

INDIANA UNIVERSITY SCHOOL OF NURSING 2019-2020 ACADEMIC YEAR PROGRAM REVIEW & ASSESSMENT REPORT

INTRODUCTION

The Indiana University School of Nursing (IUSON) at IUPUI offers a distinctive range of Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), doctoral degree and, post-graduate 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 prior to acceptance into the BSN program. To support seamless progression in nursing education, we also created an RN-BSN-MSN option with dual credits for ease of transition into the master's program. The MSN program has nine tracks including seven advanced practice programs: five nurse practitioner (family, pediatric primary care, adult/gerontology acute care, adult/gerontology primary care, psych/mental health), two clinical nurse specialist (adult-gerontology and pediatric), and nursing leadership in health systems, and nursing education. Post-master's 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 tracks: Post-Master's Executive Leadership and Post Master's Advanced Clinical. Two new DNP tracks support seamless transition across programs – the MSN in Health Systems Leadership/DNP Executive Leadership dual degree and the MBA/MHA to DNP transition option allowing nurses holding a BSN and either an MBA or MHA to complete bridge coursework and transition to the Executive Leadership DNP. Information on nursing programs, tracks, and certificates are available on the [IUSON website](#).

Since 2018, the University-designated “core school” of IUSON has been comprised of three campuses: IUPUI, IU Bloomington (IUB), and IU Fort Wayne (IUFW) which operate as one administrative unit to offer baccalaureate, master’s, and doctoral degrees. In the core school, the faculty is 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* is in progress and due spring of 2021. In 2019, the RN to BSN Consortium was ranked among the top 50 schools in the nation for both [College Choice](#) and [TheBestSchools.org](#).

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 competencies that must be present in nursing programs conferring BSN, MSN, DNP, and PhD degrees.

Table 1: Campus, State and National Professional Standards and Guidelines for Nursing Programs

<p>BSN, MSN, DNP, and PhD programs:</p> <ul style="list-style-type: none">• <i>Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Commission on Collegiate Nursing Education</i> (CCNE, 2018)• <i>Quality and Safety Education for Nurses</i> (QSEN Institute)• <i>Statutes and Rules, Title 848 Indiana State Board of Nursing</i> (ISBN, 2021)• <i>Code of Ethics for Nurses with Interpretive Statements</i>, American Nurses Association (ANA, 2015)• <i>Nursing's Social Policy Statement, American Nurses Association</i> (ANA, 2010) <p>BSN programs:</p> <ul style="list-style-type: none">• <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i>, American Association of Colleges of Nursing (AACN, 2008)• <i>Profiles of Learning for Undergraduate Success</i>, Indiana University-Purdue University Indianapolis (IUPUI), Division of Undergraduate Education (2018) <p>MSN programs and certificates:</p> <ul style="list-style-type: none">• <i>The Essentials of Master's Education in Nursing</i>, (AACN, 2011)• <i>Criteria for Evaluation of Nurse Practitioner Programs</i>, The National Task Force on Quality Nurse Practitioner Education, (NTF, 2016)• <i>Criteria for the Evaluation of Clinical Nurse Specialist Masters, Practice Doctorate, and Post-Graduate Certificate Educational Programs</i>, The National Association of Clinical Nurse Specialists, (NACNS, 2011)• <i>Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education</i>, National Council of State Boards of Nursing, (2008)• <i>Principles of Graduate and Professional Learning</i>, (IUPUI) <p>DNP program:</p> <ul style="list-style-type: none">• <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006)• <i>Report from the Task Force on the Implementation of the DNP</i> (AACN, 2015)• <i>Nurse Executive Competencies</i>, American Organization of Nurse Executives (AONE, 2015)• <i>Principles of Graduate and Professional Learning</i>, (IUPUI) <p>PhD program:</p> <ul style="list-style-type: none">• <i>Principles of Graduate and Professional Learning</i>, (IUPUI)• <i>The Research-Focused Doctoral Program in Nursing: Pathways to Excellence</i>, (AACN, 2010)

IUSON CORE OFFICE OF EVALUATION

In 2019, the IUSON Office of Evaluation gained new leadership with a newly created Assistant Dean of Evaluation (previous an Associate Dean) who reports directly to the Associate Dean of Academic Operations. The school also added a Data Specialist staff position that works directly with the Assistant Dean of Evaluation and Associate Dean of Operations to strategically align the overall data needs of the IUSON Core with accreditation standards (CCNE) and the master evaluation plan. The goal for the AY 2019-2020 was to evaluate all data collection processes to better streamline data dissemination and organization of incoming data. The goals for the subsequent academic year will be to review this process and strategically create processes to run more efficiently.

SPECIAL EMPHASIS QUESTIONS

IMPACT OF COVID-19 ON ASSESSMENT AND PLANNING

Because the IUSON Core is under one accreditation by the Commission on Collegiate Nursing Education (CCNE; reaccreditation received 10/2020-2030), the IUSON took systematic effects to assess the quality of students 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 was crucial the faculty and administration created assessment plans to ensure learning outcomes were not negatively impacted. To ensure a seamless transition to a virtual environment, faculty and support staff across the IU Core campuses met virtually via Zoom web conferencing in small workgroups to discuss changes for all didactic, lab, and clinical delivery courses through the end of summer 2020. The Assistant Dean of Learning Resources and support staff provided insight and input on teaching innovations, technology, and other strategies to ensure faculty had the best resources to integrate into virtual classes. Faculty shared resources such as measures of learning outcomes, assignment rubrics, and overall contingency plans for transition as well as communication plans with students (see paragraph below). The information gathered by reports from the workgroups created a historical track record of changes and was the basis of all subsequent information.

