

# INDIANA UNIVERSITY SCHOOL OF NURSING 2021-2022 ACADEMIC YEAR IUPUI PROGRAM REVIEW & ASSESSMENT REPORT

## INTRODUCTION

The following IUPUI PRAC report for the IU School of Nursing (IUSON) represents assessment and evaluation from the academic year 2021-2022. We maintained the same format from 2020-2021 as it was noted in the committee feedback to be well-organized and easy to review. The major focus for the IU School of Nursing in 2021-2024 will be the major task of remapping all program curricula to new accreditation standards (described below). By completing this task, it provides the opportunity to look closely at assessment and evaluation plans moving forward. The IU School of Nursing appreciates the extended time for the report due date and suggests a later due date become a standard for future reports.

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), practice doctoral degree (DNP), research doctoral degree (PhD), and post-graduate MSN 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 before acceptance into the BSN 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 MSN 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 pathways: Post-Master's Executive Leadership and Post-Master's Advanced Clinical. Two DNP pathways 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, pathways and certificates are available on the [IUSON website](#). The IUSON website is in the final stages of a major revision and will include one site for the Core campuses (IUPUI, IUB, IUFW).

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 school.

The mission of IUSON is to be a leader in the 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). The resubmission for continued designation of the *Advance the Science of Nursing Education* was submitted in the spring of 2021 and successfully awarded. The *Promoting the Pedagogical Expertise of Faculty* reaffirmation for this designation was submitted spring of 2022 and we are waiting on the final disposition.



Campus, state, and national professional standards, competencies, and guidelines serve as the basis for the 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 learning outcomes 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)
- [\*Statutes and Rules, Title 848 Indiana State Board of Nursing\*](#) (ISBN, 2021)
- [\*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 DATA

The Assistant Dean of Evaluation, who also serves as an Associate Professor with tenure, drafts the PRAC report as this role manages the majority of program data outcomes. The office processes over 10 required reports in the fall and 2-3 reports in the spring semester. The office manages the oversight of Course Questionnaire evaluations (over 500 sections per semester), annual exit surveys for all programs, incoming data metrics for certification, and produces ad-hoc data reports as needed. In 2019, the school also added a Statistician staff position that works directly with the Assistant Dean of Evaluation to strategically align the overall data needs of the IUSON Core with accreditation standards (AACN/CCNE) and the master evaluation plan. The goal for the AY2021-2022 was to evaluate all data collection processes to better streamline data dissemination and organization of incoming data, specifically, developing processes to run more efficiently. The Office of Evaluation is now aligned under the Center for Academic Affairs as the Office of Academic Affairs is currently being restructured. The Assistant Dean of Evaluation now reports to the Executive Associate Dean of Academic Affairs and the Data Specialist reports directly to the Assistant Dean of Evaluation. The goal remains to increase efficiency for programs to monitor in real-time program assessment and evaluation metrics. Both are key to ensuring that the program is adhering to the mission and vision of the school. The school is currently working on creating local dashboards for the required accreditation metrics and other key metrics for program evaluation.

## IU SCHOOL OF NURSING REMAPPING OF PROGRAM CURRICULUMS TO UPDATED ACCREDITATION STANDARDS

In 2021, AACN introduced the final version of the updated “*Essentials: Core Competencies for Professional Nursing Education*” which is the revised educational framework of competencies for professional nursing practice for programs. These *Essentials* introduce 10 domains that represent builds a new model and framework for nursing education using competency-based approaches for all programs <https://www.aacnnursing.org/AACN-Essentials/Implementation-Tool-Kit>. The IU School of Nursing’s accredited (BSN, MSN, DNP) curriculums will be realigned with updated national accreditation and program standards. The process to map the new to the existing standards started in the Fall of 2021 with

a thoughtful assessment plan. The highest strategic priority for IUSON for 2022-2023 will include the implementation of updated nursing accreditation standards via course changes within the core curriculum.

For the MSN and DNP programs, campuses will adopt the new Program Learning Outcomes that were written by a team of deans and others from IU regional campuses and IUPUI lead this effort. This is a future project currently in motion and programs will align to, these new PLOs will align with AACN Domains and written with similar language making it easier to align all of the guiding documents. A timeline is not set yet, but we would anticipate fall 2024 to publish those new PLOs.

The following outlines the processes that the leadership and faculty are completing to ensure we are systematically and thoughtfully ready to implement the AACN essentials. As the faculty completed the crosswalk activities and continue to work towards revision of courses, the committees will also remap to university learning outcomes to ensure consistency with university standards. Updated methods of assessment and evaluation will also be incorporated in courses to better understand the health of programs moving forward.

As of January 2023, all programs (BSN, MSN, DNP) are in various stages of ***Step 5*** above and continue to document progress in our internal planning committees.

*Step 1:* Crosswalk exercises began by introducing the required work to faculty and faculty governance committees in September-October 2021. The AACN Tool Kit was utilized as a guide however, the faculty developed specific materials tailored to IUSON programs to better meet the needs of the exercise.

*Step 2:* Program staff created approved spreadsheets (matrix) for each program that maps current course and program learning outcomes to the updated Essentials Competencies.

*Step 3:* Spreadsheets were completed by faculty teaching courses with the deadline of December 2021. The result is a completed gap analysis for 46 BSN courses, 49 MSN courses, 14 DNP courses.

*Step 4:* Program leads will present completed work back to CSA in the spring of 2022.

