

2025

**Indiana
University
Kokomo**



MSN EVALUATION REPORT

The following report contains a summary of assessment and evaluation 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 Indiana University Kokomo School of Nursing and Allied Health Professions master's programs 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 to the MSN Evaluation Committee for course review. 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. This procedure provides a consistent method for faculty to evaluate how they met course-learning outcomes and thereby measure teaching effectiveness. While student evaluations are important, SNAHP feels it is essential to include data other than student evaluations in the assessment of teaching effectiveness.

Summative Evaluation Components

The IUKSNAHP 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) Course/Student Learning Outcomes and 2) Preceptor Evaluation. For the evaluation of the program outcomes, data will be 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. See figure 1. for the concept map of SNAHP MSN Assessment Plan.

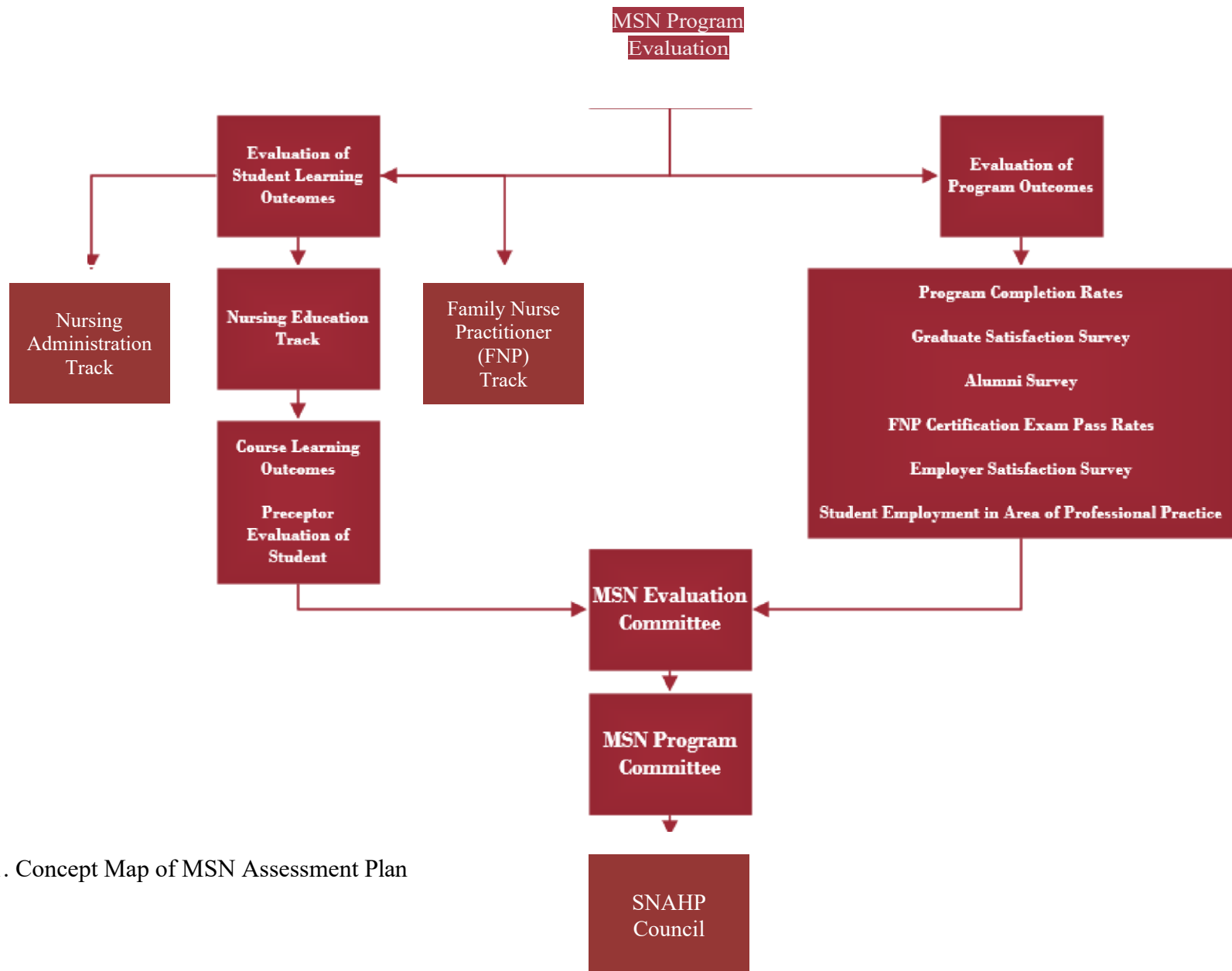


Figure 1. Concept Map of MSN Assessment Plan

Program Elements

Additional data may be collected to evaluate program elements. For example, additional surveys and focus group data are collected and reported to the MSN committee for recommendations, possible changes, and implementation. For example, the program director visits class during the semester 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.

Evaluation of Course Learning Outcomes

- 1. Course/Student Learning Outcomes:** Student Learning Outcomes are a pivotal part of student learning. The learning outcomes paired with course assignments allow students to create meaningful connections between the assignment and the necessity or the “why” for completing such. Therefore, faculty assigned to teach the course are responsible for submitting a Student Learning Outcome document at the end of every semester to ensure consistent tracking of student learning outcomes and End of Program Student Learning Outcomes (EPSLO). For EPSLO, Instructors collect data from rubrics aligned with EPSLOs and report results in the SLO document. Plans for future offerings are articulated in the SLO document, focused on improving student learning outcomes and/or end-of-program student learning outcomes. The Evaluation Committee reviews recommended changes. Changes that affect the MSN curriculum are sent to the Curriculum Committee for review.
