assessment	Health Assessments	Adult Assessment: **100.0%** (21/21) Pediatric Assessment: **100.0%** (21/21)

	RN-BSN Electives		
	K305 New Innovations in Health and Health Care	Clinical Change PDSA (Plan/Do/Study/Act)	**100.0%** (6/6)
	P345 Pharmacology	Medication Education Project	**100.0%** (12/12)
	B403 Gerontological Nursing	Elder Interview	**100.0%** (9/9)
	K434 Global Health Issues in Nursing	Country/Data Health Paper	**100.0%** (5/5)
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 Leadership Individual Reflection Paper	**100.0%** (251/251) **99.2%** (249/251) Exit Survey: **Q067** (factor 10): Understand how healthcare delivery systems are organized – **5.21**
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	**100.0%** (286/286)
	(RN-BSN) S487 Nursing Management	Project Assignments	Leadership Assignment: **100%** (35/35) Interview Project: **94%** (33/35) Budget and Finance Assignment: **97%** (34/35)
	(RN-BSN) R470 Clinical Nursing Practice Capstone	Career Goals Assignment	**100.0%** (46/46)
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%** (286/286)
	(RN-BSN) B404 Informatics:	Information and Database Retrieval Project	Patient Care Technologies, Information Systems and Communication Devices: **100%** (26/26) Quality Improvement Data Collection/Analysis: **100.0%** (26/26) Exit Survey: **Q071** (factor 10): Use appropriate technologies to assess patient – **5.74**

BSN ANALYSIS OF OUTCOMES AND 2019-2020 STRATEGIES FOR IMPROVEMENT

Several curricular changes were implemented during AY 2018-2019. All changes were based upon ongoing review and analysis of factors impacting BSN student achievement of both program and student learning outcomes, student feedback, and the availability of all 6 anchors of the Indiana University Interprofessional Practice & Education Center statewide IU TEACH curriculum during AY 2018-2019.

Traditional BSN Track:
- Upon full integration of the of the IU TEACH interprofessional curriculum, the senior level course NURS B453 Interprofessional Practice (3 credits) was eliminated from the curriculum and the credits were reallocated. Exit Survey questions 75 and 76 are intended to assess students' self-reported

achievement the interprofessional collaboration component of PLO #6. The means of both questions demonstrated modest increases from the previous year.

- A new course **1 credit hour** senior-level course *NURS H303: Pediatric Clinical Immersion* was developed to provide an opportunity for all traditional track students to have a clinical experience with infants and children. This course was taught for the first time in the spring semester of 2019. Because the BSN program is intended to prepare graduates for generalist practice, no specific program outcome for pediatric competencies exists. All students successfully completed the course and course ratings were high.
- **1 credit hour** was added to *NURS B244: Health Assessment* to provide additional depth and focus on clinical judgment across the lifespan. This change was implemented in the fall semester of 2018 for newly admitted students. Students who were already matriculating through the program at the time of change have been required to take the course *NURS-K492 Comprehensive Health Assessment* to ensure the same depth of learning. All students successfully completed K492 in the spring semester of 2019. Program assessment data in this area will not be available until December, 2019.
- **1 credit hour** was added to *NURS B444: Nursing Intensive: Managing Health & Illness Across Care Environments* to deepen course content and increase focus on contemporary clinical practice and global health. This expanded course will be offered for the first time in the fall semester of 2019. Means from AY 2019-2020 on Exit Survey question 73 will be compared with the previous year.

Accelerated Second Degree BSN Track

- The accelerated track curriculum was shortened form five semesters to four with 5 fewer credit hours. The first cohort of students was admitted to this condensed curriculum plan in May, 2018 and graduated from the program in August, 2019. The final cohort of the five-semester plan also graduated in August, 2019.   Because Exit Survey question means are reported as aggregate data from both cohorts, it is not possible to compare means for the two curriculum plans at this time. The Exit Survey Data for AY 2019-2020 from the accelerated track will reflect data exclusively from the four-semester curriculum plan graduates.

