Annual Evaluation Report 2018-2019
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**Introduction:**
Duquesne University and the School of Nursing (DUSON) places a high priority on ensuring that the programs of study offered are of the highest quality, as evidenced by systematic and formalized evaluation processes at the undergraduate and graduate levels. Duquesne University has declared that assessment enables the University to evaluate the competence of graduates in terms of both the program’s goals and those of the core curriculum and University mission. The ultimate purpose of assessment is to promote student learning and development.

At the University, the process of outcomes assessment is guided by the following principles:

1. Responsibility and expertise for assessment reside with the faculty in each department and program. Faculty members determine the appropriate assessment plan and are involved in implementing the plan.
2. Assessment of student learning flows from the learning goals faculty establish for each program of study. These goals are written in terms of what students are expected to know, be able to do, and value.
3. These learning goals and assessment pertain to all learning environments, including classroom, distance learning, clinical, laboratory, practicum, and service-learning experiences.
4. Assessment methods (i.e., way of gathering information about student learning) are realistic, manageable, and meaningful within the culture of the particular academic program, department, or school. They are informed by the standards relevant to the discipline such as those established by national associations.
5. The usual learning activities in which students engage often provide an appropriate and feasible source of assessment information.
6. The results of assessment are interpreted, communicated, and used constructively to promote future program evaluation and continuous improvement.
7. The faculty regularly reflects upon and improves the assessment process itself.
8. Assessment at the course and program levels is aligned with institutional goals for student learning.

DUSON emphasizes program evaluation and data analysis throughout its structure. The School of Nursing’s Evaluation Committee coordinates evaluation activities for the School and is responsible for developing and maintaining a systematic process for obtaining relevant data for determining program effectiveness. The Committee consists of the Associate Dean for Academic Affairs, the Assistant Dean for Student Affairs, the Director of Operations, the Chair of Undergraduate Program, the Chair of Advanced Role and PhD Program, the Chair of Advanced Practice Program, and the Outcomes Coordinator. The composition of the committee is integral to meeting its goals, ensuring meaningful evaluation activities, and facilitating effective communication.
In all areas of assessment the faculty bear the ultimate responsibility and oversight roles. At the beginning of the year all assessment instruments and plans are approved by faculty members in their individual program committees, as well as by those on the Evaluation Committee. Faculty members also collect the necessary data for the Administrative Course Reviews and Program Outcome reviews and mappings. Finally, at the beginning of each academic year, the faculty approve the data collected from the preceding year and decide on which changes to implement (if any).

In order to carry out these assessments the Evaluation Committee has written and implemented this comprehensive Evaluation Plan. The Evaluation Plan is developed using the Standards for Accreditation of Baccalaureate & Graduate Nursing Programs (CCNE, 2018) and the Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2012). Together, this document outlines the process, timeline, and accountability, as well as plan for follow-up on the data including reporting of the actual outcome, the recommended action based on the outcome, the responsible party for follow-up, and the date of the follow-up or review and what is done in response to the data.
Undergraduate Program

Graduation/Attrition Rates
The graduation rate for the undergraduate program is defined as the percentage of students who successfully graduate within 150% of the expected time frame as laid out in the standard student progression plan. The expected length of completion for the BSN Traditional Track is 4 years, and the expected length of completion for the 12-month accelerated Second Degree Track is 3 semesters, and 4 semesters for the 16 month program. The BSN graduation rate is thus calculated based on the number of students who graduate within 6 years of starting the traditional track and the Second Degree graduation rate is calculated based on the number of students who graduate within 5 semesters (12 month program) or 6 semesters (16 month program) of starting the program. Retention/Attrition rates do not include students who left the program for any of the following reasons: family obligation, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. DUSON has set the following goals:

- 70% or greater completion rate (including attrition due to all causes)
- 90% or greater first year retention rate within the undergraduate program.

