Indiana University School of Nursing at IUPUC
Program Assessment and Review Report

AY 2015-2016

Submitted to: IUPUI Program Review and Assessment Committee July 2016
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<u>**Introduction AY 2015-2016**</u>
During this past year the Indiana University School of Nursing (IUSON) at IUPUC has completed the application, program Self Study, and site visits for the Indiana State Board of Nursing (ISBN) and the Commission on Collegiate Nursing Education (CCNE) seeking independent accreditation. We received full accreditation from both entities with no compliance concerns. State independent accreditation through ISBN granted for five years until August 20, 2020. National independent accreditation granted through CCNE from November 5, 2015 (retroactive) until June 30, 2021 with an interim quality report due on December 1, 2018. Our accreditation is a key external driver of program assessment and quality. The overall AY 2015-2016 program evaluation included assessment related to our Traditional BSN and RN to BSN tracks with inclusive student learning outcomes which are accessible in the provided link: http://www.iupuc.edu/academics/divisions-programs/nursing/
Our program evaluation information feeds back to our overall academic planning process which is conveyed in our Conceptual Model of the Academic Planning Process (Appendix A).

Baccalaureate nursing education provides a broad foundation in the sciences and liberal arts, which is necessary for preparing professional nurses who are capable of practicing in a competent and responsible fashion as informed citizens in a dynamic and diverse society. Graduates of the baccalaureate nursing program are expected to demonstrate competency in being a critical thinker; a culturally competent person; a knowledgeable coordinator of community resources; a politically aware professional; a beginning practitioner whose actions are consistent with professional legal and ethical standards; an effective communicator; a competent provider of health care; and a person who exemplifies a positive public image. These competencies are consistent with the 2008 "Essentials of Baccalaureate Education for Professional Nursing Practice," established by the American Association of Colleges of Nursing, the 2010 "Standards of Nursing Practice," established by the American Nurses' Association (ANA), and the ANA 2015 Code of Ethics with interpretive statements. Baccalaureate graduates assist individuals, families, and communities in attaining mutually established health goals and in facilitating the highest level of functioning for individuals, families, and communities toward the maximization of their health potential. Baccalaureate education must prepare nursing graduates to be knowledgeable

workers and processors of information, and to navigate complex health care systems using available technologies as they design and develop, independently or in conjunction with others, more efficient and effective approaches to the delivery of health care services.

IUSON at IUPUC's academic nursing programs are located in the Division of Nursing housed on the second floor of the IUPUC Campus Center adjacent to the IUPUC Simulation Center. The program for the AY 2015-2016 was comprised of the Traditional BSN track, RN to BSN track, and online RN to BSN completion track. Our students at IUPUC are primarily from Bartholomew, Brown, Decatur, Jackson, Jennings, Johnson, Ripley, and Shelby counties. IUSON at IUPUC's commitment to excellence in instruction requires comparable commitment to a culture of assessment through which continual evaluation of the program's educational success. Documentation of our program data collection timeline is reflected in our Schedule of Program Evaluation and Assessment in accordance with the CCNE Standards (Appendix B). The continuous and regular program assessment provides timely feedback to support our academic planning process. The nursing program's sources of assessment and evaluation, with expected outcomes and benchmarks for improvement, are comprehensive. Evidence includes student learning outcomes, completion/retention, graduation, licensure, rate of employment, and program satisfaction (employer and student exit/alumni).

BSN program outcomes are incorporated throughout the nursing curriculum and are available to students on the IUPUC Nursing Division web site as referenced above. Every course has been matched with one or more of the nine (9) program outcomes. Course-specific competencies are aligned with these outcomes. Course syllabi reflect these outcomes and competences, as well as teaching strategies and student assignments that will demonstrate competency. By the completion of the BSN program, students will have achieved competence in all nine of the program student learning outcomes.