In the AY 2017-18 report, PLO #3 was identified as an area for improvement. The following were improvements were noted:

- **Exit Survey Question Q073: Understand the global health care environment (Increased from 4.82 to 5.18)** - The didactic component of NURS-B444 and NURS-B445 Nursing Intensive course increased from 2 to 3 credit hours beginning in summer, 2019. A new global health module was developed for this course. The 2018-2019 aggregate score met the benchmark.
- **Exit Survey Question Q074: Incorporate knowledge of cost factors when delivering care (Increased to 4.81 to 4.98)** - 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 have placed more emphasis on this aspect of the assignment. The rating mean is now 0.02 below the targeted benchmark and efforts to emphasize cost analysis will continue.

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. It was noted that aggregate means for many exit survey questions increased from the previous year for those related to PLO # 1, 2, 4, 5, 6, 8, and 9. Although aggregate means for PLO #3 remain 0.02 below the benchmark, PLO #7 continues to be an area for improvement, as identified by aggregate means below the benchmark of ≥ 5.0 on a 7.0 scale on the exit survey:

- **BSN PLO #7:**
  - **Exit Survey Question Q065: Integrate theories and concepts from liberal education into nursing practice (4.44) -** 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." This rating slightly decreased from the previous year. Faculty plan to intentionally include an in-class discussion of how general education concepts are threaded through the curriculum.
  - **Exit Survey Question Q066: Value the ideal of lifelong learning to support excellence in nursing practice (4.87) -** The senior courses, NURS-S488 Nursing Synthesis (Traditional Track) and NURS-S 489 Nursing Synthesis for the Second Degree Track, currently include 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. This rating is slightly decreased from the previous year. Many graduating seniors may be extremely focused on passing the RN licensure examination and successfully transitioning to RN nursing practice. It is unknown whether students may be interpreting lifelong learning solely as having a plan for graduate study. Many BSN graduates do intend to eventually earn a graduate degree but may plan to delay until undergraduate loans are repaid. The S488 faculty plan to include a classroom session discussing certifications and other professional learning opportunities for the practicing RN to enhance the relevance of lifelong learning.

Although still above the benchmark of 80%, the faculty have noted a small downward trend in BSN program graduates' pass rates on the national licensure examination during the latter half of AY 2018-2019. The faculty voted to change vendors for the standardized testing and learning resource package at IUPUI to align with the other two core campuses. The Kaplan program will be phased out by December, 2019 and the Assessment Technologies Inc. (ATI) program will be fully implemented by January, 2020. This change will improve our assessment methods across the three core campuses. Because our licensure exam pass rates and performance in specific areas of the exam are reported as a core, the use of the same standardized testing package will enhance consistency and strengthen our overall program assessment.

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 (*the Essentials*) 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 2018-19 student data related to achievement of MSN program learning outcomes is identified in Table 4 which follows.

Table 4: 2018-19 MSN Program Learning Outcomes as Measured by Skyfactor™ Exit Survey Data

