

IU Kokomo School of Nursing Assessment Plan

- I. Mission:** The mission of the IUKSON is to provide innovative and effective student learning opportunities that prepare nurses at the baccalaureate and higher degree levels. The School of Nursing collaborates with other professionals to provide safe, culturally competent, evidence-based health care. The School is dedicated to supporting diversity, promoting scholarly activity, community involvement, professional engagement, and lifelong learning (updated 09/16/2019).

Vision: The IUKSON vision is that the IUKSON strives to be the institution of choice for baccalaureate and higher education, known for its excellent and innovative learning environments designed to prepare nurse leaders who positively impact the profession and the health and wellness of the residents of North Central Indiana across evolving health care systems. IUKSON additionally has included a philosophy statement in which the faculty of the Indiana University Kokomo School of Nursing voice support for a strong commitment to excellence in instruction, scholarship through research or creativity, educational outreach and service, and activities that enhance the quality of life in the region and the state. Faculty and students share accountability for creating an educational system that reflects respect, collaboration, intellectual inquiry, and creativity through the framework of the nursing metaparadigm.

II. Student learning outcomes

Learning across all BSN tracks (prelic, Hybrid, online) are anchored to the BSN Essentials. These essentials are the framework for student learning and program assessment.

Note: These are in the process of changing. New BSN Essentials are expected early 2021

We aspire to educate a BSN graduate who is:

- 1.a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making;
- 2.a culturally sensitive person who provides holistic, patient-centered nursing care for individuals, families and communities;
- 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 interprofessional 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 who 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.

III. **Assessment Plan & Goals:**

The IUK School of Nursing measures and reports out many facets of program assessment and student learning **each year**. Goals, or benchmarks, are made specifically for each item.

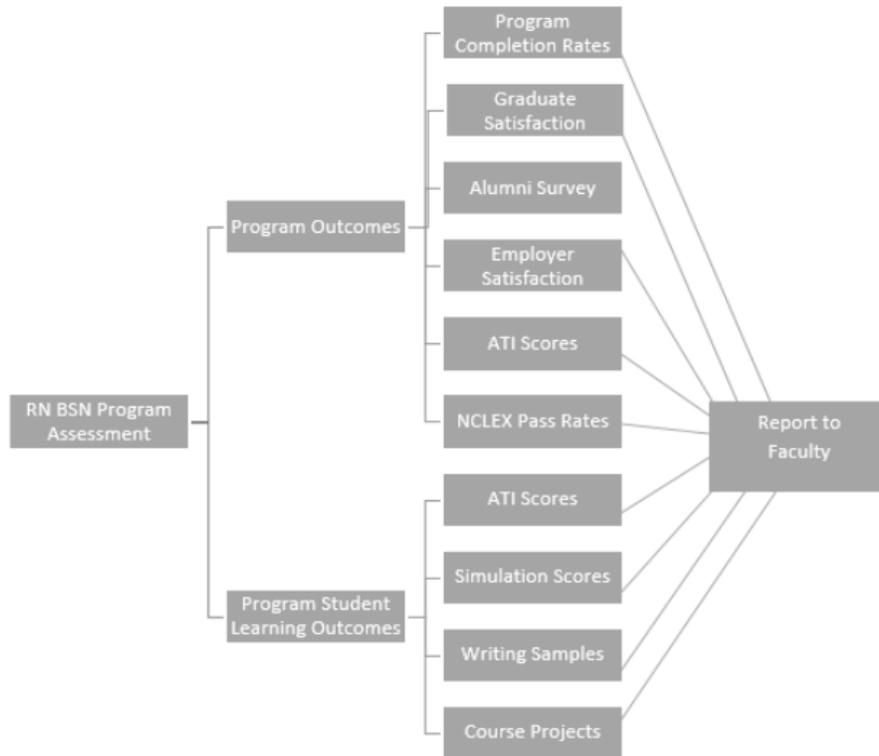
Evaluation of Program Student Learning Outcomes

As stated previously, the evaluation of **learning outcomes** include data collected from the following: from 1) ATI scores, 2) simulation grades, 3) writing samples, and 4) course projects.

The evaluation of **program outcomes** include data collected from the following: 1) program completion rates, 2) graduate satisfaction survey, 3) alumni survey, and 4) employer satisfaction survey.

1. Program Completion Rates Seventy percent of students will graduate from their program on time.
2. Graduate Satisfaction Near the close of the last semester, students will complete a self-report instrument in which they rate their own abilities in each of the student learning outcome areas. This scale will include several items related to BSN Essentials and program learning outcomes. This is scaled on a four point Likert scale, with 4=strongly agree, 3=agree, 2=disagree, and 1=strongly disagree. Since an important part of professional development is identifying one's own strengths and weaknesses and since our students engage in self-rating across the curriculum, this is an appropriate measure. However, being self-report, there is an issue of validity. Therefore, when possible, this measure is considered with other measures. Currently our benchmarks are set at achievement of a Mean of 3.0 or more in all areas.
3. Alumni Survey within one-year post graduation, RN BSN alumni will be mailed a survey similar to the graduate survey though somewhat shorter, that includes self-report items for every program goal. A similar Likert rating scale is used. Currently our benchmarks are set achievement of a Mean of 3.0 or more in all areas.
4. Employer Satisfaction IUKSON will survey employers of graduates of the BSN program to collect data on their perceptions of the level of preparation of the graduates for their work setting, overall satisfaction with graduates, and the quality of their performance as employees. Feedback is requested on a rotating basis.
5. NCLEX Pass Rate
6. ATI Scores

A detailed list of measurable benchmark plus yearly data can be found in the BSN Evaluation Report. Below is a concept map demonstrating how all measurements flow together for the common good.



IV. Curriculum map

The link provided below demonstrates each program learning outcome as it relates to concepts embedded in each course. Note IAM stands for Introduction, Application, and Mastery as students move through the curriculum, the depth of learning also increases.



Pre-licensure
Mapping of Concepts

V. Assessment Report

The report below demonstrates a detailed plan of who, what, and when documents are to be created. The Assessment Coordinator works closely with the faculty to gather data. The data is presented to the Assessment Committee and then forwarded to the Curriculum Committee for further discussion. All faculty play a role in curricular revision and implementation. Please see

the report below for a detailed plan. The report concludes with information about next steps. For the 2020-2025 assessment cycle we will continue to monitor the program as a whole with the guidance of the BSN Essentials. Our assessment plan will be revised and updated as soon as the new essentials are released.



2019 BSN Report
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