BSN Didactic classes: Didactic face-to-face classes transitioned to online and hybrid formats using synchronous and asynchronous methods of delivery for BSN. Some graduate courses already were hybrid or mainly online instruction so there was no transition for those courses. Instructors are using established, campus-supported technology platforms such as the Canvas learning management system and Zoom videoconferencing (using password-protected entry). Each instructor created necessary accommodations so that no course competencies or learning outcomes are compromised. Lectures were transitioned to video and/or audio recordings or courses met using synchronous meetings to provide instruction. Faculty decided on which module to use based on the course and learning outcomes set out in the syllabus. Learning assessments such as projects, papers, exams, quizzes, and homework were transitioned to online submissions with classroom presentations transitioned to video-based synchronous and asynchronous presentations demonstrating learning outcomes and acquisition of knowledge. 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.

BSN Traditional and Accelerated lab and clinical: All face-to-face and in-person lab and clinical experiences transitioned to online delivery. Online simulation videos, virtual patient assessments and case scenarios, and virtual skills videos were used to meet the lab and clinical objectives. Instructors used products from established IU-approved vendors (e.g., ATI, Elsevier) and posting to Canvas modules. Each instructor mapped the time of each exercise to meet clinical hours and overall course objectives. Upon review of the recorded changes and transitions, we believe minimal competencies or learning outcomes were severely compromised due to the virtual transition. This was determined by an analysis of course assignment measures, assessment of course evaluations, and successful student progression. Learning outcomes were accessed using online debriefings with faculty, virtual clinical conferences with students and faculty, discussion boards, and written assignments demonstrating virtual learning. Reentry into in-person learning mainly focused on simulation/lab groups in accordance with university, state, and local guidance regarding any limitations in the size of groups. Additional skills were revisited with the group of students that went virtual during laboratory experiences to reinforce content for in-person practice.

RN–BSN Consortium changes: The RN–BSN didactic courses are delivered in an online format, thus no changes to course delivery are noted. The one course impacted is the capstone experience. Evidence-based practice (EBP) projects in the capstone course (the last course before graduation) where students normally conduct interviews with patients and/or interprofessional team members included virtual interviews, rather than in-person interviews. The transition ensured progression through the program. If virtual interviews are not possible, then alternative interviews are acceptable, with assistance from the instructor.

Graduate MSN changes: The largest impact from the COVID pandemic was on the MSN programs. The IUSON Master of Science in Nursing (MSN) program contains nine separate specialty tracks, educating nurse practitioners, clinical nurse specialists, nurse educators, and nurse leaders. Every track

was interrupted by COVID pandemic in the spring 2020 semester, but tracks with heavy direct care clinical courses experienced the most significant impact, leading to delays for spring graduation that extended into September. Unfortunately, for one specialty track which graduates students in August, the interruptions of the spring affected the progression of the summer clinical course for some students, resulting in program completion as late as October. The MSN program places students in almost 200 clinical sites each semester, with each site impacted by COVID in different ways, such as poor availability of PPE, distancing challenges, and staffing changes. Several of the MSN track didactic courses that are co-requisites to the clinical courses are taught in a face-to-face classroom or hands-on laboratory. These courses were suddenly halted and switched to an online or live synchronous video conferencing environment. Students and faculty were faced with the challenges of teaching and learning in a new format with little time to prepare. For the MSN core courses and specialty courses that were already in a distance-accessible format or online, there was less interruption for the students and faculty, however, it is important to understand that the MSN students are practicing RNs and were facing unprecedented challenges in their work and family lives. The advanced physical assessment course in the core and the acute care nurse practitioner specialty courses rely heavily on simulation and laboratory-based learning at the School of Nursing and Fairbanks Simulation Center, which were both closed during the spring semester.

To overcome these challenges, the MSN faculty met often with the school administration to discuss solutions to best support the students in meeting the course and program outcomes. Many students expressed being overwhelmed by the pandemic and its effect on their education, job, and family. The faculty were flexible with assignments and participation without sacrificing the outcomes to be met or the quality of their work. Students were also supported by staff in the school's Center for Academic Achievement who have worked tirelessly to ensure their progression in their plan of study while protecting their mental health by sharing related resources. MSN faculty who were knowledgeable in online teaching supported other faculty by sharing best practices and innovative ideas for teaching and learning, particularly related to student engagement.

For the didactic courses that rely heavily on in-person, lab-based learning, the switch to online teaching was more challenging. Faculty used new methods for video-recorded assignments and blinded peer evaluation to assess student achievement of course competencies. Students reported that the video assignments completed at home were less stressful which faculty attributed to their overwhelming success in these demonstrations. In June, when these learning environments were re-opened, faculty had to adjust again due to restrictions in group size and time in the lab space. The faculty addressed these restrictions by covering all didactic content online and then meeting briefly with students' in-person in smaller groups to practice and demonstrate skills attainment. With all of the precautions in place, the faculty reported that no students became ill with COVID during the face-to-face sessions. For the MSN program, 129 students graduated by August of 2020. Those that remained unfinished completed their coursework meeting the program learning outcomes in October 2020. The tables below show the number of graduates for each month. Many of these graduates attained national certification exams and employment in their new roles soon after graduation. Faculty were better prepared for the continued online course delivery that has continued to protect the health and safety of students, faculty, and staff for Fall 2020.