***Step 5: Course objectives, critical assignments, and evaluation metrics will be evaluated for revision, campus outcomes will continue to be mapped appropriately.***

*Step 6:* Course revisions will be approved through appropriate IUSON faculty governance uploading major course changes into campus systems as needed (goal: end of Fall 2022-Spring 2023)

*Step 7:* Course updates will be implemented by Fall of 2023 with updated assessment and evaluation metrics tracking course and program performance using updated metrics, assignments, and systems for tracking (by Fall 2023).

*Step 8:* Continued evaluation of outcomes via the Master Evaluation Plan.

### IU SCHOOL OF NURSING COVID IMPACT REPORT

**The ongoing impact of Covid and assessment and efforts to focus on quality.** The IUSON Core is under one accreditation by the Commission on Collegiate Nursing Education (CCNE; reaccreditation received 10/2020-2030), the IUSON systematically assessed the quality of student experiences of remote learning as it pertains to the course and our accreditation standards and core competencies to the discipline. Since nursing relies heavily on 'hands-on' experiences during lab and clinical, it is crucial that the faculty and administration maintain an assessment plan to ensure learning outcomes are not negatively impacted. Although the IUSON students have been back to in-person learning since the summer of 2021, we continue to monitor the impact on student learning.

**Didactic Course Delivery (BSN, MSN, DNP, PhD):** The majority of didactic course delivery has returned to its original intended delivery with in-person or hybrid methods throughout 2022. Courses that have not returned to pre-COVID delivery were maintained as a hybrid model based on student evaluations feedback. Matched with successful student outcomes, having a mix of hybrid course delivery and in-person allows students more flexibility in their schedules. The programs that already utilize online and hybrid delivery continue to follow routine learning environments for students to successfully engage in the learning environment. Learning assessments such as projects, papers, exams, quizzes, and

homework continue to use online submissions with classroom presentations using video-based synchronous and asynchronous presentations that are recorded for future use. The faculty were mindful of student limitations such as slow internet access, limited device accessibility, home stressors, and life circumstances and allow for maximum accommodations that support student well-being during this time.

**Laboratory and Clinical:** All face-to-face and in-person lab and clinical experiences have returned to in-person delivery with the ability to provide support to students who have to transition online due to COVID. During COVID we noted better attendance during clinical experiences since they were virtual. Once back to in-person instruction, we noticed students missing more because we were using virtual makeup clinicals. We have eliminated the use of virtual clinical experiences as makeup and have instituted a tracking system for a clinical absence to trend any issues or clusters of absences and created a more formal approach to make up clinical time to ensure experiences align with course competencies.

Faculty continue to keep online simulation videos, virtual patient assessments and case scenarios, and virtual skills videos available but only will use if the campus is required to go virtual.

Although we continue to monitor learning outcomes, the IUSON program leadership is starting to see national pass rates for the nursing board of certification (NCLEX) decrease over the past year, lower MSN certification pass rates, and student progression and completion rates due to the ongoing pandemic. Even with the return to in-person learning, the stress related to the pandemic is showing in program outcomes. The leadership and faculty have developed a list of essential strategies to provide support to students who fail to progress. This includes, but not is limited to, adding individual sections to accommodate failures, counseling supporting additional learning products to enhance learning. For example, a large cohort of BSN students failed a critical course which would have disrupted the ongoing curriculum delivery for the other cohorts in the program. The leadership added a section in the summer to get the students back on track. We continue to monitor these supports and progress in outcomes and will be the focus of 2021-2022.

**Meeting Learning Outcomes.** The goal continues to be to access trends from COVID cohorts of students looking specifically at any negative impact in learning outcomes. Because we adhere to a core evaluation plan, we continue to follow that plan as it feeds into the metrics needed for accreditation of all programs. Student assessment remained unchanged using the progression in the program, course and faculty evaluations, Skyfactor™ Exit Survey, alumni and end of program surveys (PhD), and national certification rates.

### **PROFILES OF LEARNING**

As of spring 2021, all undergraduate courses have PLOs mapped in the syllabi for each course in the program and are housed in the shared governance folder for the program. The committees continue to monitor changes to the PLOs each year by supporting faculty to remap any measures of student learning (assignments) if changes are made. The major task for IUSON faculty will be to add this completed mapping to the new accreditation standards (described in detail above).

### **IUSON AND IUPUI RECORD**

The IUSON continues to dialogue regarding the utility of including experiences that pertain to our students in the IUPUI Record. At this time, the IUSON has one clinical course B235 approved for the Record. A goal for Fall 2023 is to complete the application for Record designation for our clinical courses that previously had the RISE designation. There does need to be continued dialogue in the IUSON to work with our student population to understand how this Record designation can benefit them in future career search and progression of education. The IUSON will continue to dialogue with the program leadership of our academic programs to support faculty in completion of the extensive applications of this program and ensure the application encompasses the course competencies.

### **PROGRAM ADMISSION AND ENROLLMENT INCREASE INITIATIVES**

The IUSON is currently working to increase BSN program admissions in a phased approach to help increase the nursing workforce. There has been a decrease in nursing applications and measures are underway to increase recruitment and decrease admission barriers while still admitting qualified nursing cohorts with the ability to complete the program and pass the NCLEX examination. With this increased effort, student academic success has also been a concern and measures are being developed to help promote success in transitioning to the nursing program to decrease first year program withdraws and course failures. Support measures for the first semester of the nursing program will be implemented in Fall 2023. An academic success seminar is also being developed for students to complete during academic probation after experiencing a course failure in the nursing program to help decrease the number of academic dismissals. The IUSON is

also investigating opportunities to have an active presence in Bridge and first year seminar to support recruitment and application in our pre-nursing students.

