

# **Indiana University School of Nursing Program Assessment and Review Report**

## **2013-14**

The 2013-2014 Program Assessment and Review Report for the School of Nursing encompasses the BSN (blue tones), the MSN (green tones), the DNP (red tones), and the PhD (violet tones) presented sequentially, with color-coded tables to provide clarity.

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# Indiana University School of Nursing – Program Assessment & Review Report for 2013-14

## **Baccalaureate in Nursing (BSN)**

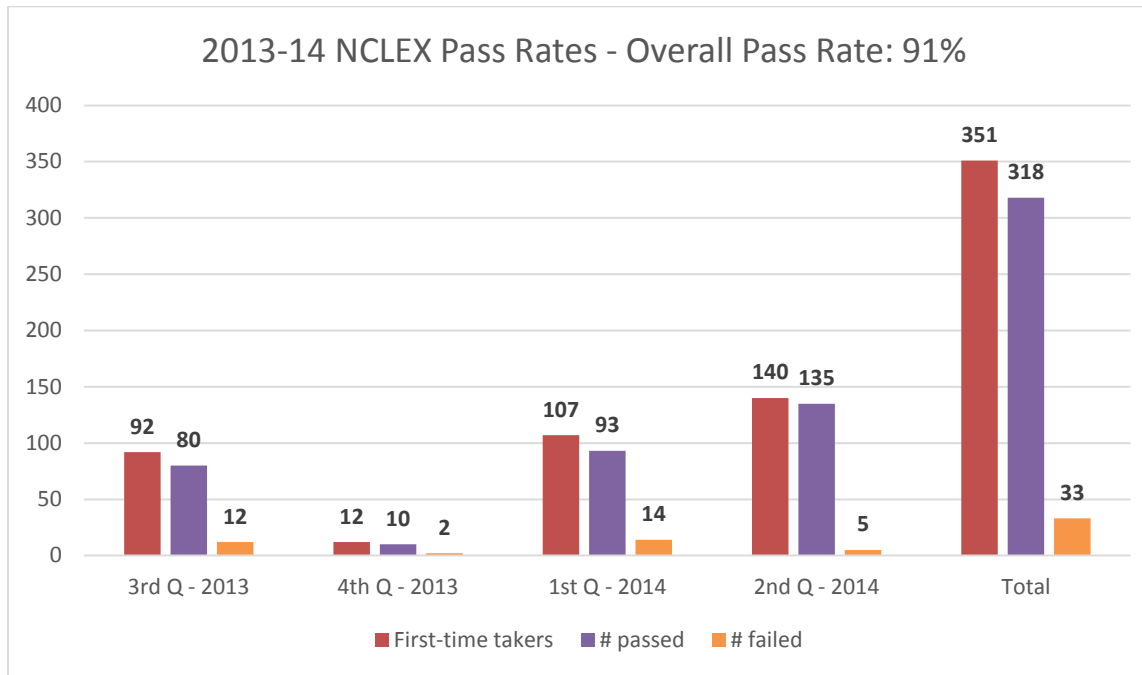
In the BSN program, the tabular information has been organized to provide clarity for the reader. For each of the 9 program outcomes for the BSN, a separate table has been included, and PUL findings are integrated into these tables where most appropriate, but not repeated in the case of a PUL that may pertain to more than one Program Outcome. The BSN program is in the midst of initiating a new curriculum, so last year's sophomore students have been taking new courses, and in the upcoming year we are implementing junior level new courses. Faculty members are using their efforts for continuous quality improvement on development of the new courses, and initial refinement of the courses we started last year for the sophomores. Therefore, unless evaluation findings for 2013-2014 junior and senior courses (the existing "classic" curriculum) are particularly troubling, we will not be changing the existing curriculum to address minor issues. Furthermore, the BSN evaluation subcommittee has been busy drafting/planning for evaluation of the new curriculum, which we are incorporating into this report, as far as we have come. This work, however, is ongoing. This year's report includes new curriculum items that we have actually implemented, but does not include any of the items in the new curriculum that are still in development only. Of note: we had begun to plan for use the ePDP throughout the curriculum, and had identified a few new important longitudinal learning experiences, but we are temporarily suspending implementation of this until we are fully transitioned into the Canvas learning environment and the new ePDP tool. Overall, however, this is an exciting time for us, as we are implementing change that is comprehensively based on our assessment of the future needs of healthcare providers and our own previous evaluation results.

The BSN program includes three tracks of students who all strive to achieve the same program outcomes: the Traditional BSN students (497 at IUPUI, 174 at IUB, and 55 at IUPUC), the Second Degree accelerated students (176 at IUPUI), and the RN to BSN students (110 at IUPUI, 38 at IUB, and 173 at IUPUC). This year's report reflects findings from the Traditional and Accelerated Degree Students. All three campuses use nationally normed standardized testing packages along with EBI data and assessments of clinical competence to assess mastery at key levels in the curriculum. Kaplan is used only by IUPUI; IUB and IUPUC use a similar testing plan called ATI (we have not included ATI results here, though our evaluation committee does review them). The RN to BSN program recently underwent curriculum change and has just completed development of a full evaluation plan. However, this has taken longer than initially expected, as we are working with all 8 campuses on a comprehensive plan, and this has taken some time to organize and agree upon. Comments are included throughout about how we will report RN to BSN data in this report in the future.

One item that needs attention across program outcomes: we have some mean benchmarks set in some of our areas, but not in all areas. The mean benchmark approach needs revision. Basically we have a strong student body and the mean scores often are good—this does not help us identify if we have students who are not performing well. We think we need to revisit how we set the benchmark to be more like, "*X% of the students will achieve X% on this measure.*" This will mean we have to report out differently, as well. This will help us see where our weak students are. We identified this issue last year, but did not complete work on it. Also, our accreditors are now clearly articulating that they wish to see evaluation results displayed by track and campus. We have not always separated these out, and will be adjusting to this over the next academic year. We will fold this work into the benchmark approach and also use the new forms that we have been working on in the school (that have similar rows and columns across multiple programs). Before moving into Program Outcomes, we are including data about achievement of overall program goals

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## Program Goals:



Retention									
Started in	Graduated in	Dropped out, GS	Failed out of program	Graduated OOS-Late	Scheduled to or Graduated Early (OOS)	Will Graduate or Graduated On Time	Still Active in Program (Current and OOS)	Total # in Cohort	% Retained
Spring 11	Fall 13	2	4	1	20	62	1	90	93.3%
Fall 11	Spring 14	2	1	1	18	63	3	88	96.6%
Spring 12	Fall 14	3	2	0	0	81	5	91	94.5%
Fall 12	Spring 15	6	3	0	0	79	2	90	90.0%
Spring 13	Fall 15	3	0	0	0	87	0	90	96.7%
Fall 13	Spring 16	1	0	0	0	88	1	90	98.9%

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Retention									
Started in	Graduated in	Dropped out, GS	Failed out of program	Graduated OOS-Late	Scheduled to or Graduated Early (OOS)	Will Graduate or Graduated On Time	Still Active in Program (Current and OOS)	Total # in Cohort	% Retained
Spring 14	Fall 16	0	0	0	0	89	0	89	100.0%
Spring 12	Summer 13	0	0	1	0	37	1	39	100.0%
Summer 12	Fall 13	0	0	3	0	25	2	30	100.0%
Fall 12	Spring 14	3	0	0	0	37	0	40	92.5%
Spring 13	Summer 14	0	0	0	0	37	1	38	100.0%
Summer 13	Fall 14	0	0	0	0	25	2	27	100.0%
Fall 13	Spring 15	0	0	0	0	0	49	49	100.0%
Spring 14	Summer 15	0	0	0	0	0	50	50	100.0%

No highlighting – traditional BSN

Blue highlighting – second degree BSN

GS = good standing

OOS = out of sequence

In all tracks, the curriculum reflects 9 program outcomes, which serve to organize program evaluation efforts. EBI exit survey results indicated that 75.7% of respondents would be employed within 2 months of graduating/passing boards. This is decreased from last year, which was at 90%. Clearly the changing healthcare market is impacting our graduates.

