

Indiana University Purdue University Columbus

Division of Health Sciences

2020-2021 Program Review and Assessment Report

INTRODUCTION

The Division of Health Sciences at the Indiana University Purdue University Columbus campus provides education in a variety of programs: Bachelor of Science in (BSN) – Traditional Track; Bachelor of Science in Nursing – Accelerated Track; Bachelor of Science in Nursing – RN to BSN Track; Master of Science in Nursing; and Bachelor of Science in Community Health Advocacy. Students may also participate in the IUPUC Honors Program with initial admission to this through University College.

The Bachelor of Science in Nursing – Traditional Track provides a comprehensive academic foundation in the sciences and humanities to prepare graduates to care for clients in a variety of settings that may focus on health promotion disease prevention, health restoration, and/or health maintenance. Didactic and practicum experiences focus on current trends in health care, concepts of wellness and illness, and hospital as well as community-based opportunities.

The Bachelor of Science in Nursing – Accelerated Track provides an opportunity for students who have previously earned a bachelor's degree in another field to earn a BSN over an 18-month period of full-time study. Recruitment of students is focused on the following counties: Brown Bartholomew, Dearborn, Decatur, Franklin, Jackson, Jefferson, Jennings, Johnson, Ohio, Ripley, Shelby, and Switzerland. These students complete the same nursing courses as those in the Traditional Track.

The Bachelor of Science in Nursing – RN to BSN program is designed for registered nurses (RNs) who hold an Associate of Science in Nursing (ASN) degree or a nursing diploma. In this hybrid program, a majority of course work is done online with in person meetings two times each course. This promotes the development of relationships and fosters critical discussions. For students who prefer a completely online method of study, students may enroll in the IU RN to BSN Consortium program.

The Master of Science in Nursing (MSN) program prepares students for a career as an advanced practice nurse as a family nurse practitioner with a focus on the needs of clients in rural areas. The program is part-time, and students complete 43 credit hours and 600 clinical hours over a three-year period. Classes are held in a hybrid format with most of the work being completed online and intermittent face-to-face course meetings.

The Bachelor of Science in Community Health Advocacy (CHA) program provides graduates with the knowledge and skills to help people navigate the complex and dynamic healthcare system and to improve access to coordinated, patient-centered care. They are prepared to provide culturally appropriate information and act as advocates.

The mission of the Division of Health Sciences is to positively influence the health of rural Indiana by educating all students to become learned health professionals who advance the science of healthcare in rural communities and evidence-based practice through translational research and outreach. The vision is to help impact rural healthcare through leadership and scholarship, while maximizing the health and quality of life for the people of rural south-central Indiana. The core values of the Division are:

- Collaboration: Create a vibrant relationship between students, faculty, clinical partners, and other stakeholders to create a community of scholars who work together in knowledge generation and dissemination, thus shaping healthcare practice and policy especially in rural communities.
- Integrity: An environment which promotes honesty and trust aspiring the development of rural healthcare professionals who practice morally and ethically.
- Quality: Continuous program improvement reflects our commitment for continued growth, measurement, and program outcomes which promote excellence in practice and leadership within a dynamic rural healthcare environment.
- Respect: Nourish diversity among faculty, staff, and students within a mutually respectful and professional environment.

Accreditation of the nursing programs and the Simulation Center at IUPUC are indicators of excellence in education. In 2020, the Bachelor of Science in Nursing program was reaccredited by the Commission on Collegiate Nursing Education, and the Master of Science in Nursing Program received the initial accreditation. The IUPUC Simulation Center where students participate in simulated learning events as well as lab practicums is accredited by the Society for Simulation in Healthcare and will be reviewed for reaccreditation in 2022. The Division utilizes national, state, and university standards for curriculum development.