Table 1: May 2020 MSN Graduates

Expected	Actual over the summer and fall					
May-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Total
79	37	31	8	2	1	79

August 2020 MSN Graduates

Expected	Actual over the summer and fall			
Aug-20	Aug-20	Sep-20	Oct-20	Total
50	41	5	4	50

Meeting Learning Outcomes During COVID

For all programs, faculty workgroups were convened during the two weeks before the transition to online delivery to prepare for this temporary transition. Instructors from the core campuses for each course number met virtually and discussed standard changes in assignments and evaluation of learning. This included didactic, lab, and clinical instructors. For each course, instructors documented content and assignment changes and reported these changes to the Associate Dean for Graduate and Undergraduate Programs. Based on a review of that data, there were no changes in course objectives due to virtual delivery. Mapping of course objectives to program learning outcomes remained intact. The assessment of learning outcomes is a combination of online homework, testing, quizzes, posting in discussion forums, video projects, and virtual meetings with instructors. For each campus, a tracking system was developed to help faculty map changes for each lab/clinical course to ensure learning objectives are being met.

1. Activity
2. Activity Category (e.g., class activity, clinical)
3. Recorded Simulation Name/Case Study Name/Nurse Tim Case Name/Other Name
4. Time Allocation
5. # of Students
6. Learning Objective
7. Course Competency
8. Program Learning Outcome
9. Method of Evaluation
10. Method of Debriefing/Reflection

Assessment of learning: The faculty continue to dialogue in faculty governance meetings for both school and individual programs to ensure assessment of remote learning continues as we continue to progress with COVID restrictions. Since the IUSON Office of Evaluation did not receive spring 2020 course evaluations, faculty were encouraged to share if appropriate any course metrics concerns through faculty governance committees as any course metrics for spring were considered in light of the pandemic. The goal continues to be to access trends of courses over the time frame of the virtual learning formats. Students are engaged in town hall meetings with the Dean and Academic Leadership, faculty are engaging at the course level with both online and in-person check-ins, and course progress continues to be monitored to gauge the quality of performance. 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 (BSN, although delayed for MSN), alumni and end of program surveys (PhD), and national certification rates.

PROGRESS ON IMPLEMENTATION OF PROFILES OF LEARNING

The IUSON BSN curriculum committee spent the AY 2019-2020 academic year working with faculty to accurately map the Profiles of Learning (PLOs) to each course within the curriculum. Specifically, in the fall of 2020, the committee worked with individual faculty to ensure that the profiles were integrated as appropriate into the individual program courses through course objectives and corresponding measures of

student learning. As of the beginning of spring 2021, all courses have PLOs mapped in the syllabi for each course in the program. The BSN committee will monitor changes to the link of PLOs to courses each year by supporting faculty to remap any measures of student learning (assignments) if changes are made. The BSN curriculum retreat will discuss the full implementation and determine a process plan to monitor changes.

Description of Units Process for Identifying Developing Experiences for Inclusion in the 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 does not have experiences listed. Although we understand the benefits of this platform for many students on campus, the IUSON student body is unique as it is a practice discipline where experiences are typically part of coursework and vary per student. In addition, job and graduate school applications are typically resume-based uploads where additional files are not able to be upload, therefore, listed as such as it pertains to the student. The IUSON will continue to dialogue with the new leadership of our academic programs to reevaluate if there is the capacity to complete the extensive applications required to register possible experiences that fit the criteria. This dialogue would include an assessment by students, staff, faculty, and clinical partners to determine if there is value-added for students as they progress through their careers upon graduation.

IU SCHOOL OF NURSING LEARNING OUTCOMES

Undergraduate and graduate nursing curricula and terminal program (student) learning outcomes (PLOs) are reviewed at least annually and revised as needed by the BSN, MSN, DNP, and PhD curriculum/student affairs (C/SA) committees. Annual faculty review of the PLOs ensures alignment with current professional guidelines and competencies so students are being prepared for professional roles that address current and future healthcare needs and trends. The BSN, MSN, DNP, and PhD program learning outcomes (PLOs) used as the basis for this report are located in the [IU School of Nursing Campus Bulletin \(2018-19\)](#) 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: 2019-20 Expected Learning Outcomes by Program

Program	Expected Program Learning Outcomes
BSN	<ol style="list-style-type: none"> 1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making 2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care 3. A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations 4. An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery 5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing 6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes 7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments 8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety

	9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care
MSN	<ol style="list-style-type: none"> 1. Model excellence in nursing leadership to improve nursing practice within a complex health care system. 2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice. 3. Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication sciences for application to a chosen domain of advanced practice nursing. 4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing. 5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes. 6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice. 7. Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations 8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context. 9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services. 10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing.
DNP	<ol style="list-style-type: none"> 1. Use executive leadership knowledge and skills to advance population health, enhance safety and quality, and disseminate new knowledge in complex systems. 2. Create value through novel practice change, translation of evidence, appropriation of resources, and performance improvement. 3. Synthesize multiple sources of information to transform clinical practice and design sustainable new models of care and/or care delivery systems. 4. Advocate for diverse, patient, family, and community health by actively engaging in design, implementation, and evaluation of health policy at multiple levels. 5. Integrate ethical obligations, legal and regulatory recommendations, professional standards, practice guidelines, and professional accountability in own practice. 6. Apply interprofessional collaborative relationships to promote cultures of inclusion, inquiry, professional governance, and ongoing partnership.
PhD	<ol style="list-style-type: none"> 1. Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena. 2. Utilize analytical and empirical methods to extend nursing knowledge and scholarship. 3. Conduct and communicate independent research that advances the body of scientific knowledge. 4. Defend the social significance of the expanded knowledge base of nursing. 5. Interpret nursing science within an interdisciplinary context.

