

2015

Indiana University Kokomo
School of Nursing

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MSN RN

ASSESSMENT REPORT: BACCALAUREATE OF SCIENCE IN NURSING

(The following report contains a summary of assessment data, recommendations,
and newly created survey instruments.)



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Assessment Report: Baccalaureate of Science in Nursing Brief Summary of the Assessment Plan for the pre licensure BSN 2015

Introduction:

The Assessment Plan for the Baccalaureate of Science in Nursing is somewhat complex. This summary provides an abbreviated overview of the assessment plan and also attempts to focus the reader on aspects of the plan that will be addressed in this report. Data are routinely gathered for each BSN cohort. Currently we have two classes of pre-licensure graduates so the data will reflect each cohort and will be reported in the Spring and Fall of each academic year. This report serves the needs of both the IU Kokomo Assessment Committee and the IU Kokomo School of Nursing Evaluation Committee for improvement of the pre-licensure track; thus, may contain elements that are not useful to one or both of the either group. Furthermore, we survey our alumni one year post graduation, and as a result this information will not be available for the 2015 graduates until the fall of the next year. Our 2014 Graduates were sent an Alumni Survey in the Fall of 2015 and results were incorporated into this report. Where measures are different from one year to the next or are changing, an explanation is given.

The Assessment Plan for the BSN

Overview:

In the profession of nursing, guidelines for program goals and core competencies have been published by the American Association of Colleges of Nursing (The Essentials of Baccalaureate Education for Professional Nursing Practice). The accrediting agency for the IU Kokomo School of Nursing BSN, the CCNE, requires use of a guiding framework, such as the Essentials. Use of such a framework ensures that entry level nurses are capable and prepared. Our curriculum ties to the following Essentials:

IU Kokomo BSN Program Outcomes

These outcomes were implemented several semesters ago. The 2015 graduates are the first students to start and finish using the new program outcomes. For a paring of the old and new outcomes see [Appendix A](#). The IU Kokomo BSN graduate will meet the following program outcomes:

1. The BSN graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.
2. The BSN graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.
3. The BSN graduate is 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. The BSN graduate is an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.
5. The BSN graduate is 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. The BSN graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.

7. The BSN graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.
8. The BSN graduate is 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. The BSN graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

For Mapping of Courses to the BSN Essentials see [Appendix B](#)

By using such a framework, we prepare professional nurses to practice at an entry level (BSN), to practice in a variety of settings, and to address the professional development of nurses in North Central Indiana. In addition, we play a significant role in the field of professional development for our region through the RN-BSN track and our future Master of Science of Nursing program with two tracts, Nursing Education & Nursing Administration.

Instructor Level of Course Assessment:

Faculty must articulate the course objectives as it relates to the BSN Essential Outcomes discussed previously, what learning activities will occur to meet the objectives, and finally how will they evaluate learning. Therefore, providing a curriculum that is consistent over time. Students receive the syllabus approximately two weeks before the first day of class and are aware of what they are to learn, activities that the instructor will plan and provide, and the method in which he/she will evaluate their learning. The Dean, Linda Wallace, Assistant Deans Bridget Whitmore and Angela Heckman evaluate effectiveness of teaching by assessing instructional outcomes.

All courses are organized in a structure that includes the following in every syllabus:

IU Kokomo BSN: OUTCOMES & Level Competencies that Apply Directly	Course Objectives	Learning Activities	Methods of Evaluation
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In order to gain entry into the practice of nursing, the National Council of State Boards of Nursing tests graduates of approved programs for licensure. The testing plan for this examination is based on studies of practicing nurses, and is intended to be directly relevant to the capability of nurses to practice nursing in a variety of settings. This test plan also serves as a means to check relevance of core knowledge and competency (as listed in the Essentials).

If desired, the reader may refer to the complete IU Kokomo School of Nursing Assessment Plan. When reading the program goals, student learning outcomes, and components, please note that there is a matrix available that ties these items to the Essentials (AACN, 2008) –of the Assessment Plan. (See [Appendix B](#))

Parts B, C, and D. Performance Characteristics, Benchmarks, Point of Measurement, and Numeric Assessment Results

Part B contains several tables that have columns for the Performance Characteristics, Benchmarks, Points of Measurement, and Numeric Assessment results on an Outcome by Outcome basis. Since our assessment plan is complex, a brief discussion of the measurement process is provided here. After the numeric data, there is a narrative summary of the meaning or interpretation of the results. In the School of Nursing, we believe that data from a variety of sources/stakeholders is important in evaluating program success. New [surveys](#) were created to correlate with the new 2008 BSN Essentials. A brief summary of the types of assessments currently in use follows here.

- I. **ATI assessments:** In the School of Nursing each student participates in the ATI program every semester during their course of studies in nursing. With this program, students utilize and participate in a myriad of study resources and individualized, nationally normed test results in all of the major content areas for nursing, as well as, critical thinking. Students take proctored, online content exams toward the end of most nursing courses. In terms of program assessment, we have access to overall performance ratings in every one of the areas tested. The performance ratings are reported in a detailed manner that ties nicely to our program outcomes and includes objective scoring (% scores by topic), National Group Percentile Rankings, and now criterion referenced

Competency Levels: Criterion Referenced Competency Levels are defined as follows:

1. Proficiency Level 3—indicates student is likely to exceed NCLEX-RN® in this content area. Students are performing at a high level.
2. Proficiency Level 2--indicates a student is fairly certain to meet NCLEX-RN® standards in this content area. This is a good level of performance and represents our new benchmark for individual students.
3. Proficiency Level 1-- indicate a student is likely to just meet NCLEX-RN® standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.
4. Below Proficiency Level 1—this is inadequate performance and indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

The following are our benchmarks for ATI performance: on the critical thinking test, **we set the benchmark at 90% of graduating students meet the 50th National Percentile Rank on the critical thinking exit exam. For the content exams, we reset the benchmarks: 90% of the students achieve at a level 1 or better; 45% achieve at a level 2 or better.**

- II. **Exit Survey:** Near the close of the senior year, students complete a [self-report instrument](#) in which they [rate their own abilities in each of the student learning outcome areas](#). This survey is completed electronically via EBI. The questions correspond with the BSN essentials and the program outcomes. This scale includes several items per program goal, and is available on request. This is scaled as a seven point Likert scale, with: (1) very poor,(2) poor,(3) fair,(4) good,(5) very good,(6) excellent,(7) exceptional. 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 4.0 or more** in all areas.

