

2019/2020 reported 2021

Indiana University

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[ASSESSMENT EXIT REPORT: MSN]

The following report contains a summary of assessment data and recommendations.

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Assessment Report: MSN Program

Assessment Plan

Formative Evaluation of Program Learning Outcomes and Program Elements

The systematic assessment plan for the School of Nursing and Allied Health Professions (SNAHP) master's program emphasizes formative and summative assessment of course student learning outcomes, program student learning outcomes, program outcomes, and includes Accreditation Commission for Education in Nursing (ACEN) standards.

Faculty are required to provide evidence of meeting course learning outcomes/competencies through assessment and evaluation of student artifacts mapped to course student learning outcomes and competencies. Evaluation of learning outcomes from each course is based on best practices such as rubrics, portfolios, and self-reflection. The faculty member reports student attainment of course learning outcomes (SLO) to the associate dean and the MSN Committee and suggestions for course improvement. The committee may accept the recommendations or make additional changes to the course. This information is also reported by faculty in their annual report to show growth towards excellence in teaching. The SLO provides a consistent method for faculty to evaluate how they met course-learning outcomes and thereby measure teaching effectiveness. While student evaluations are essential, the SNAHP feels it is crucial to assess teaching effectiveness to include data other than student evaluations.

Focus group data are collected and reported to the MSN committee for recommendations, possible interventions, or information. For example, the Associate Dean visits MSN classes to address student concerns or barriers to success, evaluate program effectiveness, and solve problems promptly.

Summative Evaluation Components

The SNAHP MSN Assessment Plan also includes evaluation of student learning outcomes and program student learning outcomes. The evaluation of student learning outcomes consists of the following: 1) Practicum Portfolio, 2) Preceptor Evaluation, and 3) *AONE Nurse Executive Competencies Assessment Tool* for nursing administration pre/post and Nurse Educator Assessment Tool pre-/post-. To evaluate program learning outcomes, data are collected from the following: 1) program completion rates, 2) graduate satisfaction survey, 3) employer satisfaction survey and 4) student employment in the area of professional practice one year after graduation. See figure 1. for the concept map of the MSN Assessment Plan.

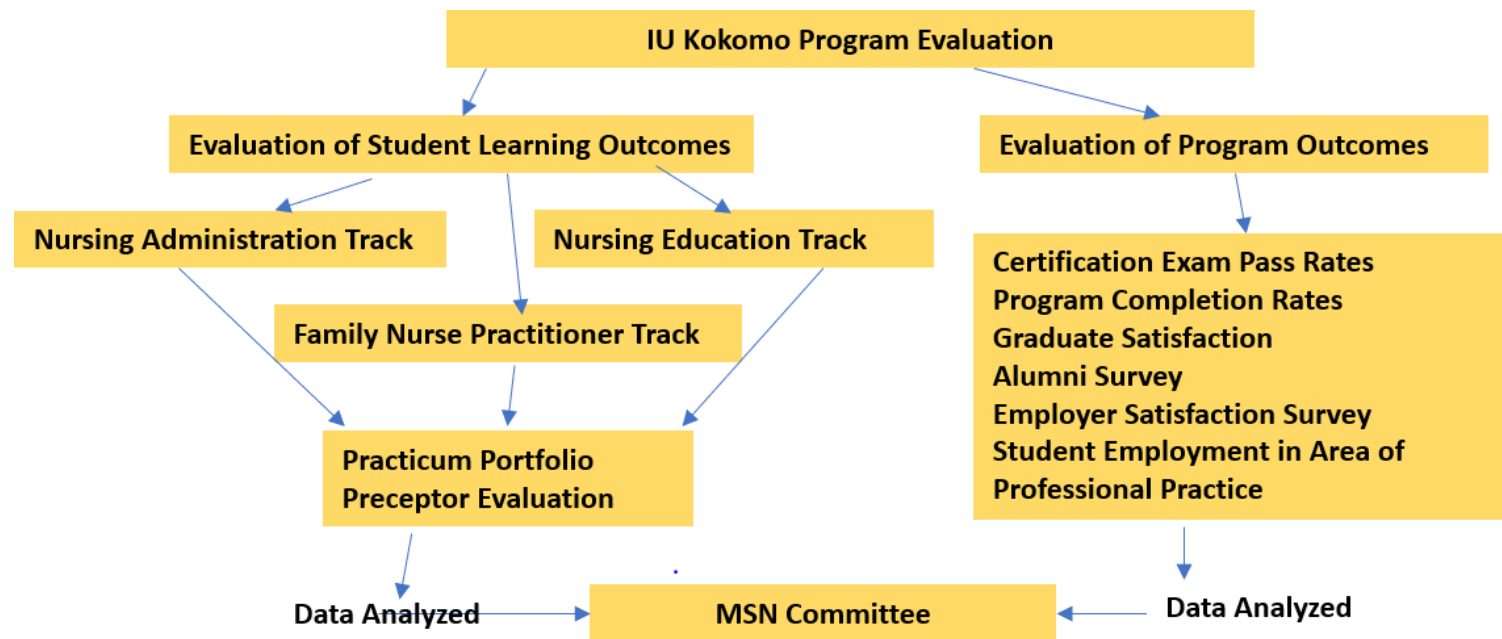


Figure 1. Concept Map of SNAHP MSN Assessment Plan

Practicum Portfolio

The MSN program uses the portfolio to validate that graduating students have acquired the knowledge and skills articulated through course student learning outcomes/competencies. Acquisition of knowledge and skills may be demonstrated through course-related assignments or methods outside the classroom, such as Quality Improvement projects. Assignments are collected in e-format, and a grading rubric is provided for the overall evaluation of the portfolio, which addresses the appearance, completeness, and quality of the materials included. The portfolio is a required assignment of their practicum course scheduled for their last semester. Every portfolio is evaluated relative to how well the student demonstrates that they met program student learning outcomes. After student portfolios are evaluated for their practicum and assigned a grade, a random sample of portfolios are evaluated for summative evaluation of program learning outcomes and data aggregated and reported to the MSN Committee.

Portfolio Criteria

The following are **the criteria for evaluating the portfolio**, along with the rubric for evaluation.