### IU SCHOOL OF NURSING LEARNING OUTCOMES

Undergraduate and graduate nursing curricula and terminal program (student) learning outcomes are reviewed at least annually and revised as needed by the BSN, MSN, DNP and PhD curriculum/student affairs (CSA) committees. The BSN PLO's underwent revision this year in association with the implementation of the new AACN Essentials. The assessment cycle for the IUSON Core is aligned with an academic year. 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 for this report are located in the IU School of Nursing Campus Bulletin and on the IUSON website. The PLOs, identified by the program in Table 2, are developed and reviewed by faculty and are congruent with contemporary practices.

**Table 2: 2021-2022 Expected Learning Outcomes by Program**

Program	Expected Program Learning Outcomes
BSN	<ol style="list-style-type: none"> <li>1. A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making</li> <li>2. A culturally sensitive individual who promotes diversity, equity, and inclusion across the care continuum.</li> <li>3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations</li> <li>4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</li> <li>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</li> <li>6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes</li> <li>7. A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments</li> <li>8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.</li> <li>9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care</li> </ol>
MSN	<ol style="list-style-type: none"> <li>1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.</li> <li>2. Conduct advanced nursing practice within ethical–legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.</li> <li>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.</li> <li>4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.</li> <li>5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</li> <li>6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.</li> <li>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</li> </ol>

	<ol style="list-style-type: none"> <li>8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.</li> <li>9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.</li> <li>10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.</li> </ol>
<b>DNP</b>	<ol style="list-style-type: none"> <li>1. Use executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems.</li> <li>2. Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement.</li> <li>3. Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems.</li> <li>4. Advocate for diverse, patient, family, and community health by actively engaging in design, implementation, and evaluation of health policy at multiple levels.</li> <li>5. Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice.</li> <li>6. Apply interprofessional collaborative relationships to promote cultures of inclusion, inquiry, professional governance, and ongoing partnership.</li> </ol>
<b>PhD</b>	<ol style="list-style-type: none"> <li>1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena.</li> <li>2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship.</li> <li>3. Conduct and communicate independent research that advances the body of scientific knowledge.</li> <li>4. Defend the social significance of the expanded knowledge base of nursing.</li> <li>5. Interpret nursing science within an inter-disciplinary context.</li> </ol>

#### **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 overall program outcomes and 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 one of many points of 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  $\geq 5.0$  on a 7.0 scale on the Exit Survey (this survey is not utilized for the PhD program due to the smaller number of graduates). 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. Reports allow programs to view results as questions are mapped to the AACN Essentials for Undergraduate and Graduate education (our accreditation standards). Reports are reviewed by program leadership annually. Specific assessment questions selected for evaluation are listed the tables below per program. Overall results by program type for 2020-2021 are identified in the following sections, which include specific program assessment methods, findings, and 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 differ 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 which demonstrates the degree to which students have achieved program learning outcomes.

In the BSN Traditional and Accelerated Second Degree tracks, the final semester NURS- S483/R470 Nursing Capstone clinical immersion experience course, under the supervision of a qualified, trained nurse preceptor, encompasses the cumulative evaluation of BSN student achievement of program learning outcomes. Outcomes are assessed in relation to the benchmark which states **that 90% of students will score  $\geq 4$  out of 5** on all nine program outcomes ratings by capstone preceptors. During the academic year 2019-2020, 100% exceeded 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  $\geq 73%$  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 on the interprofessional research literature. Students disseminate their EBP projects effectively in a range of settings such as clinical, classroom, and online environments.

As identified above, the level of BSN student achievement of program learning outcomes is based on annual comparison of actual outcomes data to the following benchmark. Table 3 identifies program outcomes, courses, and performance measures by program track, course, specific assignment, and the number of students and percent who met the related benchmarks.

### **Benchmark (noted on table)**

- **90% of students will score  $\geq 4$  out of 5 on all nine program outcome ratings by capstone preceptors**
- **100% of BSN student respondents will rate program satisfaction at  $\geq 5.0$  out of 7.0 on the Skyfactor™ Exit Survey items identified below and/or**
- **90% of students will score  $\geq 75%$  on each critical assignment.**