Below is a summary of the data for 2018-2019 attrition compared to the past three complete year’s on-time graduation rates. On-time graduation is defined as completing the program within 150% of the allotted time.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>BSN</td>
<td>100%</td>
<td>91%</td>
<td>95%</td>
<td>91%</td>
</tr>
<tr>
<td>SD 16 Month</td>
<td>97%</td>
<td>90%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>SD 12 Month</td>
<td>99%</td>
<td>95%</td>
<td>97%</td>
<td>95%</td>
</tr>
</tbody>
</table>
Graduate HESI Exit Mean score over Time:

<table>
<thead>
<tr>
<th>Traditional BSN Student Results</th>
<th>2017 Graduate Mean Score</th>
<th>2018 Graduate Mean Score</th>
<th>2019 Graduate Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Asses V-2</td>
<td>790</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Fund</td>
<td>807</td>
<td>804</td>
<td>873</td>
</tr>
<tr>
<td>MS</td>
<td>747</td>
<td>777</td>
<td>1031</td>
</tr>
<tr>
<td>Health Asses</td>
<td>779</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Trad Adult Hlt</td>
<td>N/A</td>
<td>894</td>
<td>865</td>
</tr>
<tr>
<td>Trad Peds/OB</td>
<td>803</td>
<td>811</td>
<td>940</td>
</tr>
<tr>
<td>Trad Beh/Com</td>
<td>N/A</td>
<td>914</td>
<td>890</td>
</tr>
<tr>
<td>Pharm D</td>
<td>785</td>
<td>847</td>
<td>910</td>
</tr>
<tr>
<td>Fund v-2</td>
<td>837</td>
<td>865</td>
<td>879</td>
</tr>
<tr>
<td>Pharm V-2</td>
<td>873</td>
<td>915</td>
<td>934</td>
</tr>
<tr>
<td>Critical Care</td>
<td>886</td>
<td>988</td>
<td>1009</td>
</tr>
<tr>
<td>MS V-2</td>
<td>907</td>
<td>902</td>
<td>946</td>
</tr>
<tr>
<td>Exit v-1</td>
<td>848</td>
<td>846</td>
<td>860</td>
</tr>
<tr>
<td>Exit V-2</td>
<td>934</td>
<td>942</td>
<td>943</td>
</tr>
<tr>
<td>Management</td>
<td>916</td>
<td>927</td>
<td>914</td>
</tr>
<tr>
<td>Exit V-3</td>
<td>899</td>
<td>948</td>
<td>1000</td>
</tr>
<tr>
<td>Exit V-4</td>
<td>910</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Accelerated Second Degree Student Results

<table>
<thead>
<tr>
<th>Accelerated Second Degree Student Results</th>
<th>2017 Graduate Mean Score</th>
<th>2018 Graduate Mean Score</th>
<th>2019 Graduate Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duquesne Trad Beh Hlth</td>
<td>N/A</td>
<td>N/A</td>
<td>917</td>
</tr>
<tr>
<td>Duquesne Trad Pop Hlth</td>
<td>N/A</td>
<td>N/A</td>
<td>982</td>
</tr>
<tr>
<td>Duquesne Trad Beh/Comm</td>
<td>976</td>
<td>947</td>
<td>N/A</td>
</tr>
<tr>
<td>Duquesne Accel Peds/OB</td>
<td>852</td>
<td>900</td>
<td>1028</td>
</tr>
<tr>
<td>Duquesne Mat/NB Health</td>
<td>N/A</td>
<td>N/A</td>
<td>1006</td>
</tr>
<tr>
<td>SP MS_D</td>
<td>890</td>
<td>925</td>
<td>N/A</td>
</tr>
<tr>
<td>SP Pharm_D</td>
<td>875</td>
<td>976</td>
<td>943</td>
</tr>
<tr>
<td>SP Fund_D</td>
<td>961</td>
<td>944</td>
<td>925</td>
</tr>
<tr>
<td>SP Management_D</td>
<td>939</td>
<td>995</td>
<td>877</td>
</tr>
<tr>
<td>SP Critical Care _D</td>
<td>954</td>
<td>1081</td>
<td>986</td>
</tr>
<tr>
<td>SP Fund V-2_D</td>
<td>959</td>
<td>1011</td>
<td>N/A</td>
</tr>
<tr>
<td>Accel Gero</td>
<td>N/A</td>
<td>N/A</td>
<td>985</td>
</tr>
<tr>
<td>SP MS V-2_D</td>
<td>880</td>
<td>945</td>
<td>N/A</td>
</tr>
<tr>
<td>Exit First Attempt</td>
<td>946</td>
<td>959</td>
<td>928</td>
</tr>
<tr>
<td>Exit Second Attempt</td>
<td>950</td>
<td>1029</td>
<td>991</td>
</tr>
</tbody>
</table>
Certification Pass Rate Results

DUSON has set a goal of an 80% first-time pass rate on the NCLEX-RN examination for students taking the exam during a given reporting period.