- The Commission on Collegiate Nursing Education Standards for Accreditation of Baccalaureate and Graduate Nursing Programs
- The QSEN Institutes' Quality and Safety Education for Nurses standards
- The Indiana State Board of Nursing's Statutes and Rules
- The American Nurses Association's Code of Ethics for Nurses with Interpretive Statements
- The American Nurses Association's Nursing's Social Policy Statement
- The American Association Colleges of Nursing's Essentials of Baccalaureate Education for Professional Nursing Practice
- Profiles of Learning for Undergraduate Success developed by the Division of Undergraduate Education at Indiana University-Purdue University Indianapolis
- The American Association of Colleges of Nursing's Essentials of Master's Education in Nursing
- The National Task Force on Quality Nurse Practitioner Education's Criteria for Evaluation of Nurse Practitioner Programs
- The National Council of State Boards of Nursing's Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education

BSN Program

BSN Program Learning Outcomes

The program learning outcomes (PLOs) for all BSN tracks are the same and are based on The Essentials of Baccalaureate Education for Professional Nursing developed by the American Association of Colleges of Nursing. Each course has an exemplar or signature assignment that is designed to evaluate the majority of the program learning outcomes of the course. The benchmark for all exemplar assignments is a class average score of 88% or greater. These exemplar assignments may be evidence-based projects or papers and are developed to provide students an opportunity to analyze current care, develop new solutions for problems in health care, to use critical thinking, and to learn to use research methodology. The focus of the assignments is dependent on the objectives of the individual courses. Evaluation results

here are presented for senior level courses to show the cumulative learning over three years of nursing education and preparation of students for successful careers. Course evaluation scores are also presented as a means of measuring the students' assessment of the effectiveness of each course.

The BSN graduate shall be:

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 health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.
4. An individual who understands and considers the impact of health care 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 interprofessional 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.

Evaluation of BSN Program Learning Outcomes

Senior Level Courses – Traditional and Accelerated Tracks	Program Learning Outcomes for all courses. Profiles of Learning Undergraduate Success for S483 Nursing Capstone	Evaluation of Student Learning	Results
B444 Nursing Intensive – Health Care Across the Continuum	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p>	Exemplar Assignment: Group project presentation	<p>Traditional Average score of 98%</p> <p>Accelerated Average score of 96.8%</p>

	<p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>10-An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p>	<p>Course evaluation scores</p>	<p>Mean score for didactic 4.3</p> <p>Mean scores for clinicals 4.8 5.0 5.0</p>
<p>B453 Inter-professional Practice</p>	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p> <p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p>	<p>Exemplar Assignment: Inter-professional education project or a simulation reflection practice</p> <p>Course evaluation scores</p>	<p>Traditional Average score of 100%</p> <p>Accelerated Average score of 100%</p> <p>Mean score for didactic 4.0 3.9</p> <p>Mean scores for clinicals 4.9 4.0 3.9 4.3 4.2 4.5 3.0 3.4</p>

	9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.		
H476 Complex Processes	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>10-An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p>	<p>Exemplar assignment: Complex processes case study paper/ Presentation</p> <p>Course evaluation scores</p>	<p>Traditional Average score of 94.8%</p> <p>Accelerated Average score of 94.6%</p> <p>Mean score for didactic 4.8</p> <p>Mean scores for clinicals 4.7 4.7 4.5 5.0 5.0 4.5 5.0 4.5</p>
L430 Leadership	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p> <p>5-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p>	<p>Exemplar assignment: Quality improvement project</p>	<p>Traditional Average score of 100%</p> <p>Accelerated Average Score of 100%</p> <p>Mean score for didactic</p>

	<p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>. 8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p> <p>10-An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p>	Course evaluation scores	<p>4.3</p> <p>Mean scores for clinicals</p> <p>4.0</p> <p>4.5</p> <p>5.0</p> <p>4.5</p> <p>4.1</p> <p>4.6</p> <p>4.3</p>
S474 Ethics	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p>	<p>Exemplar assignment – Code of Ethics paper</p> <p>Course evaluation scores</p>	<p>Traditional Average score of 95%</p> <p>Accelerated Average score of 98.5%</p> <p>Mean score for course – 4.9</p>
S483 Nursing Capstone	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p>	Exemplar assignment: Evidence based practice assignment	<p>Traditional Average score of 91%</p> <p>Accelerated Average score of 90.5%</p>

	<p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>. 8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p> <p>PLUS Competencies:</p> <p>1.A communicator who evaluates information, listens actively, builds relationships, and conveys ideas effectively.</p> <p>2. A problem solver who thinks critically, collaborates, analyzes, synthesizes, and evaluations information, and perseveres.</p> <p>3.An innovator who investigates, creates or designs, confronts challenges, and makes decisions.</p> <p>4.A community contributor who builds community, respectfully engages their own and other cultures, behaves ethically, and anticipates consequences.</p>	<p>Course evaluation scores</p>	<p>Mean scores for course 4.3 5</p>
<p>S488 Nursing Synthesis</p>	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p>	<p>Exemplar assignment: BSN portfolio</p> <p>Course evaluation scores</p>	<p>Traditional Average score of 99%</p> <p>Accelerated Average score of 99%</p> <p>Mean score for course of 4.7</p>