BSN Program Outcomes
The IUSON at IUPUC curriculum prepares graduates from our program to become nurses that hold the following nine Student Learning Outcomes for the Bachelor of Science in Nursing:

- A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making
- A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care
- A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations
- An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery
- An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing
- An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes
- A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments
- An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety
- An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care

Program outcomes flow from our mission and vision and are congruent with professional standards of practice. Curricular elements and outcomes of the program are taken from the AACN essential documents and serve two purposes: a) to help design curricula that meet the professional nursing standards, and b) to provide a framework for program evaluation between the AACN Essentials of Baccalaureate Education for Professional Nursing Practice and the IUSON at IUPUC outcomes. These guidelines of our professional standards for performance and practice are available on our webpage: http://www.iupuc.edu/academics/divisions-programs/nursing/course-descriptions/

Our report for AY 2015-2016 will focus on the creation of an IUSON at IUPUC Dashboard of Program Review (Dashboard), aggregate student course semester evaluations, and the program effectiveness survey data collected via Employer and Student Exit/Alumni Program Satisfaction and Effectiveness. These areas of assessment provide direct and indirect measure of student learning and resulting findings. In an effort to be concise, the IUSON at IUPUC PRAC report only includes our criteria which relate to student learning outcomes and overall program initiatives. We appreciate your feedback related to our report and the work from our nursing division.

IUPUC Dashboard of Program Review
This visual program review tool was created by the Assessment and Evaluation Coordinator for the 2015 program data as part of the CCNE future recommendations and the Sigma Theta Tau Nurse Faculty Leadership Program as to promote successful engagement with our stakeholders. The formatting of the tool reflects a stoplight visual with the color green representing objectives met by the program with the color yellow/red as area for future improvement. The Dashboard identifies key data supports we utilize for the assessment of student outcomes, faculty outcomes, and the overall nursing program in order to make evidence-based practice (EBP) decisions (Appendix C).

Findings
In relation to the Dashboard, the IUSON at IUPUC has met a majority of the assessment benchmarks as reflected in green. Direct assessment of the NCLEX-RN licensure exam pass rate was above the national average with 100% overall for 2015 nursing graduates. Program completion rates were within the campus benchmark of 150% published program length. Our nursing program had a graduation rate of 90% or greater in all tracks. The nursing division has identified opportunities for improvement related to course findings in student performance of direct measure in two areas (yellow) as partially met by benchmark for review related to student learning outcomes and course signature assignments/exemplars (Appendix D & E). Our accreditors require that we have evaluation data that are specific to students in each course for each semester. Our individual courses have a Signature Assignment (exemplars) for both the Traditional BSN track and the RN to BSN track. The identified signature assignment is mapped to our program learning outcomes. These signature assignments each have a standardized assessment rubric. The benchmark for all students in each course for the signature assignment was initially set at 88% minimum overall achievement. The individual course results are conveyed by the course lead faculty to the track coordinators each semester.

Improvements
NCLEX-RN national licensure exam pass rate as direct assessment continues to remain above the national average and is reflective of our addition of the Virtual ATI student preparation support since 2014. Our individual program course review centers on scores for signature assignments in which scores fell slightly below the 88% benchmark in one course for each track. The entire faculty reviewed course scoring to ensure the appropriate larger percentage within the overall course grading of the signature assignment was prioritized-students may not always designate time into an assignment with only a small portion of the total class points. The courses identified were reviewed by our total faculty and course updates with point changes will be in place for the fall. With our program meeting the target measures in a majority of assessment areas for evaluation, we will need to potentially raise the bar for a few of our benchmarks and will make this decision with our fall faculty retreat.

Aggregate Student Course Evaluations
Course evaluations are completed following every completed semester course by students and are released to individual faculty and the Division Head for review. Individual performance is weighed against aggregate data and the nursing division benchmark. The campus course evaluation survey instrument is utilized each semester for all courses at IUPUC by the Institutional Research office.