October 1st, 2017 – September 30th, 2018

<table>
<thead>
<tr>
<th>Total First Time Attempts</th>
<th>Total First Time Pass</th>
<th>First Time Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>222</td>
<td>210</td>
<td>94.59%</td>
</tr>
</tbody>
</table>

October 1st, 2018 – September 30th, 2019 (Data as of: 08/1/2018)

<table>
<thead>
<tr>
<th>Total First Time Attempts</th>
<th>Total First Time Pass</th>
<th>First Time Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>152</td>
<td>141</td>
<td>92.76%</td>
</tr>
</tbody>
</table>
Review of Undergraduate Program Outcomes

The Evaluation Committee coordinates the review of all Program Outcomes over the course of a four year period. By separating the outcomes over the course of multiple years, a more in-depth review of each Program Outcome can be achieved. Program committees, under the guidance of their respective program chairs, look for specific examples of learning that illustrate students are successfully obtaining the stated outcomes of their program of study. The method of evaluation and the presentation of results is left to the discretion of the respective program committees.

Methodology:

Following the completion of the Program Outcome mapping documents in the preceding year, the Evaluation Committee decided to implement a new system to facilitate the review of individual outcomes. Using the completed maps, the Outcomes Coordinator gathered evidence from the completed Administrative Course Review documents that corresponded to the Program Outcomes under review. This data was then presented to the BSN committee for review, discussion and approval.

<table>
<thead>
<tr>
<th>Year of Review</th>
<th>Outcome</th>
<th>Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>#4 – Collaborative Efforts</td>
<td>#5 – Integrated Systems Analysis</td>
<td>#7 – Evidence-Based Practice</td>
</tr>
</tbody>
</table>

Findings:

- Following a review and discussion of data, the BSN committee found that the evidence presented was adequate to show student achievement of the designated Program Outcomes.
Student Evaluation Survey (SES) Aggregate SON Data

DUSON has set an aggregate goal of 3.00 or higher on a 5.00 scale for each program in each of the assessed domains: Instructional Design, Instructional Delivery, Attitudes towards Student Learning, and Faculty Availability.

Fall 2018
Response Rate: 42.21% (1929 Responses)

Spring 2019
Response Rate: 28.07% (1114 Responses)
Summer 2019
Response Rate: 36.62% (260 Responses)

Undergraduate (All Tracks) Results by Domain

- Instructional Design: Program Average 3.95, School Average 4.36, University Average 4.49
- Instructional Delivery: Program Average 3.98, School Average 4.14, University Average 4.43
- Attitudes Towards Student Learning: Program Average 4.06, School Average 4.19, University Average 4.29
- Faculty Availability: Program Average 4.18, School Average 4.29, University Average 4.49
Undergraduate Administrative Course Review Summary

The administrative course review is an in-depth look at a specific course. Feedback is collected from all of the course stakeholders, so that information can be compared, and the most effective decisions about potential changes to the course can be made. An administrative course review consists of reviews of the following data points:

- Information contained in the course syllabus
- Evaluation of student evaluation surveys
- Evaluation of instructor course review
- Review of specific pedagogies used in instruction

Instructors of the courses being reviewed will be asked to complete an instructor course review that will be used as a supplemental document to the administrative review. In addition, all course instructors complete a shortened instructor course review every semester.

During the 2018-2019 academic year, the following courses were reviewed in the undergraduate program:

<table>
<thead>
<tr>
<th>Semester of Review</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>UPNS 218: Health Assessment (BSN)</td>
<td>UPNS 422: Role Prep II (BSN)</td>
<td>UPNS 309: Pharmacology (SD)</td>
<td>UPNS 323: Adult Health (SD)</td>
<td></td>
</tr>
<tr>
<td>Summer 2018</td>
<td>UPNS 360: Perioperative Nurs. (BSN)</td>
<td>UPNS 430: Gerontology (SD)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exit Survey Summary

Students are asked to complete an exit survey upon graduation from the program. This survey gives students the opportunity to rate the school on how well they were prepared to meet each of the stated outcomes of the Program. The results of the survey are reviewed by faculty at the start of the following academic year and are considered when debating changes to a given program. The School of Nursing has set a goal of 3.00 out of 5.00 or higher in each of the reported categories.

Total BSN
Response Rate: 37% (83 Responses)
To what degree has your experience at Duquesne University prepared you to meet the following program outcomes?