MSN Learning Outcomes & Mapped Skyfactor™ Question Means	
Outcome #1: Lead nursing and healthcare teams to improve practice within complex systems, recognizing political, institutional, social, and economic forces.	
Factor 5 – To what degree did the MSN program prepare you to…	**4.67**
Integrate scientific findings from organizational sciences	4.67
Factor 6 – To what degree did the MSN program enhance your understanding that…	**6.07**
Leadership is critical to the promotion of high quality patient care	6.08
Leadership is critical to the promotion of safe patient care	6.14
Factor 6 – To what degree did the MSN program enhance leadership skills that…	**---**
Emphasize ethical decision making	6.05
Emphasize critical decision making	6.21
Promote effective working relationships	6.05
Promote a systems perspective	5.84
Factor 7 – To what degree did the MSN program enhance your ability to…	**5.50**
Use appropriate methods to measure quality	5.46
Use appropriate tools to measure quality	5.49
Apply performance measures to quality improvement	5.61
Apply standards related to quality improvement	5.40
Apply quality principles within an organization	5.63
Factor 11 – To what degree did the MSN program enhance your ability to…	**5.82**
Manage and coordinate care by communicating with team members	5.86
Manage and coordinate care by collaborating with team members	5.86
Manage and coordinate care by consulting other health professionals	5.75
Outcome #2: Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.	
Factor 6 – To what degree did the MSN program enhance leadership skills that…	**6.21**
Emphasize ethical decision making	6.21
Factor 12 – To what degree did the MSN program enhance your ability to enhance appropriate concepts in the…	**6.21**
Planning of evidence-based clinical prevention and population care services	6.19
Delivery of evidence-based clinical prevention and population care services	6.16
Management of evidence-based clinical prevention and population care services	6.22
Evaluation of evidence-based clinical prevention and population care services	6.27
Factor 14 – To what degree did the MSN coursework prepare you in…	**5.81**
Producing a problem-focused health history	6.16
Performing physical exam	5.65
Determine differential diagnosis/health problems	5.77
Prioritize health problems	5.77
Initiate appropriate care based on differential diagnosis/health problems	5.73
Factor 15 – To what degree did the MSN coursework prepare you in…	**5.31**
Advanced physiology	5.32
Advanced pathophysiology	5.27
Factor 16 – To what degree did the MSN coursework prepare you in…	**5.71**
Diagnosis	5.77
Treatment	5.65
Management	5.71
Factor 17 – To what degree did the MSN coursework prepare you in…	**5.05**
Knowledge of pharmacokinetic process	5.00
Understanding of drug regimens	5.06

Understanding of drug side effects	5.16
Understanding of drug interactions	4.97
Factor 18 – To what degree did the MSN coursework prepare you in…	**5.85**
Anticipatory guidance based on age, developmental state, family history, ethnicity	5.90
Ability to identify signs and symptoms of common emotional illnesses	5.83
Recognize the importance of provision of comfort care to the dying	5.61
Recognize problems affecting patients	5.84
Provide interventions	5.83
Evidence-based practice	6.10
Factor 19 – To what degree did the MSN coursework prepare you in…	**4.84**
Principles of genetics	4.39
Role of genetics in clinical care	4.42
Principles of immunology	4.60
Interdisciplinary team concepts	5.65
Understanding complementary and alternative modalities	5.00
Understanding the ICD procedural and diagnostic coding and current terminology	5.03
Outcome #3: Synthesize knowledge from nursing and related sciences for application to selected domains of nursing space.	
Factor 5 – To what degree did the MSN program prepare you to integrate scientific findings from…	**5.08**
Nursing	6.39
Biopsychosocial fields	5.06
Genetics	3.88
Public health	4.85
Quality improvement	5.14
Organizational sciences	4.67
Factor 13 – To what degree did the MSN program enhance your ability to use…	**5.97**
Knowledge of illness and disease management to provide evidence-based care	6.19
Advanced knowledge of environmental and population characteristics to improve health care	6.06
Theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care	5.86
Evidence from nursing and other sciences as the foundation for practice	5.73
Factor 21 – To what degree did the MSN coursework prepare you in…	**5.85**
Recognizing populations at risk	5.81
Understanding the effectiveness of prevention and intervention	5.87
Understanding effective prevention and intervention	5.93
Outcome #4: Demonstrate intellectual curiosity and scholarly inquiry in the pursuit of innovative approaches to improving health outcomes.	
Factor 5 – To what degree did the MSN program prepare you to integrate scientific findings from…	**5.08**
Nursing	6.39
Biopsychosocial fields	5.06
Genetics	3.88
Public health	4.85
Quality improvement	5.14
Organizational sciences	4.67
Factor 7 – To what degree did the MSN program enhance your ability to…	**5.50**
Use appropriate methods to measure quality	5.46
Use appropriate tools to measure quality	5.49
Apply performance measures to quality improvement	5.61
Apply standards related to quality improvement	5.40