**Table 3: 2020-2021 BSN Program Learning Outcome Achievement by Course and Performance**

Program Outcomes	Course(s)	Direct Performance Measures	Assessment Measure	
<p><b>1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making</b></p>	<p>(BSN) S488 Nursing Synthesis</p>	<p>Self-assessment of evidence-based practice using Evidence-Based Practice Questionnaire (EBPQ) tool and reflection paper. Final reports</p>	<p>Cultural assignment  EBP assignment  <u>Exit Survey Items</u> <b>Q068</b> (factor 8): Apply research-based knowledge as a basis for practice.  <b>Q090</b> (factor 8): Evaluate an individual’s ability to assume responsibility for self-care.</p>	<p><b>Benchmark met</b></p>
	<p>(BSN) S483 Nursing Practice Capstone</p>	<p>Evidence-based practice project with abstract</p>	<p>Evidence-based project and abstract</p>	<p><b>Benchmark met</b></p>
	<p>(BSN) S483 Nursing Practice Capstone</p>	<p>Capstone preceptor rating mean scores (5 as the highest)</p>	<p>Preceptor ratings</p>	<p><b>Benchmark met</b></p>
	<p>(RN-BSN) R470 Clinical Nursing Practice Capstone</p>	<p>EBP Project</p>	<p>Theory/concept integration  Research utilization:  Systematic clinical decision making  Systematic approach</p>	<p><b>Benchmark met</b></p>
	<p>(BSN) H355 Data Analysis</p>	<p>Exam 2</p>	<p>Exam 2 (focused on cumulative topics)</p>	<p><b>Benchmark met</b></p>
	<p>(RN-BSN) R375 Nursing Research</p>	<p>Critical Appraisal Research Critiques</p>	<p><b>Research Critique Assignments</b></p>	<p><b>Benchmark met</b></p>
<p><b>2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care</b></p>	<p>(BSN) S488 Nursing Synthesis</p>	<p>Self-assessment of intercultural competence using Whitehead Intercultural Competence Survey and reflection paper</p>	<p>Cultural assignment:  EBP assignment:  <u>Exit Survey</u> <b>Q078</b> (factor 7): Provide culturally competent care</p>	<p><b>Benchmark met</b></p>
	<p>(BSN) S483 Nursing Practice Capstone</p>	<p>Capstone preceptor rating mean scores (5 as the highest)</p>	<p>Preceptor ratings</p>	<p><b>Benchmark met</b></p>
	<p>(RN-BSN) S475 Multisystem Approach to the Health of the Community</p>	<p>Community Health Assessment</p>	<p>Applied Social and Cultural Factors  Health Promotion and Education Plan</p>	<p><b>Benchmark met</b></p>



Program Outcomes	Course(s)	Direct Performance Measures	Assessment Measure	
			Advocates for Social Justice	
<b>3. A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments to meet the evolving healthcare needs of individuals, families, communities, and population</b>	<i>(BSN)</i> B444 Nursing Intensive	Managing Health & Illness Across Care Environments: Transitions in Care Quality Improvement Project	Preceptor ratings  <u>Exit Survey Items</u> <b>Q073</b> (factor 10): Understand the global health care environment  <b>Q074</b> (factor 10): Incorporate knowledge of cost factors when delivering care  <b>Q076</b> (factor 10): Work with interprofessional teams  <b>Q079</b> (factor 7): Support fairness in the delivery of care	<b>Benchmark met</b>
	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	<b>Benchmark met</b>
	<i>(RN-BSN)</i> S475 Multisystem Approach to the Health of the Community	Community Health Assessments	Community Health Assessment Assignment  Health Promotion and Education Plan  Emergency Preparedness Activity	<b>Benchmark met</b>
<b>4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery</b>	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings  <u>Exit Survey Items</u>  <b>Q072</b> (factor 10): Understand the effects of health policies on diverse populations  <b>Q079</b> (factor 7): Support fairness in the delivery of care	<b>Benchmark met</b>
	<i>(RN-BSN)</i> B304 Informatics	Policy, Organizations, Trends and Health Care Reform Assignments	Nursing's Involvement and Impact on Healthcare Policies  Professional Organizations/Trends	<b>Benchmark met</b>

Program Outcomes	Course(s)	Direct Performance Measures	Assessment Measure	
<p><b>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</b></p>	<p><i>(BSN)</i> S474 Health Care Ethics</p>	<p>Case Analysis Paper</p>	<p>Policy Changes: Health Care Reform Act (ACA)</p> <p>Case Paper</p> <p><u>Exit Survey</u> <b>Q081</b> (factor 7): Act as an advocate for vulnerable patients</p> <p><b>Q083</b> (factor 7): Honor the right of patients to make decisions about their health care</p> <p><b>Q084</b> (factor 11) Incorporate nursing standards into practice</p> <p><b>Q085</b> (factor 10): Apply an ethical decision-making framework to clinical situations</p> <p><b>Q091</b> (factor 10): Assist patients to achieve a peaceful end of life</p>	<p><b>Benchmark met</b></p>
	<p><i>(BSN)</i> S483 Nursing Practice Capstone</p>	<p>Capstone preceptor rating mean scores (5 as the highest)</p>	<p>Preceptor ratings</p>	<p><b>Benchmark met</b></p>
	<p><i>(RN-BSN)</i> S474 Ethics</p>	<p>Papers and Analysis</p>	<p>Ethical Political Paper</p> <p>Case Study Analysis</p>	<p><b>Benchmark met</b></p>
<p><b>6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcome</b></p>	<p><i>(BSN)</i> S483 Nursing Practice Capstone</p>	<p>Capstone preceptor rating mean scores (5 as the highest)</p>	<p>Preceptor ratings</p>	<p><b>Benchmark met</b></p>
	<p><i>(RN-BSN)</i> S475 Multisystem Approach to the Health of the Community</p>	<p>Community Health Assessment</p>	<p>Communicates Effectively</p> <p>Health Promotion Education Plan</p> <p><u>Exit Survey</u> <b>Q075</b> (factor 10) Communicate with health care professionals to deliver high-quality patient care</p> <p><b>Q076</b> (factor 10): Work with inter-professional teams</p> <p><b>Q080</b> (factor 8): Assist patients to interpret the</p>	<p><b>Benchmark met</b></p>