Table 1. Aggregate Student Course Evaluations

	Target	Faculty	Courses
Fall 2014	>4.0	4.5	4.3
Spring 2015	≥4.0	4.6	4.5
Summer 2015	≥4.0	4.6	4.5

Findings
Table 1 provides an overview of average scores of the Faculty as an aggregate and of the courses for the 2014-2015 academic year. Student course evaluations are measured via a 5 point Likert scale. IUSON at IUPUC benchmark for course and faculty ratings from the student evaluation is a score of 4.0 or greater. Aggregate faculty evaluations averaged a score of 4.57 which met our program benchmark. Aggregate course evaluations averaged a score of 4.43 which met our program benchmark.

Improvements
The IUSON at IUPUC benchmark for course and faculty ratings from the student evaluation has consistently met our benchmark over the past two years. The program has integrated a concept-based curriculum in the past three years and is now fully integrated throughout all student cohorts. The faculty will continue to review and evaluate the student perspective with regard to faculty and

course evaluation at the conclusion of each semester.

Employer and Student Program Satisfaction and Effectiveness
Our ongoing assessment was expanded to reach our local community employers/clinical partners and students/alumni related to our BSN program learning outcomes. These surveys allow the nursing division to synthesize how student learning has been successfully demonstrated and the impact on our community of interest. Data sources for indirect program evaluation include the Employer Satisfaction Survey and Student-Senior Exit/Alumni Satisfaction Surveys (Appendix F). The program effectiveness data related to the BSN program learning outcomes is utilized in the planning of assignments and activities for student learning and to promote student engagement in learning.

Findings
IUSON at IUPUC's assessment demonstrated the high degree of achievement translated by our impact within the community of interest. The data collected relay the benchmarks were met in relation to the mean average scores in all areas of measurement.
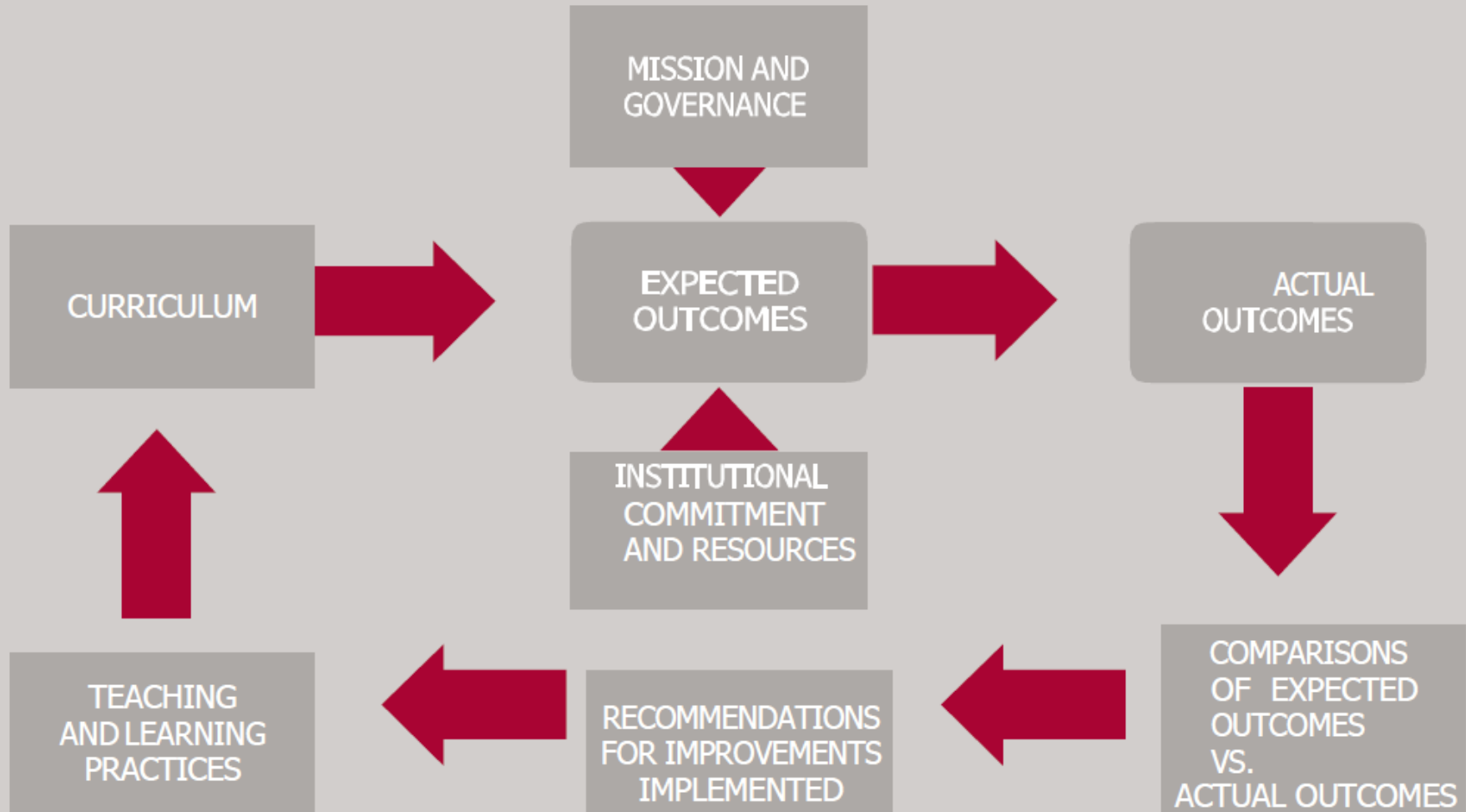
Improvements
The outcomes of the employer and student/alumni satisfaction convey our achievement of set benchmarks. We will need to potentially raise the bar for this portion of our assessments and will make this decision with our fall faculty retreat. The faculty will continue to review and evaluate the employer and students/alumni perspective with regard to program satisfaction and effectiveness at the conclusion of each year.

