

**Assessment of IUPUI Principles of Undergraduate Learning
As related to the BSN Program Outcomes
School of Nursing
2003-2004**

CRITICAL THINKING (BSN outcome=critical thinker)

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.91 on a 5.0 scale	4.81 on a 5.0 scale		Graduates performing above established benchmark for the last three cycles. Information shared with CCNF BSN Curriculum Committee. Continue to emphasize teaching strategies that promote critical thinking. Continue to incorporate critical thinking into new student orientation and as part of the academic skills enhancement series. 2003-2004 task force on innovative clinical teaching exploring the introduction of more simulation opportunities to promote critical thinking/clinical reasoning skills in the curriculum. Continue to examine how tests are constructed to test at the application and above levels to facilitate critical thinking.
BSN exit surveys **(EBI Survey results begin in 2003; Core Knowledge. Includes Dec/May)	90% judge performance adequate (70%-84%) or high (85% - 100%)	96% of judged performance as adequate or high with 50% rating performance as high. Response rate 88% (N=95)	**EBI Core Knowledge mean (5.27) lower than 4 of 6 select schools (5.51) and lower than mean of all institutions (5.56) Response rate 89% (N=169)	EBI Core Knowledge mean (5.34) lower than 5 of 6 select schools (5.49) and lower than mean of all institutions (5.54) Response rate 86% (N=200)	The EBI data trended over two years indicate that students do not perceive their critical thinking abilities as highly as comparison school students.
Critical thinking	Meets or exceeds the "national	Measure			Baccalaureate Curriculum

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
component of RN-CAT (ERI instrument)	passing” score Meets or exceeds the “national average” score	Discontinued – data in process of being analyzed			Committee acted to discontinue based on recommendations from the RN-CAT task force.
Rubric for critical thinking constructed from the IUPUI Alumni surveys	4.0 or above on a 5.0 scale (3.0=medium ability) (5.0=high ability)	4.04 on a 5.0 scale. Alumni felt least able to “differentiate approaches to problem solving” and most able to “think critically and analytically”	3.75 on a 5.0 scale. Alumni felt most able to “think critically (4.12) and analytically approach issue/problem (4.10)	Data not available at this time	Alumni continue to view their abilities to think critically at a level just above the established mean. Data reported to the CCNF BSN Curriculum members for further consideration given a composite of positive but not outstanding indicators of performance.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.95 on a 5.0 scale	4.89 on a 5.0 scale		Graduates for the last three years are functioning above benchmark. Information shared with Capstone Committee and CCNF BSN Curriculum Committee. Computer skills are emphasized in all courses with Oncourse being the official site for all course information and e-mail being the official means of communication with students (effective fall 2004).
Average grades on research utilization project	3.5 or above on a 4.0 scale	3.8 or above on a 4.0 scale	Measure discontinued – data in process of being analyzed		The current research utilization project was found not to be a sensitive indicator of this program outcome as students work as a group and grades are very high so little discrimination of student performance. Do not feel that this is a valid measurement of student learning. Moved to discontinue by faculty in 2003.
BSN exit survey *** (EBI Survey results begin 2003; Core Competency. Includes Dec/May)	90% judge performance adequate (70%-84%) or high (85%-100%)	99% of respondents judged performance as adequate/high, with 87% rating performance as high. (N=95)	***EBI Core Competency mean (5.46) below 5 of 6 select schools and lower than all institution data (5.82) Response rate 89% (N=169)	EBI Core Competency mean (5.56) lower than 5 of 6 select schools (5.76) and lower than all institution data (5.84) Response rate 86% (N=200)	Will continue to trend this data element. It appears that EBI data indicators are lower than those of comparable schools. What is unclear is "why". Trend data may suggest further investigation if indicators of performance remain consistently below means for other schools.
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 continue to feel least adequate in preparing for a presentation (3.92) and most able to	3.75 on a 5.0 scale Alumni continue to feel least adequate in preparing for	No data available at this time	Results shared with CCNF BSN Curriculum Committee. The preparation for presentations is an activity in the majority of nursing courses. The research

		read and understand (4.31) and work with others to problem solve (4.35)	a presentation (4.04) and most able to read and understand (4.38) and work with others to problem solve (4.46)		utilization project is now a group presentation as part of the capstone experience as of 2002-2003 academic year. Student feedback while in program indicates a dissatisfaction with the number of presentations required.
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INTEGRATION AND APPLICATION OF KNOWLEDGE (BSN outcome=competent care provider)