ASSESSMENT METHODS AND OUTCOMES OVERVIEW

The BSN, MSN, DNP, and PhD nursing program outcomes are informed by national professional standards and guidelines and addressed through a set of core courses within individual tracks through specialty content. Assessment of BSN, MSN, DNP, and PhD student achievement of learning outcomes occur utilizing a variety of methods including didactic, lab, and practicum course grades; completion of competency grids (MSN, DNP); preceptor feedback about student performance in clinical practice settings; course evaluations; signature assignments; surveys; and/or events (e.g. successful dissertation defense for PhD students) near the end of each program.

Faculty analysis of aggregate data related to student achievement of 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 the achievement of program outcomes. Data gathered from these end-of-program surveys provide information necessary to establish program priorities for improvement affecting student success while highlighting program strengths. The benchmark for all nursing programs on the Skyfactor™ Exit Surveys states: 100% of BSN, MSN and DNP student respondents will rate program satisfaction at ≥ 5.0 on a 7.0 scale on the Exit Survey (this survey is not utilized for the PhD program 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. Overall results by program type for 2019-2020 are identified in the following sections, which include specific program assessment methods, findings, and 2020-2021 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 the synthesis and application of knowledge learned throughout the program and which demonstrate the degree to which students have achieved program learning outcomes.

In the BSN Traditional and Accelerated Second Degree tracks, the final semester NURS- S483/R470 Nursing Capstone clinical immersion experience course, under the supervision of a qualified, trained nurse preceptor, encompasses the cumulative evaluation of BSN student achievement of program learning outcomes. Outcomes are assessed in relation to the benchmark which states **that 90% of students will score ≥ 4 out of 5** on all nine program outcomes ratings by capstone preceptors. During the academic year 2019-2020, 100% exceeding the benchmark. The online RN-BSN program is part of a statewide consortium model. Similar to the BSN Traditional and Accelerated Second Degree tracks, critical course assignments have been identified which evaluate student achievement of the BSN competencies and program learning outcomes. The benchmark states that **90% of students will score $\geq 73\%$ 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 an 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.

Benchmarks

- **90% of students will score ≥ 4 out of 5 on all nine program outcome ratings by capstone preceptors (reflected by %)**
- **100% of BSN student respondents will rate program satisfaction at ≥ 5.0 out of 7.0 on the Skyfactor™ Exit Survey; (mean scores provided, scores with asterisks are below benchmark)and/or**
- **90% of students will score $\geq 75\%$ on each critical assignment (reflected below by %).**

Table 3: 2019-2020 BSN Program Learning Outcome Achievement by Course and Performance

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)	
1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making	<i>(BSN)</i> S488 Nursing Synthesis	Self-assessment of evidence-based practice using Evidence-Based Practice Questionnaire (EBPQ) tool and reflection paper. Final reports	Cultural assignment	100.0%
			EBP assignment	100.0%
			Exit Survey Items Q068 (factor 8): Apply research-based knowledge as a basis for practice.	5.87
			Q090 (factor 8): Evaluate individual’s ability to assume responsibility for self-care.	5.79
	<i>(BSN)</i> S483 Nursing Practice Capstone	Evidence-based practice project with abstract	Evidence-based project and abstract	100.0%
<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%	
<i>(RN-BSN)</i> R470 Clinical Nursing Practice Capstone	EBP Project	Theory/concept integration	100.0%	
		Research utilization:	100.0%	

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
			Systematic clinical decision making 100.0%
			Systematic approach 100.0%
	(BSN) H355 Data Analysis	Exam 2	Exam 2 (focused on cumulative topics) 98.8%
	(RN-BSN) R375 Nursing Research	Critical Appraisal Research Critiques	Research Critique Assignments 100.0%
2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care	(BSN) S488 Nursing Synthesis	Self-assessment of intercultural competence using Whitehead Intercultural Competence Survey	Cultural assignment: 100.0% EBP assignment: 100.0% <u>Exit Survey</u> Q078 (factor 7): Provide culturally competent care 5.93
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings 100.0%
	(RN-BSN) S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Applied Social and Cultural Factors 100.0% Health Promotion and Education Plan 100.0% Advocates for Social Justice 100.0%
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and population	(BSN) B444 Nursing Intensive	Managing Health & Illness Across Care Environments: Transitions in Care Quality Improvement Project	Preceptor ratings 100.0% <u>Exit Survey Items</u> Q073 (factor 10): Understand the global health care environment – 5.39 Q074 (factor 10): Incorporate knowledge of cost factors when delivering care – 4.90* Q076 (factor 10): Work with interprofessional 5.94

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)	
			teams – 5.94 Q079 (factor 7): Support fairness in the delivery of care – 5.99	5.99
	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
	<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	100.0% 100.0% 100.0%
4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings <u>Exit Survey Items</u> Q072 (factor 10): Understand the effects of health policies on diverse populations Q079 (factor 7): Support fairness in the delivery of care	100.0% 5.85 5.99
	<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 Policy Changes: Health Care Reform Act (ACA)	94.1 94.1 91.7
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	<i>(BSN)</i> S474 Health Care Ethics	Case Analysis Paper	Case Paper <u>Exit Survey</u> Q081 (factor 7): Act as an advocate for vulnerable patients	98.6% 6.12