Summary
IUSON at IUPUC utilizes data to drive our program decision-making with a dedicated faculty and staff committed to providing the resources necessary in systemic evaluation. The IUSON at IUPUC Dashboard of Program Review (Dashboard), aggregate student course semester evaluations from IUPUC Institutional Research, and Employer and Student Exit/Alumni Program Satisfaction and Effectiveness survey provide direct and indirect measures of student learning and resulting findings. Through the analysis process and knowledge share, faculty and staff have identified opportunities for growth and improvement within the nursing program. The IUSON at IUPUC program defines our process and frequency of review activities which are congruent with accreditation reviews by both the ISBN and CCNE. The nursing division faculty and staff have been and will continue to be actively involved in quality improvement initiatives related to our mission and strategic plan which are directly aligned with IUPUC.

Indiana University School of Nursing at IUPUC
Conceptual Model for Program Effectiveness

MISSION AND GOVERNANCE

CURRICULUM → EXPECTED OUTCOMES → ACTUAL OUTCOMES

INSTITUTIONAL COMMITMENT AND RESOURCES

TEACHING AND LEARNING PRACTICES ← RECOMMENDATIONS FOR IMPROVEMENTS IMPLEMENTED ← COMPARISONS OF EXPECTED OUTCOMES VS. ACTUAL OUTCOMES