- 2.** Each semester the SLO’s are reported out by the course instructor to the Evaluation Committee. The committee, along with the course instructor discusses areas of strength and possible areas for improvement within each course. The table below identifies and links the reader to the gaps noted in the learning evaluation. To examine the deficit in greater need click on the course number and review the document noted. A comprehensive document containing all SLO’s for all courses in the MSN program.
- 3. Preceptor Evaluation** Preceptors will provide feedback to students at the end of their practicum experience using separate instruments mapped to competencies for each track. The preceptor works with the student to meet student learning outcomes for T679 Nursing Education Practicum and L579 Nursing Administration Practicum. The Family Nurse Practitioner preceptor feedback is based on NONPF criteria. This preliminary appraisal provides feedback to the faculty from the student about the preceptor and from the preceptor about the student.
- 4. Pass Rate:** Eighty percent or more who take a certifying examination appropriate for the FNP pass on the first attempt.
- 5. HESI:** The HESI Family Nurse Practitioner (FNP) Exam is a comprehensive test developed that evaluates the knowledge, skills, and abilities needed to become a successful Family Nurse Practitioner. The exam consists of 150 multiple-choice questions that cover topics such as health promotion and maintenance, diagnostic reasoning, clinical management, and professional issues. The exam also includes a comprehensive review of the core content areas of the family nurse practitioner role, including primary care, pharmacology, and physical assessment. The HESI FNP exam is designed to

assess the competency of individuals who are near graduating a Family Nurse Practitioner program and are ready to begin practice. Given in December prior to May graduation. Scores are utilized to identify levels of competency. Each student is required to create a remediation/study plan to meet individual needs and increase competencies.

Evaluation of Program Outcomes

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

1. **Program Completion Rates** Sixty percent of the MSN students who attend class on the first day of the first course in the program will complete the program exactly on time (in six semesters for Nursing Education and Nursing Administration: in seven semesters for FNP).