Program Outcomes	Course(s)	Direct Performance Measures	Assessment Measure	
			meaning of health information	
<b>7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments</b>	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings  <u>Exit Survey Items</u> <b>Q065</b> (factor 11): Integrate theories and concepts from liberal education into nursing practice  <b>Q066</b> (factor 11): Value the ideal of lifelong learning to support excellence in nursing practice  <b>Q069</b> (factor 11): Integrate theory to develop a foundation for practice <b>Q077</b> (factor 10): Assess predictive factors that influence the health of patients  <b>Q082</b> (factor 7): Demonstrate accountability for your own actions	<b>Benchmark met</b>
	<i>(RN-BSN)</i> S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Assessment, Intervention, Prioritization, Evaluation Patient/Family Centered Care  Health Promotion Education Plan  Culture/Patient Teaching	<b>Benchmark met</b>
	<i>(RN-BSN)</i> B344 Comprehensive Health Assessment	Health Assessments	Adult Assessment  Pediatric Assessment	<b>Benchmark met</b>
	<b>RN-BSN Electives</b>			
	K499 Genetics and Genomics	Family History Paper	Family History Assignment	<b>Benchmark met</b>
	K305 New Innovations in Health and Health Care	Clinical Change PDSA (Plan/Do/Study/Act)	Clinical Change PDSA (Plan/Do/Study/Act) Assignment	<b>Benchmark met</b>
	P345 Pharmacology	Medication Education Project	Medication Education Assignment	<b>Benchmark met</b>
	B403 Gerontological Nursing	Elder Interview	Elder Interview	<b>Benchmark met</b>
	K434 Global Health Issues	Country/Data Health	Country/Data Health	<b>Benchmark met</b>

Program Outcomes	Course(s)	Direct Performance Measures	Assessment Measure	
	in Nursing	Paper	Paper	
	K301 The Art and Science of Complementary Health	Complementary Health Assignment	Complementary Health Assignment	<b>Benchmark met</b>
<b>8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety</b>	<i>(BSN)</i> L430 Leadership in Healthcare Delivery & Policy	Quality Improvement Project Emergency Department Simulation	<b>Quality Improvement-Emergency Simulation Assignment</b>  <u>Exit Survey</u> <b>Q067</b> (factor 10): Understand how healthcare delivery systems are organized	<b>Benchmark met</b>
	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	<b>Benchmark met</b>
	<i>(RN-BSN)</i> S487 Nursing Management	Project Assignments	Leadership Assignment  Interview Project  Budget and Finance Assignment	<b>Benchmark met</b>
	<i>(RN-BSN)</i> R470 Clinical Nursing Practice Capstone	Career Goals Assignment	Career Goals Assignment	<b>Benchmark met</b>
<b>9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</b>	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	<b>Benchmark met</b>
	<i>(RN-BSN)</i> B404 Informatics:	Information and Database Retrieval Project	Patient Care Technologies, Information Systems and Communication Devices  Quality Improvement Data Collection/Analysis  <u>Exit Survey</u> <b>Q071</b> (factor 10): Use appropriate technologies to assess patient	<b>Benchmark met</b>

#### BSN ANALYSIS OF OUTCOMES AND 2021-2022 STRATEGIES FOR IMPROVEMENT

**Traditional BSN Track:** The following summary tracks the continued monitoring of the curriculum changes for the BSN program. **No major curricular changes were reported for AY 2021-2022.**

All prior changes reported up until this report are not part of our routine evaluation of course performance and no additional tracking is needed as all courses are performing with our benchmarks for performance.

The faculty evaluate exit surveys to address items that fall near or below the benchmark of  $\geq 5$ . We do not have any of our survey items below our benchmark for 2020-2021. As identified in Table 3, data regarding student achievement of program learning outcomes, based on the specific measures (assignment metrics), indicated the successful achievement of the majority of benchmarks. In 2019-2020 aggregate means for PLO #3 were slightly below the benchmark and PLO #7 was an area we were watching for trending data. All PLO survey items reached the benchmark for survey and performance on assignment measures. Considering the current learning environment, the faculty were pleased to see this stability during the pandemic.

### **Evaluation of National Pass Rates**

The IUSON Leadership have been monitoring the downward trend in BSN program graduates' pass rates on the national licensure examination during AY 2021-2022 (benchmark of 80%). The average pass-rates decreased from a first-time pass rate of 84% to 79%. The faculty feel this is largely due to the ongoing impact of the pandemic and the student's practices used for preparing for the exam. We conclude that our programs are meeting expectations as our other metrics of performance are stable and hitting the set benchmarks. The national pass rate for all BSN programs has decreased by - 4.0% so our decrease is trending along with national averages.

Intensive remediation programs have been implemented over the past two academic years to help students with exam readiness of graduates. In 2019, the faculty changed vendors for the standardized testing and learning resource package to better align with the NCLEX. The Assessment Technologies Inc. (ATI) program was fully implemented by January 2020. This change improved our assessment methods across the three core campuses as well as better prepared students for the examination. In addition, we contracted with an independent vendor who provides in-person exam review. The IUSON provided this service free of charge to students. The review course was attended by those taking the first time and repeat test takers who had failed. The success of this course was noted by an increase pass rates.