SCHOOL OF NURSING
INDIANA UNIVERSITY-PURDUE UNIVERSITY
IUPUC Columbus

Appendix B: SCHEDULE OF IUSON at IUPUC PROGRAM EVALUATION

	Date of Survey/Data Collection	Accountable Faculty/Staff	Date Report to Coordinator for A & E	Date Report to Nursing Division	Date Report to Community of Interest (COI)
EnrollmentA3:F8	April 15th-Preliminary numbers August 30th-Final numbers	Carrie Shaver	April 15th & August 30th	April F & S Meeting September F & S Meeting	Prep for Advisory Council Meeting each May
Graduation	April 15th-Preliminary numbers August 30th-Final numbers	Carrie Shaver	April 15th & August 30th	April F & S Meeting September F & S Meeting	Prep for Advisory Council Meeting each May
NCLEX Pass Rates	September 15th-Final numbers	Carrie Shaver	September 30th	October F & S Meeting	Prep for Advisory Council Meeting each May
Progression	January 15th-Preliminary numbers March 15th-Final numbers for track cohorts	Carrie Shaver	January 20th & March 20th	March F & S Meeting	Prep for Advisory Council Meeting each May
Completion	May 20th-Final numbers for previous academic year track cohort	Carrie Shaver	May 20th	August F & S Meeting	Prep for Advisory Council Meeting each May
Traditional BSN Course Satisfaction	December 20th-Fall Semester, May 20th Spring Semester, & August 20th Summer Semesters	Barb Dobbs	December 30th, May 30th, & August 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
RN to BSN Course Satisfaction	December 20th-Fall Semester, May 20th Spring Semester, & August 20th Summer Semesters	Barb Dobbs	December 30th, May 30th, & August 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
Student Satisfaction with Faculty	December 20th-Fall Semester, May 20th Spring Semester, & August 20th Summer Semesters	Barb Dobbs	December 30th, May 30th, & August 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
Clinical Site Evaluation	December 15th-Fall Semester May 20th Spring Semester	Marsha Hughes-Gay	December 30th and May 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
Employer Satisfaction	July 30th each year	Carrie Shaver	August 20th	August F & S Meeting	Prep for Advisory Council Meeting each May
Community of Interest Program Satisfaction	May 10th with the Advisory Council Meeting each year	Carrie Shaver	May 15th	May F & S Meeting	Prep for Advisory Council Meeting each May-report previous year's input
Clinical Partners Evaluation of Students and Faculty	December 1st-Fall Semester and May 1st-Spring Semester	Angela Opsahl	December 15th and May 15th	December F & S Meeting and May F & S Meeting	Prep for Advisory Council Meeting each May
Traditional BSN Student Course Exemplar Matrix	December 15th-Fall Semester, May 20th Spring Semester, and August 15th Summer Semester	Marsha Hughes-Gay	December 30th, May 30th, & August 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
RN to BSN Student Course Exemplar Matrix	December 15th-Fall Semester, May 20th Spring Semester, and August 15th Summer Semester	Marsha Hughes-Gay	December 30th, May 30th, & August 30th	January F & S Meeting and September F & S Meeting	Prep for Advisory Council Meeting each May
Student Program Exit Survey Results	May 15th each year	Melissa Wilson	May 30th	August F & S Meeting	Prep for Advisory Council Meeting each May
NSSE Student Results (Freshman and Seniors)	August 25th each year	Barb Dobbs	October 15th	October F & S Meeting	May 20th-Final numbers for previous academic year track cohort

IUSON at IUPUC BSN Benchmarks & Outcomes for 2015-2016 PRAC Report

Appendix C: IUSON at IUPUC Dashboard: Review of Program Benchmarks & Outcomes for 2015