<b>BSN Program Outcome 1: The IUSON BSN Graduate will be: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.</b>		
<b>Related PUL: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions.</b>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
PUL Assessment: <i>PUL #2 Critical Thinking</i>  Student self-ratings and faculty ratings, at sophomore, junior, and senior levels.	Student self-ratings on PULs are generally comparable with IUPUI mean in this category for this reporting period.  Faculty PUL ratings for the most recent reporting period re Critical thinking indicate: <ul style="list-style-type: none"> <li>▪ At the 200 level in courses with moderate emphasis, 99.8% of students</li> </ul>	During the last academic year we began to focus on preparation for the NCLEX, clinical reasoning and judgment. We implemented: <ol style="list-style-type: none"> <li>1. New clinical judgment framework from Tanner, which led to revision of all of our clinical evaluation tools. <i>We have implemented through semester 5</i></li> </ol>

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	<p>fell in effective or very effective in every category. (last year's score was the same)</p> <ul style="list-style-type: none"> <li>▪ At the 300 level in courses with moderate emphasis, 88.6% of students fell into the effective or very effective categories, a small decrease from last year (which was 89.8).</li> <li>▪ At the 400 level in courses with major emphasis, 94.9% of students fell into the effective or very effective categories, an increase from last year which was at 83.7.</li> </ul>	<p><i>at this point-so this implementation will continue.</i></p> <ol style="list-style-type: none"> <li>2. Multiple test item writing workshops were implemented for faculty during the 2013 and 2014 year, with an increased focus on questions that require high level analysis (versus comprehension). <i>We will continue this developmental process as we have many new faculty.</i></li> <li>3. We implemented a student success program in which students who are most at risk are referred to work with a faculty or professional staff mentor to address the problems keeping them from success. <i>We still see this as a new program and are continuing to work on it.</i></li> <li>4. Our sister campuses at IUB and IUPUC have implemented similar kinds of programming. We believe that our improved NCLEX pass rates are connected to this work. We will <b>continue to focus in this area over the next year</b>, as we would like for our pass rate in every track/campus to be in the mid 90%'s</li> </ol>
<p>Kaplan: Critical Thinking Exam <i>Kaplan exams are standardized nationally normed exams in many key content areas for nursing. Results are posted in the Program Outcome most highly related.</i></p>	<p>Kaplan Critical Thinking Exam: Mean score for cohorts taking the exam December 2013 – August 2014: 68.7%. Last year's scores were similar at 68.5</p>	
<p>Educational Benchmarking, Inc. (EBI) <i>Standardized exit survey sent to students.</i></p>	<p><b>EBI questions related to PO1:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Q70</u> – Apply research based knowledge as a basis for practice – 91.3% (up from last year)</li> <li>▪ <u>Q71</u> – Integrate theory to develop a foundation for practice – 86.1% (up from last year)</li> <li>▪ <u>Q79</u> – Assess predictive factors that influence the health of patients – 89.4% (up from last year)</li> </ul>	
<p>BSN Alumni Survey <i>Student self-assessment of achievement of outcomes at the end of the senior year, reported by program outcome.</i></p> <p><i>All survey results in this report are for spring 2013 graduates (the most recent group of alumni surveyed).</i></p>	<p>The percentage of respondents who rate their competence in critical thinking as very strong or strong is 93.9%. Last year's score was 97.3. Since the NCLEX exam pass point has become more challenging, this may account for the slight drop in perceived competence.</p>	

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RN BSN EVALUATION PLANNING R470 (Capstone) EBP Project H355 (Data Analysis) Data Analysis Project H365 (Research)Critical Appraisal Research Critiques	These are the projects that will assess PO 1 in the RN to BSN program. The projects and rubrics are now developed.	
NCLEX Results <i>We receive a quarterly report on pass rates of our graduates which is summarized annually and compared to the national pass rate.</i>	The final NCLEX pass rate for 2013 is 88.14%. The 2014 NCLEX pass rate (through 6/30/14) is 92.31%.	

**BSN Program Outcome 2: The IUSON BSN Graduate will be: A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.**

**Related PUL: The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.**

<b>Assessment Method (&amp; brief definition)</b>	<b>Assessment Findings</b>	<b>Actions Taken Based on Findings</b>
PUL Assessment: <i>PUL #5 Understanding Society &amp; Culture</i>  Student self-ratings and faculty ratings, at sophomore, junior, and senior levels.	Student self-ratings on PULs are near, at or above IUPUI mean for this reporting period.  Faculty PUL ratings for the Society and Culture PUL the most recent reporting period indicate: <ul style="list-style-type: none"> <li>▪ At the 200 level in courses with moderate emphasis, 97.6% of students fell in effective or very effective in every category, same as last year.</li> <li>▪ At the 300 level in courses with major emphasis, 94.9% of students fell into the effective or very effective categories, same as last year.</li> <li>▪ At the 400 level in courses with major emphasis, 96.5% of students fell into the effective or very effective categories, up from last year – which was at 83.1%.</li> </ul>	We are reasonably satisfied with these findings and have not identified an action plan for the next academic year.

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EBI Exit Survey	<p><b>EBI questions related to PO2:</b></p> <ul style="list-style-type: none"> <li>▪ Q74 – Understand the effects of health policies on diverse populations – 81.9% (up from last year)</li> <li>▪ Q75 – Understand the global healthcare environment – 72.8% (up from last year)</li> <li>▪ Q80 – Provide culturally competent care – 90.2% (up from last year)</li> </ul>	
RN BSN EVALUATION PLANNING S475(Community) Community health assessment & Health Promotion and Education Plan	These are the projects that will assess PO 2 in the RN to BSN program. The projects and rubrics are now developed.	
BSN Alumni Survey	The percentage of respondents who rate their knowledge in cultural competence as very strong or strong is 81.8%. (last year's was at 86.5%)	

<p><b>BSN Program Outcome 3: The IUSON BSN Graduate will be: 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.</b></p>		
<p><b>Related PUL: The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.</b></p>		
<b>Assessment Method (&amp; brief definition)</b>	<b>Assessment Findings</b>	<b>Actions Taken Based on Findings</b>
<p>Capstone Evaluation note that this also pertains to Program Outcome 8, but is not repeated there.</p>	<p>Capstone evaluation of student performance indicate that students meet program outcomes by the completion of their capstone practice intensive. Preceptor evaluations (these are evaluations of our students and faculty who are placed in their agencies-- indicate that students are well prepared and are very much satisfied with their performance (means for all evaluative categories were all well above 4.5 on a 1-5 scale with 5 being the best for this year, similar to last year. Overall means were 4.76</p>	<p>Our students are well prepared clinically as evidenced by our capstone findings.</p> <p>In the new curriculum, we have focused three courses on material that touches this issue, versus mostly only one course in the current curriculum. We do not think this will come up in terms of scores for a few years, until the new curriculum is implemented.</p>

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	<p>for fall 2013 and 4.78 for spring 2013). This is a critical indicator as it relates to judgments of expert nurses in the practice settings and their views about the quality and performance of our students right before graduation. These preceptors spend 112 hours with the senior students, and have the capacity to make informed judgments. Evidence of preceptor satisfaction with the capstone experience is also noted by the majority of preceptors returning to this role each year and adding glowing evaluative comments, and no negative/derogatory comments.</p>	<p>We do not believe that any new actions are needed at this time, based on our findings.</p>
<p>Kaplan: Diagnostic Exams Kaplan: Secure Predictor</p>	<p>Score here represents means of cohort groups from December 2013 – August 2014, with the benchmark mean in parentheses immediately following: Secure Predictor Exam: 58.8% (benchmark needs to be updated). Data from last year: mean was 60.2 (these exams may not have been the same, however).</p>	
<p>RN BSN EVALUATION PLANNING S475(Community) Community health assessment &amp; Health Promotion and Education Plan; Emergency Preparedness Activity K499 (Genetics and Genomics) Genetics Paper</p>	<p>These are the projects that will assess PO 3 in the RN to BSN program. The projects and rubrics are now developed.</p>	
<p>EBI Exit Survey</p>	<p><b>EBI questions related to PO3:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Q69</u> – Understand how health care delivery systems are organized – 82.5% (up from last year)</li> <li>▪ <u>Q77</u> – Communicate with healthcare professionals to deliver high quality patient care – 88.6% (up from last year)</li> <li>▪ <u>Q82</u> – Assist patients to interpret the meaning of health information – 88.1% (up from last year)</li> </ul>	



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BSN Alumni Survey	The percentage of respondents who rate their competence in care coordination as very strong or strong is 78.8%. Last year's score was 83.6%. Perhaps the increased challenges in the health care environment have created greater awareness of this issue.	
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**BSN Program Outcome 4: The IUSON BSN Graduate will be: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.**