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)	
			Q083 (factor 7): Honor the right of patients to make decisions about their health care	6.23
			Q084 (factor 11) Incorporate nursing standards into practice	6.09
			Q085 (factor 10): Apply an ethical decision-making framework to clinical situations	5.99
			Q091 (factor 10): Assist patients to achieve a peaceful end of life	5.47
	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
	<i>(RN-BSN)</i> S474 Ethics	Papers and Analysis	Ethical Political Paper	98.6%
			Case Study Analysis	100.0%
6. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcome	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
	<i>(RN-BSN)</i> S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Communicates Effectively	100.0%
			Health Promotion Education Plan	100.0%
			<u>Exit Survey</u> Q075 (factor 10) Communicate with health care professionals to deliver high-quality patient care	6.20
			Q076 (factor 10): Work with inter-professional teams	6.15
			Q080 (factor 8): Assist	6.02

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)	
			patients to interpret the meaning of health information	
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments	<i>(BSN)</i> S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
			Exit Survey Items	
			Q065 (factor 11): Integrate theories and concepts from liberal education into nursing practice	4.83*
			Q066 (factor 11): Value the ideal of lifelong learning to support excellence in nursing practice	4.96*
			Q069 (factor 11): Integrate theory to develop a foundation for practice – 5.44	5.44
Q077 (factor 10): Assess predictive factors that influence the health of patients	5.86			
Q082 (factor 7): Demonstrate accountability for your own actions	6.04			
	<i>(RN-BSN)</i> S475 Multisystem Approach to the Health of the Community	Community Health Assessment	Assessment, Intervention, Prioritization, Evaluation	100.0%
			Patient/Family Centered Care	100.0%
			Health Promotion Education Plan	100.0%
			Culture/Patient Teaching	100.0%
	<i>(RN-BSN)</i> B344 Comprehensive Health Assessment	Health Assessments	Adult Assessment	100.0%
			Pediatric Assessment	100.0%
	RN-BSN Electives		Family History	100.0%
	K499 Genetics and	Family History		

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)	
	Genomics	Paper	Assignment	
	K305 New Innovations in Health and Health Care	Clinical Change PDSA (Plan/Do/Study/Act)	Clinical Change PDSA (Plan/Do/Study/Act) Assignment	100.0%
	P345 Pharmacology	Medication Education Project	Medication Education Assignment	100.0%
	B403 Gerontological Nursing	Elder Interview	Elder Interview	100.0%
	K434 Global Health Issues in Nursing	Country/Data Health Paper	Country/Data Health Paper	100.0%
	K301 The Art and Science of Complementary Health	Complementary Health Assignment	Complementary Health Assignment	100.0%
8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety	(BSN) L430 Leadership in Healthcare Delivery & Policy	Quality Improvement Project Emergency Department Simulation	Quality Improvement-Emergency Simulation Assignment <u>Exit Survey Q067</u> (factor 10): Understand how healthcare delivery systems are organized	100.0% 5.51
	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
	(RN-BSN) S487 Nursing Management	Project Assignments	Leadership Assignment Interview Project Budget and Finance Assignment	100.0% 100% 100%
	(RN-BSN) R470 Clinical Nursing Practice Capstone	Career Goals Assignment	Career Goals Assignment	100.0%
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	(BSN) S483 Nursing Practice Capstone	Capstone preceptor rating mean scores (5 as the highest)	Preceptor ratings	100.0%
	(RN-BSN) B404 Informatics:	Information and Database Retrieval Project	Patient Care Technologies, Information Systems, and Communication	97.1%

Program Outcomes	Course(s)	Direct Performance Measures	Major Finding(s)
			Devices 97.1% Quality Improvement Data Collection/Analysis 5.92 <u>Exit Survey</u> Q071 (factor 10): Use appropriate technologies to assess patient

*=below benchmark

BSN ANALYSIS OF OUTCOMES AND 2019-2020 STRATEGIES FOR IMPROVEMENT

Curricular changes were implemented during AY 2018-2019 have now run for one academic year. All changes were based upon ongoing review and analysis of factors impacting BSN student achievement of both program and student learning outcomes, student feedback, and the availability of all 6 anchors of the Indiana University Interprofessional Practice & Education Center statewide IU TEACH curriculum. There were no additional curricular changes for AY2019-2020.

Traditional BSN Track:

The following summary tracks the continued monitoring of the curriculum changes for the BSN program. No additional edits were reported for AY 2019-2020.

Update on Prior Curricular Changes

The BSN tracks are now complete with full integration of the IU TEACH interprofessional curriculum (2018-2020). As outlined in the 2018-19 PRAC report, the senior-level course NURS B453 Interprofessional Practice (3 credits) was eliminated from the curriculum and the credits were reallocated. Exit Survey questions 75 and 76 (5.77; 5.7) are intended to assess students' self-reported achievement in the interprofessional collaboration component of PLO #6. The means of both questions demonstrated a continued increase in mean values (6.20; 6.15) respectively. The May 2021 graduates will be the last cohort to finish the below transition. Summer 2021 students will enter the program with the IU TEACH in place.

One credit hour senior-level course *NURS H303: Pediatric Clinical Immersion* was developed to provide an opportunity for all traditional track students to have a clinical experience with infants and children. This course was taught for the first time in the spring semester of 2019. Because the BSN program is intended to prepare graduates for generalist practice, no specific program outcome for pediatric competencies exists. All students successfully completed the course and course ratings were high. The progress of course ratings will be reviewed in spring 2021 for course level evaluation of metrics and student learning through course evaluations and key assignment outcomes.