- III. **Alumni Survey:** One year post graduation, BSN alumni are mailed a survey similar to the graduate survey though somewhat shorter, that includes self-report items for every program outcome. Likert rating scale is used. Currently our **benchmarks are set at achievement of a**

Mean of 3 or more in all areas. A new survey has been developed that articulates the new BSN Essentials. The likert scale is as follows: (1) below average, (2) average, (3) above average, (4) excellent.

- IV. Employer Survey:** On a regular basis, managers, administrators, and supervisors from area health care agencies are surveyed regarding the performance of the new IU Kokomo graduates that they have hired. A qualitative approach provides rich feedback for program changes.
- VI. NCLEX Pass Rate:** Our students take a national licensure exam designed to measure important aspects of practice. We receive data about their performance, both a pass rate and later detailed information about performance. The detailed analytic data arrives over a year late, so we have just received the 2015 grad data (which is folded into this report where applicable). However, we actively track the current pass rate since the data is publicly available online. Our benchmark is to meet or exceed the national average pass rate on a year by year basis.

Results

Indiana University Kokomo School of Nursing							
Baccalaureate in Nursing: 2015 Assessment Results							
OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS			
Program Outcome 1: The BSN graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.	Exit Survey (SR)	Senior 2	This has a “7” as highest rating, and a “1” as the lowest. Benchmark: means at 4.0 or more.	Exit Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Dec 2015</td></tr> <tr><td style="text-align: center;">5.08</td></tr> </table>	Dec 2015	5.08	
	Dec 2015						
	5.08						
Alum Survey: 1 year (SR)	Mailed 1 year post grad. Every August	This has a “4” as highest rating, and “1” as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">2015</td></tr> <tr><td style="text-align: center;">3.09</td></tr> </table>	2015	3.09		
2015							
3.09							
ATI Test Comp Predictor (P)	Senior 2	ATI Comprehensive Predictor test is a nationally normed test given to seniors in capstone class. Benchmark: Comprehensive Predictor: 50 % of senior 2’s will achieve a score high enough to predict a 94% probability of passing the NCLEX exam.	ATI Comprehensive Predictor: Comprehensive Predictor: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Dec 2015</td> <td style="text-align: center;">May 2015</td> </tr> <tr> <td style="text-align: center;">58.1</td> <td style="text-align: center;">42.0</td> </tr> </table>	Dec 2015	May 2015	58.1	42.0
Dec 2015	May 2015						
58.1	42.0						

ATI Critical Thinking Exit Exam (P)	Senior 2	ATI Critical thinking test is a nationally normed critical thinking test given in the last semester. Benchmark: The group national percentile rank will achieve at least 50 th National Percentile Rank on the critical thinking exit exam.	ATI Critical Thinking Exit Exam: <table border="1"> <tr> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>94th</td> <td>89th</td> </tr> </table>	Dec 2015	May 2015	94 th	89 th
Dec 2015	May 2015						
94 th	89 th						

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS														
Program Outcome 2: The BSN graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.	Exit Survey (SR)	Senior 2	This has a "7" as highest rating, and a "1" as the lowest. Benchmark: means at 4.0 or more	Exit Survey Mean: <table border="1"> <tr> <td>Dec 2015</td> </tr> <tr> <td>5.30</td> </tr> </table>	Dec 2015	5.30												
	Dec 2015																	
	5.30																	
	Alum Survey: 1 year (SR)	Mailed 1 year after graduation Every Year	This has a "4" as highest rating, and "1" as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1"> <tr> <td>2015</td> </tr> <tr> <td>3.09</td> </tr> </table>	2015	3.09												
	2015																	
3.09																		
ATI Community Health (P)	Senior 1	Nationally normed measure of knowledge in this area. Benchmark; 90% of the students achieve at a level 1 or better; 45% achieve at a level 2 or better.	ATI Community Health: Percent of students at each level: <table border="1"> <tr> <td></td> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>Level 3</td> <td>22.6</td> <td>17.1</td> </tr> <tr> <td>Level 2</td> <td>51.6</td> <td>51.4</td> </tr> <tr> <td>Level 1</td> <td>25.8</td> <td>31.4</td> </tr> <tr> <td>Below Level 1</td> <td>0</td> <td>0</td> </tr> </table>		Dec 2015	May 2015	Level 3	22.6	17.1	Level 2	51.6	51.4	Level 1	25.8	31.4	Below Level 1	0	0
	Dec 2015	May 2015																
Level 3	22.6	17.1																
Level 2	51.6	51.4																
Level 1	25.8	31.4																
Below Level 1	0	0																
Diversity Tool, Altruism (SR)	Senior 2	Diversity, altruism Tool Benchmark: 3 or higher	Diversity Survey Mean: <table border="1"> <tr> <td>May 2014</td> <td>May 2013</td> </tr> <tr> <td>3.45</td> <td>3.335</td> </tr> </table>	May 2014	May 2013	3.45	3.335											
May 2014	May 2013																	
3.45	3.335																	
Culture Project	Soph 2	Culture Project Benchmark 90%	Diversity Survey Mean: <table border="1"> <tr> <td>May 2014</td> <td>May 2013</td> </tr> <tr> <td>3.45</td> <td>3.335</td> </tr> </table> <p>*Data stopped being collected until pre/post program correlation</p>	May 2014	May 2013	3.45	3.335											
May 2014	May 2013																	
3.45	3.335																	

				Culture Project Mean: <table border="1"> <tr> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>88</td> <td>90</td> </tr> </table> *Some points lost to APA formatting	Dec 2015	May 2015	88	90
Dec 2015	May 2015							
88	90							

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS			
Program Outcome 3: The BSN graduate is 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.	Exit Survey (SR)	Senior 2	This has a "7" as highest rating, and a "1" as the lowest. Benchmark: means at 4.0 or more	Exit Survey Mean: <table border="1"> <tr> <td>Dec 2015</td> </tr> <tr> <td>4.79</td> </tr> </table>	Dec 2015	4.79	
	Dec 2015						
	4.79						
Alum Survey (SR)	Mailed 1 year post grad. Every August	This has a "4" as highest rating, and "1" as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1"> <tr> <td>2015</td> </tr> <tr> <td>3.00</td> </tr> </table>	2015	3.00		
2015							
3.00							
Population Focused Assignment (P)	Senior 1: Community Health	Population Focused Assessment Benchmark 90%.	Population focused assignment: <table border="1"> <tr> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>96.37</td> <td>98.06</td> </tr> </table>	Dec 2015	May 2015	96.37	98.06
Dec 2015	May 2015						
96.37	98.06						