Eighty percent of the MSN students who attend class on the first day of the first course in the program will complete the program within 150 % of the exact program length (in six semesters for Nursing Education and Nursing Administration and nine semesters for FNP).
2. **Exit Satisfaction Survey** Near graduation, students of all MSN tracks are emailed that includes self-report items for every program student learning outcome. A 4 point Likert rating scale is used. Currently benchmarks are set at achievement of a mean of 3.0 or higher in all areas.
3. **Alumni Survey** Within one year after graduation, alumni of all MSN tracks are emailed a survey similar to the exit survey though somewhat shorter, that includes self-report items for every program student learning outcome. A 4 point Likert rating scale is used. Currently benchmarks are set at achievement of a mean of 3.0 or higher in all areas.
4. **Certification Exam Pass Rates** Certification exam pass rates pertain to FNP only. Benchmark: Certification exam pass rates pertain to FNP only. Eighty percent or more who take a certifying examination appropriate for the FNP pass on the first attempt.
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, employers will be surveyed at the annual advisory council meeting of all hospital and nursing program representatives. Benchmark: 80% or more of respondents 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 or doctoral education at one-year post-graduation. Data is collected from the Alumni Survey.
7. **Diversity** In efforts to align with the AACN Essentials focus on DEI, the MSN program has mapped objectives to the curriculum. These competencies will be measured within courses just as other course learning competencies.

2025 Evaluation Results for MSN Graduates

Executive Summary of Evaluation of Student Learning & Program Outcomes

Evaluation of Program Outcomes	Student Learning and Program Outcomes: A Birdseye View Bolded Courses represent area for improvement		
	2023	2024	2025
<u>Knowledge for Nursing Practice:</u> Synthesize knowledge from nursing and related disciplines to inform clinical judgment and innovation in advanced nursing practice.	SLO: L574, L579, P505, N504, R500, T670, R590, F582, F578, F580	SLO L574, L579, P505, N504, R500, T670, R590, F582, F578, F580, Y510	SLO: N611, L579, N504, T615, T617, T679, Y515, T670, Y510, R500, R590, L530, F570, Y612, F580, F581, F582, Y620
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 3.75 (n=4) Benchmark met.
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess
<u>Person-Centered Care:</u> Practice to the full scope of education using effective communication and a systematic approach to coordinate person-centered care, empower advanced decision making, and promote self-care management.	SLO: L574, N504, T670, R590, F582, F578, F580	SLO: L574, N504, T670, R590, F582, F578, F580	SLO: N611, L579, R505, P505, T615, T617, D615, Y515, T670, Y510, N504, N611, F570, Y612, F580, F581, F582, Y620
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 3.5 (n=4) Benchmark met.
	Alumni Survey: 2.33 (n=3)	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess

Evaluation of Program Outcomes	Student Learning and Program Outcomes: A Birdseye View																		
	Bolded Courses represent area for improvement																		
Population Health: Improve population health outcomes through partnerships, advocacy, and policies that improve health equity within systems and at local, regional, national, and global levels.	2023	2024	2025																
	SLO: L574, P505, N504, R505, T670, R590, F582, F578, F580, Y510	SLO: L574, P505, N504, R505, T670, R590, F582, F578, F580, Y510	SLO: N610, N611, L579, P505, D615, T670, N504, L530, F580, F581, F582, Y612																
	AANP Certification Pass Rate:	AANP Certification Pass Rate:	AANP Certification Pass Rate:																
	<table><tr><td>IUK Pass Rate</td><td>IUK Avg</td><td>National Avg</td><td>Number of IUK Students Taking the Certification Exam</td></tr><tr><td>92</td><td>576</td><td>545</td><td>12</td></tr></table>	IUK Pass Rate	IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam	92	576	545	12	<table><tr><td>IUK Pass Rate</td><td>IUK Avg</td><td>National Avg</td><td>Number of IUK Students Taking the Certification Exam</td></tr><tr><td>100</td><td>567</td><td>568</td><td>7</td></tr></table>	IUK Pass Rate	IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam	100	567	568	7	No 2025 graduates
	IUK Pass Rate	IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam															
	92	576	545	12															
IUK Pass Rate	IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam																
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	ANCC Certification Pass Rate:																		
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IUK Pass Rate	Number of IUK Students Taking the Certification Exam																		
100	2																		
HESI:	HESI:	HESI:																	
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IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam																	
683	824	9																	
Scholarship for Nursing Discipline: Advance the science of nursing through ethical scholarship and innovative and evidence-based approaches that advance the profession, improve	SLO: I630, L579, R500, R505, T670, R590, F582, F578, F580	SLO: I630, L579, R500, R505, T670, R590, F582, F578, F580	SLO: N610, L579, T679, T670, D615, R590, R500, F580, F581, F582, Y620, Y612, F570																
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 3.75 (n=4) Benchmark met.																
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess																