Key Strategic Program Measure	Target Measure Description/Definition		Target Measure Success	
		Red: Not Met	Yellow: Partially Met	Green: Measure Met
Traditional BSN Completion Rate	Students will graduate within 150% of published program length			≥ 90% 2015 Graduation rate 90%
RN to BSN Completion Rate	Students will graduate within 150% of published program length			≥ 90% 2015 Graduation rate 98%
NCLEX Licensure Exam Pass Rate *2014 Virtual ATI Greenlight implemented for student NCLEX preparation support	First time pass rate ≥ national average 84.9% and at least 85%			≥ 89% first time pass rate with overall total pass rate of 100% for 2015
Appreciate Advising Student Satisfaction	Student academic support satisfaction measured via 7 point Likert scale with demonstrated excellence in mean score ≥ 5.5			All student survey question responses ≥ 5.65 with mean overall average score of 6.4
Student Satisfaction with Courses	Student course satisfaction measured via 5 point Likert scale with course semester aggregate demonstrated excellence in mean score ≥ 4.0			Course aggregate scores averaged ≥ 4.5 for 2015
Student Satisfaction with Faculty	Student faculty satisfaction measured via 5 point Likert scale with course semester aggregate demonstrated excellence in mean score ≥ 4.0			Faculty aggregate scores have averaged ≥ 4.65 for 2015
Traditional BSN Track evaluation of course competencies with student learning outcomes via signature assignment	Each course will have students achieve an 88% minimum score on the signature assignment (exemplar) based on 100% scale each semester *Signature assignment (exemplar) capture a majority of the expected course outcomes		Fall 2015: 1/8 overall offered(B260) courses had scores below the 88% minimum score (86.3)* *We have made changes in only having 2 faculty working with this group for continuity as this was first time to have 40 student cohort.	
RN to BSN Track evaluation of course competencies with student learning outcomes via signature assignment	Each course will have students achieve an 88% minimum score on the signature assignment (exemplar) based on 100% scale each semester *Signature assignment (exemplar) capture a majority of the expected course outcomes		Fall 2015: 3/22 (H365, B215, K305) overall offered courses had scores below the 88% minimum score (82%, 80%, 78%)* *We have made changes in course scoring with these courses and reviewed rubrics/course revisions for next semester.	
Student Employment Rate Trend	Employment rates demonstrate program effectiveness to the local community ≥ 80%			100% for both tracks in 2015
Community of Interest satisfaction with Program Outcomes	Community of Interest (COI) comprised of local clinical partners, alumni, faculty from campus and division, and students. Program outcomes measured via 5 point Likert scale with demonstrated excellence in mean score ≥ 3.8			Mean score for all program outcomes ≥3.96 for 2015* *2015 first COI program outcomes survey

IUSON at IUPUC BSN Benchmarks & Outcomes for 2015-2016 PRAC Report

Appendix D. Traditional BSN Course Evaluation Matrix (IUSON at IUPUC) with Program Outcomes

Course Number and Name (Courses Mapped to Program Learning Outcomes and Mean Average Student Scores Listed for 2015)	1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.	2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.	3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.	4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.	5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.	6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.	7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.	9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.
B244 / B245 Health Assessment <mark>Mean Avg. Student Score=98</mark>		Group Project on Communication and Presentation				Group Project on Communication and Presentation			
B234 Promoting Healthy Populations <mark>Mean Avg. Student Score=90.7</mark>		Mask of Diversity Assignment					Mask of Diversity Assignment		
B235 Promoting Healthy Populations Practicum <mark>Mean Avg. Student Score=88</mark>	Health Coaching Reflections		Health Coaching Reflections						
B253 Professionalism in Collaborative Practice <mark>Mean Avg. Student Score=96.3</mark>		Simulation Communicating Effectively with IDD Population				Simulation Communicating Effectively with IDD Population			
B260 Fundamentals of Nursing <mark>Mean Avg. Student Score=86.3</mark>		Group Project with Skills Validation-clinical	Group Project with Skills Validation-clinical	Group Project with Skills Validation-clinical					
B261 Pathophysiology & Pharmacology <mark>Mean Avg. Student Score=90</mark>	Average of All Examinations	Average of All Examinations	Average of All Examinations						
L230 Health Care Delivery Systems <mark>Mean Avg. Student Score=new course</mark>				Information literacy project/paper					Information Literacy project/paper
B356 Biophysical Processes <mark>Mean Avg. Student Score=95.05</mark>		Health topic paper				Health topic paper	Health topic paper		
B334 Transitional Care of Families and Populations <mark>Mean Avg. Student Score=97</mark>		Family Assessment Paper		Family Assessment Paper		Family Assessment Paper		Family Assessment Paper	Family Assessment Paper