One credit hour was added to *NURS B244: Health Assessment* to provide additional depth and focus on clinical judgment across the lifespan. This change was implemented in the fall semester of 2018 for newly admitted students. Students who were already matriculating through the program at the time of change have been required to take the course *NURS-K492 Comprehensive Health Assessment* to ensure the same depth of learning. All students successfully completed K492 in the spring semester of 2019. Program assessment data in this area will not be available until December 2019.

One credit hour was added to *NURS B444: Nursing Intensive: Managing Health & Illness Across Care Environments* to deepen course content and increase focus on contemporary clinical practice and global health. This expanded course was offered for the first time in the fall semester of 2019. The faculty planned to compare means from AY 2018-19 Exit Survey question 73 to 2019-20. There was a modest increase from 5.39 to 5.96 reflected by the possible deeper understanding of global health issues. The faculty will continue to monitor this change in 2021-22.

Accelerated Second Degree BSN Track:

In 2018-19 the accelerated track curriculum was shortened from five semesters to four with 5 fewer credit hours. The first cohort of students was admitted to this condensed curriculum plan in May 2018 and graduated from the program in August 2019. The Exit Survey Data for AY 2019-2020 from the accelerated track reflect data exclusively from the four-semester curriculum plan graduates. The evaluation of that change is forthcoming in the spring of 2021. We will be missing some metrics due to the IUPUI IFC policy that spring 2020 course evaluation findings would not be provided to departments. However, the faculty are encouraged that admissions to the shorten program continue to be robust and in-line with other national programs.

Evaluation of Exit Survey all BSN programs

The following addresses the continued evaluation of Exit Survey items that fall near or below the benchmark of ≥ 5 . The following addresses continued progress on items from the AY 2018-19 report and AY2019-2020 reports.

PLO #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

1. **Exit Survey Question Q074:** *Incorporate knowledge of cost factors when delivering care (4.90)* This item continues to trend slightly below the benchmark, however, the other exit survey items in that PLO were stable or increased. The undergraduate students often struggle to tie together the economics of the healthcare system with the current skills and practice of taking care of a patient. The faculty in the BSN CSA will continue to monitor opportunities to add content or an assignment to better secure this knowledge. This item will be on the spring 2021 CSA retreat agenda.

PLO #7 A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.

1. **Exit Survey Question Q065:** *Integrate theories and concepts from liberal education into nursing practice* scored 4.44 and was identified as an area for improvement. The faculty decided to intentionally include an in-class discussion of how general education concepts are threaded through the curriculum to further expand this knowledge. The AY 2019-20 metrics show slight improvement (4.83). Due to the fact the faculty did not have the routine CSA BSN retreat to discuss further changes, it will be on the spring of 2021 BSN CSA retreat for discussion.
2. **Exit Survey Question Q066:** *Value the ideal of lifelong learning to support excellence in nursing practice (4.96).* The senior courses, NURS-S488 Nursing Synthesis (Traditional Track) and NURS-S 489 Nursing Synthesis for the Second Degree Track, currently include a session on graduate education opportunities, including a presentation by a panel of recruiters from various healthcare agencies, who discuss career advancement within their organizations. Many graduating seniors may be extremely focused on passing the RN licensure examination and successfully transitioning to RN

nursing practice. Many BSN graduates do intend to eventually earn a graduate degree but may plan to delay until undergraduate loans are repaid or as the pandemic slows. The S488 faculty included a classroom session discussing certifications and other professional learning opportunities for the practicing RN to enhance the relevance of lifelong learning. There was no change in this item (4.95) and will be on the agenda for the BSN CSA retreat for 2021.

Evaluation of Assignments and Exit Survey Results and PLO's

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. It was noted that aggregate means for most exit survey questions increased from the previous year for those related to PLO # 1, 2, 3, 4, 5, 6, 7, 8, and 9. Although aggregate means for PLO #3 slightly below the benchmark, PLO #7 continues to be an area for improvement, as identified by aggregate means below the benchmark of ≥ 5.0 on a 7.0 scale on the exit survey. All courses reached the benchmark for performance on assignment measures. In light of the current learning environment, the faculty were pleased to see this stability during the pandemic.

Evaluation of National Pass Rates

The faculty have noted an upward trend in BSN program graduates' pass rates on the national licensure examination during AY 2019-20 (benchmark of 80%). The average increased from 88.3% to 92.3%. The faculty believe the change in vendors for the standardized testing and learning resource package at IUPUI better aligns 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 and has prepared students for certification. 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.

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 ≥ 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 with asterisks.

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

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
<p>1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.</p> <p>Related PGL: Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.</p>	Q055: High quality patient care	6.24
	Q056: Safe patient care	6.42
	Q057: Emphasize ethical decision making	6.15
	Q058: Emphasize critical decision making	6.3
	Q059: Promote effective working relationships	6.25
	Q060: Promote a systems perspective	5.97
<p>2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.</p> <p>Related PGL: Meet all ethical standards established for the discipline.</p>	Q056: Safe patient care	6.42
	Q057: Emphasize ethical decision making	6.15
	Q064: Apply standards related to quality improvement	5.79
	Q065: Apply quality principles within an organization	5.85
	Q075: Employ advocacy strategies to influence health and health care	5.34
<p>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.</p> <p>Related PGL: Demonstrate the knowledge and skills needed to meet disciplinary standards of performance.</p>	<i>Integrate scientific findings from:</i>	
	Q049: Nursing	6.42
	Q050: Biopsychosocial fields	5.14
	Q051: Genetics	4.64
	Q052: Public health	5.27
	Q053: Quality improvement	5.6
	Q054: Organizational sciences	4.89*
	Q066: Apply research outcomes within practice	5.85
	Q067: Resolve practice problems using research	5.82
	Q079: Planning of evidence-based clinical prevention and population care and services to patients	5.81
	Q080: Delivery of evidence-based clinical prevention and population care and services to patients	5.78
Q081: Management of evidence-based clinical prevention and population care and services to patients	5.81	
<p>4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.</p> <p>Related PGL: Think critically and creatively to improve practice in the field of nursing.</p>	Q053: Quality improvement	5.60
	Q058: Emphasize critical decision making	6.30
	Q061: Use appropriate methods to measure quality	5.94
	Q064: Apply standards related to quality improvement	5.79
	Q065: Apply quality principles within an organization	5.85
	Q066: Apply research outcomes within the practice	5.82
	Q067: Resolve practice problems using research	5.44
	Q068: Work as a change agent	5.45
Q069: Disseminate research results		