- Clinical Judgement: 3.76
- Moral Agent: 3.76
- Caring Attitude: 3.80
- Collaborative Efforts: 4.02
- Integrated Systems: 3.90
- Culturally Congruent Care: 3.61
- Evidence Based Practice: 3.83
- Teaching/Learning: 3.68
- Ongoing Education: 3.93
- Information Technologies: 3.76
- Communication: 3.78
- Leadership Abilities: 3.76
- Interrelationship: 3.88
- Interprofessional: 3.80

Please rate your overall satisfaction with each of the following during the BSN program:

- Adult Med-Surg: 4.02
- OB Clinical: 4.15
- Pediatric Clinical: 3.44
- Critical Care Clinical: 4.78
- Behavioral/Mental Health: 3.93
- Homecare and Community: 3.24
- Gerontology Clinical: 3.46
- Classroom (i.e., Lecture): 3.78
- Lab (i.e., Simulation, etc.): 3.44
Second Degree Track
Response Rate: 39% (35 Responses)

To what degree has your experience at Duquesne University prepared you to meet the following Program Outcomes?

Please rate your overall satisfaction with each of the following during the BSN program
RN-BSN Track

Response Rate: 100% (1 Response) Due to low number of responses the results were not included in this report.

Alumni Survey Results Summary

Alumni Surveys are completed annually during the summer semester for graduates from our programs from the previous 1 year, 3 years, and 5 years. As part of the alumni survey, alumni are specifically asked about how long it took for them to become employed within their designated field. Below are responses from graduates from all tracks from 2018, 2016, 2014.

BSN and Accelerated Second Degree Tracks

482 Graduates received the survey invite email
59 Graduates Participated in the survey (12% of recipients)
The undergraduate employment rate for 2018 graduating students within one year of graduation was 100%.

As compared to your colleagues, how well do you feel you were prepared for your nursing role?

How Well Did the Undergraduate Program Prepare You to Meet Each of the Following Program Outcomes?

- Clinical Judgement
- Moral Agent
- Caring Attitude
- Collaborative Efforts
- Systems Analysis
- Cultural Sensitivity
- Evidence Based Practice
- Incorporate Teaching
- Ongoing Education
- Information Technology
- Effective Communication
- Leadership abilities
- Interrelationship
- Congruent Ethics
### How satisfied were you with your experience at the Duquesne University School of Nursing

<table>
<thead>
<tr>
<th>Satisfied Level</th>
<th>2018</th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>14</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>20</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>9</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>6</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### How satisfied were you with your experience academic program (i.e., BSN, Second Degree, or RN-BSN)

<table>
<thead>
<tr>
<th>Satisfied Level</th>
<th>2018</th>
<th>2016</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely satisfied</td>
<td>16</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>15</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Neither satisfied nor dissatisfied</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat dissatisfied</td>
<td>9</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Extremely dissatisfied</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
If asked, how likely are you to recommend Duquesne to a potential student?

Community Focus Group Feedback Summary

Sites, dates, and attendees:

1. St. Clair: December 14, 2018
   a. Rebecca Kronk – Undergraduate Program Chair
   b. Devon George – Director of Undergraduate Adjunct Faculty and Clinical Affairs
   c. Samuel Duguid – Outcomes Coordinator
   d. Libby Davidson – Administrative Assistant

2. Western Psych: January 17th, 2019
   a. Kate DeLuca – Assistant Dean of Student Affairs
   b. Sean Flaherty – Operations Manager
   c. Rebecca Kronk – Undergraduate Program Chair
   d. Sam Duguid – Outcomes Coordinator
   e. Libby Davidson – Administrative Assistant

3. UPMC Children’s April 4th, 2019
   a. Rebecca Kronk – Undergraduate Program Chair
   b. Devon George – Director of Undergraduate Adjunct Faculty and Clinical Affairs
   c. Samuel Duguid – Outcomes Coordinator

Method of data collection:

The following was used as a guide for the discussion in the focus group meetings:

We are interested in obtaining your perspective as an employer of Duquesne University School of Nursing graduates. Please focus on the knowledge, skills, and values of our graduates who you have hired over the past 3 years from the 4-year BSN program (from high school) and our 12-month Accelerated Second Degree Program (students with a previous undergraduate degree). Faculty will review your aggregate comments and make decisions regarding changes in the curriculum, policies, and resources as part of our continuous quality improvement process.

1. We are very interested in learning from you about your experiences and perceptions of our graduates from DU after they become your employees?
   a. Can you tell us about those experiences in relation to their overall performance at your institution?
   b. What comes to mind?
   c. Do you have any specific examples?

2. Thank you for sharing your impressions and experiences of DU grads at your institution. If you could, for a moment, please reflect on how you would compare DU grads in relation to other graduates from other schools of nursing?