	<p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p> <p>10-An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p> <p>PLUS Competencies:</p> <p>1.A communicator who evaluates information, listens actively, builds relationships, and conveys ideas effectively.</p> <p>2. A problem solver who thinks critically, collaborates, analyzes, synthesizes, and evaluations information, and perseveres.</p> <p>3.An innovator who investigates, creates or designs, confronts challenges, and makes decisions.</p> <p>4.A community contributor who builds community, respectfully engages their own and other cultures, behaves ethically, and anticipates consequences.</p>		
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Senior Level Courses – RN to BSN Track	Program Learning Outcomes	Evaluation of Student Learning	Results
S474 Applied Health Care Ethics	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family,</p>	Exemplar assignment Code of Ethics paper	Average score of 89%

	<p>community, and population-centered nursing care.</p> <p>5-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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.</p>	Course evaluation scores	Mean score for course of 4.9
S475 Multisystem Approach to Health of Community	<p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p> <p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p>	<p>Exemplar assignment: Community Health Nursing Synthesis paper</p> <p>Course evaluation scores</p>	<p>Average score of 99%</p> <p>Mean score for didactic of 4.4</p> <p>Mean score for clinical of 4.9</p>
S487 Nursing Management	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care</p>	<p>Exemplar assignment: Leadership Model Paper and Presentation</p> <p>Course evaluation scores</p>	<p>Average score of 98%</p> <p>Mean score for course of 4.8</p>

	<p>needs of individuals, families, communities, and populations.</p> <p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>5-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p>		
R470 Nursing Capstone	<p>1-A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</p> <p>2-A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.</p> <p>3-A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.</p>	<p>Exemplar assignment: Evidence based project and paper with presentation</p> <p>Course evaluation scores</p>	<p>Average score of 99%</p> <p>Mean score for course of 4.7</p>

	<p>4-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>5-An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>6-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</p> <p>7-An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.</p> <p>8-A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</p> <p>9-An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</p>		
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BSN EXIT SURVEY RESULTS

The exit survey questions are derived directly from the Program Learning Outcomes and are a measure of students’ perceptions of achieving the outcomes. The benchmark for all outcomes is a mean score of 4.5 on a 5-point scale.

Questions	Mean Results Traditional Track	Mean Results Accelerated Track	Mean Results RN to BSN Track
Do you feel prepared to:			
Critically think and problem solve	4.57	4.64	4.57
Utilize evidence to make patient care decisions	4.64	4.64	4.63
Provide culturally appropriate and holistic care to individuals, families, and communities	4.61	4.82	4.63
Facilitate patient and family access to resources to promote quality care and patient safety	4.46	4.73	4.57
Implement agency policies and procedures in the health care setting	4.36	4.55	4.53
Practice legally and ethically	4.75	4.82	4.67

Promotes the professional identity of the nurse	4.68	4.82	4.67
Communicate and collaborate with patients, families, and interprofessional team members	4.75	4.73	4.63
Provide safe and effective care of clients	4.79	4.73	4.70
Be a leader in promoting high-quality and safe patient care	4.5	4.82	4.63
Use technology to assist in the delivery of quality patient care	4.59	4.73	4.6
Competently perform technical nursing skills	4.5	4.45	4.5
Be a lifelong learner	4.75	5	4.67

MSN Program

MSN Program Learning Outcomes

Each course has an exemplar or signature assignment that is designed to evaluate the majority of the program learning outcomes of the course. The benchmark for all exemplar assignments is a class average score of 88% or greater. These exemplar assignments may be evidence-based projects, presentations, or papers and are developed to provide students an opportunity to analyze current standards of care, consider evidence-based approaches to chronic disease management and health promotion in primary care within the Family Nurse Practitioner (FNP) scope of practice, consider evaluation, diagnostics, medication, and treatment considerations involved in various disease processes, consider the role of collaboration with other healthcare disciplines, develop new solutions for problems in healthcare, and transition to the role of the advanced-practice nurse in the FNP role. The focus of the assignments is dependent on the objectives of the individual courses. Evaluation results here are presented for MSN level courses to show the results of three years of part-time MSN nursing education in preparation of students for successful careers.