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 enhanced consistency and strengthen our overall program assessment. However, we have noted low usage of the NCLEX preparation modules (virtual modules). We have several programs in place to work with groups of students to emphasize the need to prepare using the supports we put in place for this exam. Based on individual testimony, students who are not successful the first time have noted extreme stress, delay in test-taking due to closures of test sites and selecting early licensure to practice under the COVID Emergency Licensure. The faculty continue to work with students who fail to support remediation plans and are working to create positive messaging to encourage students to invest in preparation. Even with the decreased pass rates, the IUSON remains in good standing with the Indiana State Board and CCNE accreditation network.

### **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 into 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.

**Benchmark:** A benchmark of  $\geq 5.0$  on a 7.0-point scale has been established for the Skyfactor™ Exit Survey. Aggregate student data related to the achievement of MSN program learning outcomes are identified in Table 4 below. Items below benchmark are flagged in bold font.

**Table 4: 2019-2020 MSN Program Learning Outcomes as Measured by Skyfactor™ Exit Survey Data**

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
<p><b>1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.</b></p> <p><b>Related PGL:</b> Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.</p>	<p>Q055: High-quality patient care                      Q056: Safe patient care                      Q057: Emphasize ethical decision making                      Q058: Emphasize critical decision making                      Q059: Promote effective working relationships                      Q060: Promote a systems perspective</p>	<p><b>Benchmark met</b></p>
<p><b>2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.</b></p> <p><b>Related PGL:</b> Meet all ethical standards established for the discipline.</p>	<p>Q056: Safe patient care                      Q057: Emphasize ethical decision making                      Q064: Apply standards related to quality improvement                      Q065: Apply quality principles within an organization                      Q075: Employ advocacy strategies to influence health and health care</p>	<p><b>Benchmark met</b></p>
<p><b>3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science from application to a chosen domain of advanced practice nursing.</b></p> <p><b>Related PGL:</b> Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.</p>	<p><i>Integrate scientific findings from:</i>                      Q049: Nursing                      Q050: Biopsychosocial fields                      Q051: Genetics                      Q052: Public health                      Q053: Quality improvement                      Q054: <b>Organizational sciences 5.38</b>                      Q066: Apply research outcomes within practice                      Q067: Resolve practice problems using research                      Q079: Planning of evidence-based clinical prevention and population care and services to patients                      Q080: Delivery of evidence-based clinical prevention and population care and services to patients                      Q081: Management of evidence-based clinical prevention and population care and services to patients</p>	<p><b>Benchmark met</b></p>
<p><b>4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.</b></p> <p><b>Related PGL:</b> Think critically and creatively to improve practice in the field of nursing.</p>	<p>Q053: Quality improvement                      Q058: Emphasize critical decision making                      Q061: Use appropriate methods to measure quality                      Q064: Apply standards related to quality improvement                      Q065: Apply quality principles within an organization                      Q066: Apply research outcomes within the practice                      Q067: Resolve practice problems using research                      Q068: Work as a change agent                      Q069: Disseminate research results</p>	<p><b>Benchmark met</b></p>
<p><b>5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</b></p> <p><b>Related PGL:</b> Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.</p>	<p>Q053: Quality improvement                      Q061: Use appropriate methods to measure quality                      Q062: Use appropriate tools to measure quality                      Q063: Apply performance measures to quality improvement:                      Q064: Apply standards related to quality improvement                      Q065: Apply quality principles within an organization                      Q066: Apply research outcomes within the practice setting                      Q067: Resolve practice problems using research                      Q068: Work as a change agent                      Q079: Planning of evidence-based clinical prevention and population care and services to patients                      Q080: Delivery of evidence-based clinical prevention and population care and services to patients                      Q081: Management of evidence-based clinical prevention and population care and services to patients</p>	<p><b>Benchmark met</b></p>

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
	<p><b>Q082:</b> Evaluation of evidence-based clinical prevention and population care and services to patients</p>	
<p><b>6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.</b></p> <p><b>Related PGL: Communicate effectively to improve practice in the field of nursing.</b></p>	<p><b>Q070:</b> Use patient-care technologies to deliver care  <b>Q071:</b> Use patient-care technologies to enhance care  <b>Q072:</b> Use communication technologies to integrate care  <b>Q073:</b> Use communication technologies to coordinate care</p>	<p><b>Benchmark met</b></p>
<p><b>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.</b></p> <p><b>Related PGL: Think critically and creatively to improve practice in the field of nursing.</b></p>	<p><b>Q058:</b> Emphasize critical decision making  <b>Q062:</b> Use appropriate tools to measure quality  <b>Q063:</b> Apply performance measures to quality improvement  <b>Q067:</b> Resolve practice problems using research  <b>Q068:</b> Work as a change agent  <b>Q069:</b> Disseminate research results  <b>Q074:</b> Intervene at the system level through the policy development process  <b>Q079:</b> Planning of evidence-based clinical prevention and population care and services to patients  <b>Q080:</b> Delivery of evidence-based clinical prevention and population care and services to patients  <b>Q081:</b> Management of evidence-based clinical prevention and population care and services to patients  <b>Q082:</b> Evaluation of evidence-based clinical prevention and population care and services to patients  <b>Q144:</b> Application of research and scientific evidence into clinical practice</p>	<p><b>Benchmark met</b></p>
<p><b>8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.</b></p> <p><b>Related PGL: Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.</b></p>	<p><b>Q059:</b> Promote effective working relationships  <b>Q076:</b> Manage and coordinate care by communicating with team members  <b>Q077:</b> Manage and coordinate care by collaborating with team members  <b>Q078:</b> Manage and coordinate care by consulting other health professionals</p>	<p><b>Benchmark met</b></p>