Apply quality principles within an organization	5.63
Factor 8 – To what degree did the MSN program enhance your ability to…	**5.83**
Apply research outcomes within the practice setting	5.80
Resolve practice problems using research	5.86
Factor 13 – To what degree did the MSN program enhance your ability to use…	**5.97**
Knowledge of illness and disease management to provide evidence-based care	6.19
Advanced knowledge of environmental and population characteristics to improve health care	6.06
Theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care	5.86
Evidence from nursing and other sciences as the foundation for practice	5.73
Outcome #5: Applying evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.	
Factor 5 – To what degree did the MSN program prepare you to integrate scientific findings from…	**5.14**
Quality improvement	5.14
Factor 7 – To what degree did the MSN program enhance your ability to…	**5.50**
Use appropriate methods to measure quality	5.46
Use appropriate tools to measure quality	5.49
Apply performance measures to quality improvement	5.61
Apply standards related to quality improvement	5.40
Apply quality principles within an organization	5.63
Factor 8 – To what degree did the MSN program enhance your ability to…	**5.75**
Apply research outcomes within the practice setting	5.80
Resolve practice problems using research	5.86
Work as a change agent	5.74
Disseminate research results	5.53
Factor 13 – To what degree did the MSN program enhance your ability to use…	**5.97**
Knowledge of illness and disease management to provide evidence-based care	6.19
Advanced knowledge of environmental and population characteristics to improve health care	6.06
Theories and evidence-based knowledge in leading the healthcare team to deliver appropriate health care	5.86
Evidence from nursing and other sciences as the foundation for practice	5.73
Outcome #6: Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcome.	
Factor 7 – To what degree did the MSN program enhance your ability to…	**5.50**
Use appropriate methods to measure quality	5.46
Use appropriate tools to measure quality	5.49
Apply performance measures to quality improvement	5.61
Apply standards related to quality improvement	5.40
Apply quality principles within an organization	5.63
Factor 9 – To what degree did the MSN program enhance your ability to…	**5.51**
Use patient-care technologies to deliver care	5.53
Use patient-care technologies to enhance care	5.64
Use patient-care technologies to integrate care	5.34
Use patient-care technologies to coordinate care	5.43
Factor 21 – To what degree did the MSN coursework prepare you in…	**5.85**
Recognizing populations at risk	5.81
Understanding the effectiveness of prevention and intervention	5.87
Understanding effective prevention and intervention	5.93
Outcome #7: Engage in policy analysis, development, and advocacy to influence health at the individual, group, community, and population level.	