Criteria

The benchmark for evaluating the portfolio is "three or above." That is, the mean of the ranking scores for each MSN competency is three or above based on all the students. The mean of the ranking score for the aggregate of students in the MSN program is also three or above.

For Each Competency, the following rubric is used:

4=**Excellence** Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally *and*

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; *or*

Demonstrates high level of integration of knowledge, unusually strong insight.

3=**Satisfactory Performance** Evident in meeting MSN Competency

Evaluator easily finds evidence that is presented professionally; *and*

Evidence presented shows that the student has mastered the competency in a complete manner; *or* demonstrates good integration of knowledge, insight.

2=**Just Below Satisfactory Performance** Evident in meeting MSN Competency

Evaluator finds evidence only after searching the portfolio; *or*

Evaluator finds that evidence is not presented in a professional manner; *or*

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=**Unsatisfactory Performance** Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; *or*

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); *or*

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=**Excellence Evident**

3=**Satisfactory Performance**

2=**Just Below Satisfactory.**

1=**Unsatisfactory Performance**

Rater assigns a numeric value to each category.

2. **Preceptor Evaluation**

Preceptors will evaluate students at the end of their practicum experience using separate instruments mapped to competencies for each track. In addition, the preceptor works with the student to meet student learning outcomes for T679 Nursing Education Practicum and L579 Nursing Administration Practicum. For the FNP program, ongoing preceptor evaluation is embedded as part of F580, F581, F582 & the final capstone course F578.

3. ***AONE Nurse Executive Competencies Assessment Tool pre-/post- for nursing administration and Nurse Educator Competencies Assessment Tool pre-/post- for nursing education.***

The AONE competency and nurse educator competency assessment tools will measure student perception of their level of competency at the end of their program (1= Novice, 2= Advanced Beginner, 3= Competent, 4= Proficient, 5=Expert). Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program. After pre-/post- data is analyzed per student to inform student perception of their competency, data will be aggregated and combined with portfolio aggregated data, and the preceptor aggregated data. This is the third data set used to form the triangulation that strengthens evaluation results of program student learning outcomes.

Evaluation of Program Outcomes

As stated previously, the evaluation of program outcomes include data collected from the following: 1) certification exam pass rates, 2) program completion rates, 3) graduate satisfaction survey, 4) alumni survey, 5) employer satisfaction survey, and 6) student employment in the area of professional practice.

1. **Certification Exam Pass Rates**

Certification exam pass rates pertain to FNP only. Benchmark: National Average for all first-time test-takers during the same 12-month period.

2. **Program Completion Rates**

Eighty percent of full-time students will graduate from their program within 1½ times the length of the program.

3. **Graduate Satisfaction**

Near the last semester, students will complete a **self-report instrument via Qualtrics Survey**. They **rate their abilities in each of the student learning outcome areas**. This scale will include several items related to MSN Essentials competencies and program student learning outcomes. For example, evaluation is measured on a seven-point Likert scale, with **1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional**. Since an essential part of professional development is identifying one's strengths and weaknesses and because our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures. Currently, our **benchmark goal is set at 5.5 or**

more in all areas.

4. Alumni Survey

One-year post-graduation, MSN alumni will be sent a link to a **self-report instrument** via Skyfactor, similar to the graduate survey though somewhat shorter, that includes self-report items for every program student learning outcome. Currently, our **benchmark goal is set at 5.5 or more** in all areas.

5. Employer Satisfaction

SNAHP will survey employers of MSN graduates regarding graduate preparation for their work setting, overall satisfaction, and the quality of their performance as employees. In addition, anecdotal data is collected at the annual advisory council meeting of all hospital and nursing program representatives. Benchmark: 80% or more of employers will express satisfaction with the program.

6. Student Role-related Professional Practice

Our program outcome goal is that 60% of graduates seeking employment will be involved in role-related professional practice at one-year post-graduation. Data is collected from the Alumni Survey.

Program Elements

Additional data may be collected to evaluate program elements per Chen's Theory. Additional surveys and focus group data are collected and reported to the MSN committee for recommendations, possible changes, and implementation. For example, the assistant dean visits every class weekly to talk with students about problems or concerns to evaluate program effectiveness and solve issues promptly.

Another example, one year into the program, a survey was given that measured students' perception of the MSN culture. Before beginning the MSN program, faculty defined the graduate culture to guide and enhance the SNAHP program mission.

Characteristics of the MSN Graduating Class of December 2019 Reported 2020

2019 Twenty-three students graduated -21 females and two males: May 2020, 12 students graduated, consisting of 11 females and one male.

For the class of 2019, The MSN graduates reported their age range as follows:

Range	N
26-30	6
31-40	6
41-50	3
51 or older	1

Employment Status

Years	Number
Internship only	1
Less than 1 year	2
1 to 2 years	1
3 to 5 years	2
5 years or more	3

Diversity-Reported per EBI

Answer	N	% Of Total
Hispanic (regardless of race)	0	0.0%
American Indian/Alaska Native/First Nation	0	0.0%
Asian	2	12.5%
Black or African American	0	0.0%
Native Hawaiian or other Pacific Islander	0	0.0%
White	11	68.8%
Two or more races	1	6.3%
Race and ethnicity unknown	2	12.5%

Skyfactor started in 2016 therefore we have four years of data to report.

Satisfaction with MSN program: Satisfaction Survey via Skyfactor Educational Benchmarking, Inc.

Criteria: 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional. Our Benchmark is 4 or higher.

The results are as follows:

Quality of Faculty and Instruction

2016	2017	2018	2019	2020
6.75	6.6	6.19	6.22	6.47

Quality of Availability of Curriculum

2016	2017	2018	2019	2020
6.55	6.31	6.03	6.22	6.39

Administration and Academic Advising

2016	2017	2018	2019	2020
6.77	6.50	6.03	6.18	6.44

Quality of Support Services

2016	2017	2018	2019	2020
6.82	6.58	5.56	6.05	6.16

Overall Satisfaction

2016	2017	2018	2019	2020
6.35	6.67	N/R	6.5	6.53

Overall Learning

2016	2017	2018	2019	2020
6.50	6.67	N/R	6.57	6.56

Overall Program Effectiveness

2016	2017	2018	2019	2020
6.33	6.52	N/R	6.43	6.44

Comments:**What did you like best about the MSN program?** N = 5 comments

The direct applicability of content learned to a career in nursing education.