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
<p><b>9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.</b></p> <p><b>Related PGL: Meet all ethical standards established for the discipline.</b></p>	<p><b>Q079:</b> Planning of evidence-based clinical prevention and population care and services to patients</p> <p><b>Q080:</b> Delivery of evidence-based clinical prevention and population care and services to patients</p> <p><b>Q081:</b> Management of evidence-based clinical prevention and population care and services to patients</p> <p><b>Q082:</b> Evaluation of evidence-based clinical prevention and population care and services to patients</p>	<b>Benchmark met</b>
<p><b>10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.</b></p> <p><b>Related PGL: Think critically and creatively to improve practice in the field of nursing.</b></p>	<p><b>Certification Pass Rates above 80%</b></p> <p>Adult/Gero CNS            Adult/Gero NP Primary            Adult/Gero NP Acute            Family NP            Psychiatric NP            Pediatric NP</p>	<b>Benchmark met</b>

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  $\geq 4.0$  on a 5.0 scale**. The MSN CSA committee will be evaluating the performance of Y625 and the low student feedback throughout the AY 2022-23 year.

**Table 5: 2021-2022 Mean Student Course Ratings by MSN Track and Core MSN Courses**

MSN Program Tracks	Mean Course Evaluation Rating
<b>Overall Course Mean</b>	<b>4.3</b>
<b>Overall Clinical Mean</b>	<b>4.5</b>
MSN Core Courses	
<b>N502 Nursing Theory for Advanced Nursing Practice</b>	<b>3.4</b>
<b>N504 Leadership for Advanced Nursing Practice</b>	<b>4.4</b>
<b>R500 Nursing Research Methods</b>	<b>4.4</b>
<b>R505 Measurement &amp; Data Analysis</b>	<b>4.2</b>
<b>Y515 Advanced Pathophysiology Across the Lifespan</b>	<b>4.5</b>
<b>Y612 Advanced Pharmacology Across the Lifespan</b>	<b>4.5</b>
<b>Y625 Advanced Physical Assessment Across the Lifespan</b>	<b>3.5</b>

*no values benchmark*

#### MSN ANALYSIS OF DATA AND 2019-2020 STRATEGIES FOR IMPROVEMENT

**Skyfactor™ Exit Survey.** 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 the following. There were improvements noted from 2020-2021.

**Program Learning Outcome 3: Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science from application to a chosen domain of advanced practice nursing.**



Exit Survey Q54: *Organizational Sciences* (4.82) was below benchmark in AY 2019-2020=4.89. Curricular changes in N504: Leadership for Advanced Nursing Practice continues the specific content for this outcome. 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 were implemented in Spring of 2020. Based on those changes we are now seeing the Skyfactor item increase to well over benchmark.

All other exit survey items were above the benchmark for Learning Outcomes 1-10.

**Course/Program Evaluations.** Table 5 demonstrates the mean course summaries for MSN core and track-specific courses. Overall, all courses performed above benchmark. For **Y625 Physical Assessment (overall AY ratings mean=3.5)**, the MSN Curriculum Committee continues to work on course improvements to enhance a better student experience. Feedback from student evaluations was provided in August of 2022. The course often is rated low due to the complexity of the content and delivery. An action plan was created. Course improvements will be noted on the next PRAC report after implementation.

**Certification.** Overall, in light of the impact of COVID, students who completed certification exams were largely successful in meeting overall program outcomes of sitting for national certification exams. The program coordinators continue to monitor the metrics providing one-on-one support to students as needed.

### DNP Assessment Measures and Outcomes

The DNP program leaders continue to monitor the curriculum changes from 2018-2020. The 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 has 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 faculty continue to map the Skyfactor items to the evaluation metrics under the updated changes. Due to other priorities in the curriculum meetings, this process continues to be a pending item. For the 2020-2021 we did not have enough students respond to obtain reports. For 2022, we did receive a Skyfactor report and the DNP committee will receive within the next semester (spring 2023). Results will be presented in the next PRAC report (2023).

Aggregate student course evaluation data are utilized by the DNP 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  $\geq 4.0$  on a 5.0 scale.**

**Table 6: 2020-2021 Mean Student Course Ratings for DNP**

DNP Overall Program	Mean Evaluation Rating
Overall Course Means	4.38
DNP Course Title	Mean Course Evaluation Rating
<b>D615: Health Outcomes &amp; Decision-making</b>	<b>3.5</b>
<b>D650: Data Analysis in Clinical -Administrative Decision-making</b>	<b>4.5</b>
<b>D721: Advanced Leadership in Complex Systems</b>	<b>4.7</b>
<b>D735: Population Health Surveillance &amp; Management</b>	<b>4.7</b>
<b>D743: Trans-disciplinary Approaches to Influencing Public Health Policy</b>	<b>4.8</b>
<b>D744: Strategic Resource Management</b>	<b>4.3</b>

### DNP Analysis of Outcomes and 2021-2022 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. The use of data to develop, implement and evaluate

a scholarly clinical project was added. This change affects students enrolling in the program in Fall, 2018. They are all on a part-time, 3- year program plan. Improvements in survey findings are expected in Spring, 2021. In the past, the program has had a 91.2% average graduation rate with greater than 70% completing in under 4.5 years.