Factor 5 – To what degree did the MSN program prepare you to integrate scientific findings from…	**4.85**
Public health	4.85
Factor 10 – To what degree did the MSN program enhance your ability to…	**5.53**
Intervene at the system level through the policy development process	5.44
Employ advocacy strategies to influence health and health care	5.61
Factor 18 – To what degree did the MSN coursework prepare you in…	**6.10**
Evidence-based practice	6.10
Factor 21 – To what degree did the MSN coursework prepare you in…	**5.85**
Recognizing populations at risk	5.81
Understanding the effectiveness of prevention and intervention	5.87
Understanding effective prevention and intervention	5.93
Outcome #8: Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.	
Factor 6 – To what degree did the MSN program enhance leadership skills that…	**6.05**
Promote effective working relationships	6.05
Factor 11 – To what degree did the MSN program enhance your ability to…	**5.82**
Manage and coordinate care by communicating with team members	5.86
Manage and coordinate care by collaborating with team members	5.86
Manage and coordinate care by consulting other health professionals	5.75
Factor 19 – To what degree did the MSN coursework prepare you in…	**5.00**
Understanding complementary and alternative modalities	5.00
Factor 21 – To what degree did the MSN coursework prepare you in…	**5.85**
Recognizing populations at risk	5.81
Understanding the effectiveness of prevention and intervention	5.87
Understanding effective prevention and intervention	5.93
Outcome #9: Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and healthcare services.	
Factor 12 – To what degree did the MSN program enhance your ability to enhance appropriate concepts in the…	**6.21**
Planning of evidence-based clinical prevention and population care services	6.19
Delivery of evidence-based clinical prevention and population care services	6.16
Management of evidence-based clinical prevention and population care services	6.22
Evaluation of evidence-based clinical prevention and population care services	6.27
Factor 19 – To what degree did the MSN coursework prepare you in…	**5.65**
Interdisciplinary team concepts	5.65
Factor 21 – To what degree did the MSN coursework prepare you in…	**5.85**
Recognizing populations at risk	5.81
Understanding the effectiveness of prevention and intervention	5.87
Understanding effective prevention and intervention	5.93
Outcome #10: Recognize the value of being a lifelong learner who is committed to personal professional growth, the development of the profession, and the health of the public	
Factor 24 – To what degree…	**6.15**
Were you challenged to do your best academic work?	6.00
Were you motivated to do your best academic work?	6.00
Was the information you learned applicable to your future career?	6.25
Factor 24 – Comparing the expense to the quality of your education…	**6.25**
Rate the value of investment made in your degree	6.25

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: 2018-19 Mean Student Course Ratings by MSN Track and Core MSN Courses

MSN Program Track	Mean Course Evaluation Rating
Adult-Gerontology Clinical Nurse Specialist	4.55
Adult-Gerontology Acute Care Nurse Practitioner	4.45
Adult-Gerontology Primary Care Nurse Practitioner	4.43
Pediatric Clinical Nurse Specialist	4.58
Nursing Education	4.65
Family Nurse Practitioner	**3.95**
Nursing Leadership in Health Systems	4.37
Psychiatric-Mental Health Lifespan NP	4.15
Pediatric Nurse Practitioner - Primary Care	4.00
MSN Core Courses	
N502 Nursing Theory for Advanced Nursing Practice	4.25
N504 Leadership for Advanced Nursing Practice	4.42
R500 Nursing Research Methods	**3.68**
R505 Measurement & Data Analysis	4.12
Y515 Advanced Pathophysiology Across the Lifespan	4.24
Y612 Advanced Pharmacology Across the Lifespan	4.35
Y625 Advanced Physical Assessment Across the Lifespan	4.24

MSN ANALYSIS OF DATA AND 2019-2020 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:

Factor 5: Core Masters Coursework: Sciences and Humanities
- **Exit Survey Q52: Public Health (4.85):** The MSN faculty/curriculum committee is auditing core and track specific courses to identify gaps in public health content. Curricular modifications will be made based on audit findings.
- **Exit Survey Q54: Organizational Sciences (4.67):** Curricular review by the MSN faculty/curriculum committee after the Spring 2017 semester led to implementation of updates to the N504: Leadership for Advanced Nursing Practice course beginning in the Fall 2017 semester. Given that the majority of MSN students complete the program part-time in 3 years, changes to this outcome as a result of the N504 changes will be reflected in the Spring 2020 survey.

Factor 19: Didactic/Clinical Course Work
- **Exit Survey Q126: Principles of genetics (4.39)**
- **Exit Survey Q127: Role of genetics in clinical care (4.42)**
- **Exit Survey Q128: Principles of immunology (4.60)**

This block of content is located in several courses throughout the curriculum including advanced pathophysiology, advanced pharmacology, and specialty track courses related to health promotion and disease management. Advanced pharmacology is currently under review for gap analysis. Pathophysiology will also be reviewed for gaps in content. Based on these findings, the track specialty courses will be audited for gaps and revisions will be recommended to strengthen this content in the MSN curriculum.