Indiana University Kokomo School of Nursing

Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS				
<p>Program Outcome 4: The BSN graduate is an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p>	<p>Exit Survey (SR)</p> <p>Alumni Survey (SR)</p>	<p>Senior 2</p> <p>Mailed 1 year post grad. Every August</p>	<p>This has a “7” as highest rating, and a “1” as the lowest. Benchmark: means at 4.0 or more.</p> <p>This has a “4” as highest rating, and “1” as the lowest. Benchmark: means at 3.00 or more.</p>	<p>Exit Survey Mean:</p> <table border="1" data-bbox="1304 467 1486 532"> <tr><td>Dec 2015</td></tr> <tr><td>4.79</td></tr> </table> <p>Alumni Survey Mean:</p> <table border="1" data-bbox="1304 623 1486 688"> <tr><td>2015</td></tr> <tr><td>2.73</td></tr> </table>	Dec 2015	4.79	2015	2.73
Dec 2015								
4.79								
2015								
2.73								

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS								
<p>BSN Program Outcome 5: The BSN graduate is 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.</p>	<p>Exit Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Ethics Quiz</p>	<p>Senior 2</p> <p>Mailed 1 year post grad. Every August</p> <p>Senior 1</p>	<p>This has a “7” as highest rating, and a “1” as the lowest. Benchmark: means at 4.0 or more.</p> <p>This has a “4” as highest rating, and “1” as the lowest. Benchmark: means at 3.00 or more.</p> <p>This has a benchmark of 90% or higher.</p>	<p>Exit Survey Mean:</p> <table border="1" data-bbox="1293 461 1476 526"> <tr><td align="center">Dec 2015</td></tr> <tr><td align="center">5.12</td></tr> </table> <p>Alumni Survey Mean:</p> <table border="1" data-bbox="1293 646 1476 711"> <tr><td align="center">2015</td></tr> <tr><td align="center">3.45</td></tr> </table> <table border="1" data-bbox="1293 834 1572 899"> <tr><td align="center">Dec 2015</td><td align="center">May 2015</td></tr> <tr><td align="center">91.4</td><td align="center">80.64</td></tr> </table>	Dec 2015	5.12	2015	3.45	Dec 2015	May 2015	91.4	80.64
Dec 2015												
5.12												
2015												
3.45												
Dec 2015	May 2015											
91.4	80.64											

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OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS			
BSN Program Outcome 6: The BSN graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.	Exit Survey (SR)	Senior 2	This has a "7" as highest rating, and a "1" as the lowest. Benchmark: means at 4.0 or more.	Exit Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Dec 2015</td></tr> <tr><td style="text-align: center;">5.17</td></tr> </table>	Dec 2015	5.17	
	Dec 2015						
	5.17						
	Alum Survey: 1 year (SR)	Mailed 1 year post grad.	This has a "4" as highest rating, and "1" as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">2015</td></tr> <tr><td style="text-align: center;">3.27</td></tr> </table>	2015	3.27	
2015							
3.27							
Senior Writing Sample	Senior 1: Community Health	Writing Sample Benchmark	Writing Sample Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Dec 2015</td> <td style="text-align: center;">May 2015</td> </tr> <tr> <td style="text-align: center;">96.37</td> <td style="text-align: center;">98.06</td> </tr> </table>	Dec 2015	May 2015	96.37	98.06
Dec 2015	May 2015						
96.37	98.06						
Employer Survey (P)	Annual	Qualitative data used for program outcome assessment and revision.	Employer Survey: Qualitative data from aggregate interviews shows employers are satisfied with our graduate's performance.				

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OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* ON TEST, PAPER, OR SKILL CHECK ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS								
BSN Program Outcome 7: The BSN graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	Exit Survey (SR)	Senior 2	This has a “7” as highest rating, and a “1” as the lowest, with scores of Benchmark: means at 4.0 or more.	Exit Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Dec 2015</td></tr> <tr><td style="text-align: center;">5.06</td></tr> </table>	Dec 2015	5.06						
	Dec 2015											
	5.06											
	Alum Survey: 1 year (SR)	Mailed 1 year post grad. Every August Senior 1	This has a “4” as highest rating, and “1” as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">2015</td></tr> <tr><td style="text-align: center;">3.36</td></tr> </table>	2015	3.36						
2015												
3.36												
Annual Pass Rates (P)	Report from National Council on Licensure	Benchmark: Meet and or exceed the National Average Pass Rate (varies from year to year)	NLCEX Pass Rate: <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2014</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">National Pass Rate</td> <td style="text-align: center;">87.49</td> <td style="text-align: center;">84.93</td> </tr> <tr> <td style="text-align: center;">IU Kokomo</td> <td style="text-align: center;">94.8</td> <td style="text-align: center;">87.3</td> </tr> </tbody> </table>		2015	2014	National Pass Rate	87.49	84.93	IU Kokomo	94.8	87.3
	2015	2014										
National Pass Rate	87.49	84.93										
IU Kokomo	94.8	87.3										
ATI Med/Surg comprehensive (P)	Senior 1	ATI Med/Surg Comprehensive Benchmark 50% National Percentile Rank.	ATI Med/Surg Comprehensive: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Dec 2015</td> <td style="text-align: center;">May 2015</td> </tr> <tr> <td style="text-align: center;">47th</td> <td style="text-align: center;">n/a</td> </tr> </table>	Dec 2015	May 2015	47 th	n/a					
Dec 2015	May 2015											
47 th	n/a											