**Related PUL: The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
RN BSN EVALUATION PLANNING B304 (Health Policy) Forum #4 – Health Care Reform; Policy Issue Paper	These are the projects that will assess PO 4 in the RN to BSN program. The projects and rubrics are now developed.	
EBI Exit Survey	<p><b>EBI questions related to PO4:</b></p> <ul style="list-style-type: none"> <li>▪ Q69 – Understand how health care delivery systems are organized – 82.5% (up from last year)</li> <li>▪ Q76 – Incorporate knowledge of cost factors when delivering care – 74.2% (up from last year)</li> </ul>	<p>The specific items regarding policy continue to be a somewhat harder area for students. We did a few small interventions:</p> <ol style="list-style-type: none"> <li>1. Our student professional development day had a lot of focus on this area recently (and in 2014).</li> <li>2. We have updated course materials in the senior year.</li> <li>3. In the new curriculum, we have a more intentional focus on these areas, and hope to see scores come up.</li> </ol>
BSN Alumni Survey	The percentage of respondents who rate their competence in political processes as very strong or strong is 68.2%, down from last year (which was 75.7%).	
PUL Assessment: <i>PUL #4 Intellectual Depth, Breadth, and Adaptiveness</i>	<p>Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period.</p> <p>Faculty PUL ratings for the most recent reporting period indicate:</p> <ul style="list-style-type: none"> <li>▪ At the 300 level in courses with major emphasis, 100% of students fell into</li> </ul>	

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	<p>the effective or very effective categories.</p> <ul style="list-style-type: none"> <li>At the 400 level in courses with major emphasis, 98.3% of students fell into the effective or very effective categories, last year's score was 100%.</li> </ul>	
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<p><b>BSN Program Outcome 5: The IUSON BSN Graduate will be: 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><b>Related PUL: The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.</b></p>		
<b>Assessment Method (&amp; brief definition)</b>	<b>Assessment Findings</b>	<b>Actions Taken Based on Findings</b>
BSN Alumni Survey	The percentage of respondents who rate their competence in ethical and legal practice of nursing as very strong or strong is 98.5%.	We are reasonably satisfied with these findings and have not identified a remedial plan for the next academic year. We do realize, however, that in order to respond to the changing health care environment, we must continue to focus on values, ethics and professionalism.
RN BSN EVALUATION PLANNING S474 (Ethics) Ethical Political Paper; Case study analysis	These are the projects that will assess PO 5 in the RN to BSN program. The projects and rubrics are now developed.	
EBI Exit Survey	<p><b>EBI questions related to PO5:</b></p> <ul style="list-style-type: none"> <li><u>Q87</u> – Apply an ethical decision-making framework to clinical situations –93.7% (up from last year)</li> <li><u>Q84</u> – Demonstrate accountability for your own actions – 92.9% (up from last year)</li> </ul>	We are beginning to work on inter professional education opportunities for this outcome area—we have some clinical groups in inter professional work, simulations, and a few classroom experiences. This is an area for future development, not based on a particular weakness, but on the changing dynamics in health care..
PUL Assessment: <i>PUL #6 Values &amp; Ethics</i>	<p>Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period.</p> <p>Faculty PUL ratings for the most recent reporting period indicate:</p> <ul style="list-style-type: none"> <li>At the 400 level in courses with major emphasis, 97.3% of students fell into the effective or very effective categories.</li> </ul>	We have set the use of the ePDP (a place we envision using reflection on professional development) on hold temporarily, until the new platforms are in place.

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BSN Program Outcome 6: The IUSON BSN Graduate will be: <b>An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.</b>		
Related PUL: <b>The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology.</b>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
RN BSN EVALUATION PLANNING S475(Community) Community health assessment; Health Promotion Education Plan; B331 (Transition to Baccalaureate Nursing Practice); Forum Discussion	These are the projects that will assess PO 6 in the RN to BSN program. The projects and rubrics are now developed.	We are reasonably satisfied with these findings and have not identified a remedial action plan for the next academic year.  We are PROUD of our work to enhance student outcomes in this area, especially as the changing healthcare environment demands new skillsets. In the past year we have initiated changes based on the idea of enhancement and preparation for the changing healthcare environment: <ol style="list-style-type: none"> <li>Continued to teach 3rd semester students health coaching, using a coaching focused clinical. We are seeing this qualitatively raise student communication skills to a much higher level.</li> <li>Introduced inter professional learning activities to keep up with changing expectations in the clinical healthcare environment (responding <i>not to problems</i> in our student performance but to changing practice environment).</li> <li>Begun to plan in earnest for our senior level inter professional education course, in which our senior students will work side by side clinically with professionals and students from other professions.</li> </ol>
BSN Alumni Survey	The percentage of respondents who rate their competence in communication as very strong or strong is 89.4%, similar to last year.	
EBI Exit Survey	<b>EBI questions related to PO6:</b> <ul style="list-style-type: none"> <li><u>Q73</u> – Use appropriate technologies to assess patients – 87.9% (up from last year)</li> <li><u>Q77</u> – Communicate with healthcare professionals to deliver high quality patient care – 88.6% (up from last year)</li> <li><u>Q78</u> – Work with inter-professional teams – 87.7% (up from last year)</li> <li><u>Q82</u> – Assist patients to interpret the meaning of health information – 88.1% (up from last year)</li> <li><u>Q83</u> – Act as an advocate for vulnerable patients – 90.7% (up from last year)</li> <li><u>Q90</u> – Evaluate individual's ability to assume responsibility for self-care – 87% (up from last year)</li> </ul>	
PUL Assessment: <i>PUL #3 Integration &amp; Application of Knowledge</i>	Faculty PUL ratings for the most recent reporting period indicate: <ol style="list-style-type: none"> <li>At the 300 level in courses with major emphasis, 87.9% of students fell into</li> </ol>	

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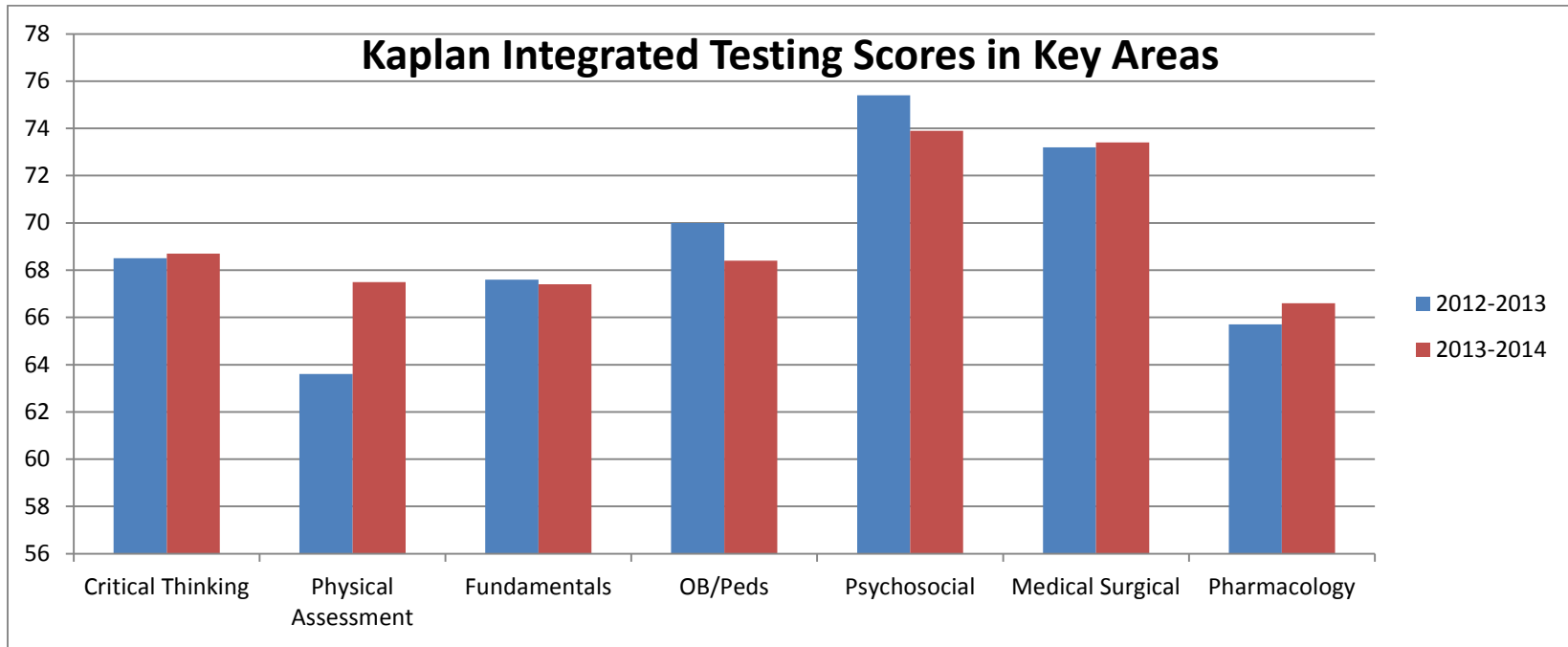
	<p>the effective or very effective categories. (last year we were at 88.9%)</p> <p>2. At the 400 level in courses with major emphasis, 96.8% of students fell into the effective or very effective categories, down slightly from last year, which was at 97.2%.</p>	
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BSN Program Outcome 7: The IUSON BSN Graduate will be: <b>A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.</b>		
Related PUL: <b>The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.</b>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Capstone Evaluation—see also program outcome #3. Data are not repeated here.		In last year’s PRAC report we indicated that work that should take place included raising our benchmarks to reflect industry standards, and considering raising the grade scale. Last year the faculty discussed the grade scale issue in detail in course leader meetings and in the BSN curriculum committee. Faculty opted to not change the grade scale, but to work toward increasing rigor and preparedness for NCLEX, via use of challenging exams and other strategies. We did not complete the work on benchmarks, and will place this as priority work in 2014-2015.
RN BSN EVALUATION PLANNING Each related course has an assessment and teaching project for this PO>	These are the projects that will assess PO 7 in the RN to BSN program. The projects and rubrics are now developed.	
Kaplan: Physical Assessment, Fundamentals, Medical-surgical, Pediatrics, Pharmacology, Management and Diagnostic Exams (Refer to the bar graph directly following this table for a visual view)	Scores here represent means of cohort groups from December 2013 – August 2014, with the benchmark mean in parentheses immediately following: OB/Peds: 68.4% (67%) Psychosocial: 73.9% (65%) Critical Thinking: 68.7% (need benchmark) Fundamentals: 67.4% (64%) Medical-surgical: 73.4% (64%) Physical Assessment: 67.5% (65%) Pharmacology: 66.6% (need benchmark) Secure Predictor: 58.8% (need benchmark)	Over the past academic year we have held several workshops on writing effective and challenging exam questions. We will need to continue this into the future, until we believe that we have achieved saturation.
BSN Alumni Survey	The percentage of respondents who rate their knowledge in competent care as very strong or strong is 93.9%.	
EBI Exit Survey	<b>EBI questions related to PO7:</b>	