The MSN graduate shall be able to:

1. Lead nursing and health care teams to improve practice within complex systems, recognizing political, institutional, social, and economic forces.
2. Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.
3. Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.
4. Demonstrate intellectual curiosity and scholarly inquiry in the pursuit of innovative approaches to improving health outcomes.
5. Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.
6. Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcomes.
7. Engage in policy analysis, development, and advocacy to influence health at the individual, group, community, and population level.
8. Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.
9. Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.

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.

MSN Level Courses	Program Learning Outcomes	Evaluation of Student Learning	Results
R500 Nursing Research	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p> <p>4.Demonstrate intellectual curiosity and scholarly inquiry in the pursuit of innovative approaches to improving health outcomes.</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.</p> <p>6.Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcomes.</p>	<p>Exemplar assignment: Research Paper and Presentation</p> <p>Course evaluation scores</p>	<p>Average score 80%</p> <p>Mean score for course of 3.6</p>
N502 Theory for Advanced Practice	<p>1.Lead nursing and health care teams to improve practice within complex systems, recognizing political, institutional, social, and economic forces.</p> <p>8.Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.</p> <p>9.Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.</p>	<p>Exemplar assignment: Theory Application Paper</p> <p>Course evaluation scores</p>	<p>Average score 93.9%</p> <p>Mean score for course of 5.0</p>
N504 Leadership for Advanced Practice	<p>1.Lead nursing and health care teams to improve practice within complex systems, recognizing political, institutional, social, and economic forces.</p>	<p>Exemplar assignment: Authentic Leadership Analysis Paper</p>	<p>Average score 98.1%</p>

	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>7.Engage in policy analysis, development, advocacy to influence health at the individual, group, community, and population level.</p> <p>8.Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.</p>	Course evaluation scores	Mean score for course of 5.0
R505 Data Analysis	<p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p> <p>4.Demonstrate intellectual curiosity and scholarly inquiry in the pursuit of innovative approaches to improving health outcomes.</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improving outcomes.</p> <p>6.Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcomes.</p>	<p>Exemplar assignment: Nursing Research Article Critique</p> <p>Course evaluation scores</p>	<p>Average score 89.5%</p> <p>Mean score for course of 3.6</p>
Y515 Advanced Pathophysiology	<p>2. Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>3. Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p>	<p>Exemplar assignment: Progressive Case Study</p> <p>Course evaluation scores</p>	<p>Average score 92.07%</p> <p>Mean score for course of 4.0</p>
Y535 Dynamics of Family Health	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice</p> <p>9.Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.</p>	<p>Exemplar assignment: Interview of family in crisis or having difficulty coping</p> <p>Course evaluation scores</p>	<p>Average score 92.6%</p> <p>Mean score for course of 4.0</p>

<p>F571 Family Nurse Practitioner I</p>	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.</p> <p>8.Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.</p> <p>9.Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.</p> <p>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.</p>	<p>Exemplar assignment not identified in syllabus</p> <p>Course evaluation scores</p>	<p>Mean score for course of 5.0</p>
<p>F575 Family Nurse Practitioner II</p>	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.</p> <p>8.Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.</p> <p>9.Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.</p> <p>10.Recognize the value of being a lifelong learner who is committed to personal professional growth, the development of</p>	<p>Exemplar assignment not identified in course syllabus</p> <p>Course evaluation scores</p>	<p>Mean score for didactic of 5.0</p>

	the profession, and the health of the public.		
F579 Family Nurse Practitioner III	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines.</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice.</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improve outcomes.</p> <p>8.Practice in interprofessional teams that communicate, collaborate, and consult in coordinating patient-centered care.</p> <p>9.Incorporate the influences of culture, diversity, values, and globalization in the design, delivery, and evaluation of nursing and health care services.</p>	<p>Exemplar assignment not identified in syllabus</p> <p>Course evaluation scores</p>	<p>Mean score for course of 4.6</p>
Y600 Diagnostic Reasoning	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improving outcomes.</p> <p>10.Recognize the value of being a lifelong learner who is committed to personal professional growth, development of the profession, and health of the public</p>	<p>Exemplar assignment: Differential Diagnosis Exercise #3</p> <p>Course evaluation scores</p>	<p>Average score 95%</p> <p>Mean score for course of 3.4</p>
Y612 Advanced Pharmacology	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice</p> <p>5.Apply evidence to problem solving at the clinical and system level to advance nursing practice and improving outcomes.</p>	<p>Exemplar assignment: Article Critique</p> <p>Course evaluation scores</p>	<p>Average score 92.1%</p> <p>Mean score for course of 5.0</p>

