School of Nursing
2010-2011 Annual Assessment of Program Outcomes
BSN Program Report
Submitted to PRAC August 2011

PUL	BSN Program Outcomes	Assessment Methods	Assessment Findings- Examples of Assessment Findings	Evidence of Use Based on Assessment Findings
The ability of students to engage in a process of disciplined thinking that informs beliefs and actions.	Critical thinker who demonstrates intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems	• 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	• Review of program outcomes indicated that they were integrated throughout the program • 2009 NCLEX pass rate was above the national average • Although the NCLEX pass rates continue to be above national averages they do not meet program's benchmark • Capstone evaluation of student performance by students, faculty and preceptors indicate that students meet program outcomes by the completion of their capstone practice intensive. Preceptor evaluations indicate that students are well prepared and are very	• Task force has been constituted to examine this downward trend in NCLEX scores which has refined the assessment process used throughout the student's program. Students not meeting established benchmarks have a specific remediation and retesting plan. May 2012 graduates will have a mandatory NCLEX review • Capstone research utilization project is evidence based and requires research and inquiry related to the known practice evidence. Students are expected to disseminate results to practice setting for incorporation into practice.
The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.	A culturally competent person who provides holistic nursing care to a variety of individuals, families, and communities	• Clinical Course Evaluations • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey • Annual Employer Focus Groups		

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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	• Clinical Course Evaluations • Capstone Evaluation • Kaplan Community Health Examination • Kaplan Diagnostic Exam • BSN Alumni Survey • Annual Employer Focus Groups • Licensure Exam • Assessment of PUL	much too quite a bit satisfied with their performance. Evidence of preceptor satisfaction with the capstone experience is noted by the majority of preceptors returning to this role each year. • Students rated the ability of the capstone course to build on a foundation laid in previous courses higher than their Carnegie comparison group on the EBI exit survey. This suggests that the PUL's are threaded throughout curriculum. • Assessment of PUL's began May 2010 and students on both the IUPUI and IUPUC	• Graduate placement rates are currently being affected by the job market so will need to continue to monitor the workforce market. Graduates however find employment within 3-6 months of graduation • Senior nursing students are consistently among the top 100 IUPUI students. A senior nursing student won the National League for Nursing Excellence in Writing Contest. Her topic was on excellence in professional education. • It is too soon to use evidence gathered from the PUL assessment as it is to new a process at this
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	• Capstone Evaluation • EBI Exit Survey • Alumni Survey • Annual Employer Focus Groups • Assessment of PUL		
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	• Clinical Course Evaluations • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey • Assessment of PUL		
The ability of students	An effective	• Clinical Course		

PUL	BSN Program Outcomes	Assessment Methods	Assessment Findings-Examples of Assessment Findings	Evidence of Use Based on Assessment Findings
to express and interpret information, perform quantitative analysis, and use information resources and technology.	communicator who is able to share accurate information	Evaluations • Capstone Evaluation • EBI Exit Survey • BSN Alumni Survey • Annual Employer Focus Groups • Assessment of PUL	campuses rate the development of PUL's as effective to very effective • Students continue to rate the development of core competencies (including research, professional responsibility, ethical decision making, provider of cultural competent care, integration of knowledge) as very good which is consistent with Carnegie comparison schools. • Employers continue to indicate that graduates are prepared with the knowledge and skills consistent with entry into practice expectations	time. • Students in the honors track of the BSN program are contributing to ongoing faculty research. • Faculty have spent 2010-2011 academic year reviewing revised professional standards and are incorporating changes in standard within the curriculum to ensure relevance within the curriculum and ensure that students graduate with competencies that are consistent with a dynamic practice.
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	• 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 • Assessment of PUL		
The ability of students	A professional role	• Clinical Course		

PUL	BSN Program Outcomes	Assessment Methods	Assessment Findings-Examples of Assessment Findings	Evidence of Use Based on Assessment Findings
to make sound decisions with respect to individual conduct, citizenship, and aesthetics.	model who promotes a positive public image of nursing	Evaluations • Capstone Evaluations • BSN Alumni Survey • Assessment of PUL		
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	• Clinical Course Evaluations • Capstone Evaluations • BSN Alumni Survey • Annual Employer Focus Groups • Assessment of PUL		

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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
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)	• Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups	• The EBI exit survey and preceptor evaluations indicate that at the time of graduation, students have met the program outcomes. Graduate data is consistent in comparison to institutional data from other within same Carnegie class. Measured outcomes include communication, application of advanced knowledge, research to support evidence-based practice, technology, sociocultural diversity, and ethics. • Students ranked themselves as highest in their development of critical thinking and use of scholarly inquiry to advance the practice of nursing but rated	• 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 • Faculty are currently reviewing the MSN curriculum core in fall 2010 to determine if core courses providing a strong foundation for advanced nursing practice tracks • 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 the formal education
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)	• Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups		
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)	• Clinical Course Evaluations • Preceptor Evaluations • Thesis/Project • MSN Alumni Survey • Annual Employer Focus Groups • Certification		

MSN Program Outcomes	Assessment Methods	Assessment Findings- Examples of Findings	Evidence of Use Based on Findings
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)	• Preceptor Evaluations • Thesis/project • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups	themselves lower on basic statistical skills • Certification rates for graduates of MSN tracks range between 100-80%	experience and the assessment of the knowledge gained from the educational program • 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. This is consistent with the Institute of Medicine's recommendation to increase the number of doctorally prepared nurses for the future. Faculty and administration have worked to seek funding opportunities for MSN graduates to return for doctoral education. This will be an ongoing process and contingent
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)	• Clinical Course Evaluations • Preceptor Evaluations • EBI Exit Survey • MSN Alumni Survey • Thesis/Project	• 66% of graduates intend to find employment in area of educational specialization • 77% of MSN graduates indicate that they have no plans for further education at the time of graduation. This might be influenced by the data indicating that 45% of graduates have financial educational debt.	
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)	• Clinical Course Evaluations • EBI Exit Survey • MSN Alumni Survey • Annual Employer Focus Groups • Thesis/Project		

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MSN Program Outcomes	Assessment Methods	Assessment Findings-Examples of Findings	Evidence of Use Based on Findings
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)	• Clinical Course Evaluations • Preceptor Evaluations • MSN Alumni Survey • Annual Employer Focus Groups • Thesis/Project		on federal allocations that can be competed for over the next 5 years. • Genetics was rated as lowest in level of knowledge preparation and this will be discussed in the Graduate Curriculum in the fall 2011.
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)	• 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)	• Clinical Course Evaluations • Preceptor Evaluations • MSN Alumni Survey • Annual Employer Focus Groups		

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PhD Program Report
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PhD Program Outcomes	Assessment Methods	Assessment Findings	Evidence of Use
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)	• Qualifying examination • Self assessment of program outcomes in relation to curriculum • Summer cohort evaluations • Proposal defense • Dissertation defense • Alumni survey	• Faculty find that students are not passing their qualifying exam or are having difficulty • First year students are challenged in their critical thinking and appreciative inquiry skills • Use of breeze as a primary electronic communication challenging	• PhD advisory committee is currently reviewing core courses to determine the areas of performance that students are having the most difficulty with • PhD advisory committee revised the statistical core to strengthen this skill set • Continue to trend student progression by the APG committee to determine issues
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)			
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)			
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			

PhD Program Outcomes	Assessment Methods	Assessment Findings	Evidence of Use
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)			