Course									
H360 Interactive Processes Mean Avg. Student Score=100	Case Study Presentation	Case Study Presentation	Case Study Presentation			Case Study Presentation	Case Study Presentation	Case Study Presentation	Case Study Presentation
H371 Adaptive Processes Mean Avg. Student Score=97.94		Congenital Heart TBL--didactic					Discharge Planning Project (clinical)		
R375 Nursing Research& Evidence Based Practice Mean Avg. Student Score=97.29	Research Article Critique				Research Article Critique				
H355 Data Analysis in Clinical Practice and Health Care Research Mean Avg. Student Score=92	Statistical Analysis Plan/Project								Statistical Analysis Plan/Project
L430 Leadership Delivery and Policy Mean Avg. Student Score=97				Leadership Model and Policy paper and presentation				Leadership Model and Policy paper and presentation	
S474 Applied Healthcare Ethics Mean Avg. Student Score=96				Ethical Issues Paper or Case Study Analysis	Ethical Issues Paper or Case Study Analysis	Ethical Issues Paper or Case Study Analysis			
B453 Interprofessional Practice Mean Avg. Student Score=99	Simulation Reflection Paper							Simulation Reflection Paper	
H476 Complex Processes Didactic & Clinical Mean Avg. Student Score=94	Cumulative Exam		Cumulative Exam		Cumulative Exam	Cumulative Exam	Cumulative Exam	Cumulative Exam	
S483 Clinical Nursing Practice Capstone Mean Avg. Student Score=96.2	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation	EBP Project and Paper with Presentation
B444-Managing Health & Illness Mean Avg. Student Score=90		Managing Health and Illness Project					Managing Health and Illness Project		
S488 Nursing Synthesis Mean Avg. Student Score=98	Intercultural Competence	Intercultural Competence		Intercultural Competence		Intercultural Competence	Intercultural Competence	Intercultural Competence	

Appendix E. RN to BSN Course Evaluation Matrix (IUSON at IUPUC) with Program Outcomes with Selected Electives

Course Number and Name (Course Mapped to Program Learning Outcomes with Mean Average Student Scores in 2015)	1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.	2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care.	3. A knowledgeable care coordinator who facilitates access to resources across the continuum of health care environments in order to meet the evolving health care needs of individuals, families, communities, and populations.	4. An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.	5. An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing.	6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes.	7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	8. An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety.	9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.
B331 Communication for Health Care Professionals Mean Avg. Student Score=100		Group Project on Communication and Presentation				Group Project on Communication and Presentation			
B304 Professional Nursing Seminar 1: *Health Policy* Mean Avg. Student Score=90				Policy Issue Paper		Policy Issue Paper			
B404 Professional Nursing Seminar 2: Informatics Mean Avg. Student Score=92	Informatics and Technology Presentation						Informatics and Technology Presentation		Informatics and Technology Presentation
H365 Nursing Research Mean Avg. Student Score=78	Research Article Critique				Research Article Critique				
H355 Data Analysis in Clinical Practice and Health Care Research Mean Avg. Student Score=97	Statistical Analysis Plan/Project								Statistical Analysis Plan/Project
S475 A Multi system Approach to the Health of the Community Mean Avg. Student Score=92			Community Health Nursing synthesis paper				Community Health Nursing synthesis paper		
S487 Nursing Management: RN BSN Mean Avg. Student Score=99				Leadership Model paper and presentation				Leadership Model paper and presentation	
R470 Nursing Capstone Mean Avg. Student Score=95	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper	EBP Project & paper
S474 Applied Healthcare Ethics Mean Avg. Student Score=94				Ethical Issues Paper or Case Study Analysis	Ethical Issues Paper or Case Study Analysis	Ethical Issues Paper or Case Study Analysis			
K305 New Innovations in Health and Health Care Mean Avg. Student Score=80				Innovations Policy Paper					Innovations Policy Paper
B215 Nutrition for Healthcare Professionals Mean Avg. Student Score=82							Chronic Disease and Nutrition Paper		

IUSON at IUPUC BSN Benchmarks & Outcomes for 2015-2016 PRAC Report

Appendix F. Employer and Student Program Satisfaction related to BSN Program Outcomes