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
<p>5. Face problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.</p> <p>Related PGL: 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 Q082: Evaluation of evidence-based clinical prevention and population care and services to patients</p>	<p>5.60 5.94 6.03 5.74 5.79 5.85 5.85 5.82 5.44 5.81 5.78 5.81 5.78</p>
<p>6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.</p> <p>Related PGL: Communicate effectively to improve practice in the field of nursing.</p>	<p>Q070: Use patient-care technologies to deliver care Q071: Use patient-care technologies to enhance care Q072: Use communication technologies to integrate care Q073: Use communication technologies to coordinate care</p>	<p>5.64 5.67 5.52 5.61</p>
<p>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.</p> <p>Related PGL: Think critically and creatively to improve practice in the field of nursing.</p>	<p>Q058: Emphasize critical decision making Q062: Use appropriate tools to measure quality Q063: Apply performance measures to quality improvement Q067: Resolve practice problems using research Q068: Work as a change agent Q069: Disseminate research results Q074: Intervene at the system level through the policy development process 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 Q082: Evaluation of evidence-based clinical prevention and population care and services to patients</p>	<p>6.30 6.03 5.74 5.82 5.44 5.45 5.39 5.81 5.78 5.81 5.78 5.97</p>

MSN Program Learning Outcomes	Skyfactor™ Question and Certification Results	
	Q144: Application of research and scientific evidence into clinical practice	
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context. Related PGL: Demonstrates the knowledge and skills needed to meet disciplinary standards of performance.	Q059: Promote effective working relationships	6.25
	Q076: Manage and coordinate care by communicating with team members	5.76
	Q077: Manage and coordinate care by collaborating with team members	5.88
	Q078: Manage and coordinate care by consulting other health professionals	5.94
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services. Related PGL: Meet all ethical standards established for the discipline.	Q079: Planning of evidence-based clinical prevention and population care and services to patients	5.81
	Q080: Delivery of evidence-based clinical prevention and population care and services to patients	5.78
	Q081: Management of evidence-based clinical prevention and population care and services to patients	5.81
	Q082: Evaluation of evidence-based clinical prevention and population care and services to patients	5.78
10. Engage in life-long learning activities that contribute to professional development as well as to the advancement of nursing. Related PGL: Think critically and creatively to improve practice in the field of nursing.	Certification Pass Rates	
	Adult/Gero CNS	100% (3/3)
	Adult/Gero NP Primary	100% (1/1)
	Adult/Gero NP Acute	85.7% (12/14)
	Family NP	100% (21/21)
	Psychiatric NP	90.5% (21/22)
	Pediatric NP	N/A-no test takers in 2019

*=*below benchmark*

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 the mean student evaluation rating; the **benchmark set at ≥ 4.0 on a 5.0 scale.**

Table 5: 2019-2020 Mean Student Course Ratings by MSN Track and Core MSN Courses

MSN Program Tracks	Mean Course Evaluation Rating
Overall Course Mean	4.21
Overall Clinical Mean	4.37
MSN Core Courses	
N502 Nursing Theory for Advanced Nursing Practice	4.35
N504 Leadership for Advanced Nursing Practice	4.50
R500 Nursing Research Methods	4.48
R505 Measurement & Data Analysis	4.22

Y515 Advanced Pathophysiology Across the Lifespan	4.66
Y612 Advanced Pharmacology Across the Lifespan	4.47
Y625 Advanced Physical Assessment Across the Lifespan	3.59*

*=below 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 the 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.

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.

In 2018-19 faculty identified that Exit Survey Q52: *Public Health* (4.85) was below the benchmark. The MSN faculty/curriculum committee audited the core and track specific courses to identify gaps in public health content. Minor changes to course assignments and content were made. Ratings for this item increased based on those minor didactic and assignment changes (AY 2019-2020=5.27).

Also, Exit Survey Q54: *Organizational Sciences* (4.67) was below benchmark and continues to be below 5 (AY 2019-2020=4.89) Curricular changes in N504: Leadership for Advanced Nursing Practice includes this specific content. 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 are reflected in the Spring 2020 survey. There is a trend upward with this item and faculty will continue to monitor progress.

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. Spring 2020 data was not available, therefore; this report focuses on aggregate data on overall MSN track didactic and clinical mean outcomes. Overall only one course Y625 performed below the benchmark.

In 2018-2019, R500- *Research Methods* (3.68) aggregate course mean was below the benchmark. This course was revised two years ago and has been receiving good evaluations. This course was removed from the revised accelerated BSN curriculum. Previous changes to the course included additional clarification of assignments; greater differentiation between quality improvement and research; improved integration of student opportunities to apply learned knowledge; and, the addition of graded discussion assignments reflecting on individual student learning and understanding of course content. These changes are now reflected in the increased mean evaluation score of 4.48 which is above the benchmark. The faculty will continue to monitor this course for progress.