Student evaluation ratings were presented to the committee in September of 2022. Mean ratings for core courses are within benchmark except for D615. The DNP CSA will be analyzing the trend of this course for the 2022-2023 AY to determine if there is continued low ratings. Course materials will be reviewed as well as core learning outcome assignments. A report regarding implementation of changes will be reported in 2023.

The focus of the DNP program for AY 2021-2020 is on the implementation of the evaluation plan for student learning in the revised curriculum. With the new plan of study, students work with project mentors in a practice setting and are selected to serve on the student's DNP project team along with a faculty adviser. The project planning (D750), project implementation (D760), and project evaluation/dissemination (D770) courses are designed as variable credit to accommodate students who have fewer than 500 supervised clinical practicum hours in their earned nursing master's degree.

While project mentors provide input about student performance, all student performance in the DNP clinical experiences are supervised and evaluated by the faculty adviser. Project mentors are experienced leaders in health and health-related organizations and services. They are qualified, graduate-level-prepared professionals, nursing and non-nursing, embedded in clinical practice settings and able to facilitate a student project in the selected practice setting. Consistent with *The Essentials of Doctoral Education for Advanced Nursing Practice*, preceptors support students in planning, implementing, and evaluating a nursing intervention that influences health care outcomes for individuals or populations, including direct care, population health management, executive leadership of nursing and health care organizations, and development and implementation of health policy. IUSON recently revised our DNP project guidelines to align with the AACN recommendations (*The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, 2015*) and created a new project mentor toolkit that describes expectations for the project mentor, faculty adviser, and student to communicate expectations of the preceptor role in teaching and evaluation of the student. DNP students may request a mentor; faculty members have final approval of mentors and clinical/project sites to ensure that students will have the opportunities to integrate new knowledge and skills in practice. Preceptors are reviewed annually by the faculty, using student evaluation of preceptor data and faculty observation in clinical settings.

### 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 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 the delivery of clinical care in health systems, computer systems supporting care delivery, and comparative effectiveness research. In addition, health systems includes topics related to 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 the academic year 2021-2022, we had a successful progression of PhD students who completed/passed their qualifying exams and successfully defended their dissertation proposal, and successfully defended final dissertations. In 2021-2022 the IUSON graduated a total of 7 students.

Student learning is assessed utilizing successful course completion, program progression, course evaluations, end-of-program surveys and alumni survey responses. IUPUI Graduate program learning outcomes are linked to course syllabi. Table 7 lists the 2021-2022 mean course evaluation data by PhD students. PhD faculty review ongoing data to determine program effectiveness and student achievement of program learning outcomes. The benchmark is set at  $\geq 4.0$  on a 5.0 Likert scale.

#### Table 7: 2021-2022 PhD Graduate Course Ratings

<b>PhD Courses</b>	<b>Mean Course Evaluation Rating</b>
<b>Overall all courses for AY</b>	<b>4.72</b>
D602: Responsibly Conduct of Research	4.7
D607: Theoretical Perspectives of Nursing Science	4.9
D608: Middle Range Theory	5.0
D609: State of the Science Seminar	n/a
D701: Nursing Inquiry and Scholarship	4.9
D702: Health Behaviors	4.9
R601: Instrumentation and Measurement	4.8
R603: Quantitative Research Design and Methods	5.0
R610: Qualitative Methods for Nursing Research	4.6
R613: Grounded Theory Research	4.9
<b>R615: Comparative Effectiveness Research and Patient-Centered Outcomes Research</b>	n/a
<b>R703: Symptom Science</b>	n/a
<b>T800: Preparing Future Faculty</b>	4.8

### **PhD Analysis of Outcomes and 2021-2022 Strategies**

As identified in Table 7, all PhD course ratings, were above the benchmark for AY 2021-2022. In 2019, we completed a curriculum review with the PhD faculty group. The group compared our credit distributions from data gathered from all Big 10 schools with Nursing PhD programs. The faculty concluded our credit allocation needed to be redistributed across theory, research methods, statistics, and nursing science. We started the curriculum revision in 2019 developing working groups for each block of course content. The work continues through 2022 as much of the working groups were delayed due to the COVID burden. The PhD Curriculum and Student Affairs committee (PhD CSA) will be reviewing suggested course changes in the spring of 2023. The curriculum revision will be remapping program outcomes to course evaluations, coursework outcomes, end-of-program survey, and alumni survey. This matrix will be presented in the PRAC report for 2023 if the matrix is completed.

Starting in 2018 students are required to report yearly outcomes via a survey of metrics and submitted CVs to better quantify program and individual outcomes metrics for scholarship (Program Outcomes 1-5). It is important to access learning outcomes through scholarship as it is the application of research knowledge that directly represents and demonstrates the ability to apply knowledge to internal and external audiences. In AY 2020 and 2021 combined PhD, scholarly works included publications, podium presentations, poster presentations, and several awards or fellowships. The scholarship metrics will continue to be monitored and supported by the faculty and program. The PhD program also disseminates an end-of-program survey (at the end of each semester) and an alumni survey (at the one-year mark post-graduation).

The focus for AY 2022-23 will be preparing for the IUPUI campus review of this program. The program was due for the 10-year review in 2019, however, due to leadership changes on campus and COVID-the school requested the review self-study be completed in the fall of 2022 or the spring of 2023 as we continue to experience these impacts on the program.