

**Assessment of IUPUI Principles of Undergraduate Learning  
As related to the BSN Program Outcomes**

**CRITICAL THINKING (BSN outcome=critical thinker)**

| <b>Performance Measures</b>   | <b>Benchmarks/Performance Expectations</b>   | <b>Findings May 2001</b>   | <b>Findings December 2001</b>  | <b>Decisions/Actions</b>   |
|---|--|--|--|--|
| Capstone evaluation (score negotiated among clinical preceptors, students, and faculty) | 4.5 or above on a 5.0 scale  | 4.77 on a 5.0 scale  | 4.83 on a 5.0 scale  | Graduates performing above established benchmark. The results were shared with the Capstone committee and the CCNF BSN Curriculum committee at the August 01 and Jan 02 meetings. No action was taken at this point. Changes were being made to the research utilization course to focus more on inquiry skills. Implemented in spring 2002  |
| BSN exit surveys  | 90% judge performance adequate (70%-84%) or high (85% - 100%)                                  | 98.7% of respondents judged performance as adequate/high, with 56% rating performance as high. Response rate 91.51% (N=77) | 95% of the respondents judged performance as adequate/high with 48% rating performance as high. Response rate 75% (N=59) | Current data indicates graduates are functioning above standard. This data is consistent with other data. Faculty will continue to focus on the development of critical thinking skills in the classroom, practicum settings, and on evaluation of student learning.   |
| Critical thinking component of RN-CAT (ERI instrument)                                  | Meets or exceeds the "national passing" score<br>Meets or exceeds the "national average" score | Students completing the RN-CAT met both the national passing and the national average scores                               | Students completing the RN-CAT met both the national passing and the national average scores                             | This data was looked at in context of all data being collected. The Critical Thinking task force of the CCNF BSN Curriculum Committee recommended that no action be taken until more trend data could be collected. The Task Force also recommended that no additional measures needed to be added to the current assessments being made without further trend data to indicate additional need for information. |
| Rubric for critical thinking  | 4.0 or above on a 5.0 scale  | 3.96 on a 5.0 scale. Alumni  | N/A distributed annually   | Alumni data slightly below   |

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|---|--|--|-------------------------------|---|
| constructed from the IUPUI Alumni surveys | (3.0=medium ability)<br>(5.0=high ability) | felt least able to “learning new approaches to solving problems” an most able to “think critically and analytically” | only in spring                | benchmark. However respondents were not all from the revised curriculum.<br>Action: None-- need further tend data |

**CORE COMMUNICATIONS and QUANTITATIVE SKILLS (BSN outcome=effective communicator)**

| <b>Performance Measures</b>   | <b>Benchmarks/Performance Expectations</b>                           | <b>Findings May 2001</b>   | <b>Findings December 2001</b>  | <b>Decisions/Actions</b>  |
|---|--|--|--|---|
| Capstone evaluation (score negotiated among clinical preceptors, students, and faculty) | 4.5 or above on a 5.0 scale  | 4.83 on a 5.0 scale  | 4.91 on a 5.0 scale  | Data indicates that graduates functioning above benchmark. Information shared with Capstone Committee and CCNF BSN Curriculum Committee   |
| Average grades on research utilization project  | 3.5 or above on a 4.0 scale  | 3.8 on a 4.0 scale   | 3.95 on a 4.0 scale  | The current research utilization project needs to be refined. Also the assessment needs to be more sensitive to be a valid indicator of communication competencies.   |
| BSN exit survey   | 90% judge performance adequate (70%-84%) or high (85%-100%)          | 97.4% of respondents judged performance as adequate/high, with 82% rating performance as high. Response rate 91.51% (N=77)   | 95% of respondents judged performance as adequate or high with 80% judging performance as high. Response rate 75% (N=59) | Results shared with CCNF BSN Curriculum Committee. Action taken to facilitate student skills with APA format. Consultation with English faculty to determine level of performance expectation in this area. Decision that APA and writing would continue to be emphasized in nursing courses. |
| Rubric for communications constructed from the IUPUI Alumni surveys                     | 4.0 or above on a 5.0 scale (3.0= medium ability) (5.0=high ability) | 4.2 on a 5.0 scale. Alumni felt least adequate in "preparing a presentation" and most adequate in "reading for understanding" and working with others to "problem solve" | N/A distributed annually in the spring   | Results shared with CCNF BSN Curriculum Committee. Preparation of presentation is an activity in the majority of nursing courses. Should be able to demonstrate this skill in the Research Utilization course.  |

