

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

CRITICAL THINKING (BSN outcome=critical thinker)

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	Decisions/Actions
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	4.91 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.
BSN exit surveys **(EBI Survey results begin in 2003; Core Knowledge. Includes Dec/May)	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)	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)	There is a change in perception with a change in measurement tool. It is difficult to know how to interpret this information without further information over time. There should be noted concern however.
Critical thinking component of RN-CAT (ERI instrument)	Meets or exceeds the “national passing” score Meets or exceeds the “national average” score	Students completing the RN-CAT met both the national passing and the national average scores		Aggregate information is no longer available in process of evaluating instrument	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.

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	Decisions/Actions
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)	3.96 on a 5.0 scale. Alumni felt least able to "learning new approaches to solving problems" and most able to "think critically and analytically"	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"	Data not available at this time	Alumni data slightly above benchmark. The ability to think critically was still identified as a strength.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	Decisions/Actions
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	4.95 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.
Average grades on research utilization project	3.5 or above on a 4.0 scale	3.8 on a 4.0 scale	3.8 or above on a 4.0 scale	Not used	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.
BSN exit survey *** (EBI Survey results begin 2003; Core Competency. Includes Dec/May)	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)	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)	Data indicate a change in perception. However it may be that this is reflective of a different instrumentation. The data generated from this instrument differs from other measures. This information will be monitored over the next couple of years.
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"	4.2 on a 5.0 scale. Alumni continue to feel least adequate in preparing for a presentation (3.92) and most able to read and understand (4.31) and work with others to problem solve (4.35)	Do data available at this time	Results shared with CCNF BSN Curriculum Committee. Preparation of presentations is an activity in the majority of nursing courses. The research utilization project is now a group presentation as part of the capstone experience as of 2002-2003 academic year.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	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=4.70 on a 5.0 scale Responsible care manager=4.68 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.
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%)	97.4% of respondents judged adequate/high, with 65% rated high	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)	It appears that seniors do not view this competency as high as other comparable school graduates. It is difficult to ascertain if this is due to changes in instruments or if this is a reflection of more sensitive measurement. These findings tend not to support findings of other measures for this competency. Will need to monitor.
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	Performance on the RN-CAT met the national passing and the national average for the aggregate of graduates	Instrument currently being reexamined for utility	Benchmark is being met. Continue to monitor trend data. Faculty currently examining the feedback from all ERI assessment tools to determine utility of assessment information generated.
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)	3.96 on a 5.0 scale Alumni felt most able to "manage different tasks and obligations at the same time" least able to "put ideas together in a new way"	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"	Data currently not available for analysis	Findings slightly above benchmark. Faculty are discussing the need to help students apply information to new situations.
Employer survey	90% agreement that graduate are competent care providers	Response rate was too poor to suggest valid		Data currently being collected	Feedback from the members of the clinical advisory

		findings.		through the members of the Community Clinical Advisory Agency Group	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 2001	Findings May 2002	Findings May 2003	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			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. Plans for implementing pathophysiology course being acted on.
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 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	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	Distributed to the CCNF BSN Curriculum Committee for consideration by the NLCEX Task Force. Strategies identified and currently being considered by faculty. Faculty are incorporating pathophysiology content into B244/B245 and B233 courses to strengthen students knowledge base.
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	Response rate 91.51% (N=77)	Overall satisfaction rate was 72%. (N=95)	Replaced with EBI	Satisfaction is significantly lower than established benchmark. It was noted that the survey being used had changed and that might have an effect on the level of satisfaction noted. Will need to carefully follow this assessment value.
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 	2000 annual results N=73 Satisfaction with abilities & skills =.85 Satisfaction with support	2001 annual results Satisfaction with job preparation =.97 Satisfaction with IUPUI experience =89% Satisfaction with	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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	Decisions/Actions
	<ul style="list-style-type: none"> Meet program outcomes 	facilities=.87 Prepared for future =.66 Meet program outcomes=.88	preparation for future prospects =98%		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 (annually) *** (Overall Satisfaction & recommend to friend)	IUPUI graduate means would be at or above both means for peer selected program and average of all 57 schools participating	79% rate of response 32% indicated value of investment was excellent to exceptional; 67% fair, good, very good; 41% very strong to extremely recommend program to friend Graduates rated "recommend program to close friend" higher than 4 of 6 selected peer schools and higher than all schools.	41% response rate (N=90). Graduates rated satisfaction below all comparable schools and below average for all schools. 62% of respondents would moderately to extremely recommend school to friend.	89% rate of response (N=190). Graduate 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)	SON needs to continue to participate to generate 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. The Office of Educational Services conducted an evaluation this last year as the area of academic advisement was noted as problematic. The findings were positive with most reporting high levels of satisfaction. CCNF Student Affairs will need to discuss this finding further as it is still unclear all the drivers of dissatisfaction.
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.	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	Although the class graduation rates are lower than benchmark established, the absolute attrition rates are lower than that reflected in the class attrition as some students are 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. It appears through semester

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					tracking that all enrolled RN students are progressing to the degree.
Attrition records	10% or less attrition for personal reasons and a 5% attrition for academic performance	14.2 % - 15 out of 105 – however 5 of those students went on to receive an IU degree or certificate in another discipline. 3 of the 15 actually failed out of nursing courses		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 in another discipline. 1 student actually failed out of nursing courses	Class attrition is higher than established benchmark. It is interesting to note that although students were lost to the major they were retained in the University in another major.
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		Currently considering the use of these examinations including reliability and validity or results.	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 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.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	Decisions/Actions
Capstone evaluation	Culturally competent=4.5 or above on a 5.0 scale	Group aggregate mean=4.74	Group aggregate mean=4.82	Group aggregate mean=4.78	There are a number of events scheduled within the school to bring together people from different cultures. Also in fall 2002 introduced a service learning experience for all in first year learning community sponsored by the SON to expose pre-nursing students to different 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	100 percent of the graduates rated performance as high or adequate with 71% or respondents rating behavior as high (able to perform consistently 85-100% of the time)	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).	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. Some students continue to volunteer in their SL site. Faculty currently evaluating the Growth and Empowerment course in senior year to see if this course can be strengthened. The ethics course has undergone revision in an effort to strengthen content and teaching strategies.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2001	Findings May 2002	Findings May 2003	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=4.80 Group aggregate mean for role model=4.89	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.
BSN exit surveys EBI Survey begins 2003; Role Development. Includes Dec/May.	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)	98% of graduates rated this outcome as adequate/high with 77% rating it as high. (N=95)	EBI Role Development mean (5.31) lower than 5 of 6 select (5.78 for 6) and lower than all institution data (5.74)	The data collected through the EBI is different then other measures in this area. This will need to be monitored over the next couple of years.

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