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	<ul style="list-style-type: none"> <li>▪ <u>Q86</u> – Incorporate nursing standards into practice – 95.7% (up from last year)</li> <li>▪ <u>Q71</u> – Integrate theory to develop a foundation for practice – 86.1% (up from last year)</li> <li>▪ <u>Q75</u> – Understand the global healthcare environment – 72.8% (up from last year)</li> <li>▪ <u>Q80</u> – Provide culturally competent care – 90.2% (up from last year)</li> </ul>	<p>We still need to clarify benchmarks in some areas, and revisit how we write and report benchmarks. This is still work that needs to be done.</p>
<p>PUL Assessment: <i>PUL #5 Understanding Society &amp; Culture</i></p>	<p>Student self-ratings on PULs are all at or above IUPUI mean in all categories for this reporting period.</p> <p>Faculty PUL ratings for the most recent reporting period indicate:</p> <ul style="list-style-type: none"> <li>▪ At the 200 level in courses with moderate emphasis, 97.6% of students fell in effective or very effective in every category, same as last year.</li> <li>▪ At the 300 level in courses with major emphasis, 94.9% of students fell into the effective or very effective categories, same as last year..</li> <li>▪ At the 400 level in courses with moderate emphasis, 96.5% of students fell into the effective or very effective categories, down slightly from last year (which was 97.2%).</li> </ul>	

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**BSN Program Outcome 8: The IUSON BSN Graduate will be: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.**

**Related PUL: The ability of students to examine and organize disciplinary ways of knowing to apply them to specific issues and problems.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
RN BSN EVALUATION PLANNING S487 (Management) Module II – Leadership Assignment; Interview Project R470 (Capstone) Career Goals Assignment	These are the projects that will assess PO 8 in the RN to BSN program. The projects and rubrics are now developed.	We are in the middle of revising the senior level course that relates to this item most clearly (S481/482) Nursing Management. In the new curriculum, the focus will be on Leadership (L430). We are aiming to make the clinical work be less passive/observation, and more project oriented.
BSN Alumni Survey	The percentage of respondents who rate their competence as a responsible manager as very strong or strong is 71.2%.	
EBI Exit Survey: <i>Management/Professional Issues</i>	<b>EBI questions related to PO8:</b>	

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	<ul style="list-style-type: none"> <li>▪ <u>Q76</u> – Incorporate knowledge of cost factors when delivering care – 74.2% (up from last year)</li> <li>▪ <u>Q84</u> – Demonstrate accountability for your own actions – 92.9% (up from last year)</li> </ul>	We need to set a benchmark for this exam—our scores place us in a strong position when compared with nationally normed data.
Kaplan Exam	Score here represents means of cohort groups from December 2013 – August 2014, with the benchmark mean in parentheses immediately following: Management: 74.2 –last year we scored 75.5% ( <b>need benchmark</b> )	

<p><b>BSN Program Outcome 9: The IUSON BSN Graduate will be: <i>An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</i></b></p> <p><b>Related PUL: <i>The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology.</i></b></p>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
RN BSN EVALUATION PLANNING B404 (Informatics) Information and data base retrieval project	These are the projects that will assess PO 9 in the RN to BSN program. The projects and rubrics are now developed.	This is a new program outcome, and we need to develop measures to ascertain quality. There is no Kaplan exam that gathers this kind of information. This is work that has begun in the new curriculum, and we have implemented a few new assignments in the sophomore level course, L230 (Healthcare Delivery Systems). However, this developmental work continues.
New Assessment questions need to be added to EBI, Alumni Survey, as this is a new Program outcome.		
EBI Exit Survey	<p><b>EBI questions related to PO9:</b></p> <ul style="list-style-type: none"> <li>▪ <u>Q72</u> – Make effective presentations – 81.5% (up from last year)</li> <li>▪ <u>Q73</u> – Use appropriate technologies to assess patients – 87.9% (up from last year)</li> <li>▪ <u>Q77</u> – Communicate with healthcare professionals to deliver high quality patient care – 88.6% (up from last year)</li> </ul>	We have begun to address this, but do not yet have a fully formed plan/data. We are implementing along with the new curriculum.
<p><b>Other Commentary:</b> This is an area for development, both in the new curriculum, and in our evaluation strategies.</p>		

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## Master of Science in Nursing (MSN)

The primary methods of measurement of student achievement of program objectives is completed through clinical course evaluations, preceptor evaluations of student performance in the clinical practice sites, MSN alumni surveys, and EBI exit survey. Staying current with policies, standards, and regulatory requirements is achieved through support of faculty for their own clinical practice, as well as support for professional conference attendance and update.

The MSN Program includes 9 different majors or tracks including 5 Nurse Practitioner (NP), 2 Clinical Nurse Specialist (CNS; the CNS Peds track re-opened in 2012), 1 Nurse Educator, and 1 Nurse Leadership and Health Systems tracks. The 9 MSN program outcomes listed below are informed by national and professional standards and guidelines for nurses prepared at the masters level and addressed across tracks through a set of core courses, and within individual tracks through specialty content. MSN program faculty have recently completed review of the current core set of courses for alignment with most current standards and guidelines, and the application of these standards and guidelines to current healthcare environment demands for workforce competencies. A set of recommendations were submitted to the faculty for review in August, 2014 and an implementation plan is in development.

The average rating for course evaluation items for each MSN program track are as follows:

Core Courses*	4.04
Adult/Gero NP - Acute Care	3.99
Adult/Gero NP - Primary Care	3.94
Adult/Gero CNS	4.30
Pediatric CNS	3.94
Family NP	3.83
Pediatric NP	3.97
Psych NP	4.32
Leadership	4.30
Education	4.53

\*N502, N504, R500, R505, R590

The MSN Program reflected very good ratings on most individual Factors within the survey, and the EBI Exit Surveys for Overall Program Effectiveness indicated the program was equal in ratings to our select 6 institutions and all institutions.