Y625 Advanced Physical Assessment	<p>2.Practice at the highest level of nursing, integrating ethical, legal, professional, and regulatory standards and guidelines</p> <p>3.Synthesize knowledge from nursing and related sciences for application to selected domains of nursing practice</p> <p>6.Use technology to deliver, measure, monitor, and improve clinical care delivery and enhance safe outcomes.</p>	<p>Exemplar assignment: Complete history and physical and documentation</p> <p>Course evaluation scores</p>	<p>Average score 92.6%</p> <p>Mean score for course of 5.0</p>
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Community Health Advocate Program

The learning outcomes for the CHA program are:

1. Demonstrate ability to engage and teach individuals and groups in the context of diverse learning styles and cultural pluralism.
2. Communicate thoughts, ideas, and information effectively using oral, written, and multimodal techniques; communicate effectively with interprofessional team members, clients, and their support systems.
3. Complete individual and team tasks on time and thoroughly; be able to facilitate and contribute to team meetings.
4. Demonstrate the ability to assess needs, facilitate access to resources, and coordinate care across the continuum of healthcare environments; demonstrate reflective metacognitive practices.
5. Demonstrate professionalism through preparation, punctuality, engagement, and ethical practices; be prepared for field experiences with professional attire, necessary materials, and positive attitude.
6. Use technology to create effective white papers, presentations, and other forms of professional communication; use databases to access and evaluate contemporary issues and information in health and health advocacy; employ innovations in information management and technology in the delivery of quality care.
7. Demonstrate ability to develop professional and community connections to support client and community advocacy.
8. Demonstrate cultural sensitivity and provide holistic individual, family, and community education and care; utilize educational theory and research to provide teaching and learning practices that respect diverse peoples.
9. Demonstrate cultural sensitivity and provide holistic individual, family, and community education and care; utilize educational theory and research to provide teaching and learning practices that respect diverse peoples.
10. Demonstrate the ability to explain biological, psychological, and social systems and processes that influence health and illness; demonstrate understanding of community healthcare systems; demonstrate ability to interpret impacts of healthcare policy, finance, and regulatory environments on health care delivery

The four senior level courses that are provided by the Division of Health Sciences at IUPUC are included in this assessment of learning. These courses are nursing based courses. As of this date, the syllabi for

these courses have not included the CHA Program Learning Outcomes and the Division has not been able to locate any mapping to the PLOs. This will receive immediate attention this academic year.

Senior Level Courses Community Health Advocate Program	Program Learning Outcomes	Evaluation of Student Learning	Results
S475 Community Health		Exemplar assignment: Community Health Nursing Synthesis Paper/Project Course evaluation mean	Average score of 99% Mean score for didactic of 4.4 Mean score for clinical of 4.9
S474 Applied Healthcare Ethics		Exemplar assignment: Code of Ethics paper Course evaluation mean	Average score of 89% Mean score for course of 4.9
H431 CHA Capstone	<p>1.Demonstrate ability to engage and teach individuals and groups in the context of diverse learning styles and cultural pluralism.</p> <p>2.Communicate thoughts, ideas, and information effectively using oral, written, and multimodal techniques; communicate effectively with interprofessional team members, clients, and their support systems.</p> <p>3.Complete individual and team tasks on time and thoroughly; be able to facilitate and contribute to team meetings.</p> <p>4.Demonstrate ability to assess needs, facilitate access to resources, and coordinate care across continuum of</p>	Exemplar assignment: No assignment identified Course evaluation mean	Mean score for course of 5.0