The hybrid program.

I enjoyed only coming to campus one day a week (max).

It was a great mixture of online work and classroom work.

One day a week was doable for a working person.

The courses are lined out well so that you build on one to another.

I like how the educators teach the MSN curricula.

They provide the necessary support for the non-English students to succeed from the program. Also, I like the research process in the MSN program.

We started step by step by choosing the theory, writing the literature review, and completing the IRB process. I like the face-to-face classroom time and discussion.

The instructors were knowledgeable and did a great job with facilitating discussions. I received appropriate feedback on how to improve. I really liked the group work with my peers. This helped establish close relationships with them. I had a positive learning experience.

How can we improve the online education experience?

The online education has become so daunting that I would not want to do it. Discussion posts are too involved, would rather write a paper because that is what it has become.

We had a group project in Informatics with three other students. It was a little challenging because only two of my group members came to campus. I feel I lack IT skills, so it would have been nice to have a tutorial on google documents for information sharing.

Complete the tutorial in class before rolling out software for home use, so students have the opportunity to ask questions trouble shoot and become familiar with software.

How can we improve the MSN program for future students?

Organization at times was lacking.

Not sure

I think the MSN students need to know about the statistics support that IUK have. I faced an obstacle to write my own statistics and analysis for my research and this place assisted me to do the research.

None

Quicker turnaround time on feedback. There were many classes where grades from 3 papers ago weren't even done yet, so you didn't know if you were doing well or not.

Evaluation Results for MSN Graduates

Indiana University Kokomo School of Nursing

MSN Program Results

2016-2019

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS																																														
<p>Program Outcome</p> <p>1: Model excellence in nursing leadership to improve nursing practice within a complex health care system.</p>	<p>Grad Survey (SR)</p> <p>MSN Essentials (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Graduate Survey Mean</p> <table border="1"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.47</td> <td>5.17</td> <td>*7.0</td> <td>5.70</td> <td>5.79</td> </tr> </table> <p>*N=3</p> <p>Alumni Survey</p> <table border="1"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.47</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Essentials-Leadership Skills</p> <table border="1"> <tr> <th>2020</th> </tr> <tr> <td>6.47</td> </tr> </table> <p>Portfolio Average for Program Outcome 1</p> <table border="1"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.9</td> <td>3.6</td> <td>3.67</td> <td>3.56</td> <td>4</td> </tr> <tr> <td>Administration</td> <td>3.6</td> <td>3.4</td> <td>4</td> <td>4</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.65</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.47	5.17	*7.0	5.70	5.79	2016	2017	2018	2019	2020	6.47	N/A	N/A	N/A	N/A	2020	6.47		2016	2017	2018	2019	2020	Education	3.9	3.6	3.67	3.56	4	Administration	3.6	3.4	4	4	4	FNP	N/A	N/A	N/A	N/A	3.65
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MSN Program Results

2016-2020

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<p>Program Outcome</p> <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. Previous</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p> <p>AONE & Nurse Educator Competencies</p>	<p>Graduate Survey & MSN Essentials 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7=Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7=Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p> <p>Competencies: The AONE competency and nurse educator competency assessment tools will be used to measure student perception of their level of competency at the end of their program. Current benchmarks for the nurse educator competencies assessment tool are set at an achievement mean of 2.0 (competent) or more in all areas by the end of the program. Current benchmarks for the nursing executive competencies assessment tool are set at an achievement mean of 3.0 (competent) or more in all areas by the end of the program.</p>	<p>Graduate Survey Mean</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td style="text-align: center;">6.4</td> <td style="text-align: center;">5.33</td> <td style="text-align: center;">*6.67</td> <td style="text-align: center;">5.60</td> <td style="text-align: center;">5.71</td> </tr> </table> <p>*N=3</p> <p>Essentials-Organizational Sciences</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2020</th> </tr> <tr> <td style="text-align: center;">6.0</td> </tr> </table> <p>Alumni Survey</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td style="text-align: center;">3.7</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> </tr> </table> <p>Portfolio Average for Program Outcome 2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">3.67</td> <td style="text-align: center;">3.64</td> <td style="text-align: center;">3.57</td> </tr> <tr> <td>Administration</td> <td style="text-align: center;">3.94</td> <td style="text-align: center;">4.0</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3.67</td> <td style="text-align: center;">4</td> </tr> <tr> <td>FNP</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">3.42</td> </tr> </table> <p>Nursing Administration AONE Competencies=3.9 Nurse Educator Competencies=4.01</p> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.4	5.33	*6.67	5.60	5.71	2020	6.0	2016	2017	2018	2019	2020	3.7	N/A	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	4.0	4.0	3.67	3.64	3.57	Administration	3.94	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.42
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MSN Program Results

2016-2020

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<p>Program Outcome</p> <p>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.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Graduate Survey Mean</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.2</td> <td>5.17</td> <td>*6.67</td> <td>5.56</td> <td>5.77</td> </tr> </table> <p>*N=3</p> <p>Essentials-Sciences and Humanities</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2020</th> </tr> <tr> <td>5.86</td> </tr> </table> <p>*New Data collected: See notes in the Executive Summary</p> <p>Alumni Survey</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>3.67</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>Portfolio Average for Program Outcome 3</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.99</td> <td>2.6</td> <td>3.67</td> <td>3.56</td> <td>3.86</td> </tr> <tr> <td>Administration</td> <td>3.73</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.5</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.2	5.17	*6.67	5.56	5.77	2020	5.86	2016	2017	2018	2019	3.67	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	3.99	2.6	3.67	3.56	3.86	Administration	3.73	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.5
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MSN Program Results