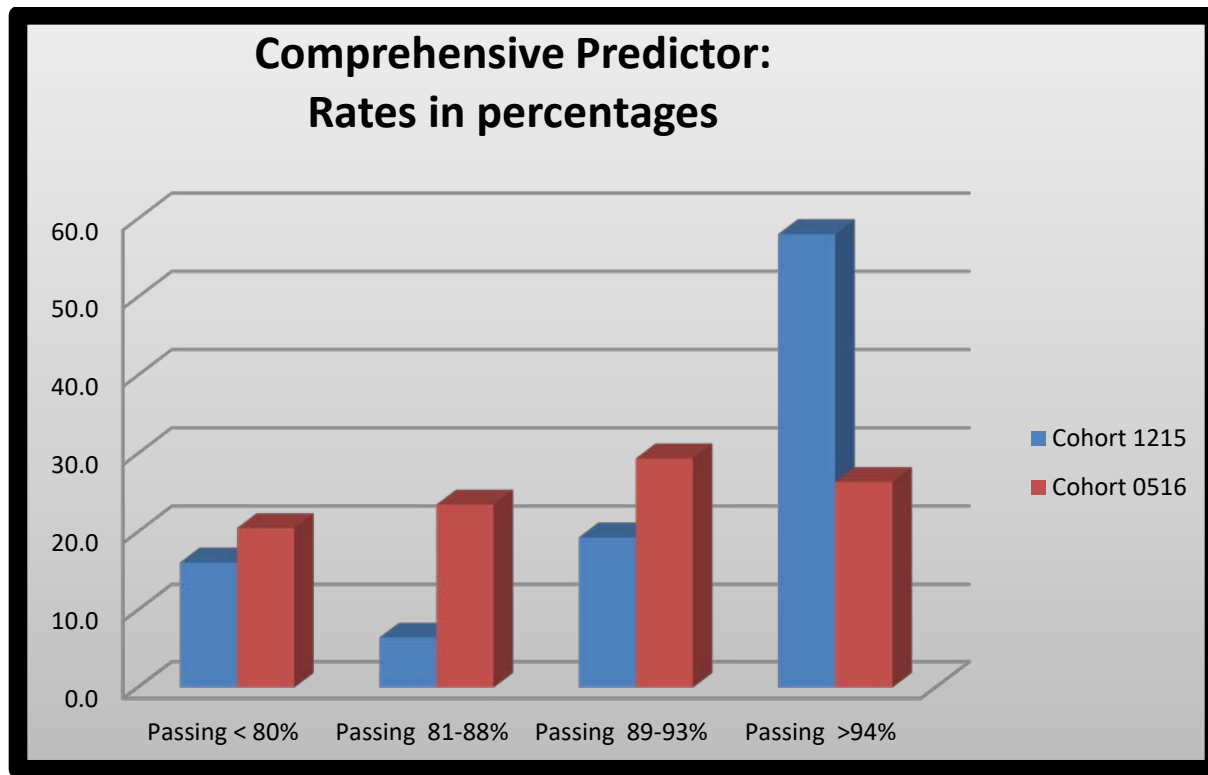
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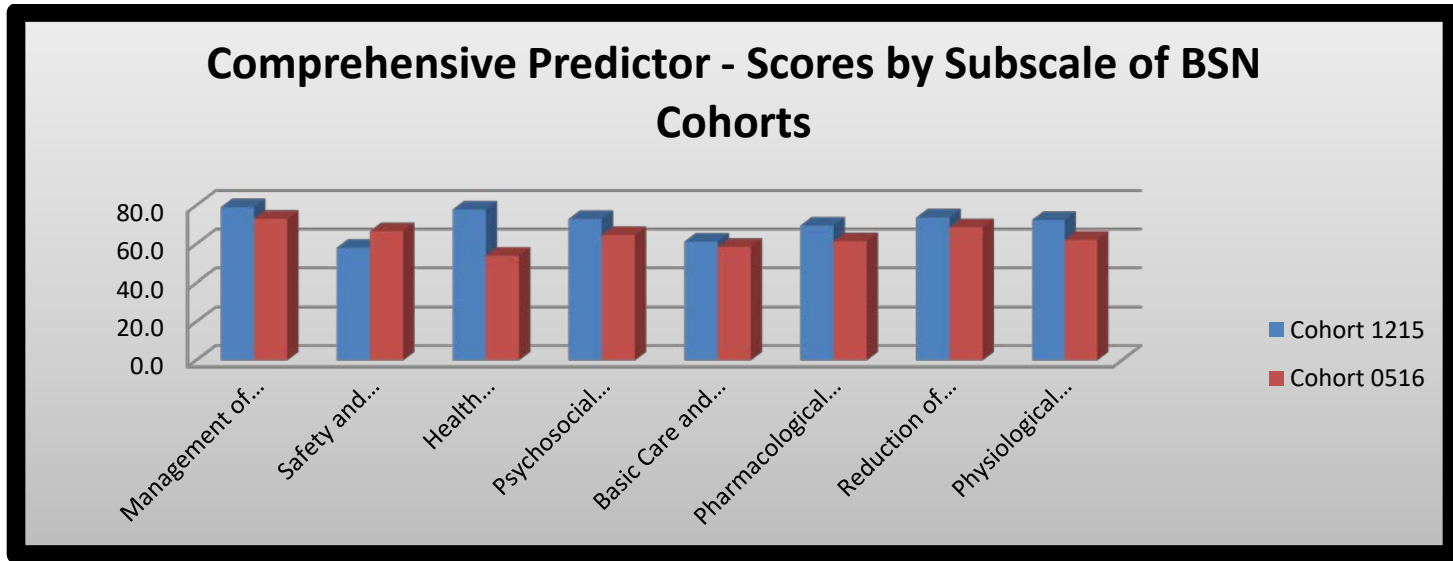
OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS														
BSN Program Outcome 8: The BSN graduate is an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.	Exit Survey (SP)	Senior 2	This has a “7” as highest rating, and a “1” as the lowest, with scores of Benchmark: means at 4.0 or more.	Exit Survey Mean: <table border="1" data-bbox="1304 613 1486 678"> <tr><td align="center">Dec 2015</td></tr> <tr><td align="center">4.93</td></tr> </table>	Dec 2015	4.93												
	Dec 2015																	
	4.93																	
	Alumni Survey (SP)	Mailed 1 year post grad. Every August	This has a “4” as highest rating, and “1” as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1" data-bbox="1304 769 1486 834"> <tr><td align="center">2015</td></tr> <tr><td align="center">3.00</td></tr> </table>	2015	3.00												
2015																		
3.00																		
ATI Fundamentals sub section Safety and Infection Control (P)	Soph 2	ATI Fundamental Sub Section Safety and Infection Control benchmark 50th percentile.	ATI Fundamental Sub Section Safety and Infection Control: <table border="1" data-bbox="1304 954 1470 1052"> <tr><td align="center">Dec 2015</td><td align="center">May 2015</td></tr> <tr><td align="center">74.9</td><td align="center">60.1</td></tr> </table>	Dec 2015	May 2015	74.9	60.1											
Dec 2015	May 2015																	
74.9	60.1																	
ATI Leadership (P)	Senior 2	ATI Leadership: Benchmark; 90% of the students achieve at a level 1 or better; 45% achieve at a level 2 or better.	ATI Leadership: Percent of students at each level <table border="1" data-bbox="1304 1117 1602 1312"> <tr><td></td><td align="center">Dec 2015</td><td align="center">May 2015</td></tr> <tr><td align="center">Level 3</td><td align="center">9.7</td><td align="center">8.3</td></tr> <tr><td align="center">Level 2</td><td align="center">61.3</td><td align="center">75</td></tr> <tr><td align="center">Level 1</td><td align="center">29.0</td><td align="center">16.7</td></tr> <tr><td align="center">Below 1</td><td align="center">0</td><td align="center">0</td></tr> </table>		Dec 2015	May 2015	Level 3	9.7	8.3	Level 2	61.3	75	Level 1	29.0	16.7	Below 1	0	0
	Dec 2015	May 2015																
Level 3	9.7	8.3																
Level 2	61.3	75																
Level 1	29.0	16.7																
Below 1	0	0																

