

**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 2004	Findings May 2005	Findings May 2006	Decisions/Actions
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.80 on a 5.0 scale	4.82 on a 5.0 scale	4.79 on a 5.0 scale	Graduates performing above established benchmark for the last three cycles. Faculty continue to implement teaching pedagogies that promote critical thinking for undergraduate students both in the classroom and in clinical experiences. 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 (5.34) 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)	EBI Core Knowledge mean (5.17) lower than 5 of 6 select schools (5.44) and lower than mean of all institutions (5.58) Response rate 82% (165 of 200)	Will be requesting additional analysis that will help us in identifying potential reasons for being consistently lower than select comparison schools
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)	Alumni felt most able to think critically and analytically (4.38)		Alumni felt most able to think critically and analytically (4.58) 2005 Alumni Survey (2003-04 graduates)	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. Need for more sensitive items for this outcome.

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

Performance	Benchmarks/Performance	Findings	Findings	Findings	Decisions/Actions
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Measures	Expectations	May 2004	May 2005	May 2006	
Capstone evaluation (score negotiated among clinical preceptors, students, and faculty)	4.5 or above on a 5.0 scale	4.86 on a 5.0 scale	4.89 on a 5.0 scale	4.91 on a 5.0 scale	This measure continues to be above benchmark. However faculty are working with students on writing skills across courses in the major as this continues to be a weakness of students.
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 (5.56) 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)	EBI Core Competency mean (5.35) lower than all select schools (5.82) and lower than mean of all institutions (5.83)	This information goes to the BSN Curriculum committee annually for consideration.
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)	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		Based on a 5.0 scale alumni from this period (2003-04) feel least adequate in preparing for a presentation (4.0) and most able to read and understand (4.51) and work with others to problem solve (4.36)	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. Clinical instructors are implementing strategies that provide students with opportunities to communicate as a member of an interdisciplinary team.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2004	Findings May 2005	Findings May 2006	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 = 4.78 Care manger = 4.73	Competent care provider = 4.84 Care manager = 4.76	Competent care provider = 4.80 Care manager – 4.80	This assessment factor continues to be high and is consistent with graduates having secured positions in the workforce prior to graduation as a measure of recognized competence.
EBI Survey results Technical Skills (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	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)	EBI Fulfill expectation mean (3.95) lower than all 6 select schools (4.84) and lower than mean for all institutions (4.79) Technical skills mean (5.65) lower than all 6 select schools (5.99) and lower than mean for all institutions (5.94) Response rate 82% (165 out of 200)	These results are inconsistent with the IUPUI graduate results. EBI consistently generates means that are lower than selected comparison schools. Have explored this issue with EBI experts which has resulted in adjustments make to list of comparison schools and the addition of items to future surveys.
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)	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			These strengths have remained constant and are consistent with higher order nursing skills.
Employer survey	90% agreement that graduate are competent care providers		Data collected through focus discussion with members of the IUSON community Clinical Agency Group	Need for more computer training	Members of the Clinical advisory group felt that recent graduates were competent in their skills but with current employers of graduates moving to a more paperless environment there is a growing need for increase competence so students being exposed to various systems through simulations.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2004	Findings May 2005	Findings May 2006	Decisions/Actions
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 4/1/03 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.	Annual pass rate from 1/1/05 through 12/31/05 was 93.12%. This is above benchmark.	No actions warranted at this time—continue to monitor.
EBI Exit Survey Satisfaction & Recommendation (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	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)	EBI Satisfaction mean (3.95) is lower than all 6 select schools (4.84) and lower than mean for all institutions (4.79) EBI Recommendation mean (3.88) lower than all 6 select schools (4.99) and lower than mean for all institutions (4.84) Response rate 82%. (165 of 200)	Will continue to look at this too as noted in other action areas.
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	Poor response rate so results not considered helpful	Associate dean for evaluation currently exploring ways to increase response rate so this measure has more utility in the future.
EBI Nursing Exit Survey Overall Satisfaction & recommend to friend (Dec/May graduates)	Graduate means at or above national mean and at or above select schools' means	86% rate of response (N=200) Graduates rate 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)	94% rate of respond (N=200) Graduates rate satisfaction (4.75) lower than 4 of 6 comparison schools	82% rate of response (165 of 200) Graduate rated satisfaction lower than both national average and average of comparison schools. The average for “recommending nursing program to a friend” was 3.88 which again was below national and comparison school averages.	Averages in all comparison categories were lower on all items when compared to last year’s responses. This will need to be monitored to determine trend or artifact attributed to graduates of 2005-2006.
SON graduation data	85% class graduation rate and 90%	62 graduated either	75 graduated either on	119 graduated on track; 13	Faculty have changed

Performance Measures	Benchmarks/Performance Expectations	Findings May 2004	Findings May 2005	Findings May 2006	Decisions/Actions
base	overall graduation rate	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.	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.	are on track to graduate within 6 months of proposed graduation date, 3 are on track to graduate within one year of proposed graduation date. 154 students admitted with 136 expecting to graduate	admission criteria for spring 2007 in an effort to retain students to graduation. The impact of change will need to be monitored to determine if this impacts student retention and decreases absolute attrition.
Attrition records	10% or less attrition for personal reasons and a 5% attrition for academic performance	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.	11% - 18 out of 154. Of the 18, 14 dropped out in good standing, 1 student never started nursing courses, and 3 students failed out of the program.	Attrition statistics indicate that students leave program for reasons other than academic. Major reason being educational and career goals no longer consistent with nursing major (as reported to academic advisors)

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2004	Findings May 2005	Findings May 2006	Decisions/Actions
Capstone evaluation	Culturally competent=4.5 or above on a 5.0 scale	4.8 on a 5.0 scale	4.88 on a 5.0 scale	4.84 on a 5.0 scale	Need to continue to focus on issues of diversity across the curriculum.
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 (5.80) 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) lower than 4 of select schools (5.98 mean) and higher than all institution data (6.01))	EBI Professional Value mean (5.83) lower than 5 of 6 select schools (6.10) and lower than all institution mean (6.15) Culturally competent care mean (5.84) lower than 3 of 6 select schools (5.83) and lower than all institution mean (6.05)	Faculty are designing learning experiences that incorporate the concepts of diversity and culture as a way to continue to emphasize cultural competence.

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

Performance Measures	Benchmarks/Performance Expectations	Findings May 2004	Findings May 2005	Findings May 2006	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 = 4.91		Group aggregate mean for role model = 4.93	Significant faculty work has gone into strengthening learning experiences for students in the ethics course and the relation of ethics and values to the practice of nurses.

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