3. Overall, when you reflect on the DU graduates, what would you say is the best thing about them?

4. Thank you for sharing what you consider to the best thing about DU graduates. When you think about or reflect on the graduates you know or knew from Duquesne, what would you say they need to improve on as they work for you?
a. Can you provide some examples of needed improvements

5. What is Duquesne doing that is not working or in alignment with the goals of your institution?
   a. What should be changed immediately?

6. What can Duquesne University provide for your institution that we are not currently providing?
   a. What new programs do you think would be most beneficial to offer?

7. Thank you for sharing your thoughts about Duquesne graduates that have been employed in your institution. Is there anything else that you would like to share that we have not addressed?

**Results:**

**Positive Feedback:**

- Two locations commented that Duquesne Students were very book-smart and that they could be relied upon to pass their NCLEX exams.
  - One of those locations also had very positive feedback about how well graduates of the second degree track did once hired.
- One location commented that Duquesne grads were very eager, especially during the orientation process.
- None of the locations expressed any concerns about Duquesne graduates ability to interview.
  - One location commented that they were well dressed, and brought a list of questions to ask.

**Areas of Improvement:**

- Two locations reported that Duquesne graduates needed to improve on their ability to ask caring or sensitive questions when interacting with patients.

**Areas of Improvement from 2017-18 Annual Evaluation Report:**

- No locations expressed specific concerns with the size of clinical groups or with the competency of students to perform basic functions such as IV hanging.
- No locations expressed concerns about Duquesne student’s ability to pass the NCLEX exams.
- No locations specifically mentioned Duquesne students as being overwhelmed when caring for a full patient load.
  - One location did mention a Duquesne graduate suffering an intense anxious experience but did not attribute it to an educational deficiency.

**Other Notes and Comments:**

- All three locations specifically mentioned the lack of a transitions course at Duquesne.
- One location reported an issue with Duquesne students lying in order to gain access to more convenient parking spaces.
- All three focus groups provided opportunities for additional student experiences and two provided opportunities for faculty to discuss organizational clinical challenges or misinformation.
Assessment of Student Affairs by On-Campus Nursing Students

243 Responses

Services Used

Rate the following student services based on your level of satisfaction

Academic Advisement: 3.59
Academic Advisor’s Blackboard site: 3.70
Faculty Mentor: 4.40
NAP Tutors: 3.91
Registration: 3.55
Degree Audit: 3.67
Clinical Requirements Management: 3.72
Academic Workshops: 3.80
Why did you not use this service?

- Hours are inconvenient: 0, 1, 1, 1, 0, 1, 10
- Not enough time in my schedule: 0, 1, 16, 6, 6, 13, 27
- Unaware services were provided: 4, 6, 20, 4, 19, 3, 9
- Not valuable: 1, 12, 11, 2, 2, 0, 2
- Do not need/Not applicable: 21, 4, 12, 0, 40, 69, 69
- Other: 3, 4, 9, 7, 13, 6, 2

Average Ranking of Student Services - Ranked in order of value to the student 1-7

- Academic Advisement: 2.40
- Registration: 2.97
- NAP Tutors: 3.21
- Clinical Requirements Management: 3.78
- Academic Advisor’s Blackboard site: 4.65
- Academic Workshops: 4.89
- Degree Audit: 6.10

Average Ranking for Each Service
Ranking of 1 is most important - Ranking of 7 is least important
How valuable did you find these services

- Academic Advisement
- Academic Advisor’s Blackboard site
- Faculty Mentor
- NAP Tutors
- Registration
- Degree Audit
- Clinical Requirements Management
- Academic Workshops

The chart shows the distribution of responses on a scale from Extremely Valuable to Not Valuable.
Graduate Programs Information

Graduation/Attrition Rates

The graduation rate for the graduate programs is defined as the percentage of students who successfully graduate within 150% of the expected time frame as laid out in the standard student progression plan. The expected length of completion for each program is shown below:

- PHD: 6 years
- DNP: 2 years
- MSN: 3 years
- PMC: 2 years

Retention/Attrition rates do not include students who left the program for any of the following reasons: family obligation, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education. DUSON has set the following goals:

- 70% or greater completion rate (including attrition due to all causes)
- 90% or greater first year retention rate within the undergraduate program.

Below is a summary of the data for 2018-2019 attrition compared to the past three complete year’s on-time graduation rates. On-time graduation is defined as completing the program within 150% of the allotted time.