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MSN Program Outcome 1: The IUSON MSN Graduate will: **Model excellence in nursing leadership to improve nursing practice within a complex health care system.**

Related PGL: **Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings																		
<p>Clinical course evaluations</p>	<p>Student leadership within complex systems is measured through individual course learning objectives and majority of students meet course requirements in this area. Some of the program tracks include a system project focus for change where the students take responsibility for leading change.</p> <p>The average rating for course evaluation items for each MSN program track are as follows:</p> <table border="1" data-bbox="808 732 1289 1089"> <tbody> <tr> <td>Core Courses*</td> <td>4.04</td> </tr> <tr> <td>Adult/Gero NP - Acute Care</td> <td>3.99</td> </tr> <tr> <td>Adult/Gero NP - Primary Care</td> <td>3.94</td> </tr> <tr> <td>Adult/Gero CNS</td> <td>4.30</td> </tr> <tr> <td>Family NP</td> <td>3.83</td> </tr> <tr> <td>Pediatric NP</td> <td>3.97</td> </tr> <tr> <td>Psych NP</td> <td>4.32</td> </tr> <tr> <td>Leadership</td> <td>4.30</td> </tr> <tr> <td>Education</td> <td>4.53</td> </tr> </tbody> </table> <p>*N502, N504, R500, R505, R590</p>	Core Courses*	4.04	Adult/Gero NP - Acute Care	3.99	Adult/Gero NP - Primary Care	3.94	Adult/Gero CNS	4.30	Family NP	3.83	Pediatric NP	3.97	Psych NP	4.32	Leadership	4.30	Education	4.53	<p>Continuing dialogue by faculty across Program tracks continues with a goal to identify more specific core leadership competencies, teaching/learning strategies and outcomes given the current healthcare environment and implications for preparation of our graduates for work in a changing environment and workforce needs. Faculty task force recommendations for the MSN Core Curriculum are currently in review by all MSN faculty and an implementation plan is being developed.</p>
Core Courses*	4.04																			
Adult/Gero NP - Acute Care	3.99																			
Adult/Gero NP - Primary Care	3.94																			
Adult/Gero CNS	4.30																			
Family NP	3.83																			
Pediatric NP	3.97																			
Psych NP	4.32																			
Leadership	4.30																			
Education	4.53																			
<p>Preceptor evaluations of student performance</p>	<p>Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of leadership behaviors in clinical practice.</p>	<p>Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.</p>																		

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EBI Exit Survey – <i>all EBI items were scored on a 1-7 scale with 1 being Not At All and 7 being Extremely; the #s reported here are the % of students responding with either 6 or 7.</i>	74.7% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. New core curriculum task force recommendations address this area.
MSN Alumni Survey	79% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

<b>MSN Program Outcome 2: The IUSON MSN Graduate will: <b>Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.</b></b>		
<b>Related PGL: Meet all ethical standards established for the discipline.</b>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student practice according to ethical-legal guidelines, professional policies and regulations, and standards of practice is measured through individual course learning objectives and majority of students meet course requirements in this area.  *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies. Faculty are supported for attendance at national professional conferences to stay current on changes in policies, regulations, and specialty standards.
Preceptor evaluations of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects ethical-legal guidelines, professional policies and regulations, and standards of specialty practice.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	71.5% of students felt that their MSN program prepared them to meet this outcome.	
MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

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

Related PGL: **Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	<p>Student practice, completion of course assignments and participation in course discussion reflects synthesis of knowledge from multiple domains and disciplines as needed, is measured through individual course learning objectives and majority of students meet course requirements in this area.</p> <p>*See course evaluation ratings above.</p>	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects synthesis of knowledge from multiple domains and disciplines as needed as appropriate.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/Project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit survey	69.8% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. New core curriculum recommendations address aspects of this outcome.

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MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	
Certification	Certification pass rates for MSN program graduates sitting for the exams: Adult Health CNS 75% Psychiatric NP 81% Family NP 82% Adult/Geriatric-Primary 68% Adult/Geriatric-Acute 100%	

**MSN Program Outcome 4: The IUSON MSN Graduate will: Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.**

**Related PGL: Think critically and creatively to improve practice in the field of nursing.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Preceptor evaluations	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of clinical practice that reflects critical, creative, and systems thinking.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit Survey	68.4% of students felt that their MSN program prepared them to meet this outcome.	New core curriculum recommendations address this outcome.
MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

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<p><b>MSN Program Outcome 5: The IUSON MSN Graduate will: <b>Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</b></b></p>		
<p><b>Related PGL: <b>Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.</b></b></p>		
Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	<p>Student practice according to is measured through individual course learning objectives and majority of students meet course requirements in the following area: Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</p> <p>*See course evaluation ratings above.</p>	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	<p>Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of the following: Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</p>	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
Thesis/project	<p>Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.</p>	
EBI Exit Survey	<p>69.9% of students felt that their MSN program prepared them to meet this outcome.</p>	<p>Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. New core curriculum recommendations address aspects of this outcome.</p>

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MSN Alumni Survey	84.2% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	
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**MSN Program Outcome 6: The IUSON MSN Graduate will: Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.**

Related PGL: **Communicate effectively to improve practice in the field of nursing.**

<b>Assessment Method (&amp; brief definition)</b>	<b>Assessment Findings</b>	<b>Actions Taken Based on Findings</b>
Clinical course evaluations	Student practice using information technology and knowledge-based resources to manage and transform data that inform clinical practice, and is measured through individual course learning objectives and majority of students meet course requirements in this area.  *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Thesis/project	Some program tracks require completion of a thesis or project. Other program tracks require completion of an evidenced-based literature synthesis and critique in an area of practice.	
EBI Exit Survey	66.6% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. New core curriculum recommendations address this outcome.
MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

**MSN Program Outcome 7: The IUSON MSN Graduate will: Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations.**

Related PGL: **Think critically and creatively to improve practice in the field of nursing.**

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Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Student practice according to best evidence and use to solve clinical problems, and is measured through individual course learning objectives and majority of students meet course requirements in this area.  *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of the following: application of best evidence to solve practice problems.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	65.8% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. New core curriculum recommendations address this outcome.
MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

**MSN Program Outcome 8: The IUSON MSN Graduate will: Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.**

**Related PGL: Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Students demonstrate collaborative practice and interpret nursing science within an interdisciplinary context in clinical courses and is measured through individual course learning objectives and majority of students meet course requirements in this area.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.

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	*See course evaluation ratings above.	
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical experiences is very positive regarding student demonstration of collaborative practice and interpretation of nursing science within an interdisciplinary context.	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and incorporate into clinical course final grade determination.
EBI Exit Survey	72.1% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. Increasing emphasis on interprofessional experiences being applied to clinical experiences.
MSN Alumni Survey	89.5% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

**MSN Program Outcome 9: The IUSON MSN Graduate will: *Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.***

**Related PGL: *Meet all ethical standards established for the discipline.***

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Clinical course evaluations	Students articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services and is measured through individual course learning objectives and majority of students meet course requirements in this area.  *See course evaluation ratings above.	Faculty address individual student performance demonstrating deficiencies in this area through feedback on assignments, class discussions, and case studies.
Preceptor evaluation of student performance	Student clinical Preceptors complete formative and summative evaluations on each MSN student. The majority of preceptor feedback by end of the students' clinical	Faculty follow-up on preceptor evaluation feedback and intervene when necessary before conclusion of clinical experiences and



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	experiences is very positive regarding student demonstration of articulating the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.	incorporate into clinical course final grade determination.
EBI Exit Survey	69.0% of students felt that their MSN program prepared them to meet this outcome.	Ratings to be shared with Faculty for opportunities for improvement. Ratings below 75% need work and will be targeted during curriculum work. Core curriculum recommendations address some aspects of this.
MSN Alumni Survey	84.2% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

<p>MSN Program Outcome 10: The IUSON MSN Graduate will: <b>Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.</b></p> <p>Related PGL: <b>Think critically and creatively to improve practice in the field of nursing.</b></p>		
<b>Assessment Method (&amp; brief definition)</b>	<b>Assessment Findings</b>	<b>Actions Taken Based on Findings</b>
EBI Exit Survey	73.2% of students felt that their MSN program prepared them to meet this outcome.	
MSN Alumni Survey	94.74% strongly agreed/agreed that the MSN program prepared them to practice according to this outcome.	

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## Doctor of Nursing Practice (DNP)

The Doctor of Nursing Program (DNP) admitted the 5th cohort of students this fall since implementation of the program. The DNP Program Evaluation included in this report reflects the HRSA grant-funded time and effort capacity available to the faculty who were involved in the development and implementation of the program from the start. The report demonstrates clearly the indicators, measures and measurement sources, timelines, outcomes, evaluation and actions to be taken given the latest results. Having a well-developed plan with clearly indicated measures and time-line has served the faculty teaching in that program very well.

The format is different from the MSN and PhD program formats at this point in time while we further evaluate how the DNP format is working, and also continue development of more comprehensive and operational MSN and PhD plans. The goal is to achieve a consistent formatting and operational display of our evaluation plans over time.