Y625 *Advanced Physical Assessment Across the Lifespan* score below the benchmark (3.59 down from 4.24). In November, the MSN faculty held a retreat where all of the core courses were discussed. The focus of this class is teaching students to perform advanced physical assessments of patients and typically done with 4 in-person sessions. The faculty added an additional session to allow for more learning time in-person. The faculty also changed textbooks based on individual student feedback. However, this course was significantly impacted by COVID going completely virtual for the spring of 2020. The faculty believed this impacted the ability for a true evaluation of any overall course improvement activities and

have no data since spring 2020 data was not released to departments. The faculty will continue to monitor the progress of this course for 2020-2021.

Certification. Overall, in light of the impact by 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 continues to move through changes started in AY 2018-2019. 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 results are discussed in the DNP Curriculum Committee where recommendations are made for ongoing program improvement. Table 6 provides all ratings related to student learning from the 2018-19 annual Skyfactor™ Exit Survey with questions mapped to each of the six key program learning outcomes. The DNP Program did not have graduates for the 2019-2020 period due to several factors. First, the deadline for applications and program start time changed and the ability of students to go part-time created a gap in May 2020 graduates. Therefore, we do not have Skyfactor Exit Surveys for 2019-2020 as we did not have students graduating from the program during that gap.

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 the mean student evaluation rating; the **benchmark set at ≥ 4.0 on a 5.0 scale.**

Table 7: 2019-20 Mean Student Course Ratings for DNP

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

DNP Analysis of Outcomes and 2019-2020 Strategies

As identified in Table 6, DNP student achievement of program learning outcomes, based on the specific measures, indicated the successful achievement of the benchmark in nearly all areas. Items with mean scores below 5.0 on the Skyfactor™ Exit Survey (Table 6) are reviewed by the DNP curriculum committee for assessment of overall program effectiveness and achievement of student learning outcomes. In part due to the release of new national guidelines for DNP programs, in 2017-18 the IUSON DNP program underwent significant review and revision. The use of data to develop, implement and evaluate a scholarly clinical project was added. This change affects students enrolling in the program 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.

The focus of the DNP program for AY 2019-2020 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 clearly 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. *The Health Systems* program 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. Also, the health system program 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 2019-2020, 2 PhD students completed/passed their qualifying exams and successfully defended their dissertation proposals on time; 1 PhD students passed their qualifying examination and successfully defended/will defend their proposal in the academic year 2019-20; 1 student passed her qualifying exam in 2019-2020 but has not yet defended her proposal. The program graduated 8 students in 2019-2020.

Student learning is also assessed utilizing course evaluations. Table 8 lists the 2019-2020 mean course evaluation data by PhD students. PhD faculty reviewing ongoing outcomes data to determine program effectiveness and student achievement of program learning outcomes. The benchmark is set at ≥ 4.0 on a 5.0 Likert scale.

Table 8: 2019-2020 PhD Graduate Course Ratings

PhD Courses	Mean Course Evaluation Rating
D602: Responsibly Conduct of Research	4.70
D607: Theoretical Perspectives of Nursing Science	4.71
D608: Middle Range Theory	4.74
D609: State of the Science Seminar	4.12
D701: Nursing Inquiry and Scholarship	4.06
D751: Health Behaviors (renumbered D702)	4.78
R603: Quantitative Research Design and Methods	n/a*
R610: Qualitative Methods for Nursing Research	4.65
R613: Grounded Theory Research	4.70
R615: Comparative Effectiveness Research and Patient-Centered Outcomes Research	n/a*
T800: Preparing Future Faculty	2.84*

**R603 ran spring 2020-no metrics due to COVID restrictions regarding course evaluations; R615 runs every other year-due next spring2021*

PhD Analysis of Outcomes and 2019-2020 Strategies

As identified in Table 8, all PhD course ratings, except T800: Preparing Future Faculty met the established benchmark for 2018-19 and 2019-2020. 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 2020 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 2021. Also, our T32 in symptom science grant was funded fall, 2019, necessitating the addition of 2 courses to the curriculum which have been approved and are currently offered. A preliminary recommendation from the revision work is to delete T800 from the curriculum will be part of the overall curriculum changes. Students interested in an academic teaching career focus will be encouraged to complete the graduate certificate in nursing education which will include the T800 course. The curriculum revision will also include a remapping of program outcomes to course evaluations, coursework outcomes, end of program survey, and alumni survey. This matrix will be presented in the PRAC report for 2020-2021.

Starting in 2018 students were be required to report yearly outcomes via a survey of metrics and submitted curriculum vitae to better quantify program and individual outcomes metrics for scholarship (Program Outcomes 1-5).

It is important to assess 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 2019-2020 PhD scholarly works included 15 publications, 11 podium presentations, 9 poster presentations, and 27 awards or fellowships. The scholarship outcomes 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 alumni survey (at the one-year mark post-graduation). The end-of-program survey had no responses for AY 2019-2020 due to the timing of student graduation. In addition, due to the low numbers of graduates, both the alumni survey was delayed an academic year to allow for additional graduates' time in new careers. Both surveys were distributed in January of 2021 and will be reported in the 2020-2021 PRAC report.

The focus for AY 2020-2021 and 2021-2022 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 spring of 2022 with the campus visit in fall of 2022.