2016-2020

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<p>Program Outcome</p> <p>4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Graduate Survey Mean</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.5</td> <td>5.17</td> <td>*6.67</td> <td>5.50</td> <td>5.64</td> </tr> </table> <p>*N=3</p> <p>Essentials-Research</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2020</th> </tr> <tr> <td>6.42</td> </tr> </table> <p>Alumni Survey</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>3.67</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 4</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>4.0</td> <td>4.0</td> <td>3.56</td> <td>3.89</td> <td>3.71</td> </tr> <tr> <td>Administration</td> <td>3.60</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.5</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.5	5.17	*6.67	5.50	5.64	2020	6.42	2016	2017	2018	2019	3.67	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	4.0	4.0	3.56	3.89	3.71	Administration	3.60	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.5
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<p>Program Outcome</p> <p>5. 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>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Graduate Survey Mean</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.52</td> <td>4.67</td> <td>*6.33</td> <td>5.70</td> <td>5.57</td> </tr> </table> <p>*N=3</p> <p>Essentials-</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2020</th> </tr> <tr> <td>6.33</td> </tr> </table> <p>Alumni Survey=3.67</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>3.67</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 5</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>4.0</td> <td>4.0</td> <td>3.67</td> <td>3.33</td> <td>3.29</td> </tr> <tr> <td>Administration</td> <td>3.95</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>2.96</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations</p>	2016	2017	2018	2019	2020	6.52	4.67	*6.33	5.70	5.57	2020	6.33	2016	2017	2018	2019	3.67	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	4.0	4.0	3.67	3.33	3.29	Administration	3.95	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	2.96
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<p>Program Outcome</p> <p>6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year postgraduate.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Graduate Survey Mean</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.30</td> <td>5.50</td> <td>*6.67</td> <td>5.50</td> <td>5.64</td> </tr> </table> <p>*N=3</p> <p>Essentials-Healthcare Technologies</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2020</th> </tr> <tr> <td>6.29</td> </tr> </table> <p>Alumni Survey</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>3.67</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 6</p> <table border="1" style="margin-left: 20px;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.99</td> <td>3.0</td> <td>3.56</td> <td>3.56</td> <td>3.71</td> </tr> <tr> <td>Administration</td> <td>3.95</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.35</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.30	5.50	*6.67	5.50	5.64	2020	6.29	2016	2017	2018	2019	3.67	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	3.99	3.0	3.56	3.56	3.71	Administration	3.95	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.35
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<p>Program Outcome</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>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad. Month prior to graduation.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>FNP Pass rate: Benchmark-at or above the national average.</p> <p>Alumni Survey</p> <p>Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>New Program Outcome 2018 (See Appendix C)</p> <p>Graduate Survey Mean</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>4.83</td> <td>*6.67</td> <td>5.40</td> <td>5.43</td> </tr> <tr> <td>*N=3</td> <td></td> <td></td> <td></td> </tr> </table> <p>Essentials-Evidence Based Practice</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2020</th> </tr> <tr> <td>6.51</td> </tr> </table> <p>FNP Pass Rates</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2019</th> <th>2020</th> <th>National/ 85</th> </tr> <tr> <td>92%</td> <td>91%</td> <td>National/ 85</td> </tr> </table> <p>Alumni Survey</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 7</p> <table border="1" style="margin-left: 20px;"> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.20</td> <td>3.78</td> <td>3.67</td> <td>3.93</td> </tr> <tr> <td>Administration</td> <td>3.4</td> <td>3.5</td> <td>3.33</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.04</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2017	2018	2019	2020	4.83	*6.67	5.40	5.43	*N=3				2020	6.51	2019	2020	National/ 85	92%	91%	National/ 85	2017	2018	2019	N/A	N/A	N/A		2017	2018	2019	2020	Education	3.20	3.78	3.67	3.93	Administration	3.4	3.5	3.33	4	FNP	N/A	N/A	N/A	3.04
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<p>Program Outcome</p> <p>8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p style="color: red;">New Program Outcome 2018 (See Appendix C)</p> <p>Graduate Survey Mean</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>5.0</td> <td>6.67</td> <td>5.60</td> <td>5.57</td> </tr> </table> <p>*N=3</p> <p>Essentials-Interprofessional Teamwork</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2020</th> </tr> <tr> <td>6.36</td> </tr> </table> <p>Alumni Survey=3.33</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 8</p> <table border="1" style="margin-left: 20px;"> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.20</td> <td>3.78</td> <td>3.22</td> <td>4</td> </tr> <tr> <td>Administration</td> <td>4.0</td> <td>3.5</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.38</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2017	2018	2019	2020	5.0	6.67	5.60	5.57	2020	6.36	2017	2018	2019	N/A	N/A	N/A		2017	2018	2019	2020	Education	3.20	3.78	3.22	4	Administration	4.0	3.5	3.67	4	FNP	N/A	N/A	N/A	3.38
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2016-2019

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<p>Program Outcome</p> <p>9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Diversity Survey</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Diversity Survey: 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 3.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Program Outcome 9 aligns with previous Program Outcome 7. (See Appendix C)</p> <p>Graduate Survey Mean</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.40</td> <td>5.0</td> <td>*6.67</td> <td>6.0</td> <td>5.93</td> </tr> </table> <p>*N=3</p> <p>Alumni Survey</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>3.67</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Essentials- Prevention and Population Care</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2020</th> </tr> <tr> <td>6.36</td> </tr> </table> <p>Diversity Survey:</p> <table border="1" style="margin-left: 20px;"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>3.2</td> <td>3.45</td> <td>3.43</td> <td>3.55</td> <td>3.59</td> </tr> </table> <p>Portfolio Average for Program Outcome 9</p> <table border="1" style="margin-left: 20px;"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>4.0</td> <td>3.20</td> <td>3.67</td> <td>3.78</td> <td>4</td> </tr> <tr> <td>Administration</td> <td>4.0</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.04</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.40	5.0	*6.67	6.0	5.93	2016	2017	2018	2019	3.67	N/A	N/A	N/A	2020	6.36	2016	2017	2018	2019	2020	3.2	3.45	3.43	3.55	3.59		2016	2017	2018	2019	2020	Education	4.0	3.20	3.67	3.78	4	Administration	4.0	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.04
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MSN Program Results
2016-2019