Mission/Vision						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
1A) The DNP program mission/vision/goals are consistent with the mission/vision/goals of the IUSON and IUPUI.	Compare DNP Program to IUSON & IUPUI mission/vision/goals  # of DNP graduates practicing in IN and in underserved IN counties per EBI DNP Exit Survey.	Annually	PC OoE	Consistency between DNP and IUSON's mission/vision/goals.  Goal for DNP Program's contribution to IUPUI's mission is that... 85% of positions secured by respondent students are in Indiana & >/=50% of positions secured by respondent students are in underserved counties in Indiana.	Mission/vision consistent with IUSON & IUPUI, but may not reflect start-up of enhanced DNP program in Fall'14.  EBI DNP Exit Survey (N=5) taken 5/14 with 100% response rate.  100% will stay in IN.  100% plan to work in underserved IN counties (Marion).	Decision: DNP mission & vision statements need review to see if still consistent with enhanced DNP program. <u>Actions: Bring mission/vision statements before DNP C/SA-Fall'14 for potential revision.</u>  <u>Action: Continue to survey graduating students annually.</u>

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Mission/Vision						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
<p>1B) The DNP Program outcomes and course objectives are consistent with national standards (e.g., NLNAC, AACN DNP Essentials, NTF, etc.) and are grounded in relevant practice expectations.</p>	<p>Program &amp; course documents show evidence of incorporation of standards into program outcomes &amp; course objectives.</p> <p>EBI Exit Survey: Graduating students' evaluation of degree to which met program outcomes &amp; employed in role consistent with DNP degree</p> <p>AMs online survey of student progress toward program outcomes will demonstrate standards and practice expectations are being met.</p> <p>Alumni surveys at 1,3, and 5 years post-graduation for each cohort</p>	<p>1 year after start of DNP program</p> <p>Review and update every 3 years or as needed due to changing standards</p>	<p>PC, OoE, ADGP, DNP Faculty</p>	<p>DNP Program and course objectives &amp; outcomes are relevant to current and future practice and consistent with national standards in consultation with accrediting bodies and clinical partners.</p> <p>Graduating students' ratings on EBI Exit Survey indicate they've met program outcomes.</p> <p>Agency mentors' concurrent evaluations of students at mid/end of program are at 80% or higher ratings.</p>	<p>Major DNP program enhancement (for Fall'14 start-up) designed by faculty in response to series of 13 interviews conducted with practice partners Jan-Mar'14 + emerging changes in DNP standards nationally</p> <p>100% of students (N = 5) A/SA they met program outcomes; 80% A/SA they (N = 4/5) are employed in role consistent with DNP degree</p> <p>Online AM eval's of 2011- 9 cohort students showed 84 - 100% A/SA rating across 11 statements.</p> <p>June '14 alumni survey results: 4/9 alumni completed the survey 2/4 advanced into a new leadership role or position. 3/4 agreed the program allowed them to achieve professional goals/one was neutral</p>	<p>Decisions:</p> <ul style="list-style-type: none"> <li>• Replace single inquiry project w/series of 7 integrative/immersion experiences grounded in practice expectations.</li> <li>• Review all course objectives against DNP Essentials, AONE, ACHE competencies to assure students can sit for credentialing.</li> <li>• Add Lean/innovation methods/tools to assure students can sit for yellow &amp; green belt certification.</li> </ul> <p><u>Actions:</u> <u>Implement enhanced curriculum &amp; resume curricular evaluation of artifacts in fall 2015 after 1 year of enhanced curriculum</u></p> <p><u>Continue to monitor EBI exit and online AM results.</u></p> <p><u>Send out annual alumni surveys each June</u></p>

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Mission/Vision						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
1C) DNP faculty, staff and students contribute to decisions affecting the goals and strategic planning for the DNP program.	DNP C/SA minutes  Student input from focus groups, participation in design meetings, and surveys	Annually	PC, AA	Faculty, staff and students are meaningfully engaged in decisions related to setting and implementing goals and plans for the DNP as evidenced by DNP C/SA minutes and student focus groups/surveys.	DNP C/SA Committee newly developed/elected in Fall'13 & met monthly.  Curricular improvement event held April 13-14 to redesign key elements; students included on team May 7 <sup>th</sup> DNP faculty retreat held to refine/vote on acceptance of new curriculum; Graduate Affairs approved on May 27th.	<u>Continue to ask for faculty feedback via email &amp; during DNP C/SA and retreat meetings.</u>  <u>Continue to recruit students from subsequent cohorts.</u> <u>Continue to use on-campus IEs to ask for student feedback.</u>

Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
2A) Faculty members are sufficient in number, academically and experientially prepared for the areas in which they teach to accomplish expected program/student outcomes.	Faculty available to teach all DNP courses Faculty annual reports Faculty CV's/Credentials	Annually	PC, ADGP	Sufficient qualified faculty are available for carrying out administrative and faculty roles.  Faculty are successful in meeting promotion and tenure benchmarks.	Removing inquiry project due in part to lack of sufficient faculty advisors.  Academic year 2013-14: All course faculty filled. Faculty successful as evidenced by ongoing appointment. No 2013-14 promotions reported by department chairs as of 5/13	<u>Continue to monitor.</u> <u>Two adjunct faculty (Stanley/Catt) recruited for expertise in translational methods &amp; Lean for 2014-15 year.</u> <u>Two existing faculty (Priest, Embree) recruited to newly teach in DNP; 2 faculty (Dreifurst/Meek) pick up additional course.</u> <u>Halstead on LOA.</u>

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Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
2B) Qualified AMs are academically and experientially qualified for their role in assisting in the achievement of expected student and program outcomes, and are trained and engaged as active partners in each student's Program Committee.	<p>Clinical partnership contracts</p> <p>Student needs vs. availability of AMs (Inquiry Project review)</p>	Annually and as needed	PC	Sufficient qualified AMs are available for student experiences.	5/14: All 23 2011-13 cohort DNP students continuing their Inquiry Projects have identified AMs that are sufficiently qualified.	<p><u>Continue to monitor until all 2011-13 cohort students graduate.</u></p> <p><u>Single Inquiry Project discontinued as of 2014 cohort.</u></p> <p><u>Enhanced curriculum: Assure that AMs are qualified for At-Student-Option IEs.</u></p>
2C) All coursework is distance accessible and technology enabled and support is in place.	<p>Schedule of distance-accessible DNP coursework</p> <p>Adequate FTEs for distance/technology support staff</p> <p>Student satisfaction w/information technology support on EBI DNP Exit Survey</p>	Annually	PC, AA	Distance-accessible technology and technology support personnel meet student and faculty expectations as evidenced by 85% of respondent students moderately to very satisfied with access to and training to use information technology (as reflected by items on the EBI DNP Exit Survey).	<p>2013-14 academic year: All coursework is distance accessible; sufficient technology support is in place.</p> <p>EBI 5/14 results: 6.80/7; SD .40 (N = 5)</p> <p>100% A/SA that distance accessibility/technology were in place.</p>	<p><u>Continue to monitor.</u></p> <p><u>Dedicated info tech session offered for the first time in Aug'13 and will also be part of Boot Camp, Sept'14.</u></p>
2D) Required courses are available to promote timely student progression through the DNP Program.	<p>Course listings vetted against cohort program of study</p> <p>Evidence of on-time student progression &amp; graduation rates EBI DNP Exit Survey</p>	Annually	PC, AA, ADGP	Courses are offered timely in relationship to each student's program of study as evidenced by 85% of respondent students moderately to very satisfied with availability of courses (as	<p>2013-14: All full-time and part-time programs of study coursework offered on time.</p> <p>Joint tracking system developed Oct'13 that has greatly aided progression of students, spotting issues</p>	<p><u>Continue to deliver monthly student progression reports to DNP C/SA and initiate any needed student discussions plus take any needed APG actions</u></p> <p><u>Discontinue cohort cafes for 2011-13 cohort students (students requested).</u></p>

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Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
				reflected by items on the EBI DNP Exit Survey).	<p>early; monthly reporting to DNP C/SA</p> <p>As of 5/30/14, 2 students on LOA (8%) &amp; 92% (23) progressing on time. Withdrawal rate down 55% since 2012 (from 47% to now 21%).</p> <p>Due to old curriculum being phased out, programs of study revised for 25 students in June '14; all agreed to new POS's.</p>	<p><u>Fall '14: Have DNP C/SA develop and communicate more formalized written policies for failure to progress.</u></p>