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
Capstone evaluation (negotiated along clinical preceptors, students, and faculty)	Competent care provider =4.5 or above on a 5.0 scale Responsible care manager=4.5 or above on a 5.0 scale	Competent care provider=4.89 Responsible care manager=4.84	Competent care provider=4.85 Responsible care manager=4.81		Findings exceed benchmark with the last three years. Shared with capstone faculty and the CCNF BSN Curriculum Committee. Formative assessment by student and faculty suggests that students feel more comfortable in their transitional role as they progress through the capstone experience. Will continue to monitor this indicator.
BSN exit surveys *** (EBI Survey results begin 2003; Technical Skills & Question 64. Includes Dec/May)	90% agreement that graduate are competent care providers at either the adequate (70% to 84%) or high (85%-100%)	91% of respondents judged self as adequate/high with 66% rated high. (N=95)	***EBI #64 Fulfill Expectations mean (4.28) lower than select 6 (4.77) and lower than all institution data (4.83) Technical skills mean (5.86) lower than 3 of 6 select (5.92) and lower than all institution data (5.92)	EBI Fulfill expectations mean (4.40) lower than 4 of 6 select schools and lower than all institution data (4.74). Technical skills mean (5.89) equal to one of select schools and lower than 3 of the 6 select schools and lower than all institution data (5.91)	It appears that seniors do not view this competency as high as other comparable school graduates. Satisfaction with technical skills is among the highest indicators in the IUPUI ongoing student survey.
RN-CAT (ERI instrument)	Meets or exceeds the "national passing" score Meets or exceeds the "national average" score	Performance on the RN-CAT met the national passing and the national average for the aggregate of graduates	Instrument currently being reexamined for utility from both student and faculty perspective		CCNF BSN Curriculum Committee exploring other assessment packages for cost, utility of information, and ease of use and scoring. Decision expected by end of fall 2004 semester.
Rubric for knowledge of discipline constructed from the IUPUI Alumni surveys	4.0 or above on a 5.0 scale (3.0= medium ability) (5.0=high ability)	4.04 on a 5.0 scale. Alumni felt most able to "manage different tasks at same time" and least able to "put ideas together in a new way"	3.75 on a 5.0 scale. Alumni felt most able to "manage different tasks at same time (4.41) and put ideas together in a new way (4.04)	Data currently not available for analysis	Findings above benchmark. Outcomes of the work on "safe environment" will be presented to the CCNF BSN Curriculum Committee at November 2004 meeting.

Employer survey	90% agreement that graduate are competent care providers		Data currently being collected through the members of the Community Clinical Advisory Agency Group	No results at this time to report	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.
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INTELLECTUAL DEPTH, BREADTH, AND ADAPTIVENESS (BSN outcome=competent care provider)

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	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"		We should have findings for this item from Beth	We should have findings for this item from Beth	
Annual RN-CLEX state report of pass rates	Meet or exceed the national pass rate as required by the state of Indiana Meet or exceed an 85% annual pass rate for first-time test takers	As of reports received – there were 97 graduates in May 02, of those 87 have taken the NCLEX and of those 68 passed on first attempt which is a 78% pass rate.	Annual pass rate from 4/1/02 through 3/31/03 was 79%. This is below benchmark	Annual pass rate from 4/1/03 through 3/31/04 was 88.94%. This is above benchmark	Distributed to the CCNF BSN Curriculum Committee for consideration by the NLCEX Task Force. Faculty are incorporating pathophysiology content into B244/B245 and the health and wellness course has increased its content on pharmacology in an attempt to increase performance of graduates in these two areas of the NCLEX-RN blueprint.
BSN exit surveys ***See EBI Exit Survey (Satisfaction)	90% satisfaction that program prepared them with entry-level skills and knowledge 85% satisfaction with ability of program to meet future practice demands	Overall satisfaction rate was 72%. (N=95)	Replaced with EBI 4.28 on a 5.0 scale	EBI 4.41 on a 5.0 scale Lower than 5 of 6 select schools (4.87 and lower than all institutional data (4.79)	Satisfaction is significantly lower than established benchmark. It should be noted that graduate scores since institution of the EBI has been lower on all indicators. Need to reevaluate benchmarks and continue to trend this indicator over time.
Alumni Survey	Agree on a "strongly agree to strongly disagree" scale <ul style="list-style-type: none"> • Satisfaction with abilities and skills • Satisfaction with support facilities • Prepared for the future • Meet program outcomes 	2001 annual results Satisfaction with job preparation =.97 Satisfaction with IUPUI experience =89% Satisfaction with preparation for future prospects =98%	Data not yet available for this year		There was an overall improvement in satisfaction with the 2001 alumni. It needs to be noted that the items changed so there is no way of knowing if the improvement can be attributed to the changes in the program or is the result of changes in item wording on the alumni survey.
AACN/EBI Nursing Exist Survey	IUPUI graduate means would be at or above both means for peer	41% response rate (N=90).	89% rate of response (N=190). Graduates	86% rate of response (N=200)	SON needs to continue to participate to generate