	Patient Care Simulation Safety Score	Junior 1 & 2	Safety Benchmark 80%	Patient Care Simulation Safety Score: <table border="1"> <tr> <td></td> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>Junior 1</td> <td>96.8</td> <td>94.8</td> </tr> <tr> <td>Junior 2</td> <td>90</td> <td>93.6</td> </tr> </table>		Dec 2015	May 2015	Junior 1	96.8	94.8	Junior 2	90	93.6
	Dec 2015	May 2015											
Junior 1	96.8	94.8											
Junior 2	90	93.6											
Indiana University Kokomo School of Nursing Baccalaureate in Nursing: 2015 Assessment Results													
OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS									
BSN Program Outcome 9: The BSN graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	Exit Survey (SR)	Senior 2	This has a "7" as highest rating, and a "1" as the lowest. Benchmark: means at 4.0 or more.	Grad Survey Mean: <table border="1"> <tr> <td>Dec 2015</td> </tr> <tr> <td>4.93</td> </tr> </table>	Dec 2015	4.93							
	Dec 2015												
	4.93												
Alumni Survey	Mailed 1 year post grad.	This has a "4" as highest rating, and "1" as the lowest. Benchmark: means at 3.00 or more.	Alumni Survey Mean: <table border="1"> <tr> <td>2015</td> </tr> <tr> <td>3.09</td> </tr> </table>	2015	3.09								
2015													
3.09													
ATI Leadership subsection Management of Care (P)	Senior 2	ATI benchmark 52.6% for group score Subsection Management of Care.	Leadership ATI: Management of Care: <table border="1"> <tr> <td>Dec 2015</td> <td>May 2015</td> </tr> <tr> <td>80.8</td> <td>80.9</td> </tr> </table>	Dec 2015	May 2015	80.8	80.9						
Dec 2015	May 2015												
80.8	80.9												

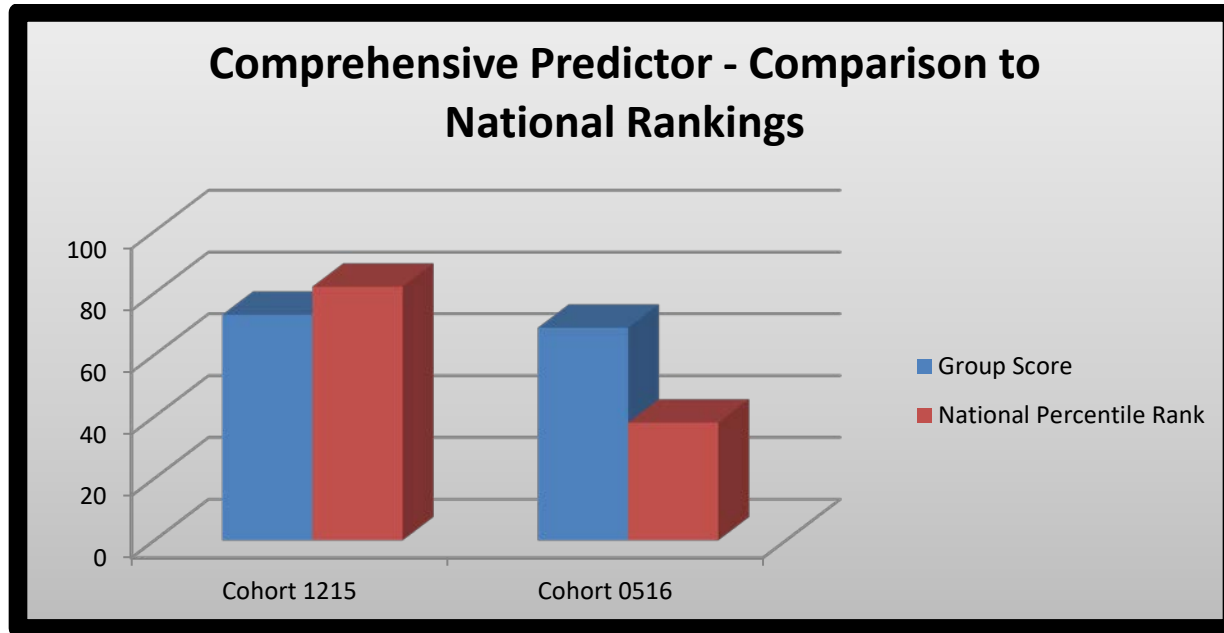
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Baccalaureate in Nursing: Assessment Plan
Appendices
Selected ATI Test Results by Exam**



