

School of Nursing
2009-2010 Annual Assessment of Program Outcomes
BSN Program Report
Submitted to PRAC August 2010

| PUL | BSN Program Outcomes | Assessment Methods | Assessment Findings- Examples of Assessment Findings | Evidence of Use Based on Assessment Findings |
|---|---|---|--|---|
| <p>The ability of students to engage in a process of disciplined thinking that informs beliefs and actions.</p> | <p>Critical thinker who demonstrates intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluation (students, faculty, & preceptors evaluate students' ability to meet this outcome) • Kaplan Critical Thinking Assessment • EBI Exit Survey (survey items dealing with critical thinking) • BSN Alumni Survey • Annual Employer Focus Groups • Licensure Exam | <ul style="list-style-type: none"> • Review of program outcomes indicated that they were integrated throughout the program • 2009 NCLEX pass rate was above the national average • First two quarters of 2010 NCLEX is below national pass rate. • Capstone evaluation of student performance by students, faculty and preceptors indicate that students meet program outcomes by the completion of their capstone practice intensive. | <ul style="list-style-type: none"> • Completed the reaccreditation process for the BSN program with all criteria met • An NCLEX plan for correction was implemented which includes raising the benchmark for passing on the Kaplan higher and holding students accountable for remediation if performance below benchmark. Other actions are currently under consideration. |
| <p>The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.</p> | <p>A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey • Annual Employer Focus Groups | | <ul style="list-style-type: none"> • Capstone research utilization project is evidence based and requires that student disseminate findings to clinical unit on which the |

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| The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems. | A Knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluation • Kaplan Community Health Examination • Kaplan Diagnostic Exam • BSN Alumni Survey • Annual Employer Focus Groups • Licensure Exam | <ul style="list-style-type: none"> • Employers continue to indicate that graduates are prepared with the knowledge and skills consistent with entry into practice expectations | <p>projects are completed strengthening the opportunity for advancing practice based on current evidence.</p> <ul style="list-style-type: none"> • Graduate placement rates are currently being affected by the job market so will need to continue to monitor the workforce market |
| The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives | An individual who understands the political dynamics in various settings and participates in the change process to shape health care policy | <ul style="list-style-type: none"> • Capstone Evaluation • EBI Exit Survey • Alumni Survey • Annual Employer Focus Groups | | |
| The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics. | An individual who practices within an ethical and legal framework for the nursing profession | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey | | |
| The ability of students to express and interpret | An effective communicator who is | <ul style="list-style-type: none"> • Clinical Course Evaluations | | |

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| information, perform quantitative analysis, and use information resources and technology. | able to share accurate information | <ul style="list-style-type: none"> • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey • Annual Employer Focus Groups | | |
| The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems. | A competent provider of nursing care who functions in various professional nurse roles in structured or semi-structured health care settings | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluation • Kaplan Examinations in physical assessment, fundamentals, medical-surgical, pediatrics, community, pharmacology, and management • Kaplan Diagnostic Exam • BSN Alumni Survey • Annual Employer Focus Groups • Licensure Exam | | |
| The ability of students to make sound decisions with respect to individual conduct, | A professional role model who promotes a positive public image of nursing | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluations • BSN Alumni Survey | | |

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| citizenship, and aesthetics. | | | | |
| The ability of students to examine and organize disciplinary ways of knowing to apply them to specific issues and problems. | A responsible manager who balances human, fiscal, and material resources to achieve quality health care outcomes | <ul style="list-style-type: none"> • Clinical Course Evaluations • Capstone Evaluations • BSN Alumni Survey • Annual Employer Focus Groups | | |

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MSN Program Report
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| MSN Program Outcomes | Assessment Methods | Assessment Findings- Examples of Findings | Evidence of Use Based on Findings |
|---|--|--|---|
| <p>Model excellence in nursing leadership to improve nursing practice within a complex health care system (cross referenced to IUPUI Principle of Professional Learning—Demonstrates the knowledge and skills needed to meet disciplinary standards of performance)</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups | <ul style="list-style-type: none"> • The EBI exit survey and preceptor evaluations indicate that at the time of graduation, students have met the program outcomes | <ul style="list-style-type: none"> • Review of all professional advanced practice national standards to continue to ensure that students will have the knowledge and skills to meet current advanced practice expectations |
| <p>Conduct advanced nursing practice within ethical-legal guidelines, professional policies and regulations, and standards of practice associated with a specialty area of practice (cross referenced to IUPUI Principle of Professional Learning-Meet all ethical standards established for the discipline)</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups | <ul style="list-style-type: none"> • Students ranked themselves as highest in their development of critical thinking and use of scholarly inquiry to advance the practice of nursing but rated themselves lower on basic statistical skills | <ul style="list-style-type: none"> • Faculty are undertaking a review of the MSN curriculum core in fall 2010 and will further explore the issue of basic statistics and the need to strengthen this skill |
| <p>Synthesize knowledge from nursing as well as biological, behavioral, social, administrative, educational, and communication science form application to a chosen domain of advanced practice nursing (cross referenced to IUPUI Principle of Professional Learning—Demonstrates the knowledge and skills needed to meet disciplinary standards of performance)</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • Thesis/Project • MSN Alumni Survey • Annual Employer Focus Groups • Certification | <ul style="list-style-type: none"> • Certification rates for graduates of MSN tracks range between 100-80% | <ul style="list-style-type: none"> • Continue to encourage graduates who are prepared in an advanced practice role that offers certification to become certified as soon after graduation as possible to close the gap between |