Evaluation of Effectiveness of the BSN Program Outcomes	Target	Student Exit/Alumni Mean (N=66)	Employer Mean (N=10)	Examples of Program Effectiveness
1. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making	≥ 3.8	4.23	4.17	• High NCLEX pass rates in 2015 cohort. • Undergraduate student research: two projects grant funded, student presentations at 1 research poster conferences, and a manuscript submitted (2015).
2. A culturally sensitive individual who provides holistic, individual, family, community, and population-centered nursing care	≥ 3.8	4.13	4.33	• Cultural content embedded in multiple courses (see syllabi). • Elective course offering: NURS-K 301. Alternative and Complementary Health. • Completion of ethics case studies and simulated ethics boards in NURS-S 474 • Student participation in overseas study program (Swaziland, Africa) in 2014 (NURS-K 434).Students received partial financial support. • 2015-2016: Academic advising to systemically provide overseas studies opportunities information to students.
3. A knowledgeable care coordinator who facilitates access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations	≥ 3.8	3.96	4.17	• Completion of a community health assessment assignment (NURS-8 334, NURS-S 475). • Student participation in an Anthrax Threat exercise with the Bartholomew Health Department (NURS-8 261) (n=18). • Student participation in annual Health Fairs and Health Screenings at IUPUC (NURS-8 260, NURS-8 244/245). • 2015-2016: Full implementation of Clinical Homes model to community.
4. An individual who understands and considers the impact of healthcare policy, finance, and regulatory environments on care delivery	≥ 3.8	4.07	3.83	• Completion of evidence-based practice projects (analysis of need followed by education) with a community partner during Capstone course (NURS-S 483, NURS-R 470). • Completion of a health policy project in NURS-8 304. • 2015-2016: Full implementation of Clinical Homes model to community.
5.An individual who embodies the professional identity of the nurse and who translates the inherent values of the nursing profession into the ethical and legal practice of nursing	≥ 3.8	4.33	4.5	• Professional portfolio development in NURS-S485. • Active student engagement in Indiana State Nursing Association: One Officer and state conference attendance 2014-2015. • National Student Nurse Association participation: National Conference attendance plus poster presentations. • The Leadership Club for Health and Nursing Division Students at IUPUC (TLC for HANDS) with numerous service-based activities 2015. • Active participation in the Student Government Association at IUPUC (2 students in 2015-16).
6. An effective communicator who collaborates with inter-professional team members, patients, and their support systems for improved health outcomes	≥ 3.8	4.19	4.33	• Semester 5 students participate in the annual tabletop Inter-professional Collaboration exercise. • Demonstrated competence in communication skills in NURS-H351/352. NURS-H 360. • Group communication project and presentation in 8331. • Inter-professional collaboration assignments and practice in NURS-8 253, NURS-8 453.
7. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments	≥ 3.8	Not asked	4.17	• Completion of Virtual ATI, NCLEX-RN® preparation, by end of 8th semester. • Completion of Capstone clinical with an intensive 1:1 experience with an RN (NURS-S 483, NURS-R 470).
8.An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety	≥ 3.8	4.09	4.0	• Quality improvement case study with presentation, and leadership paper completion (L430, S487). • Clinical experiences in leadership and management.
9. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care	≥ 3.8	*	*	• Elective course offering, NURS-K-305, New Innovations in Health and Health Care. • Elective course offering, NURS-K 492, Simulation. • Creation of an educational video in NURS-8 404, Informatics • Demonstrated competence with electronic health records in clinical courses both in lab and in practice by graduation. • Demonstrated competence with medication monitoring (e.g. Pyxis™) devices in clinical settings and simulation by graduation.

Program outcomes measured via 5 point Likert scale with demonstrated excellence in mean score ≥ 3.8
*to be asked in a future survey.

IUSON at IUPUC BSN Benchmarks & Outcomes for 2015-2016 PRAC Report