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS																																												
<p>Program Outcome</p> <p>10. Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey (SR): 1 year</p> <p>Portfolio (P)</p> <p>Preceptor Evaluation (OR)</p>	<p>Month prior to graduation.</p> <p>Mailed at 1-year post grad.</p> <p>Completion of Practicum</p> <p>Completion of Practicum</p>	<p>Graduate Survey & MSN Essentials via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher</p> <p>Alumni Survey: Via EBI 1=Very Poor, 2=Poor, 3=Fair, 4=Good, 5=Very Good, 6=Excellent, 7= Exceptional Benchmark 5.5 or higher N/A indicates return rate too low to calculate.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at "3" or more: the mean of all ratings across MSN students is 3 or more for each individual competency, and that the overall mean (of all the scores) for every individual student (100%) in the MSN program is "3" or more.</p>	<p>Program Outcome 9 aligns with previous Program Outcome 8. (See Appendix C)</p> <p>Graduate Survey Mean</p> <table border="1"> <tr> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>6.40</td> <td>5.17</td> <td>*7.0</td> <td>6.20</td> <td>6.21</td> </tr> </table> <p>*N=3</p> <p>Alumni Survey=3.33</p> <table border="1"> <tr> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> <tr> <td>4.0</td> <td>3.3</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> </table> <p>*15/16 scale 1-4</p> <p>Portfolio Average for Program Outcome 10</p> <table border="1"> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> <tr> <td>Education</td> <td>3.92</td> <td>3.40</td> <td>3.89</td> <td>3.89</td> <td>3.86</td> </tr> <tr> <td>Administration</td> <td>3.70</td> <td>4.0</td> <td>4</td> <td>3.67</td> <td>4</td> </tr> <tr> <td>FNP</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>3.38</td> </tr> </table> <p>Preceptor Evaluation=100% Met expectations.</p>	2016	2017	2018	2019	2020	6.40	5.17	*7.0	6.20	6.21	2015	2016	2017	2018	2019	4.0	3.3	N/A	N/A	N/A		2016	2017	2018	2019	2020	Education	3.92	3.40	3.89	3.89	3.86	Administration	3.70	4.0	4	3.67	4	FNP	N/A	N/A	N/A	N/A	3.38
2016	2017	2018	2019	2020																																												
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Executive Summary of Student Performance for Each Outcome with Faculty Interpretation

PROGRAM STUDENT LEARNING OUTCOMES	OVERALL COMPARISON WITH BENCHMARK: MET, SIGNIFICANTLY EXCEEDED, OR AREA FOR IMPROVEMENT	POTENTIAL AREAS FOR ACTION*								
		*THE NEW PROGRAM STUDENT LEARNING OUTCOMES WERE IMPLEMENTED AUGUST 2015 THUS REFLECTED IN THE 2016 EVALUATION REPORT.								
1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.	Significantly Exceeded									
2. Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice.	Significantly Exceeded									
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.	Significantly Exceeded									
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.	Significantly Exceeded									
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.	Significantly Exceeded									
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.	Significantly Exceeded									
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.	Met program learning outcomes.	<p style="text-align: center;">Graduate Survey Mean</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4.83</td> <td style="text-align: center;">*6.67</td> <td style="text-align: center;">5.40</td> <td style="text-align: center;">5.43</td> </tr> </tbody> </table> <p style="text-align: center;">The new benchmark of 5.5 for program outcome 7 was 0.07, below expectations. We will identify this outcome in research and monitor results next year.</p>	2017	2018	2019	2020	4.83	*6.67	5.40	5.43
2017	2018	2019	2020							
4.83	*6.67	5.40	5.43							
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.	Significantly Exceeded									
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.	Significantly Exceeded									
10. Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.	Significantly Exceeded									

Using Assessment for Program Improvement

The Committee will monitor program outcome 7 to see if planned changes in R590 will increase student perception of meeting this outcome. Planned changes include the following: Starting in Nursing Theory, students will pick a topic, related theory, and focus on EVP or research proposal depending on the track and planned doctoral plans. See appendix A for FNP Evaluation data and focus for track improvement.

In addition, during curriculum retreat in January 2021, expand on new essentials Domain 4: Scholarship for Nursing Practice-Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

As part of the implementation of the new Essentials, create an instructional workshop to facilitate the following competencies, 1) Discern appropriate applications of quality improvement, research, and evaluation methodologies 2) Use diverse sources of evidence to inform practice; **3) Demonstrate application of different levels of evidence, 4) Apply theoretical framework(s)/models in practice, 5) Demonstrate an understanding of basic elements of the research process, 6) Critique research, 7) Evaluate appropriateness and strength of the evidence.**

Entry-Level Professional Nursing Education	Advanced-Level Nursing Education
4.1 Advance the scholarship of nursing.	
4.1a Demonstrate an understanding of different approaches to scholarly practice.	4.1h Apply advanced knowledge in a defined area of nursing practice.
4.1b Demonstrate application of different levels of evidence.	4.1i Engage in scholarship to advance health.
4.1c Apply theoretical framework(s)/models in practice.	4.1j Discern appropriate applications of quality improvement, research, and evaluation methodologies.
4.1d Demonstrate an understanding of basic elements of the research process.	4.1k Collaborate to advance one's scholarship.
4.1e Participate in scholarly inquiry as a team member.	4.1L Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities.
4.1f Critique research.	4.1m Advocate within the interprofessional team for the contributions of nursing scholarship.

4.1g Communicate scholarly findings.	
4.2 Integrate best evidence into nursing practice.	
4.2a Evaluate clinical practice to generate questions to improve nursing care.	4.2f Use diverse sources of evidence to inform practice.
4.2b Evaluate appropriateness and strength of the evidence.	4.2g Lead the translation of evidence into practice.
4.2c Apply best evidence in practice.	4.2h Address opportunities for innovation and changes in practice.
4.2d Participate in the implementation of a practice change to improve nursing care.	4.2i Evaluate potential impacts of policy and regulation in the face of new evidence.
4.2e Participate in the evaluation of outcomes and their implications for practice.	4.2j Evaluate outcomes and impact of new practices based on the evidence.
4.3 Promote the ethical conduct of scholarly activities.	
4.3a Explain the rationale for ethical research guidelines including the Institutional Review Board (IRB) guidelines.	4.3d Identify and mitigate potential risks and areas of ethical concern in the conduct of all scholarly activities.
4.3b Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives.	4.3e Apply the Institutional Review Board (IRB) guidelines throughout the scholarship process.
4.3c Advocate for the protection of participants in the conduct of all scholarly initiatives.	4.3f Ensure the protection of participants and associated others in the conduct of scholarship.
	4.3g Implement processes that support ethical conduct in practice and scholarship.
	4.3h Apply ethical principles to the dissemination of nursing scholarship.