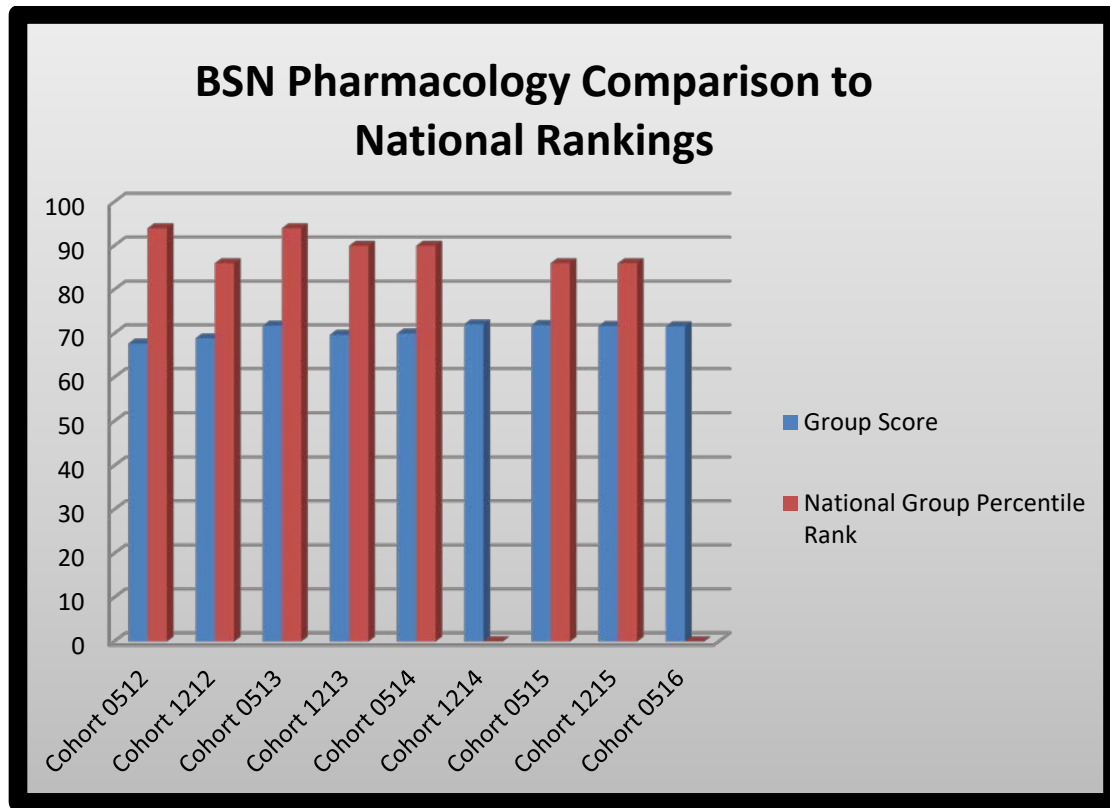
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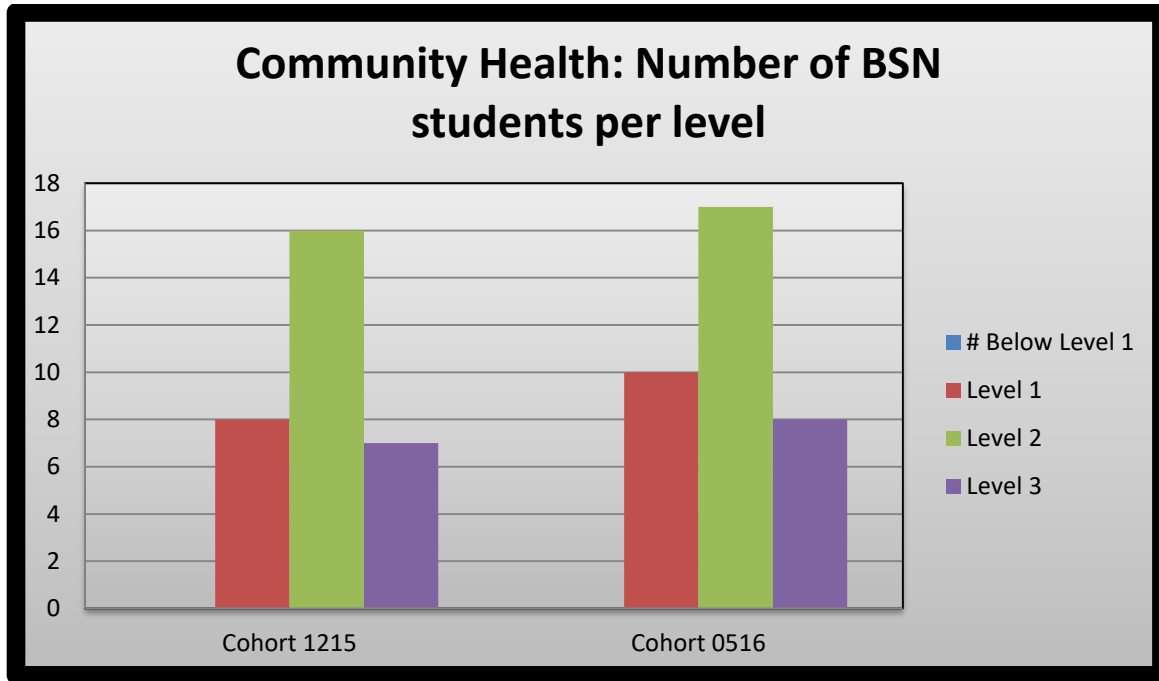
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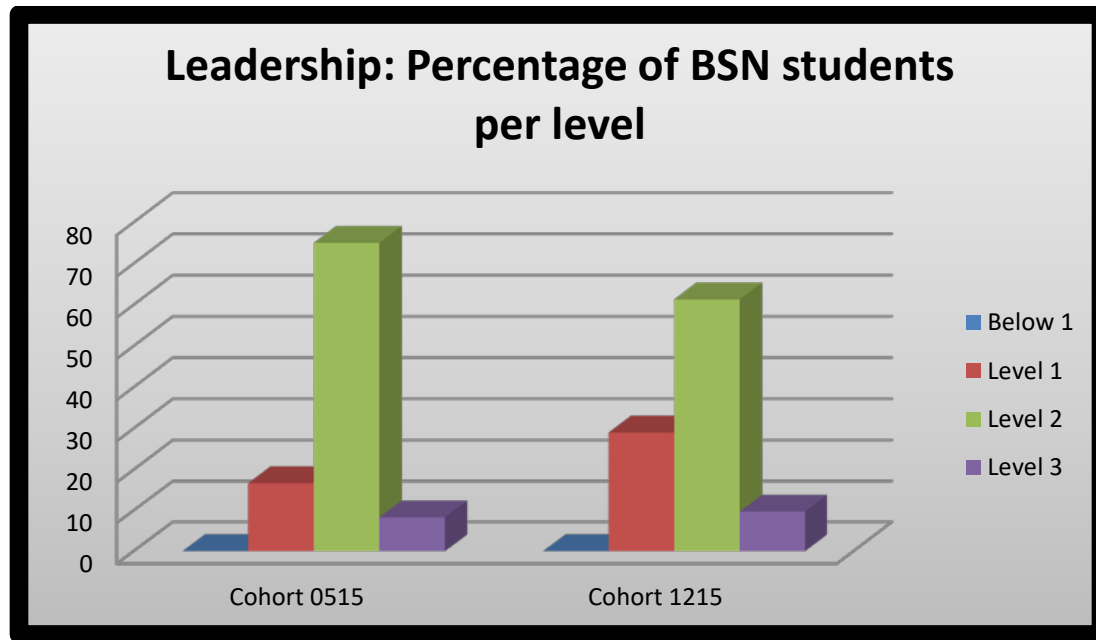
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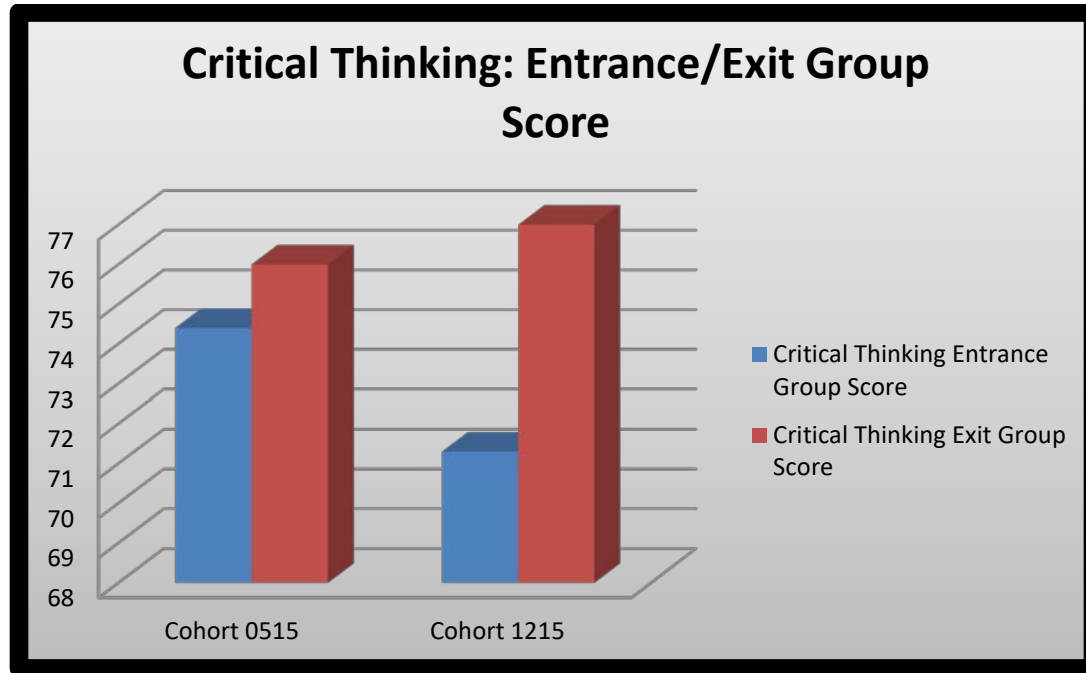
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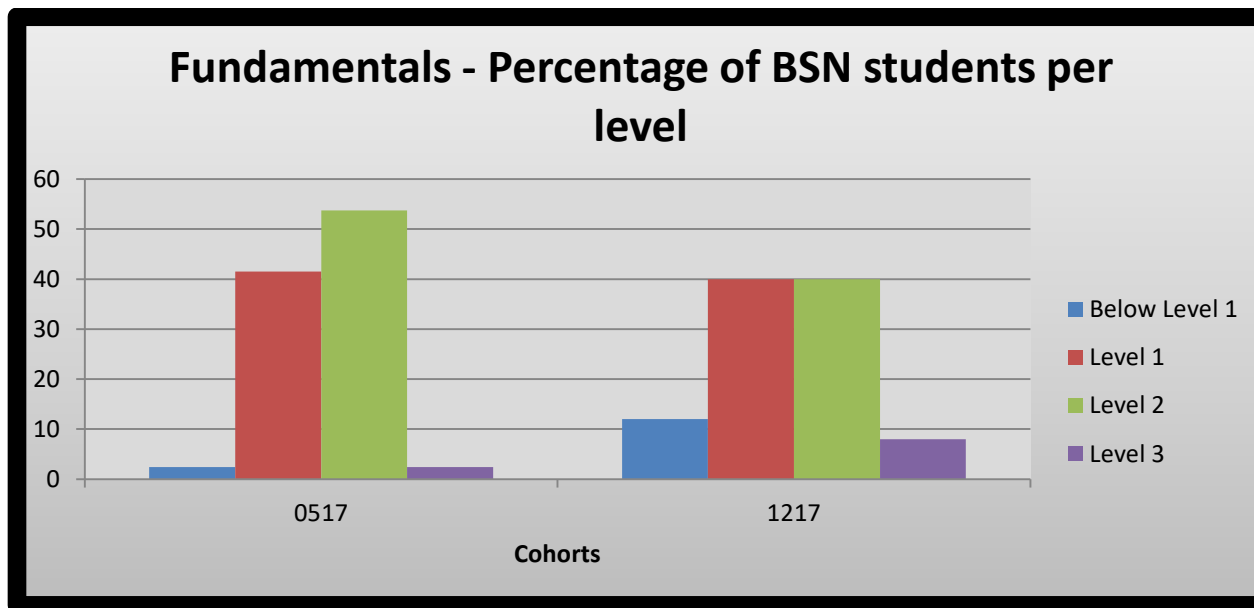
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Selected ATI Test Results by Exam**