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
(annually) *** (Overall Satisfaction & recommend to friend)	selected program and average of all 57 schools participating	Graduates rated satisfaction below all comparable schools and below average for all schools. 62% of respondents would moderately to extremely recommend school to friend.	rate satisfaction (4.28) below all comparable schools (4.87) and below average for all institution data (4.80). Recommend nursing program to friend (4.32) below 5 of 6 comparable schools (4.97) and below all institution data (4.90)	Graduates rate satisfaction (4.41) lower than 5 of 6 select schools (4.87) and lower than mean of all institutions (4.79). Recommend nursing program to a friend (4.43) below 5 of select schools (4.99) and lower than mean of all institutions (4.85)	meaningful trend data prior to making any conclusions. The data together suggests that students are satisfied with their academic and career preparation but less satisfied with their overall experience. This trend appears to need further investigation as to what factors are most significant in driving "satisfaction". It needs to be noted that 2004 findings were slightly higher than 2003 findings.
SON graduation data base	85% class graduation rate and 90% overall graduation rate	81 graduate on track – 9 students graduated within 6 months of proposed graduation date – 105 students admitted with 90 graduating	80 graduated on track – 14 graduated within one year of proposed graduation date and 1 is scheduled to graduate 12/03 – 107 students admitted with 95 graduating/expected to graduate	62 graduated either on track (47) or one semester earlier than projected (15) – 16 are on track to graduate within 6 months of proposed graduation date, 6 are on track to graduate within one year of proposed graduation date, and 3 are on track to graduate one year or more after proposed graduation date. 100 students admitted with 87 graduating or expecting to graduate.	Graduation rates are above the benchmark although it takes 6 months to one year longer for approximately 25% of the students admitted. The longer time frame is most often contributed to poor academic performance in a course which puts the students out of sequence for graduating on track.
Attrition records	10% or less attrition for personal reasons and a 5% attrition for academic performance		11.2% - 12 out of 107 – of the 12 1 transferred to South Bend campus – pursuing Nursing and 7 of these students went on to receive an IU degree or certificate	13% - 13 out of 100 of the 13 5 are pursuing different majors, 5 students failed out of nursing courses, and 3 did not continue with	Class attrition is higher than established benchmark. However only 5% failed out of the major which is consistent with the established benchmarks. Need to

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			in another discipline. 1 student actually failed out of nursing courses	nursing major.	continue to work with marketing strategies to help potential students better understand the nursing profession and program expectations in an attempt to address the "change in major" phenomenon attributed to the 10% attrition.
Comprehensive Achievement Profile tests (CAP)(ERI)	Class aggregate must achieve at or above the National Average		Currently considering the use of these examinations including reliability and validity or results.	These assessment measures are currently being reexamined for utility.	This measure is currently on hold until the CCNF BSN Curriculum Committee determines if this will continue with ERI testing measures

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
Capstone evaluation	Culturally competent=4.5 or above on a 5.0 scale	Group aggregate mean=4.82	Group aggregate mean=4.78		Continues to remain above the benchmark established. A male satisfaction survey was introduced in 2003 and will continue to be used annually. The Director of Enrichment and Enhancements continues to offer monthly programs show casing diversity among cultures.
BSN exit surveys ***EBI Survey begins 2003; Professional Values. Includes Dec/May	90% agreement that graduates rate themselves adequately or highly competent with this competency	96% of the graduates rated performance as adequate/high with 65% rating competence as high. (N=95)	***EBI Professional Values mean (5.78) lower than means of 6 select schools (6.33) and mean for all institution data (6.15). "To what extent did the nursing program teach you to provide culturally competent care" mean (5.79) lower than 4 of 6 select and lower than all institution data (6.04).	EBI Professional Values mean (5.80) lower than 5 of 6 select schools (6.11) and lower than mean for all institution data (6.13) Culturally Competent care mean (5.73) lower than 5 of 6 select schools (5.87) and lower than all institution data (6.04)	Have introduced service learning into the B104 (Freshman Learning community). Increased credit hours to 3 and accept this course as fulfilling cultural diversity cluster requirement for degree. Faculty currently evaluating the Growth and Empowerment course in senior year to see if this course can be strengthened.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2002	Findings May 2003	Findings May 2004	Decisions/Actions
Capstone evaluation	Conscientious practitioner and professional role model=4.5 or above on a 5.0 scale	Group aggregate mean for conscientious practitioner=4.86 Group aggregate mean for role model=4.95	Group aggregate mean for conscientious practitioner=4.87 Group aggregate mean for role model=4.95		Consistently higher than the established benchmark. No action recommended.

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