

Major Assessment Findings and Curricular Improvements
School of Nursing
Master's Program in Nursing
Doctoral Program in Nursing
AY2008-09 through AY2012-13

Assessment Measures

The School of Nursing uses the following measures to assess student learning outcomes in nursing graduate programs

The School of Nursing evaluates student learning outcomes using several data sources. These include (a) direct measures such as time to degree completion rates, pass rates on comprehensive examinations, pass rates on certification examinations (MSN and post-Master's Certificate Program Students only and (b) indirect measures such as course evaluations in the capstone course for the Master's students and employment data. Given that our Master's and DNP program is accredited by the Commission on Collegiate Education in Nursing, some of our evaluation approaches and the associated metrics are clearly shaped by these accreditation guidelines.

Assessment Findings

Capstone course evaluations for the N895 Master's Capstone Course

Academic Year	2008/09	2009/10	2010/11	2011/12	2012/13
Teacher	9.9/10	9.2/10	7.8/10	6.5/10	9.4/10
Course	9.9/10	8.6/10	7.6/10	5.7/10	7.6/10
Achieved Objectives	5/5	4.6/5	3.7/5	3.7/5	3.8/5
Learning	4.9/5	4.2/5	3.5/5	3.0/5	4.1/5

Time to Degree Completion

The progression and graduation tables that follow illustrate the prevalence of part-time study for graduate students in the School of Nursing. At both the master's and doctoral level, students are usually part-time for either their entire academic career, or for a part of that career. As shown in the tables that follow, the majority of the students do complete their graduate study in five years.

Progression and Retention of Graduate Students in the School of Nursing

**GRADUATE PROGRESSION AND GRADUATION
SCHOOL OF NURSING
Graduate Cohort Fall 2008 through 2012
Master's Program**

	Graduate Cohort Size	Returned To CUA in Fall 2009		Returned To CUA in Fall 2010		Returned To CUA in Fall 2011		Returned To CUA in Fall 2012		Returned To CUA in Fall 2013		Graduated in One Year		Graduated in Two Years*		Graduated in Three Years*		Graduated in Four Years*		Graduated in Five Years*	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2008	15	11	73.3%	2	13.3%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	33.0%	7	47.0%	7	47.0%	7	47.0%
Fall 2009	24			19	79.2%	7	29.2%	4	16.7%	9	50.0%	0	0.0%	9	38.0%	12	50.0%	16	66.7%		
Fall 2010	18					16	88.9%	9	50.0%	6	33.3%	0	0.0%	6	30.0%	9	50.0%				
Fall 2011	21							15	71.4%	11	52.4%	1	5.0%	5	23.8%						
Fall 2012	17									14	82.4%	0	0.0%								

*Two to five years of graduation rates are cumulative.

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session or the fall semester. For example, cohort 2008 consists of students first enrolled in summer 2008 or fall 2008.

**GRADUATE PROGRESSION AND GRADUATION
SCHOOL OF NURSING
Graduate Cohort Fall 2008 through 2012
Doctoral Program**

	Graduate Cohort Size	Returned To CUA in Fall 2009		Returned To CUA in Fall 2010		Returned To CUA in Fall 2011		Returned To CUA in Fall 2012		Returned To CUA in Fall 2013		Graduated in One Year		Graduated in Two Years*		Graduated in Three Years*		Graduated in Four Years*		Graduated in Five Years*	
		No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fall 2008	9	6	66.7%	5	55.6%	4	44.4%	2	22.2%	1	11.1%	2	22.0%	3	33.0%	3	33.0%	5	60.0%	6	66.7%
Fall 2009	4			3	75.0%	3	75.0%	1	25.0%	1	25.0%	0	0.0%	0	0.0%	1	25.0%	1	25.0%		
Fall 2010	12					9	75.0%	6	50.0%	6	50.0%	1	8.0%	1	8.0%	2	16.7%				
Fall 2011	8							6	75.0%	4	50.0%	1	12.5%	1	12.5%						
Fall 2012	6									4	66.7%	0	0.0%								

*Two to five years of graduation rates are cumulative.

Note: A particular cohort is defined as the combination of the students first enrolled in consecutive sessions of one year: the summer session or the fall semester. For example, cohort 2008 consists of students first enrolled in summer 2008 or fall 2008.