Part E: Executive Summary of Student Performance for Each Outcome with Faculty Interpretation

OUTCOMES	OVERALL COMPARISON WITH BENCHMARK: MET, SIGNIFICANTLY EXCEEDED, OR AREA FOR IMPROVEMENT	POTENTIAL AREAS FOR ACTION* COMMITTEE RECOMMENDATIONS ARE SENT TO CNF FOR PLANNING AND APPROVAL OF ACTION ITEMS.
1. The BSN graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.	3/4 Partially Met: Area for Improvement	ATI Comprehensive predictor May 15 grads was 42% of student likely to pass first time (benchmark 50%)
2. The BSN graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.	3/4 Partially Met: Area for improvement	Culture Project Mean: Dec 2015 : 88% (benchmark 90%) *Some points lost to APA formatting
3. The BSN graduate is 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.	3/3 Met	
4. The BSN graduate is an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.	1/2 Met	Alumni survey 2.73 (benchmark 3.00) *poor return rate
5. The BSN graduate is 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.	2/3 Partially Met;	Ethics Quiz: May 2015 80.64% (benchmark 90%)
6. The BSN graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.	4/4 Met	
7. The BSN graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	3/4 Partially Met	ATI Med/Surg Comprehensive: Dec 2015 47 th (benchmark 50 th)
8. The BSN graduate is an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.	5/5 Met	
9. The BSN graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	3/3 Met	

*Scores included points for APA. Future semesters will only look at content.

Action Plan Academic Year 2016-2017

Section IV: Using Assessment for Program Improvement For 2016:

Continue using the ATI program, with fairly good benchmarks in place at this time. We will continue to use the program. In addition, we will address the concerns employers and alumni have about transitioning to professional practice. We have fully implemented the new BSN essentials as our guiding framework. As a result, the curriculum committee has approved all course competencies and objectives. We continue to use ATI and survey results to revise and change our curriculum & instruction.