<table>
<thead>
<tr>
<th>Track</th>
<th>1 Year Retention</th>
<th>On-Time Graduation Rate – 2011 Cohort</th>
<th>On-Time Graduation Rate – 2010 Cohort</th>
<th>On-Time Graduation Rate – 2009 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHD</td>
<td>100%</td>
<td>75%</td>
<td>60%</td>
<td>57%</td>
</tr>
<tr>
<td>DNP</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>(MSN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FNP</td>
<td>98%</td>
<td>100%</td>
<td>86%</td>
<td>92%</td>
</tr>
<tr>
<td>FOR</td>
<td>96%</td>
<td>100%</td>
<td>78%</td>
<td>85%</td>
</tr>
</tbody>
</table>
Certification & Licensure Pass Rate Results

DUSON has set a goal of an 80% first-time pass rate on the FNP Certification examination for students taking the exam during a given reporting period.

January 1<sup>st</sup>, 2019 – September 30<sup>th</sup>, 2019 (Data as of: 09/3/2019)

<table>
<thead>
<tr>
<th>Track</th>
<th>Total First Time Attempts</th>
<th>Total First Time Pass</th>
<th>First Time Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSN</td>
<td>25</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>PMC</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
</tbody>
</table>
Review of Graduate Programs Outcomes

The Evaluation Committee has set forth to coordinate the review of all Program Outcomes over the course of a four year period. By separating the outcomes over the course of multiple years, a more in-depth review of each Program Outcome can be achieved. Program committees, under the guidance of their program chairs, look for specific examples of learning that illustrate students are successfully obtaining the stated outcomes of their program of study. The method of evaluation and the presentation of results is left to the discretion of the individual program committees completing their review.

Methodology:

Following the completion of the Program Outcome mapping documents in the preceding year the Evaluation Committee decided to implement a new system to facilitate the review of individual outcomes. Using the completed maps the Outcomes Coordinator gathered evidence from the completed Administrative Course Review documents that corresponded to the Program Outcomes under review. This data was then presented to the program committees for review, discussion and approval.

MSN/PMC

<table>
<thead>
<tr>
<th>Year of Review</th>
<th>Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>#5 – Health Care Systems</td>
<td>#8 – Lifelong Learning</td>
</tr>
</tbody>
</table>

DNP

<table>
<thead>
<tr>
<th>Year of Review</th>
<th>Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>#5 – Collaborative Learning</td>
<td>#6 – Exploration of Knowledge</td>
</tr>
</tbody>
</table>

Ph.D.

<table>
<thead>
<tr>
<th>Year of Review</th>
<th>Outcome</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018/2019</td>
<td>#3 – Other Disciplines</td>
<td>#4 – Reduce Health Care Disparities</td>
</tr>
</tbody>
</table>

Findings:

- Following a review and discussion of data the MSN, DNP and PHD committees found that the evidence presented was adequate to show student achievement of the Program Outcomes.
Student Evaluation Survey (SES) Summary

DUSON has set an aggregate goal of 3.00 or higher on a 5.00 scale for each program in each of the assessed domains: Instructional Design, Instructional Delivery, Attitudes towards Student Learning, and Faculty Availability.

Fall 2018
Response Rate: 55.34% (233 Responses)

Response Rate: 61.36% (27 Responses)
Response Rate: 28.57% (2 Responses)

Response Rate: 54.24% (32 Responses)
Response Rate: 57.14% (24 Responses)

Spring 2019

Responses Rate: 50.09% (274 Responses)
Response Rate: 56.76% (46 Responses)

Response Rate: 76.92% (10 Responses)
Responses Rate: 42.59% (23 Responses)

Response Rate: 49.54% (54 Responses)
Summer 2019

Response Rate: 53.13% (178 Responses)

Response Rate: 79.41% (54 Responses)
Response Rate: 66.67% (4 Responses)

![Education Results by Domain](image1)

Response Rate: 47.83% (11 Responses)

![Forensic Results by Domain](image2)
Response Rate: 65.15% (43 Responses)
Graduate Administrative Course Review Summary

The administrative course review is an in-depth look at a specific course. Feedback is collected from all of the course stakeholders, so that information can be compared, and the most effective decisions about potential changes to the course can be made. An administrative course review consists of reviews of the following data points:

- Information contained in the course syllabus
- Evaluation of student evaluation surveys
- Evaluation of instructor course review
- Review of specific pedagogies used in instruction

Instructors of the courses being reviewed will be asked to complete an instructor course review that will be used as a supplemental document to the administrative review. In addition, all course instructors complete a shortened instructor course review ever semester.