## INTEGRATION AND APPLICATION OF KNOWLEDGE (BSN outcome=competent care provider)

| <b>Performance Measures</b>   | <b>Benchmarks/Performance Expectations</b>  | <b>Findings May 2001</b>  | <b>Findings December 2001</b>   | <b>Decisions/Actions</b>   |
|---|---|---|---|--|
| Capstone evaluation (negotiated along clinical preceptors, students, and faculty) | Competent care provider =4.5 or above on a 5.0 scale<br>Responsible care manager=4.5 or above on a 5.0 scale    | Competent care provider=4.70 on a 5.0 scale<br>Responsible care manager=4.68 on a 5.0 scale   | Competent care provider=4.86 on a 5.0 scale<br>Responsible care manager=4.78 on a 5.0 scale   | Findings exceed benchmark. Shared with capstone faculty and the CCFN BSN Curriculum Committee. Informal feedback indicate that expert preceptors, faculty, and students see a dramatic growth in self-confidence in functioning independently in the performance of nursing care |
| BSN exit surveys  | 90% agreement that graduate are competent care providers at either the adequate (70% to 84%) or high (85%-100%) | 97.4% of respondents judged adequate/high, with 65% rated high  | 96.8% of respondents judged adequate/high, with 58% rated as high                             | Early indications of this information in concert with other assessment data indicate that the established benchmark is being met.  |
| RN-CAT (ERI instrument)   | Meets or exceeds the "national passing" score<br>Meets or exceeds the "national average" score                  | Performance on the RN-CAT met the national passing and the national average for the aggregate   | Performance on the RN-CAT met the national passing and the national average for the aggregate | Benchmark is being met. Continue to monitor trend data.  |
| Rubric for knowledge of discipline constructed from the IUPUI Alumni surveys      | 4.0 or above on a 5.0 scale (3.0= medium ability)<br>(5.0=high ability)   | 3.96 on a 5.0 scale<br>Alumni felt most able to "manage different tasks and obligations at the same time" least able to "put ideas together in a new way" | N/A distributed annually only in spring   | Findings slightly below benchmark. However not all respondents graduated from revised curriculum. No action until more trend data available  |
| Employer survey   | 90% agreement that graduate are competent care providers  | Response rate was too poor to suggest valid findings.   | N/A distributed annually only in spring   | Feedback from the members of the clinical advisory committee suggests general satisfaction with graduates. Academic deans have been charged with the responsibility of working with IUPUI IMIR Office to improve response rate.  |

## INTELLECTUAL DEPTH, BREADTH, AND ADAPTIVENESS (BSN outcome=competent care provider)

| Performance Measures                      | Benchmarks/Performance Expectations   | Findings May 2001   | Findings December 2001  | Decisions/Actions   |
|---|---|---|---|---|
| RN-CAT (ERI instrument)                   | 100% of senior students perform at or above the published "national passing" and 90% score above the "national average"                                       | 98% of seniors taking the exam performed at or above  | 97% of seniors taking the exam met standard. Concern for student performance in relation to physiological integrity and pharmacology as part of this testing category   | The NCLEX Task Force of the CCNF BSN Curriculum Committee compared the performance of seniors with the summary of NCLEX performance. Recommending that students have a pathophysiology course to the BSN curriculum. This proposal will come to the Curriculum members in April 2002 for consideration.   |
| Annual RN-CLEX state report of pass rates | Meet or exceed the national pass rate as required by the state of Indiana<br>Meet or exceed an 85% annual pass rate for first-time test takers                | As of reports received 1/24/02 – there were 85 grads from the new curriculum May 2001, of those 71 have taken the NCLEX and of those 63 passed on first attempt which is an 88% pass rate | No information available on No data on December graduates at this time.<br><br>Pass rate for the past 3 years:<br>4/98-3/99 – 83.9% (national pass rate=84.27%)<br>4/99-3/00 – 90.2% national pass rate= 84.77%)<br>4/00-3/01 – 82.18% (national pass rate=80.1%) | Distributed to the CCNF BSN Curriculum Committee for consideration by the NLCEX Task Force.   |
| BSN exit surveys                          | 90% satisfaction that program prepared them with entry-level skills and knowledge<br>85% satisfaction with ability of program to meet future practice demands | Response rate 91.51% (N=77)   | 80%=very satisfied or satisfied. 20% neutral.<br><br>70% very satisfied or satisfied. 22% neutral<br>Response rate 75% (N=59)   | The LENS committee (sanctioned by the CCNF Executive Committee) surveyed students in April 2000 to determine issues students felt needing to be addressed. Important issues identified included "current information about clinical sites", "comfort of classrooms", "academic advisement", "integration of pharmacology content". Actions include posting all changes in practicum/clinical assignments on Oncourse; meeting between members of the Dean's Council and the IUPUI Physical Plant leaders to discuss student issues; April 2001 CCNF Student |