The committee will continue to evaluate courses per faculty evaluation of "meeting course student learning outcomes" and make changes as recommended or approved by the committee.

Dissemination of Results:

This report receives feedback and recommendations for improvement from the MSN Evaluation Committee. Next, the report is discussed, changes outlined, and outcomes are voted on in the MSN Program Committee. Finally, the IU Kokomo School of Nursing CNF committee will submit a final report for review. In addition, at an advisory board meeting in 2020/2021, we will share an executive summary of the information. Finally, a final copy of the report (PDF) will be posted as part of IUK assessment data.

2019 Graduates: King, Rebecca; Timm, Zackery; Klute, Kathleen; Alroyley, Eftkhar; Cardwell, Allison; Newlin, Emily; Taber, Stella; Amayun, Matthew; Moore, Joanna; Tishner, Connie; Al Turki, Rawan; Alsomali, Amal; Shipman, Carrie; Mvundura, Mavis; Albawab, Rawan; Dilts, Regina; Wimsatt, Elizabeth Campbell, Donna; Rader, Kelsey; Falatah, Hibah; Alruwaili, Qismah; Maashi, Tahani; Roy, Heather; Banks, Amber.

2020 May Graduates: Jordan Hatfield, Erika Mullins, Michaela Anderson, Jessica Arwood, Alyssa Bohuk-Thompson, Megan Goodwin, Patricia Hunter, Shirley Patterson, Karen Stephan, Emily Swope-Harrington, Adam Weir, and Alaynah Weisend.

Program Completion Rates

MSN Track	Percent meeting the ELA of grad. within 1 ½ times prog. Length.	Percent meeting ELA of employment in the field at 12 months
MSN Education	87.5 %	100%
MSN Administration	100 %	100%
MSN FNP	91.32%	82%

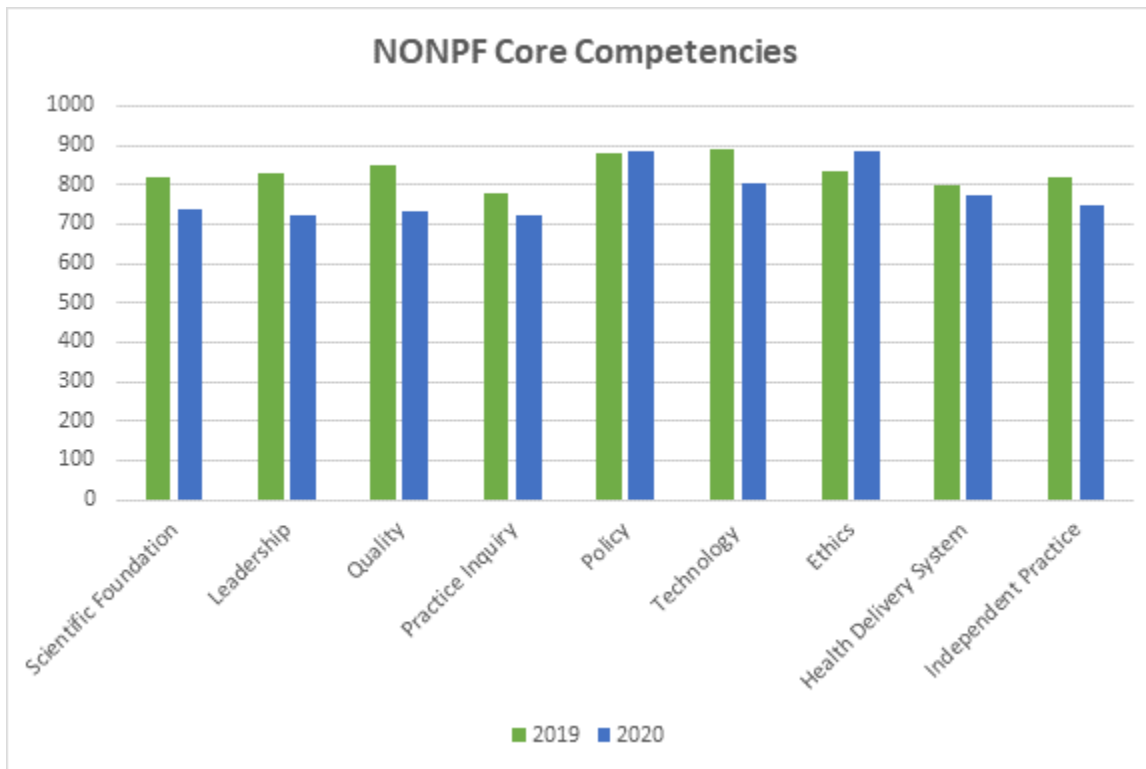
Employers of MSN graduates were contacted several times to participate in a survey to understand their perception of our students meeting MSN program outcomes and employer expectations. As of 8.12.2021, no one has participated. We meet bi-annually with our advisory board and collect their feedback on how graduates of our program are meeting their expectations. We also invite advisory board members to share their insight on what needs to be added to our curriculum to facilitate the success of our graduates in an ever-changing healthcare environment. Feedback is then discussed in the MSN program meeting for possible curricular or course changes.

Appendix A

Per ACEN, "For each certification examination, the annual pass rate for all first-time test-takers will be at or above the national mean." Pass Rates"

Year students graduated	IUK Pass rate	AANP Certification Pass Rates	Testing
2019	92%	85	12/11
2020	91%	85	11/10

Below is a comparison of the 2019 and 2020 cohorts. The HESI test was done one week after the abrupt change to all online instruction and the mandate to flatten the curve due to COVID-19.



Exam Question Results

The following content needs to be reviewed.

- APRN Respiratory-Albuterol
- Stress incontinence.
- Ciprofloxacin dose
- Colles fracture-Gerri
- Cor pulmonale referral
- Dyspnea-differential diagnosis
- Heart murmur-febrile Pedi
- Obstructive sleep apnea-Pedi
- Pemberton's sign-thyroid
- Statin-rhabdomyolysis risk



American Academy of Nurse Practitioners Certification Board
Educational Program Report

Printed: 02/04/2020

Program Code: 532 **Type:** Educational Program

Institution: Indiana University Kokomo

Program Name:

Address: School of Nursing
2300 S. Washington St.