During the 2018-2019 academic year, the following courses were reviewed in the graduate programs:

**MSN/PMC**

<table>
<thead>
<tr>
<th>Semester of Review</th>
<th>Course</th>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>GPNG 526: Ethics (Core)</td>
<td>GPNG 529: Pathophysiology (Core)</td>
<td>GNFN 508: Foundations of Family Care: Women (FNP)</td>
<td>GNFO 518: Criminal Law and Courts (FOR)</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>GNFN 509: Foundations of Family Care: Children (FNP)</td>
<td>GPNG 523: Hist. and Cont. Found. for APN (Core)</td>
<td>GPNG 530: Pharm for APN (Core)</td>
<td></td>
</tr>
<tr>
<td>Fall 2018</td>
<td>GNED 507: Found. In Ed. Theory (ED)</td>
<td>GPNG 527: Clinical Prevention (Core)</td>
<td>GNFO 517: Forensic Sci. and Legal System (FOR)</td>
<td></td>
</tr>
</tbody>
</table>

**DNP**

<table>
<thead>
<tr>
<th>Semester of Review</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2018</td>
<td>GPNS 905: Epidemiology</td>
<td>GPNS 905: Ethical Leadership</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>GPNS 917: Transcultural Care</td>
<td>GPNG 928: Social Justice</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>GPNS 916: Health Care Info Systems</td>
<td>GPNS 916: Health Care Info Systems</td>
</tr>
<tr>
<td>Semester of Review</td>
<td>Course</td>
<td>Course</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Spring 2018</td>
<td>GPNG 940: Stats. II</td>
<td>GPNG 930: App. Quantitative Practicum</td>
</tr>
<tr>
<td>Summer 2018</td>
<td>GPNG 901: State of Science and Discovery</td>
<td>GPNG 903: Measurement Issues</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>GPNG 931: Applied Qualitative Practicum</td>
<td></td>
</tr>
</tbody>
</table>
Exit Survey Responses

Students are asked to complete an exit survey upon graduation from the program. This survey gives students the opportunity to rate the school on how well they were prepared to meet each of the stated outcomes of the Program. The results of the survey are reviewed by faculty at the start of the following academic year and are considered when debating changes to a given program.

MSN and PMC

Response Rate: 46% (24 Responses)

To what EXTENT has your experience at Duquesne University prepared you to meet the following program outcomes (competencies)?

<table>
<thead>
<tr>
<th>Competency</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Judgement</td>
<td>3.90</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.90</td>
</tr>
<tr>
<td>Collaborative Approaches</td>
<td>4.10</td>
</tr>
<tr>
<td>Evidence Based Nursing</td>
<td>4.00</td>
</tr>
<tr>
<td>Health Care Systems</td>
<td>3.89</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>4.05</td>
</tr>
<tr>
<td>Ethical Decision Making</td>
<td>4.05</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>4.00</td>
</tr>
</tbody>
</table>
Did you use the following academic support services during your experience at Duquesne University?

- On-Campus Orientation: Yes 17, No 4
- Understanding of Academic...: Yes 20, No 0
- Faculty Mentoring: Yes 22, No 0
- Academic Advising: Yes 19, No 2
- Library Resources: Yes 21, No 0
- Prep for Blackboard Use: Yes 21, No 0
- University Writing Center: Yes 12, No 9
- Support Services for BB: Yes 13, No 8
- HELP Desk Support: Yes 13, No 8
- Accessibility of Faculty: Yes 19, No 2

Did you receive a Master's of Science in Nursing or a Post-Master's Certificate?

- Master's of Science in Nursing: 88%
- Post-Master's Certificate: 13%
### MSN Exit Survey

Response Rate: 47% (21 Responses)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Judgement</td>
<td>3.78</td>
</tr>
<tr>
<td>Leadership</td>
<td>3.83</td>
</tr>
<tr>
<td>Collaborative Approaches</td>
<td>4.00</td>
</tr>
<tr>
<td>Evidence Based Nursing</td>
<td>3.89</td>
</tr>
<tr>
<td>Health Care Systems</td>
<td>3.82</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td>3.94</td>
</tr>
<tr>
<td>Ethical Decision Making</td>
<td>3.94</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>3.89</td>
</tr>
</tbody>
</table>

To what degree has your experience at Duquesne University prepared you to meet the following program outcomes (competencies)?
PMC Exit Survey
Response Rate: 43% (3 Responses)

DNP Exit Survey
Response Rate: 29% (2 Responses)
PhD Exit Survey
Response Rate: 78% (7 Responses)

To what EXTENT has your experience at Duquesne University prepared you to meet the following Program Outcomes (competencies)?