	<p>healthcare environments; demonstrate reflective metacognitive practices.</p> <p>5.Demonstrate professionalism through preparation, punctuality, engagement, and ethical practices; be prepared for field experiences with professional attire, necessary materials and positive attitude.</p> <p>6.Use technology to create effective white papers, presentations, and other forms of professional communication; use databases to access and evaluate contemporary issues and information in health and health advocacy; employ innovations in information management and technology in the delivery of quality care.</p> <p>7.Demonstrate ability to develop professional and community connections to support client and community advocacy.</p> <p>8.Demonstrate cultural sensitivity and provide holistic individual, family, and community education and care; utilize educational theory and research to provide teaching and learning practices that respect diverse peoples.</p> <p>9.Demonstrate ability to explain biological, psychological, and social systems and processes that influence health and illness; demonstrate understanding of community healthcare systems; demonstrate ability to interpret impacts of healthcare policy, finance, and regulatory environments on health care delivery.</p>		
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Data Summary

In the senior level BSN courses, the benchmark was exceeded for the exemplar/signature assignments for the past year in all tracks. The course evaluation scores did not meet the benchmark of 4.5 in 3 courses. Some of these courses and sections has small numbers of students and this can have a significant impact on the score.

The BSN exit survey questions all met or exceeded the 4.5 score benchmark with one exception. The Traditional Track mean score was 4.36 for the learning outcome related to competence in implementing agency policies and procedures.

One cohort has graduated in the MSN program. Three courses did not meet the course evaluation benchmark of 4.5. One course did not meet the exemplar benchmark of 88%. In three courses, no exemplar assignment was identified on the syllabi. No exit survey was completed by the MSN graduates.

One cohort has also graduated from the CHA program. The exemplars used in the nursing courses were not mapped to CHA program learning outcomes. The CHA capstone course did not have an exemplar assignment identified. The course evaluation scores did meet the benchmark of 4.5; however, it is not possible to determine how the CHA students rated the nursing courses. No exit survey was conducted for this group.

Assessment and Summary

During 2021, the Division of Health Sciences experienced several changes in faculty and leadership. The Division Head retired. The Program Directors for the pre-licensure BSN tracks and the Community Health Advocate program accepted positions at other universities. The Director of Assessment and Evaluation also accepted a position elsewhere. Also three experienced faculty members accepted positions with other organizations. The Covid pandemic has had a significant negative impact on the number of applicants to our programs. The pandemic has also impacted the clinical opportunities for nursing students. The hospitals and faculty have been forced to develop creative assignments for students in these locations. While this has been stressful, it has also brought “new” ways of thinking about assignments and learning.

While these changes have presented many challenges, they also present opportunities. This program evaluation has also helped to bring to the forefront the need for additional data collection. Specific strategies have been identified.

- Exit surveys will be developed for each graduating cohort for both the MSN and CHA programs.
- The benchmark for exemplar assignments is being discussed for modification.
- Exemplar assignments will be identified in all courses
- The methods and processes of data collection and evaluation, and program assessment overall will be carefully reviewed and modified to provide a comprehensive method of evaluation in future years.
- CHA program learning outcomes need to be incorporated into courses
- Develop more robust metrics and data analysis processes

Discussions have begun within the committees of the Division about the possibility of changing the benchmarks. At this time, the Division is using a mean score on exemplar assignments as the benchmark.

If a single student received a very low score, this has the potential to dramatically lower the mean. The current discussion is centered around changing this metric to state a specified percentage of students should receive X score on these assignments. This would minimize the impact of outliers. Using 88% as a benchmark is also being reviewed. This discussion is focused on the possibility of lowering the benchmark and reviewing the exemplar assignments to ensure the integrity of each assignment. The Division plans to vote on a proposal by the end of the 2021-2022 academic year to implement for the next academic year.

The decision was made in Fall 2021 to phase out the hybrid RN to BSN program on the IUPUC campus. Factors influencing the decision included financial aspects of maintaining the program and the increasing popularity of fully online programs. Students who are RNs and seeking to pursue a BSN degree will be assisted to enroll in the IU RN to BSN Consortium Program. IUPUC Division of Health Sciences will continue to collaborate with and support the Consortium.

The Division of Health Sciences has just begun the process of incorporating the Profiles of Learning for Undergraduate Success into the curriculum. In the table for the BSN program, the profiles have been mapped to two courses. The Profiles were also mapped to the general curriculum. This process will continue, and the Division will improve in the ability to utilize the Profiles to evaluate learning.

Improvement is an ongoing process. This report is not the end of the process, but an opportunity to expand the ability of the Division to develop metrics and improve the evaluation process.