City: Kokomo **State:** IN **Zip:** 46904

Country: UNITED STATES

Staff

Name	Title	Role	Primary
Mary Bourke, PhD	Graduate Program Dean	Dean	<input type="checkbox"/>

Exam History (FNP)

Degree	Exam Year	Cds	Atts	Assessment						Diagnosis			Planning			Evaluation					
				Prog Avg	Natl Avg	Pass	Pct Pass	Pass 1st	Pct 1st	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg
Masters	2019	12	13	598	573	11	92%	11	92%	48	37	37	33	24	24	31	23	25	23	18	19

Graduation Year Statistics (FNP)

Degree	Exam Year	Grad Year	Candidates	Assessment						Diagnosis			Planning			Evaluation			
				Pass	Pct Pass	Pass 1st	Pct 1st	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg	Items	Natl Avg	Prog Avg
Masters	2019	2019	12	11	92%	11	92%	48	37	37	33	25	24	31	23	25	23	18	19

APPENDIX A Continued

2019/ 2020 FNP Program Evaluation Report

Per ACEN “For each certification examination, the annual pass rate for all first-time test-takers will be at or above the national mean.”

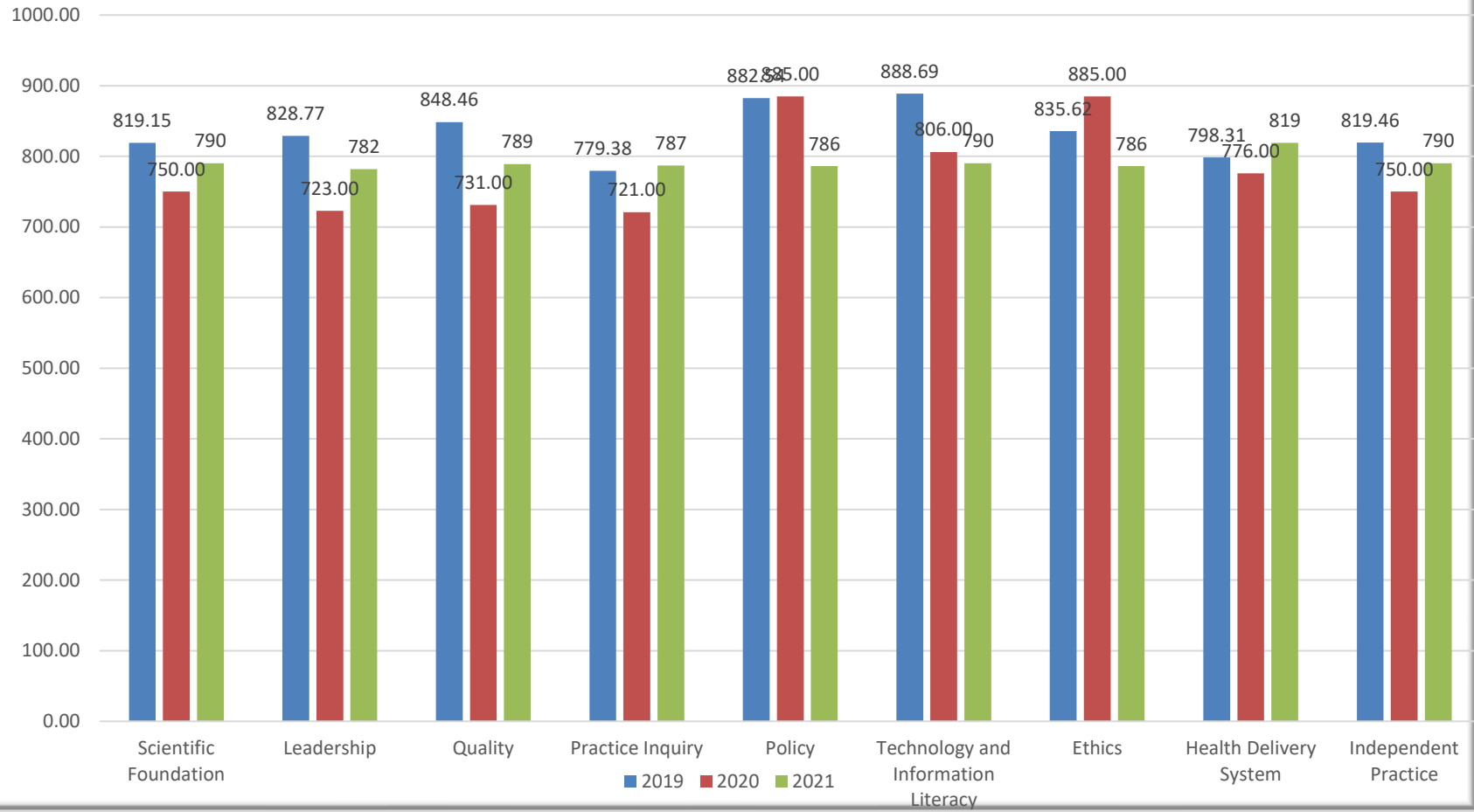
Pass Rates

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2019	92%	85	12/11
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Content Pass Rates

Year students graduated	Assessment Natl Avg/Prog Avg	Diagnosis Natl Avg/Prog Avg	Planning Natl Avg/Prog Avg	Evaluation Natl Avg/Prog Avg
2019	37/37	25/24	23/25	18/19
2020	37/38	25/24	23/23	17/17

NONPF Competencies HESI 2019-2021 Cohorts



The HESI exam was administered in December 2020 this year to allow time for remediation. Several areas have increased, and therefore, students outperformed the previous year. Committee consensus has determined that the HESI exam will continue to be done in the fall before the final semester.