- Independent Researcher: 4.14
- Integrate Theoretical Frameworks: 3.71
- Produce Scholarly Work: 4.29
- Demonstrate Leadership: 3.71
- Generating New Evidence: 4.29
- Advocate for Change: 4.14
Alumni Survey Results

Alumni Surveys are completed annually during the summer semester for graduates from our programs for 1 year, 3 years, and 5 years prior to the date of administration. As part of the alumni survey, alumni are specifically asked about how long it took for them to become employed within their designated field. DUSON has set a goal of 70% employment rate for graduates from their programs and a score 3.00 out of 5.00 on other survey questions. Below are responses from graduates from all tracks from 2018, 2016, 2014.

MSN/PMC Alumni Survey

108 Graduates received the survey invite email (86%)
12 Graduates Participated in the survey (11% of recipients)

Note: Only one PMC alumni responded to the survey request, so results for that program are not shown here.

How Long After Graduation Were you Employed in the Area in Which You Were Prepared?

MSN Graduate employment rate for students within one year of graduation was 80%.

As compared to your colleagues, how well do you feel you were prepared for your nursing role?

MSN Graduate employment rate for students within one year of graduation was 80%.
Clinical Judgement Culturally Competent Using research findings

My graduate program taught me to practice in an advanced practice nursing role:

- Clinical Judgement: 3.82
- Culturally Competent: 4.00
- Using research findings: 3.82

Caring Environment Advocate for patients Health care systems Implement health care systems Evaluate health care systems

My graduate program prepared me to demonstrate nursing leadership in the following ways:

- Caring Environment: 4.18
- Advocate for patients: 4.27
- Health care systems: 3.82
- Implement health care systems: 3.64
- Evaluate health care systems: 3.36

Ethical Decision Making Life-long Learning Integrate Science, Theory and Ethics Collaborate

My graduate program taught me to be an advanced practice nurse who:

- Ethical Decision Making: 4.27
- Life-long Learning: 4.36
- Integrate Science, Theory and Ethics: 4.09
- Collaborate: 4.36
How satisfied were you with your educational experience at the Duquesne University School of Nursing

<table>
<thead>
<tr>
<th>Extremely satisfied</th>
<th>Somewhat satisfied</th>
<th>Neither satisfied nor dissatisfied</th>
<th>Somewhat dissatisfied</th>
<th>Extremely dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

If asked, how likely are you to recommend Duquesne to a potential student?

<table>
<thead>
<tr>
<th>Extremely likely</th>
<th>Somewhat likely</th>
<th>Neither likely nor unlikely</th>
<th>Somewhat unlikely</th>
<th>Extremely unlikely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

DNP Alumni Survey

30 Graduates received the survey invite email
12 Graduates Participated in the survey (40% of recipients)

Graduate employment rate for students within one year of graduation was 100%

How well did the DNP program prepare you to meet each of the following program outcomes?
As compared to your colleagues, how well do you feel you were prepared for your nursing role?

How satisfied were you with your educational experience at the Duquesne University School of Nursing?

If asked, how likely are you to recommend Duquesne to a potential student?
Ph.D. Alumni Survey

16 Graduates received the survey invite email
4 Graduates Participated in the survey (25% of recipients)

Graduate employment rate for students within one year of graduation was 100%

My graduate program taught me to be an independent research and to build on to the science of nursing:
My graduate program taught me leadership skills to reduce health care disparities on a: local level, national level, international level. My graduate program taught me to reduce health disparities by:

- Culturally appropriate research methods (4.75)
- Identify health disparities (4.75)
- Explain research implications (4.75)
- Advance for change based on evidence (4.75)
- Advance for change based on social justice (5.00)

As compared to your colleagues, how well do you feel you were prepared for your nursing role?

- Not at all prepared
- Minimally prepared
- Prepared at the same level
- More prepared
- Extremely more prepared

If asked, how likely are you to recommend Duquesne to a potential student?
Program-Specific Improvement Initiatives

Over the course of the academic year, the Outcomes Coordinator and Project Manager handled a number of small evaluative tasks in the program committees. Below is a list of items that are further expanded upon in the committee minutes:

- **BSN**
  - BSN Program Readmission Policy examples
  - BSN Student Withdrawal data
- **MSN**
  - Data on student performance in clinical core courses
- **DNP**
  - None
- **PHD**
  - Coordination for system to collect student publication data