| Performance Measures                     | Benchmarks/Performance Expectations   | Findings May 2001  | Findings December 2001  | Decisions/Actions  |
|--|---|--|---|--|
|  |   |  |   | Affairs concluded a student survey on academic advisement which resulted in a work redesign effort by the Office of Educational Services to better serve students  |
| Alumni Survey                            | Agree on a "strongly agree to strongly disagree" scale <ul style="list-style-type: none"> <li>Satisfaction with abilities and skills</li> <li>Satisfaction with support facilities</li> <li>Prepared for the future</li> <li>Meet program outcomes</li> </ul> | 2000 annual results N=73<br><br>Satisfaction with abilities & skills =.85<br>Satisfaction with support facilities=.87<br>Prepared for future =.66<br>Meet program outcomes=.88 | 2001 annual results N=60<br><br>Satisfaction with abilities and skills =.89<br>Satisfaction with support facilities=.81<br>Prepared for future=.72<br>Meet program outcomes =1.02 | There was a small overall improvement in satisfaction between year 2000 and 2001 alumni results. The majority of the respondents graduated from the "old" BSN program. Faculty revised course syllabus in 1998 to directly connect course competencies with program outcomes. This strategy may account for an increase in "be prepared to meet program outcomes"  |
| AACN/EBI Nursing Exist Survey (annually) | IUPUI graduate means would be at or above both means for peer selected program and average of all 57 schools participating  | N/A  | Recommend program=4.97<br>Quality of program=4.67<br>Core knowledge=5.61<br>Core competencies=5.66<br>Technical skills=6.12<br>Professional values=6.17<br>Role development=5.67  | Graduates rated "recommend program to close friend" higher than 4 of 6 selected peer schools and higher than all schools. SON needs to continue to participate to generate meaningful trend data prior to making any conclusions   |
| SON graduation data base                 | 85% class graduation rate and 90% overall graduation rate   | 85 graduates = 80% of the class admitted fall 1998. In addition 7 RN to BSN graduated.   | 80 graduates = 81% of the class admitted spring 1999. In addition 10 RN to BSN graduated.   | Although the graduation rates are lower then benchmark established, there are still some students finishing the program. As RN students are admitted through a rolling admission process and complete the BSN program on a part-time basis we have yet to identify a valid process in determining attrition. Currently RN students have 6 years to complete the program and all students entering six years ago have met this time line. |
| Attrition records                        | 10% or less attrition for personal reasons and a 5% attrition for   | Currently being summarized   | Currently being summarized  | In process of determining class attrition and absolute   |

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|---|---|---|---|---|
|   | academic performance  |   |   | attrition as some students lost to class cohort but still completing program.   |
| Comprehensive Achievement Profile tests (CAP) | Class aggregate must achieve at or above the National Average | N/A introduced in for the 2001-2002 academic year | <p>Childbearing family =at national average</p> <p>Nursing Care of Adults for both part one and part two=half of takers scored below national average</p> | <p>Concern for students in the childbearing course. Although at the national average there were topic areas that were below benchmark. Faculty considering areas that might need strengthening</p> <p>Students demonstrated poor performance in the area of psychosocial nursing. This is consistent with NCLEX performance. Faculty have been working to strengthen this course. Format of course will change f2002 in effort to address performance issues.</p> |

**UNDERSTANDING SOCIETY AND CULTURE (BSN outcome=culturally competent person)**

| <b>Performance Measures</b> | <b>Benchmarks/Performance Expectations</b>   | <b>Findings May 2001</b>  | <b>Findings December 2001</b>   | <b>Decisions/Actions</b> |
|-----------------------------|--|---|---|--------------------------|
| Capstone evaluation         | Culturally competent=4.5 or above on a 5.0 scale   | Group aggregate mean=4.74   | Group aggregate mean=4.80   |                          |
| BSN exit surveys            | 90% agreement that graduates rate themselves adequately or highly competent with this competency | 100 percent of the graduates rated performance as high or adequate with 71% of respondents rating behavior as high (able to perform consistently 85-100% of the time) | 98 percent of the graduates rated performance as high or adequate. 69% rated this behavior as high (able to perform consistently 85-100% of the time) |                          |



**VALUES AND ETHICS (BSN outcomes=conscientious practitioner and a professional role model)**

| <b>Performance Measures</b> | <b>Benchmarks/Performance Expectations</b>   | <b>Findings May 2001</b>  | <b>Findings December 2001</b>   | <b>Decisions/Actions</b> |
|-----------------------------|--|---|---|--------------------------|
| Capstone evaluation         | Conscientious practitioner and professional role model=4.5 or above on a 5.0 scale               | Group aggregate mean for conscientious practitioner=4.80<br>Group aggregate mean for role model=4.89  | Group aggregate mean for conscientious practitioner=4.85<br>Group aggregate mean for role model=4.95  |                          |
| BSN exit surveys            | 90% agreement that graduates rate themselves adequately or highly competent with this competency | 98% of graduating seniors rated this outcome as high to adequate with 88% rating this competency as high (able to perform competently 85 to 100% of time) | 100 percent of the graduating senior rated this outcome as high to adequate with 77% rating this a high (able to perform competently 85-100% of the time) |                          |

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