health, and transform healthcare.			
Evaluation of Program Outcomes	Student Learning and Program Outcomes: A Birdseye View Bolded Courses represent area for improvement		
	2023	2024	2025
<u>Quality and Safety:</u> Apply quality improvement principles to establish a culture of patient, provider, and work environment safety to reduce and mitigate risk, safeguard care delivery, and improve nursing practice outcomes.	SLO: L574, P505	SLO: L574, P505	SLO: N610, N504, R505, T617, T679, D615, P505, L530, N611, Y6112, F570, F580, F581, F582
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 4.0 (n=4) Benchmark met.
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess
<u>Interprofessional Partnerships:</u> Facilitate a climate of mutual respect, improved communication, and quality collaboration within interprofessional teams that optimize care delivery.	SLO: I630, L574, L579, N504, T670, R590, F582, F578, F580, Y510	SLO: I630, L574, L579, N504, T670, R590, F582, F578, F580, Y510	SLO: N611, L579, N504, P505, T615, T617, T670, R590, N610, F570, Y612, F580, F581, F582
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 4.0 (n=4) Benchmark met.
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess

Evaluation of Program Outcomes	Student Learning and Program Outcomes: A Birdseye View																		
	Bolded Courses represent area for improvement																		
<u>Systems-Based Practice:</u> Lead and respond to changes in complex systems through policy and coordination of resources for diverse populations in an equitable and fiscally responsible manner.	2023	2024	2025																
	SLO: L574, N504, T670, R590, F582, F578, F580	SLO: L574, N504, T670, R590, F582, F578, F580	SLO: N611, P505, T615, T617, D615, L530, N610, F580, F581, F582																
	FNP HESI Exam:	FNP HESI Exam:	FNP HESI Exam:																
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	IUK Avg	National Avg	Number of IUK Students Taking the Certification Exam																
	683	824	9																
	AANP Certification Pass Rate:	AANP Certification Pass Rate:	AANP Certification Pass Rate:																
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Alumni Survey: 2.33 (n=3)	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess																	
<u>8.Informatics and Healthcare Technologies:</u> Evaluate and use information and communication technologies and informatics tools integrating best	SLO: L574, P505, N504, R500, T670, R590, F582, F578, F580	SLO: L574, P505, N504, R500, T670, R590, F582, F578, F580	SLO: N504, R505, P505, T615, T617, T679, T670, Y510, R590, R500, L530, D615, N610, F580, F581, F582																
Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey:3.5 (n=4) Benchmark met.																	
Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess																	

practices, regulatory standards, and ethical, legal, social implications in direct and indirect care roles.			
Evaluation of Program Outcomes	Student Learning and Program Outcomes: A Birdseye View Bolded Courses represent area for improvement		
	2023	2024	2025
<u>9. Professionalism:</u> Embody the core values and professional identity of nursing by advocating for social justice and integrating ethical, legal, regulatory, and professional standards.	SLO: L574, P505, N504, R500, R505, T670, R590, F582, F578, F580, Y510	SLO: L574, P505, N504, R500, R505, T670, R590, F582, F578, F580, Y510	SLO: N611, N504, T615, T617, T679, T670, Y510, R500, R590, L530, N610, Y612, F580, F581, F582, F570
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 4.0 (n=4) Benchmark met.
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess
<u>10. Personal, Professional, and Leadership Development:</u> Engages in personal and professional development to promote self-advocacy, resilience, and well-being to expand one's own nursing leadership capacity and contribute to the advancement of the nursing profession.	SLO: L574, L579, P505, T670, N504, R500, T670, S488, R590, F582, F578, F580	SLO: L574, L579, P505, T670, N504, R500, T670, S488, R590, F582, F578, F580	SLO: N611, L579, N504, T679, T670, L530, F580, F581, F582
	Exit Survey: 3.0 (n=3) Benchmark met.	Exit Survey: No responses	Exit Survey: 3.75 (n=4) Benchmark met.
	Alumni Survey: 3.0 (n=3) Benchmark met.	Alumni Survey: Unable to assess	Alumni Survey: Unable to assess
Additional Measures	Preceptor Feedback: All preceptor feedback of students was satisfactory.	Preceptor Feedback: All preceptor feedback of students was satisfactory.	Preceptor Feedback: All preceptor feedback of students was satisfactory.

