

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 2003	Findings May 2004	Findings May 2005	Decisions/Actions
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.81 on a 5.0 scale	4.80 on a 5.0 scale	4.82 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.
EBI Survey results Core Knowledge. Includes Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	**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)	EBI Core Knowledge mean (5.27) lower than 5 of 6 select schools (5.45) and lower than mean of all institutions. (5.54) Response rate 94% (N=200)	This is an area of concern and the trend information will be taken to the CCNF BSN Curriculum Committee that is currently reviewing the curriculum.
Critical thinking component of RN-CAT (ERI instrument)	Meets or exceeds the "national passing" score Meets or exceeds the "national average" score	Aggregate information is no longer available in process of evaluating instrument			ERI assessment materials have been replaced by ATI assessment materials accepted by the faculty for implementation fall 2005
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)	3.75 on a 5.0 scale. Alumni felt most able to "think critically (4.12) and analytically approach issue/problem (4.10)	Alumni felt most able to think critically and analytically (4.38)	Data not available at this time	Alumni returns have been low enough to not be considered valid. Feedback from the Clinical Advisory Group who represent health care institutions that hire many of our graduates are still wanting graduates who demonstrate better critical thinking skills

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	Decisions/Actions
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.89 on a 5.0 scale	4.86 on a 5.0 scale	4.89 on a 5.0 scale	This measure continues to be above benchmark. Need to share with BSN course faculty
Average grades on research utilization project	3.5 or above on a 4.0 scale	Not used			
EBI Survey results Core Competency. (Includes Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	***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)	EBI Core Competency mean (5.53) lower than 5 of 6 select schools (5.71) and lower than all institution data (5.78) Response rate 94% (N=200)	This is a concern and will be taken to the CCNF BSN Curriculum committee who is currently evaluating the curriculum for change
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)	3.75 on a 5.0 scale Alumni continue to feel least adequate in preparing for a presentation (4.04) and most able to read and understand (4.38) and work with others to problem solve (4.46)	Based on a 5.0 scale Alumni continue to feel least adequate in preparing for a presentation (3.93) and most able to read and understand (4.59) and work with others to problem solve (4.43) N=58	No data available at this time	Alumni returns have been too low to be reliable. However members of the clinical advisory committee who represent health care agencies hiring our graduates suggest that graduates of all schools are still not as effective in communicating as a member of an interdisciplinary team than desired