Table 5 demonstrates the mean course summaries for MSN core and track specific courses. All program tracks, except Family Nurse Practitioner (3.95) achieved the benchmark. Based on feedback from students the credits for the track specific clinical courses were reallocated this year to create a more positive learning experience across three semesters.

R500- Research Methods (3.68) aggregate course means was below the benchmark. This course was revised two years ago and has been receiving good evaluations.   The lower aggregate score likely reflects reviews submitted by students enrolled in the accelerated BSN program track and not from those enrolled in the MSN program tracks. This course was removed from the revised accelerated BSN curriculum; however, it continued to be required for those in the old curriculum. Students in the old curriculum expressed concerns about having to take the course and, as the faculty reported, it was a difficult course to teach under those circumstances.   Previous changes to the course included additional clarification of assignments; greater differentiation between quality improvement and research; improved integration of student opportunities to apply learned knowledge; and, addition of graded discussion assignments reflecting on individual student learning and understanding of course content. Initial changes went into effect during the fall semester 2017, and the course is continuing to have minor changes implemented as needed.

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. Table 6 provides all rating related to student learning from the 2018-19 annual Skyfactor™ Exit Survey with questions mapped to each of the six key program learning outcomes.

Table 6: 2018-19 Program Learning Outcomes of DNP Program as Measured by Skyfactor Exit Surveys

DNP Learning Outcomes & Mapped Skyfactor™ Question Means	
Outcome #1: Use executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems.	
Factor 12 - To what degree did your DNP program enhance your ability to…	**6.15**
Design these processes (Evidence-Based Practice)	6.00
Implement these processes (Evidence-Based Practice)	6.00
Design these methodologies (Evidence-Based Practice)	6.25
Implement these methodologies (Evidence-Based Practice)	6.25
Evaluate these methodologies (Evidence-Based Practice)	6.25
Factor 22 – To what degree did your DNP program enhance your ability to…	**6.12**
Analyze appropriate scientific data related to population health	5.75
Evaluate care delivery models and/or strategies using concepts related to health	6.25
Implementing interventions to improve care populations	6.25
Evaluating interventions to improve care of populations	6.25
Factor 15 – To what degree did your DNP program enhance your ability to…	**6.00**
Function as a practice specialist/consultant in collaborative research	6.00
Disseminate finding from evidence-based practice to improve healthcare outcomes	6.00
Outcome #2: Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement.	
Factor 8 – To what degree did your DNP program enhance your ability to…	**6.50**
Lead quality improvement initiatives in healthcare systems	6.50
Lead patient safety initiatives in healthcare systems	6.50
Factor 9 – To what degree did your DNP program enhance your ability to…	**6.25**
Employ principles of business to develop effective plans for practice initiatives	6.50
Employ principles of business to implement effective plans for practice initiatives	6.50
Analyze cost-effectiveness accounting for risk of health care outcomes	6.00
Analyze cost-effectiveness accounting for improvement of health outcomes	6.00
Factor 16 – To what degree did your DNP program enhance your ability to…	**5.40**
Design these programs (Patient Care Technology)	5.25
Implement these programs (Patient Care Technology)	5.50
Selection of systems/technology (Patient Care Technology)	5.25
Use of systems/technology (Patient Care Technology)	5.50
Evaluation of the systems/technology (Patient Care Technology)	5.50
Factor 17 – To what degree did your DNP program enhance your ability to…	**4.83**
Develop an evaluation plan involving data extraction from practice information	4.75
Execute an evaluation plan involving data extraction from practice information	4.75
Effectively evaluate consumer health information sources	5.00
Outcome #3: Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems.	
Factor 5 – To what degree did your DNP program enhance your ability to…	**5.65**
Integrate nursing science with knowledge from the area of - Ethics	5.50
Integrate nursing science with knowledge from the area of - Biophysical Science	5.00
Integrate nursing science with knowledge from the area of - Psychosocial Science	6.00
Integrate nursing science with knowledge from the area of - Analytical Science	5.50
Integrate nursing science with knowledge from the area of - Organization Science	6.25
Factor 6 – To what degree did your DNP program enhance your ability to…	**6.30**
Determine the nature and significance of health and care delivery phenomena	6.75
Describe actions to enhance, alleviate and ameliorate phenomena as appropriate	6.50
Evaluate outcomes	6.25