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Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
2E) The DNP Program is cost efficient (neutral) and fiscal resources support program needs.	Modeling of program revenues vs. expenses	Annually	PC, ADGP	DNP Program is cost efficient.	<p>DNP HRSA grant due to expire on 6/30/14; but filed and won no-cost extension for use of approx.. \$155K of remaining funds. Will use to fund start-up of enhanced curriculum.</p> <p>Prior inquiry project faculty advising model accounted for 23% of budget loss.</p> <p>6/14: 3-year pro forma to get budget to cost neutral developed &amp; approved by Dean.</p>	<p><u>Continue to monitor.</u></p> <p><u>Develop joint budget tracking worksheet for 3-year pro forma in Fall'14.</u></p> <p><u>File proposal for fee increase to \$1,000 per credit hour by Dec'14.</u></p> <p><u>Implement another round of interviews with all area CNO's as well as Chicago-Oct recruiting event to recruit students for Fall'15</u></p>
2F) Evidence of effective DNP leadership & direction in carrying out DNP program.	<p>Regular reports from PC re: DNP successes and issues.</p> <p>APG reports of accomplishments to CCNF-GCC and DAC as recorded in minutes.</p>	Annually	PC, Dean	Agreement that the DNP administrative direction and leadership are consistent with the DNP, SON, and IUPUI mission, goals and strategic plans.	<p>Jan'14: Meek named new DNP Coordinator; program and operations underwent significant change by June'14.</p> <p>DNP staff initiated revisions to operations Jan-May'14.</p> <p>Meek initiated accessible project plan for all DNP team and faculty members in June'14.</p>	<u>Continue to monitor.</u>

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Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
2G) DNP documents/publications are accurate. References to the program's offerings, outcomes, accreditation approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition and fees are accurate.	DNP Web pages DNP-related publications DNP recruitment materials DNP Student Handbook	Annually	PC, AA, ADGP SON Director of Marketing	Materials are appropriate, accurate, informative & consistent across all communication media and facilitate student APG.	Summer'13: DNP handbook updated.  New IUSON website released in May'14 and enhanced DNP program information updated on website August'14.	<u>Continue to review all DNP materials for consistency on annual basis.</u>  <u>Develop policy for failure to progress in fall'14.</u>  <u>Update website reflecting new curriculum by Sept'14.</u>
2H) Student financial aid is available and accessible.	# and amount of aid packages available # and dollar amount for student's with aid packages	Annually	PC, AA	100% of students with financial needs have access to financial aid information.	Student financial aid options available on SON website and academic advising support (Nathan Lohr hired in 2012) in place. Graduate Office sends emails as new aid becomes available. EBI 5/14 results: 60% (N = 3): no loans needed 20% (N = 1): loan at 20-30K 20% (N = 1): loan at 40-50K 0: loan at 50K+	<u>Continue to monitor.</u>



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Institutional Commitment and Resources						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
2I) Facilities and physical resources are sufficient to enable the program to fulfill its mission, goals and expected program outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Review of facility/physical resources compared to DNP program needs.  EBI Survey	Annually	ADGP	Facilities and physical resources support program needs.	Ongoing: Classroom and meeting space available for scheduling as needed.  EBI 5/14 results: 6.60/7; SD.80 (N = 5) 20% (N = 1) of students and 80% (N = 4) of students were satisfied and very satisfied with classroom & facility respectively.	<u>Continue to monitor.</u>

Educational Quality and Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
3A) The DNP curriculum is designed and delivered to achieve DNP program outcomes and to prepare graduates to assume advanced practice roles consistent with a DNP degree.	EBI DNP Exit Survey	June prior to each student's graduation	PC, OoE	85% of DNP graduates are moderately to very satisfied with the attainment of program outcomes consistent with their advanced practice role.	EBI 5/14 results: Overall eval of DNP: 6.47/7; SD .45 (N = 5) With value of "4"=moderately satis & "7"=extremely satisfied	<u>Continue to monitor.</u>
	Program Committee decisions to graduate students	Just prior to each student's graduation	PC	100% of DNP graduates' Program Committee's agree that graduates have attained the 7 DNP program outcomes as evidenced by course completion & Committee	EBI: 100% of students ranked learning outcome factors from moderately to extremely, satisfied.  5 of 5 Program Committees approved students' final	<u>Continue to monitor.</u>

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Educational Quality and Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
	AA assessment of student clinical hours	Just prior to each student's graduation	AA, Faculty Advisors	approval of Inquiry Projects.  100% of DNP graduates have attained the required number of clinical hours.	Inquiry Project papers as evidence of attainment of program outcomes 5 of 5 (100%) of May'14 DNP students attained 1000 clinical hours prior to graduation.	<u>Continue to monitor.</u>
	EBI DNP Exit Survey	Just prior to each student's graduation	PC, OoE	50% of respondent DNP graduates will have secured advanced practice employment consistent with a DNP degree at time of graduation.	EBI: 80% of students A/SA they are employed in role consistent with DNP degree.	<u>Next EBI survey due 5/15.</u>
CONTINUED FROM PRIOR PAGE 3A) The DNP curriculum is designed and delivered to achieve DNP program outcomes and to prepare graduates to assume advanced practice roles consistent with a DNP degree.	AM Online survey  e-Portfolio program-level assessment	Annually  Annually	PC, ADGP	85% of AMs report that DNP grads are adequately prepared to assume advanced practice role in their organizations.  Faculty's scheduled evaluation of cells of e-Portfolio matrix demonstrates attainment of program outcome/ DNP Essential associated with each cell.	Graduating students' AM evals 5/14: 6.67/7; SD .42 (N = 5) mean score that the DNP student demonstrates DNP level skills.  ePortfolio assessment suspended fall'14 due to anticipated revision of curriculum. All prior actions recommended in spring'13 were accomplished, e.g., 2 faculty workshops on curricular development, secured expert personalized help from CTL (D. Jerolimov)	<u>Assure eval's go to AM's as scheduled.</u>  <u>Re-initiate curricular assessment in Fall'15 after one year of new curriculum.</u>  <u>Develop concurrent evaluation tools for integrated and immersion experiences.</u>

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Educational Quality and Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
3B) The DNP Program outcomes are consistent with IUPUI's Principles of Graduate & Professional Learning and IU Graduate program requirements.	<p>EBI DNP Exit Survey</p> <p>Cross-walk measurement of PGPL's across DNP curriculum</p>	<p>Annually</p> <p>As needed</p>	<p>ADGP GCC, OoE</p> <p>PC, GCC</p>	85% of graduates judge their ability to meet PGPL's as good to excellent on EBI DNP Exit Survey.	EBI 5/14 results: 100% of students rated their ability to meet PGPLs as good or excellent.	<u>Continue to monitor.</u>
3C) Faculty employ teaching and learning strategies that reflect teaching excellence and innovation and facilitate the students' ability to meet course and program outcomes.	<p>Course evaluations</p> <p>Annual faculty reports reflect innovative teaching products</p> <p># of teaching-related awards given to faculty</p>	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>OoE</p> <p>ADGP</p> <p>ADGP</p>	<p>Course &amp; faculty evaluations will average above a 4.0 on a 5.0 scale.</p> <p>Annual faculty reports reflect products that reflect teaching excellence &amp; innovation.</p> <p>Faculty recognized for excellence in teaching.</p> <p>2013-14 faculty scholarship results:</p> <p><b>Shieh</b>, articles – 3; presentations - 5. <b>Meek</b>, Articles- 3; Presentations - 13; <b>Ebright</b>, Articles - 3 Presentations -1 (student mentee) <b>Priest</b>, Article -1; Presentations – 11 <b>Embree</b>, Article - 14,</p>	<p>2013-14 course rating average: 100% of DNP courses taught during 2013 – 2104 scored at 4.0 or higher with overall course mean for the program for 2013 – 2014 at 4.68 2013-14 faculty rating average: 4.39 – 4.70.</p> <p>2013-14 Teaching awards results: <b>Meek</b>, Top 100 Legacy Leader Award; Deans Award for Innovation - IUPUI SON. Excellence in Teaching Award - NLN <b>Ebright</b>, 2013 – 2014 Grants HRSA-PI Advanced Education Nurse Traineeship \$697,286 (2014)</p>	<p><u>Continue to monitor.</u></p> <p><u>Continue to encourage award submissions.</u></p>