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| <p>Demonstrate scholarly inquiry and reflection that exemplifies critical, creative, and systems thinking to advance the practice of nursing (cross referenced to IUPUI Principle of Professional Learning—Think critically and creatively to improve practice in the field of nursing)</p> | <ul style="list-style-type: none"> • Preceptor Evaluations • Thesis/project • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups | <ul style="list-style-type: none"> • 92% of MSN graduates indicate that they have no plans for further education at the time of graduation | <p>the formal education experience and the assessment of the knowledge gained from the educational program</p> <ul style="list-style-type: none"> • National trends suggest a need for a well educated workforce so faculty are committed to encouraging graduates to return for either the PhD or the DNP. The DNP is being offered for the first time fall 2010 as national expectations are that the advanced nurse education be moved to the doctoral level by 2015 |
| <p>Frame problems, design interventions, specify outcomes, and measure achievement of outcomes while balancing human, fiscal, and material resources to achieve quality health outcomes (cross referenced to IUPUI Principle of Professional Learning—Demonstrates the knowledge and skills needed to meet disciplinary standards of performance)</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Thesis/Project | | |
| <p>Use information technology and knowledge-based resources to manage and transform data that inform clinical practice (cross referenced to IUPUI Principle of Professional Learning—Communicate effectively to improve practice in the field of nursing)</p> | <ul style="list-style-type: none"> • Clinical Course Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups • Thesis/Project | | |

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| Systematically apply evidence from research findings to answer clinical questions, solve clinical problems, and develop innovative nursing interventions and health policies for selected patient populations (cross referenced to IUPUI Principle of Professional Learning-Think critically and creatively to improve practice in the field of nursing) | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • MSN Alumni Survey • Annual Employer Focus Groups • Thesis/Project | | |
| Demonstrate collaborative practice and interpret nursing science within an interdisciplinary context (cross referenced to IUPUI Principle of Professional Learning—Demonstrates the knowledge and skills needed to meet disciplinary standards of performance) | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • MSN Alumni Survey | | |
| Articulate the effects of culture, diversity, values, and globalization in the design, delivery, and evaluation of health services (cross referenced to IUPUI Principle of Professional Learning—Meet all ethical standards established for the discipline) | <ul style="list-style-type: none"> • Clinical Course Evaluations • Preceptor Evaluations • MSN Alumni Survey • Annual Employer Focus Groups | | |

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PhD Program Report
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|---|---|---|--|
| Synthesize knowledge from nursing as well as biological and behavioral sciences to investigate health phenomena (cross referenced to Principles of Professional Learning-Demonstrate the knowledge and skills needed to participate in disciplinary standards of performance, as stated for the degree) | <ul style="list-style-type: none"> • Qualifying examination • Self assessment of program outcomes in relation to curriculum | <ul style="list-style-type: none"> • Faculty find that students are not passing their qualifying exam or are having difficulty | <ul style="list-style-type: none"> • PhD advisory committee is currently reviewing core courses to determine the areas of performance that students are having the most difficulty with |
| Utilize analytical and empirical methods to extend nursing knowledge and scholarship (cross referenced to Principles of Professional Learning-Think critically and creatively to improve practice in their field) | <ul style="list-style-type: none"> • Proposal defense • Dissertation defense | | <ul style="list-style-type: none"> • PhD advisory committee revised the statistical core to strengthen this skill set |
| Conduct and communicate research that advances the body of scientific knowledge independently (cross referenced to Principles of Professional Learning-Think critically and creatively to improve practice in their field) | <ul style="list-style-type: none"> • Alumni survey | | <ul style="list-style-type: none"> • PhD advisory committee will begin the preparation for an external review of the PhD program |
| Defend the social significance of the expanded knowledge base of nursing | | | |
| Interpret nursing science within an interdisciplinary context (cross referenced to Principles of Professional Learning-Meet all ethical standards established for the discipline) | | | |
| Translate research findings for use in improving health care Represent the science of nursing perspective in interdisciplinary discussions (cross referenced to Principles of Professional Learning-Think critically and | | | |

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| creatively to improve practice in their field) | | | |
| Seek critical review and feedback in effectively communicating research findings to various interested publics (cross referenced to Principles of Professional Learning-Communicate effectively with peers, clientele, and the general public) | | | |
| Fit a program of research into employer's role expectations (cross referenced to Principles of Professional Learning-Demonstrate the knowledge and skills needed to participate in disciplinary standards of performance, as stated for the degree) | | | |
| Develop as a nurse scholar who demonstrates a commitment to life-long learning of self and others (cross referenced to Principles of Professional Learning-Demonstrate the knowledge and skills needed to participate in disciplinary standards of performance, as stated for the degree) | | | |
| Participate in scholarly activities at the state and national levels (cross referenced to Principles of Professional Learning-Demonstrate the knowledge and skills needed to participate in disciplinary standards of performance, as stated for the degree) | | | |