Develop new practice approaches based on nursing theories	5.75
Evaluate new practice approaches based on nursing theories	6.25
Factor 7 – To what degree did your DNP program enhance your ability to…	**6.50**
Evaluate care delivery approaches that meet the needs of populations	6.50
Factor 11 – To what degree did your DNP program enhance your ability to…	**6.06**
Use analytic methods to determine best practice	6.25
Use analytic methods to implement best practice	6.25
Use analytic methods to develop practice guidelines	5.25
Use analytic methods to improve practice and the practice environment	6.50
Factor 13 – To what degree did your DNP program enhance your ability to…	**5.06**
Collect appropriate data to generate evidence for nursing practice	5.25
Collect accurate data to generate evidence for nursing practice	5.25
Inform the design of databases that generate meaningful evidence for practice	4.75
Analyze data from practice	5.00
Factor 14 – To what degree did your DNP program enhance your ability to…	**5.44**
Design evidence-based interventions	5.50
Predict and analyze outcomes	4.50
Examine patterns of behavior and outcomes	5.50
Identify gaps in evidence for practice	6.25
Outcome #4: Advocate for diverse, patient, family, and community health by actively engaging in design, implementation, and evaluation of health policy at multiple levels.	
Factor 7 – To what degree did your DNP program enhance your ability to…	**6.75**
Demonstrate sensitivity to diverse organizational cultures and populations	6.75
Factor 18 – To what degree did your DNP program enhance your ability to…	**6.62**
Critically analyze health policy proposals	6.25
Influence institutional policy makers to improve health care delivery and outcomes	6.75
Advocate for the nursing profession within the policy and healthcare communities	6.75
Advocate for ethical policies within all healthcare areas	6.75
Factor 19 – To what degree did your DNP program enhance your ability to…	**6.75**
Demonstrate leadership in the development of health policy	6.75
Demonstrate leadership in the implementation of health policy	6.75
Provide leadership in health policy that shapes health care financing	6.75
Provide leadership in health policy that shapes regulation	6.75
Provide leadership in health policy that shapes delivery	6.75
Factor 20 – To what degree did your DNP program enhance your ability to…	**6.75**
Educate others at all levels regarding health policy	6.75
Educate others at all levels regarding patient care outcomes	6.75
Outcome #5: Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice.	
Factor 5 – To what degree did your DNP program enhance your ability to…	**5.50**
Integrate nursing science with knowledge from the area of - Ethics	5.50
Factor 10 – To what degree did your DNP program enhance your ability to…	**5.92**
Evaluate strategies for managing ethical dilemmas inherent to patient care	6.25
Evaluate strategies for managing ethical dilemmas inherent to healthcare org.	6.25
Evaluate strategies for managing ethical dilemmas inherent to research	5.25
Factor 17 – To what degree did your DNP program enhance your ability to…	**5.75**
Provide leadership in the resolution of ethical issues related to the use of IT	5.75
Provide leadership in the resolution of legal issues related to the use of IT	5.75
Outcome #6: Apply interprofessional collaborative relationships to promote cultures of inclusion inquiry, professional governance, and ongoing partnership.	
Factor 21 – To what degree did your DNP program enhance your ability to…	**6.06**

Employ collaborative skills in the development of scholarly products	6.25
Employ collaborative skills in the implementation of scholarly products	5.00
Lead interprofessional teams in the analysis of complex practice/org. issues	6.50
Employ consultative and leadership skills with teams to create change	6.50

Aggregate student course evaluation data are utilized by the DNO 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 in relation to established benchmarks. Table 7 demonstrates mean student evaluation rating; the **benchmark set at ≥ 4.0 on a 5.0 scale**.