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Educational Quality and Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
				<i>Presentations - 28</i>	<b>Priest</b> , 2014 Grant, Co PI HRSA IPE <b>Meek</b> , 2014-15 HRSA Grant funding DNP as PI for \$155,409	
CONTINUED FROM PRIOR PAGE 3C) Faculty employ teaching and learning strategies that reflect teaching excellence and innovation and facilitate the students' ability to meet course and program outcomes.	# of partnerships in place to support development & implementation of teaching innovations  Listing of cohort's Inquiry Projects	Annually  Annually	PC  PC, AA	Evidence of partnerships that support teaching innovation.  100% of student Inquiry Projects reflect application of translational science principles to real-world practice problems.	2013-14: Partnership with Center for Teaching & Learning to develop/refine courses continues & IUNLP collaboration is ongoing.  05/14: 100% of student Inquiry Projects reflect application of translational science to practice problems.	<u>Continue to collaborate &amp; present findings/learning, especially from curricular assessment via ePortfolio.</u>  <u>Decision made to replace Inquiry Project with series of integrated and immersive experiences. Guidelines for scholarship developed May'14.</u>
3D) Admission requirements are correlated with student and program success.	Student admission, progression and graduation reports	Garner initial cohort information; then at least every 2 years	PC, AA	80% of students who are admitted remain in good academic standing and graduate from the program in a timely manner.	With improved tracking, student issues spotted more quickly to spawn discussion and problem solving.  Result has been 55% drop in withdrawal rate from 47% to 21% as of 5/30/14.	Decision made to only accept FT students as of 2014 cohort.  New program leadership focus requires revision in admission requirements, <u>DNP C/SA to revise admission requirements in Fall'14.</u>  <u>DNP C/SA continue to monitor via monthly meetings.</u>

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Educational Quality and Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/Actions
3E) The DNP Program's academic policies & procedures are fairly and systematically implemented to facilitate student success.	APG minutes and annual report Student progression compared to program plan Actual vs. expected graduation rates	Annually	DNP APG Committee; ADGP	DNP policies are systematically and fairly implemented as evidenced by 80% of post-master's full-time students graduating in 3 years; 80% of part-time students graduating in 6 years. All exceptions to policy are documented with accompanying legally defensible rationale	8 of 8 or 100% of full time students graduated in less than 3 years.  7 of 7 or 100% of part-time students graduated in less than 6 years.  2013-14: DNP C/SA continues to monitor P&P's for any needed revisions & decisions recorded in minutes.	<u>Continue to monitor and revise policies and procedures as needed.</u>  <u>Policies needing revision in 2014-15:</u> <u>Admission requirements</u> <u>Failure to progress policy</u>
3F) The DNP Program follows the established IUPUI and SON process/policy for handling formal grievances.	Grievance tracking document for the SON w- outcome/rationale for handling of each.	Annually	PC, AA	Grievances are fairly and timely handled.	08/10: Grievance policy published in DNP Student Handbook.  05/14: No grievances have been filed since beginning of program in 08/11.	<u>Continue to monitor.</u>

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Program Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
4A) DNP program evaluation data is aggregated, analyzed, trended and distributed to faculty, staff and administration	Minutes of GCC and Administrative meetings Including admit/graduation rates, employment rates, EBI data, alumni/employer survey data	Annually	PC, OoE	DNP C/SA & Faculty Assembly minutes reflect that evaluation data is accessible and useable for faculty and administrative decisions.	PC delivers reports to DNP C/SA & Faculty Assembly on monthly basis along with recommended decisions/actions.	<u>Continue to report evaluation data as available.</u>  Store all eval data in organized way on U drive.
4B) Aggregated evaluation findings inform program decision making and are used to maintain or improve student learning outcomes.	Minutes of GCC and DAC showing program decisions/changes based on evaluation findings reported on annual report	Annually	PC, GCC	DNP C/SA & Faculty Assembly minutes reflect ongoing use of evaluation data to improve program outcomes.	Findings gathered via 13 clinical partner interviews distributed to faculty/administration in April'14; used to refine curriculum and capstone model	Decisions made to drop Inquiry Project & replace with series of integrated & immersive experiences; also significant additions& revisions made to courses; revised course sequence. <u>All submitted to DNP faculty who approved on May 7, 2014; then submitted to Graduate Affairs Committee &amp; approved May 27, 2014.</u> <u>Course revisions (D736; D749; D751: KC; D743) submitted to GCC for approval Aug 7, 2014.</u>

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Program Effectiveness						
Key Goals	Evidence	Time/ Frequency Cycle	Responsible Parties	Expected Outcomes	Results	Decisions/ <u>Actions</u>
4C) The e-Port design is consistent with demonstrating DNP program outcomes, national standards and PGPL's.	Program assessment via evaluation of artifacts by program outcome & DNP Essential	Annually	DAC, PC, AA	85% of annual program-level assessment of assigned cells in matrix score as meeting program standards; suggested improvements are also collected and acted upon by designated DNP faculty, or administrative/faculty bodies.	Curricular assessment suspended in Fall'13 due to anticipated curricular redesign.  Meek/Hollingsworth sat on IU-wide committee to select new ePortfolio system; selected TaskStream & contract complete on 8/8/14.	<u>Restart curricular assessment in Fall'15.</u>
	Scoring of Reflective Writing Assignment	At mid- and end of program for each cohort	PC, Faculty Advisors	85% of Reflective Writing Assignment papers demonstrate progression of transformative learning as evidenced by higher scoring from mid-to-end of program.	Reflective writing papers suspended due to anticipated curricular redesign.	<u>Initiate full design of ePortfolio for new curriculum when user accounts become available.</u>
4D) Aggregate faculty evaluation outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.	EBI DNP Exit Survey  Annual faculty reports	Prior to each cohort's graduation  Annually	OoE  PC, ADGP	85% of students rate >= 80% of faculty as excellent to exceptional (as indicated by item on EBI DNP Exit Survey). Faculty continue appointment in rank.	EBI 5/14 results: 80% of students rated faculty as excellent to exceptional. 20% of students (N = 1) rated faculty as satisfactory. EBI 5/14 results: Quality of faculty: Mean of 5.98/7, SD 0.1.55 Instruction & Curriculum: Mean of 6.45/7, SD 0.53	<u>Continue to monitor.</u>

**Doctor of Philosophy in Nursing Science (PhD)**

The PhD program currently has 52 students; 31 Indiana residents, 18 from out of state, and 3 international students. Six new PhD students were admitted and started the program in May, 2014. Our relationship-focused and distance recruiting strategies, and hiring of a financial aid liaison with the IUPUI Financial Aid office have increased applications and acceptances as we head toward our January 2015 application period. Our T-32 grant received renewal this past year, as well as the awarding of a Star supplement to fast-track BSN to PhD students through the program. An RWJ Grant application for student support in a new program of study that would have students complete their program in three years was submitted in September, 2014. One IUSON PhD student was offered an IUPUI fellowship, and 2 students completed their two years as partially funded Jonas Scholars. Two additional PhD students were awarded Jonas scholarships for 2014-2016. Our average time to completion of the PhD program is 4.2 years at full-time study. Three PhD students defended dissertations successfully since August 2013. Several students have been successful in funding from local foundations, as well as the NIH F31 grant mechanism.

PhD Program Outcome 1: The IUSON PhD Graduate will: **Synthesize knowledge from nursing as well as from the biological and behavioral sciences to investigate health phenomena relevant to the discipline of nursing.**

Related PGL: **Demonstrate the knowledge and skills necessary to identify and conduct original research, scholarship or other creative endeavors appropriate to the field.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	
Dissertation Defense	Three dissertations defended-successfully and graduations.	
Alumni Survey	No PhD alumni survey conducted.	Alumni Survey currently being reviewed and revised for item appropriateness.

PhD Program Outcome 2: The IUSON PhD Graduate will: **Utilize analytical and empirical methods to extend nursing knowledge and scholarship.**

Related PGL: **Conduct research in an ethical and responsible manner.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	



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Dissertation Defense	Three dissertations defended-successfully and graduations	
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PhD Program Outcome 3: The IUSON PhD Graduate will: **Conduct and communicate research that advances the body of scientific nursing knowledge.**

Related PGL: **Communicate effectively high level information from their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Publications	Ten PhD student manuscripts as primary or co-author published, in review, or recently submitted this year.	
Presentations	Six (6) PhD student presentations to regional and/or national professional organizations/groups	
Alumni Survey		Alumni Survey currently being reviewed and revised for item appropriateness.

PhD Program Outcome 4: The IUSON PhD Graduate will: **Defend the social significance of the expanded knowledge base of nursing.**

Related PGL: **Communicate effectively high level information from their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
Publications	Ten PhD student manuscripts as primary or co-author published, in review, or recently submitted this year.	
Presentations	Six (6) PhD student presentations to regional and/or national professional organizations/groups	

PhD Program Outcome 5: The IUSON PhD Graduate will: **Interpret nursing science within an interdisciplinary context.**

Related PGL: **Think critically and creatively to solve problems in their field of study.**

Assessment Method (& brief definition)	Assessment Findings	Actions Taken Based on Findings
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Self-assessment of program outcomes	All students completing self-assessment before candidacy exam demonstrated the outcome.	
Dissertation Defense	Three dissertations defended-successfully and graduations.	