Milestones

Performance on Comprehensive Examinations

**GRADUATE COMPREHENSIVE EXAMINATION RESULTS
SCHOOL OF NURSING
AY2008-2009 to AY2012-2013**

Master's Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	26	100.00%		0.00%		0.00%	26
AY2009-2010		0.00%	17	100.00%		0.00%		0.00%	17
AY2010-2011	1	6.00%	17	94.00%		0.00%		0.00%	18
AY2011-2012		0.00%	14	100.00%		0.00%		0.00%	14
AY2012-2013		0.00%	11	100.00%		0.00%		0.00%	11
TOTAL	1	1.16%	85	98.84%	0	0.00%	0	0.00%	86

Doctoral Comprehensive Exam

	Fail		Pass		High Pass		Pass w/Honors		TOTAL
	#	%	#	%	#	%	#	%	
AY2008-2009		0.00%	9	100.00%		0.00%		0.00%	9
AY2009-2010		0.00%	8	100.00%		0.00%		0.00%	8
AY2010-2011		0.00%	14	100.00%		0.00%		0.00%	14
AY2011-2012	1	7.00%	13	93.00%		0.00%		0.00%	14
AY2012-2013	2	17.00%	10	83.00%		0.00%		0.00%	12
TOTAL	3	0.00%	54	0.00%	0	0.00%	0	0.00%	57

Note:

- 1) Milestone outcomes were included in the categories High Pass and Pass with Honors if these designations were explicitly indicated in the students' milestone record.
- 2) Category "High Pass" includes both "High Pass" and "Pass with distinction".
- 3) The count in this table is based on the exam outcomes of all attempts in an academic year.
- 4) Level of the comps, i.e. Master's and doctoral, is based on the milestone activities; if there is no specification of the level in the record, students' degree level is used to determine the level.

Certification Examinations

Advanced practice nursing certification examination results are an outcome measure that reflects the preparation of a graduate nurse's readiness to assume the advanced practice role. The certification examination is a nationally normed examination that qualifies a graduate nurse for certification as an advanced practice nurse in their clinical specialty

Year/Examination	2008/09	2009/10	2010/11	2011/12	2012/13
Pediatric Nurse Practitioner	100%	100%	100%	100%	100%
Pediatric Nurse Practitioner Acute	N/A*	100%	100%	100%	N/A
Adult Nurse Practitioner	80%	81.42%	90.45%	N/A*	N/A*
Family Nurse Practitioner	100%	93.07%	100%	100%	67%**

*When fewer than 3 students register to take the certification examination the results are not made available due to confidentiality concerns.

** Only three students wrote the certification examination for FNP. Two students passed and one did not.

Curricular Improvements

The School of Nursing has improved both faculty coverage and student experiences in the advanced health assessment course, a core course for all advanced practice nursing students. Additional advanced health assessment skills are taught through a collaborative arrangement at the George Washington University Advanced Clinical Simulation Center.

Population health content has been incorporated into the N766 Family and Culture course to assure that graduate students learn the critical skills that will be required in health promotion and disease prevention as well as population health management.

The School of Nursing was recently awarded a HRSA-funded Advanced Nursing Education Grant that supports "Technology-Enhanced Inter professional Geriatric Advanced Nursing Education". This grant enables the School of Nursing to develop interprofessional content in geriatric clinical care in collaboration with the university's National Catholic School of Social Service and the Department of Psychology. Several new interdisciplinary courses have been developed that provide didactic content and problem-based learning in team-based geriatric care, an essential skill in today's health care system.

Nursing graduate faculty review student performance on the comprehensive examinations. As a result, the graduate statistics requirements have been changed to assure that all CUA nursing graduate students take a basic statistics course taught by CUA faculty unless they have documentation of a very recent university-level statistics course.

The School of Nursing has also identified two graduate level courses as writing intensive courses. These courses are taken early in the student's graduate career so that additional help can be provided early in the program to students who face writing challenges.

The graduate faculty conduct annual reviews seminars before the comprehensive examinations for all graduate students to assure adequate review and preparation for these examinations.

The master's level capstone course has been revised, with the assistance of the graduate curriculum committee, to better meet the student's expectations. Class evaluations reflect a higher level of satisfaction with the course.

Graduate student's participation in research is actively encouraged by faculty. Students have presented their research at venues such as the Washington Regional Research Consortium and the Sigma Theta Tau annual conference. The Master's students provide a school poster presentation annually on the results of their capstone projects. Nursing students have also been successful in publishing in peer-reviewed journals and are encouraged to do so.

A subcommittee of the doctoral curriculum committee has completed a review of the doctoral statistics course sequence and has revised the doctoral statistics courses to assure that students learn a comprehensive set of statistical skills to support their research.