	Evaluations are embedded within the course.	Evaluations are embedded within the course.	Evaluations are embedded within the course.
	Employment Rates: 18/19 (aggregate data on graduates, 95%) employed within 6 months of graduation.	Employment Rates: All students were employed within the field of study within 6 months of graduation. 15/15 (aggregate data on graduates, 100%)	Employment Rates: All but one student was employed within the field of study within 6 months of graduation. The one student is pursuing doctoral education. 11/12 (aggregate data on graduates, 92%) employed.
	Completion Rates: 18/19 (95%) graduated and progressed with cohort.	Completion Rates: 14/15 (93%) graduated and progressed with cohort.	Completion Rates: 8/11 (73%) graduated and progressed with cohort. This group of students provided valuable feedback on the need for in-person courses (FNP) and helped with the decision to go back to live programming and leave the consortium.

Narrative on evaluation results:

2025 SLO Narrative

PLO 2: Alumni Survey unable to be assessed.

PLO 7: Alumni Survey unable to be assessed.

Considerations for the future:

With the return to face-to-face courses provided solely by IU Kokomo MSN faculty, review course curriculum and evaluation changes made when entering the consortium. Consider revisions as needed to strengthen cohesion across core and track courses.

2024 SLO Narrative:

PLO 2: Alumni Survey below 3.0 benchmark. Despite multiple efforts, response rate remains low.

PLO 7: Alumni Survey below 3.0 benchmark. Despite multiple efforts, response rate remains low.

Considerations for the future:

PLO and SLO continue to be displayed and reported in different formats. Consider standardizing to ease reporting out.

Since implementing the changes listed below in 2022, all learning outcomes continue to be met.

2023 SLO Narrative:

PLO 2: Alumni Survey below 3.0 benchmark. Despite multiple efforts, response rate remains low.

PLO 7: Alumni Survey below 3.0 benchmark. Despite multiple efforts, response rate remains low.

Considerations for the future:

Standardized syllabi. Syllabi were displayed in various formats. PLO and SLO also displayed and reported in different formats. Consider standardizing to ease reporting out.

Many courses were mapped to every outcome. While content may stretch across entire program, consider being more selective with PLO's that are reflective of each course.

Since implementing the changes listed below, all learning outcomes have been met.

After reviewing the 2025 report, we find that all program learning outcomes are met with some exceptions. Gaps were discussed within the Evaluation Committee meeting.

Major curriculum revisions have occurred across all tracks within the MSN program to meet the call for change set forth by the AACN essentials. Over the course of implementing the new essentials, competencies will be measured across all tracks.

We moved into the new curriculum and collaborative program across Indiana University and then became a face-to-face program once again, decided in early 2026. The SLO data from 2025 includes data from teach out courses, online consortium courses, as well as face-to-face continuing courses.

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 will be distributed to all regular MSN faculty members prior to MSN Committee Meeting for discussion, possible curriculum revisions and subsequent recommendations for changes. A final report will be submitted for review to the Indiana University Kokomo School of Nursing and Allied Health Professions MSN committee. In addition, at an advisory board meeting in we will share a short report of these findings. Also, for dissemination to all stakeholders, we put a copy of the report (PDF) on the IU Kokomo School of Nursing and Allied Health Professions website.