Table 7: 2018-19 Mean Student Course Ratings for DNP

Course Title	Mean Course Evaluation Rating
D615: Health Outcomes & Decision-making	4.86
D650: Data Analysis in Clinical and Administrative Decision-making	4.76
D721: Advanced Leadership in Complex Systems	4.95
D735: Population Health Surveillance & Management	4.32
D743: Trans-disciplinary Approaches to Influencing Public Health Policy	4.77
D744: Strategic Resource Management	4.31

DNP Analysis of Outcomes and 2019-2020 Strategies

As identified in Table 6, DNP 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 6) are reviewed by the DNP curriculum committee for assessment of overall program effectiveness and achievement of student learning outcomes. Areas below the benchmark included:

Factor 17: Health Information Technology
- **Exit Survey Q98: Develop an evaluation plan involving data extraction from practice information (4.75)**
- **Exit Survey Q99: Execute an evaluation plan involving data extraction from practice information (4.75)**

In part due to the release of new national guidelines for DNP programs, in 2017-18 the IUSON DNP program underwent significant review and revision. The use of data to develop, implement and evaluate a scholarly clinical project was added. This change affects students enrolling in the program Fall, 2018. They are all on a part-time, 3- year program plan. Improvements in survey finding are expected in Spring, 2021.

PHD ASSESSMENT MEASURES AND OUTCOMES

The Nursing Science PhD Program has 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. The 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* concentrates on operate to creating and researching structures and resources that enable individuals and communities to achieve optimal health. Examples of research areas include diffusion of knowledge in practice, community-based care

coordination, leadership styles for managing delivery of clinical care in health systems, computer systems supporting care delivery, and comparative effectiveness research. In addition, health systems includes topics related to the nursing education, including 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.

In academic year 2018-19, two PhD students completed/passed their qualifying exams and successfully defended their dissertation proposals on time; four PhD students passed their qualifying examination and successfully defended/will defend their proposal in academic year 2019-20; two PhD students passed their qualifying exam prior to academic year 2018-19, but successfully defended their proposal in academic year 2018-19; and one PhD student passed their qualifying exam prior to academic year 2018-19, but will defend their proposal in academic year 2019-20.

Student learning is also assessed utilizing course evaluations. Table 8 lists the 2018-19 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 8: 2018-19 PhD Graduate Course Ratings

PhD Courses	Mean Course Evaluation Rating
D607: Theoretical Perspectives of Nursing Science	4.71
D608: Middle Range Theory	4.33
D609: State of the Science Seminar	4.76
D701: Nursing Inquiry and Scholarship	4.06
D751: Health Behaviors	4.95
R603: Quantitative Research Design and Methods	4.62
R610: Qualitative Methods for Nursing Research	4.24
R613: Grounded Theory Research	4.70
R615: Comparative Effectiveness Research and Patient-Centered Outcomes Research	4.95
T800: Preparing Future Faculty	**3.60**

PhD Analysis of Outcomes and 2019-2020 Strategies

As identified in Table 8, all PhD course ratings, except T800: Preparing Future Faculty, met the established benchmark for 2018-19.

In 2018 we surveyed all Big 10 schools with Nursing PhD programs and compared our credit distributions. Faculty concluded our credits needed to be redistributed across theory, research methods, statistics and nursing science. We are currently engaged in revising the curriculum. In addition, our T32 in symptom science grant was funded fall, 2019, necessitating the addition of 2 courses to the curriculum. A preliminary recommendation from the revision work is to delete T800 from the curriculum. Students interested in an academic teaching career focus will be encouraged to complete the graduate certificate in nursing education.