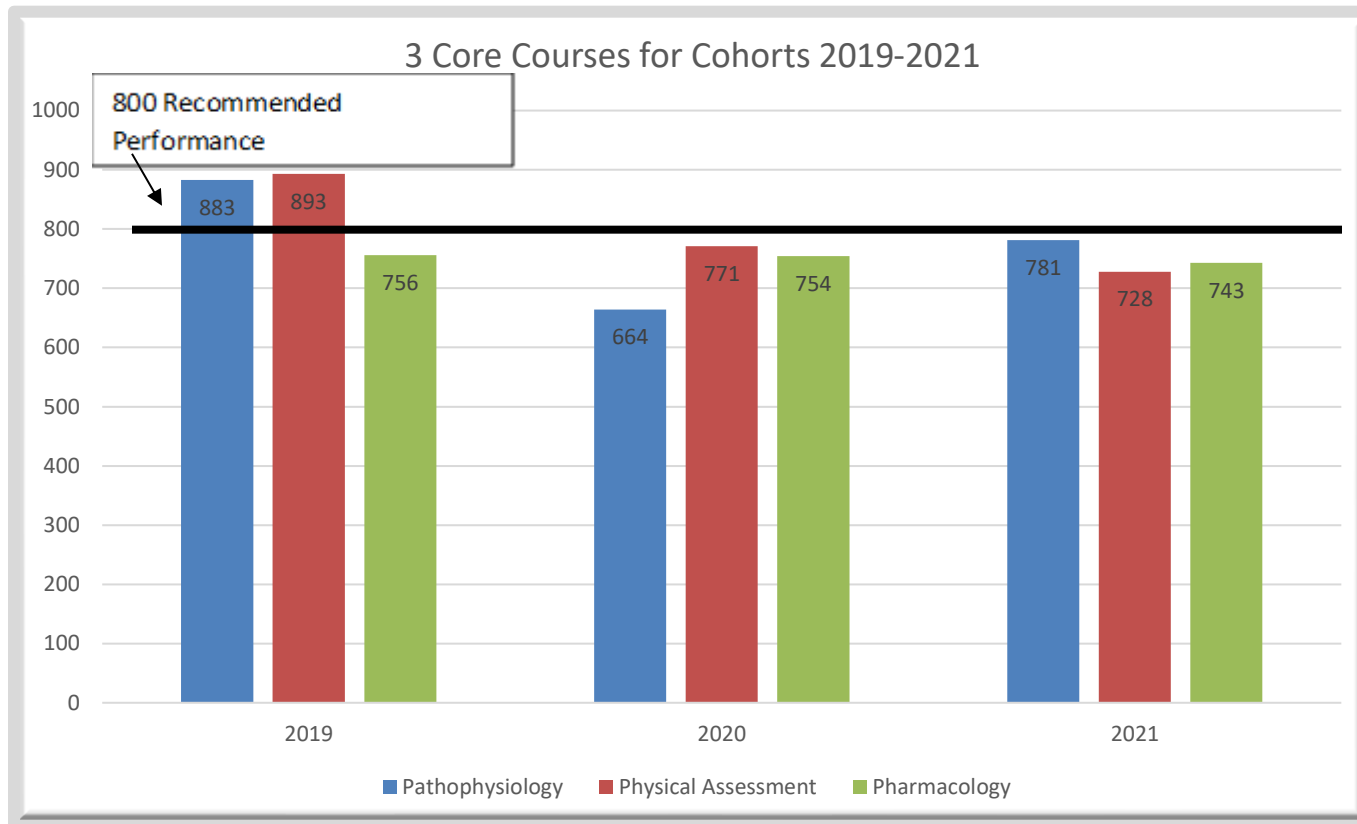
Committee consensus on curriculum: Improvements in scores are attributable to curriculum changes made in academic year 2020 & spring 2021 that included introducing high stakes testing, adding graded pharmacology assignments to clinical, and deleting non-valued items towards goals improved learning outcomes.

Curriculum changes in 2020 and 2021: After the HESI exam, Dr. Kent met with all students individually to discuss their results. Students developed a remediation plan based on their HESI results and were required to submit it as part of their F578 course in the final semester. Committee consensus is that this practice will continue.

Additionally, in the F578 course, their final semester, they finished medicine classes in March and were presented with a heavy focus on professionalism and content necessary for the new role as FNP. Having additional content presented from January to March allowed for time to teach concepts deemed essential to review.

Curriculum additions: Stakeholders wanted students introduced to FNP accrediting credentials necessary at the facility of employment. This is a process that takes time, and students need to be aware of the process. Dr. Kent has added this content for spring 2021. Lastly, Dr. Kent added additional emphasis on developing a CV and Leadership development.

Pathophysiology, Physical Assessment & Pharmacology



Newly hired adjuncts are teaching current courses. Content is being revised for future offerings. Mentoring by Dr. Kent of all adjuncts has facilitated content delivery and will improve outcomes. Physical Assessment changes will be made by Dr. Kent to improve learning outcomes. A new book has been assigned for Pathophysiology. The previous text did not facilitate adequate learning experiences for students. The FNP Evaluation Committee requested a record of assigned faculty teaching 3 P's per cohort year.

APPENDIX B

Program student learning outcomes were updated to reflect the MSN Essentials and to be consistent with Indiana University Schools of nursing statewide. The table below shows how prior program student learning outcomes align to the new Indiana University Kokomo School of Nursing MSN program student learning outcomes.

New Program Student Learning Outcomes	Old Program Student Learning Outcomes
1. Model excellence in nursing leadership to improve nursing practice within a complex health care system.	1. Model excellence in nursing leadership to improve nursing practice within the healthcare 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.	2. Function within an ethical-legal framework.
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.	3. Synthesize knowledge from nursing, biological, behavioral, social, administrative, educational, and communication sciences for application to area of specialty.
4. Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing.	4. Demonstrate scholarly inquiry and reflection that exemplifies clinical reasoning, critical, creative, and systems thinking.
5. Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes.	5. Frame problems, design interventions, specify outcomes, and maintain quality while balancing human, fiscal, and material resources.
6. Use information technology and knowledge-based resources to manage and transform data that inform clinical practice.	6. Use information technology and knowledge-based resources to inform 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.	N/A
8. Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context.	N/A
9. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.	7. Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services.
10. Engage in lifelong learning activities that contribute to professional development as well as to the advancement of nursing.	8. Engage in lifelong learning activities that contribute to the professional nursing development and advancement of the nursing profession.