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	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=4.85 Responsible care manager=4.81	Competent care provider = 4.78 Care manger = 4.73	Competent care provider = 4.84 Care manager = 4.76	Although the benchmark is being met, this two-year trend needs to be discussed by BSN course faculty
EBI Survey results Technical Skills (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	***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)	EBI Fulfill expectations mean (4.49) lower than 4 of 6 select schools (4.75) and lower than all institution data (4.77) Technical skills mean (5.86) lower than 4 of 6 select schools (5.97) and lower than all institution data (5.89) Response rate 94% (N=200)	These results seem to be inconsistent with the IUPUI graduate results. Need to look at the potential of external factors that may affect these data
RN-CAT (ERI instrument)	Meets or exceeds the "national passing" score Meets or exceeds the "national average" score	Instrument currently being reexamined for utility	Discontinued	Discontinued	ERI assessment materials will be replace with ATI assessment materials beginning fall 2005
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)	3.75 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)	Based on a 5.0 scale Alumni feel most able to "manage different tasks at same time" (4.43) and "put ideas together in a new way (3.80) N=58	Data currently not available for analysis	These strengths have remained constant and are consistent with higher order nursing skills.
Employer survey	90% agreement that graduate are competent care providers	Data currently being collected through the members of the Community Clinical Advisory Agency Group		Data collected through focus discussion with members of the IUSON community Clinical Agency Group	Members of the Clinical advisory group felt that recent graduates were competent in their skills but were still not at level of expectation for the more cognitive skills required of today's practicing nurses. Data shared with BSN course faculty.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	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"	Performed on average above national passing rate	Discontinued	Discontinued	ERI has been replaced with ATI assessment which will be introduced Fall 2005
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	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	Annual pass rate from 1/1/04 through 12/31/04 was 87.55%. This is above benchmark.	CCNF Curriculum committee members have replaced the ERI assessment system with the ATI assessment system suggesting that this is a better system to monitor students knowledge consistent with NCLEX expectations. Faculty have also voted to raise the passing rate in courses and what constitutes a "pass" in each course
EBI Exit Survey Satisfaction & Recommendation (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	EBI satisfaction mean for graduates was lower than the national mean and lower than all selected schools	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)	EBI Satisfaction mean (4.51) lower than 4 of select schools (4.72) and lower than all institutional data (4.60) EBI Recommendation mean (4.51) lower than 5 of select schools (4.78) and lower than all institutional data (4.78) Response rate 94% (N=200)	These data will need to be examined. Currently focus groups are being held to examine students issues related to satisfaction they will continue for the 2005-206 academic year to identify possible themes that need to be addressed.
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 	Data too inconclusive to report due to poor response rate	Data too inconclusive to report due to poor response rate	Data too inconclusive to report due to poor response rate	Associate Dean for evaluation will explore the issue of poor response further with IMIR consultants
EBI Nursing Exit Survey	Graduate means at or above national mean and at or above select schools' means	89% rate of response (N=190). Graduates rate satisfaction (4.28)	86% rate of response (N=200) Graduates rate	94% rate of respond (N=200) Graduates rate satisfaction (4.75) lower	Although this factor has improved it requires careful deliberation.

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	Decisions/Actions
Overall Satisfaction & recommend to friend (Dec/May graduates)		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)	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)	than 4 of 6 comparison schools	Referred to faculty. There is a slight improvement in satisfaction on these two variables but will require further consideration.
SON graduation data base	85% class graduation rate and 90% overall graduation rate	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.	75 graduated either on track (52) or one semester earlier than projected (23). 13 are on track to graduate within 6 months of proposed graduation date, 5 are on track to graduate within one year of proposed graduation date. 102 students admitted with 93 graduating/expected to graduate.	Although these numbers are above the absolute attrition benchmarks there is concern about students who are out of sequence at this time. This issue is currently being addressed in the Academic Officers Meeting.
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 in another discipline. 1 student actually failed out of nursing courses	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 nursing major.	8.8% - 9 out of 102. Of the 9 – 4 dropped out in good standing, 1 transferred to another major, 3 students transferred to another IU campus for nursing, and 1 student failed out of nursing courses.	Attrition is under the benchmark. Out of 102 students only one student failed out of major.
Comprehensive Achievement Profile	Class aggregate must achieve at or about the National Average.	Currently considering the use of these	Discontinued	Discontinued	Faculty have discontinued the use of this test and

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tests (CAP)		examinations including reliability and validity or results.			beginning fall 2005 will use the ATI assessment tools

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	Decisions/Actions
Capstone evaluation	Culturally competent=4.5 or above on a 5.0 scale	Group aggregate mean=4.78	4.8 on a 5.0 scale	4.88 on a 5.0 scale	Above benchmark but need to continue to focus on this. Results need to be shared with BSN course faculty.
EBI Nursing Survey Professional Values (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	***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)	EBI Professional Value mean (6.05) lower than 4 of 7 select schools (6.13) and lower than all institution mean (6.11) Culturally competent care mean (6.03)	This is an issue that will need to be looked at by faculty as they evaluate the BSN curriculum themes during the 2005-2006 academic year

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2003	Findings May 2004	Findings May 2005	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=4.87 Group aggregate mean for role model=4.95	Group aggregate mean for conscientious practitioner = 4.80 Group aggregate mean for role model = 4.91	Not yet aggregated	These data continue to be above benchmark. Circulated to the CCNF BSN course faculty for consideration.

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