The following recommendations have been made and/or implemented:

- 1) Continue to count 20% of course grades allotted for ATI exams. This has increased the rigor of our courses.
- 2) Continue to implement simulations throughout the program. Students participate in simulation once a semester per course. Most students are in the lab two times per semester.
- 3) Our curriculum is current, but like all schools of nursing we need to continually review and update in order to keep up with changes necessary to be effective in producing a well prepared product (a licensed RN with the knowledge and skills expected in a BSN grad). Curriculum work will continue into the summer and fall. A concept-based curriculum has been adopted by the faculty and is in the process of being implemented starting in the fall 2016 semester.
- 4) Continue the mandatory ATI review course which should further improve their chances of passing NCLEX. This product is interactive and the student must complete modules with a certain score in order to get a “green light” for testing. The expected outcome for this product is that students will be more prepared when it is time to take the NCLEX.
- 5) Continue the use of designated education unit (DEU) method of clinical learning. Offer these options for most clinical options for the entire junior year (MS1, MS2, OB, PSYCH)

The Evaluation Committee recommends the following to be addressed by CNF:

- 1) Continue to support the development of concept-based curriculum to include testing of clinical reasoning and knowledge with the implementation of case studies. Concept mapping to start development in fall 2015. Changes will be implemented starting with the fall 2016 semester. The goal would be to add rigor to clinical, reinforcing theory from class and providing better retention of clinical knowledge for safe practice.
- 2) Continuity in evaluation of clinical performance to provide consistency across semesters so students understand expectations.
- 3) Assess DEU study to determine identifiable differences in the various types of clinical offerings available to students.
- 4) Integrate all ATI resources into the curriculum.

Section V: Dissemination of Results:

The recommendations were submitted to Curriculum Committee and presented to CNF. This report will be distributed to all regular faculty members prior to our meeting to discuss findings (May 2nd, 2016). Advisory group consisting of many of our community stakeholders receive results of our annual evaluation. We will also upload a copy of this report on the website for Nursing.

Questions about this report can be directed to:

Stephanie N. Pratt DNP, MSN, RN

Assistant Prof/Evaluation Chair

Phone: (765) 455-9250 Email: snpratt@iuk.edu

Appendix A

Program Outcome Old/New pairings

The program outcomes changed several semesters ago. The table below shows a pairing of how the new outcomes compare to the old. This 2015 report is the first report in which all students are under the new outcomes.

New Program Outcomes	Old Program Outcomes
1. The BSN graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.	The BSN Graduate translates current evidence for best practices in the provision of nursing care. (3)
2. The BSN graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.	The BSN Graduate practices nursing with individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments, respecting the complexity of the care situation. (9)
3. The BSN graduate is 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.	The BSN Graduate demonstrates clinical prevention and population health skills. (7)
4. The BSN graduate is an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.	The BSN Graduate understands the interplay between health care policy, finance, and regulatory environments on the nursing care situation. (5)
5. The BSN graduate is 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.	The BSN Graduate demonstrates professionalism and the values of altruism, autonomy, human dignity, integrity, and social justice. (8)
6. The BSN graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.	The BSN Graduate collaborates with members of other disciplines to deliver effective patient centered care. (6)
7. The BSN graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	The BSN graduate applies a solid base in liberal education in the practice of nursing. (1)
8. The BSN graduate is an accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.	The BSN graduate applies knowledge and skills in quality improvement and patient safety. (2)
9. The BSN graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	The BSN Graduate applies knowledge and skills in information management and patient care technology in the delivery of nursing care. (4)

Appendix B

Mapped Competencies BSN

Program Outcome 1: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making. <i>(critical thinking, evidence based practice, clinical reasoning, and decision making)</i>		
SOPHOMORE	JUNIOR	SENIOR
<p>Critical Thinking: Recognize actual/potential health alterations in well patient populations and utilize standard plans of care to meet client needs within selected patient populations. <u>B 232, B249/ B 248</u></p> <p>Demonstrates a basic understanding of searching, retrieval, and utilization of evidence based practice in the care of selected populations. <u>B 244/ B245/ B232</u></p> <p>Utilize clinical reasoning ⁽¹⁾ through interpretation of normal and abnormal data <u>B232/B252/ B 216/ 248/249</u></p>	<p>Critical Thinking: Demonstrates critical thinking by identifying/discussing alterations in health for selected patient populations and discuss different approaches for care to meet client/aggregate health needs. <u>H361/362, H353/354, H351/352, H363/364</u></p> <p>Utilizes evidence based practice including evidence based protocols in planning and evaluation of care within selected patient populations. <u>(applies to all junior courses)</u></p> <p>Applies clinical reasoning to the care of selected patient populations. <u>(all junior courses)</u></p>	<p>Critical Thinking: Demonstrates critical thinking skills by synthesizing comprehensive information to plan/implement and evaluate care in selected client populations with ambiguous and unpredictable clinical problems. <u>S470, S471, S481 S482, S472/473/ S 483</u></p> <p>Participates in the process of evidenced based practice through retrieval, appraisal, and synthesis of evidence. <u>S470/ S471, S481/ S482, S472/ S473 , S483</u></p> <p>Develops and revises individualized plan of care based on differences in client’s health patterns within similar health disruptions. <u>(all senior courses)</u></p>
Program Outcome 2: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities. <i>(culturally sensitive, holism, diversity, patient centered)</i>		
SOPHOMORE	JUNIOR	SENIOR
<p>Demonstrates a basic understanding of the relationship between culture, values, spiritual beliefs, and social influences within the context of health promotion and wellness in diverse populations across the age spectrum. <u>B 232, B216, B244, B245, B248, B249</u></p>	<p>Incorporates the client’s social influences, values, cultural and spiritual beliefs to promote health with diverse populations across the age spectrum. <u>(all clinical courses)</u></p>	<p>Synthesizes evidence based practice with the clients cultural, values, social and spiritual beliefs to promote health within diverse populations across the age spectrum. <u>(all clinical courses)</u></p>

<p>BSN Program Outcome 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. (<i>coordinator and resource manager, continuum of health care, working with different size groups, evolving, health promotion, disease prevention, risk management, disaster nursing.</i>)</p>		
SOPHOMORE	JUNIOR	SENIOR
<p>Demonstrates a beginning understanding of the role of the nurse in resource utilization and management to promote health in a variety of health care settings.</p> <p>Demonstrates basic knowledge of resources available across the continuum of healthcare environments.</p>	<p>Applies knowledge of available resources and resource utilization to conserve healthcare costs while promoting quality patient care.</p> <p>Applies knowledge of health care resources in the planning, implementation and evaluation of clients experiencing health disruptions across the continuum of healthcare environments.</p>	<p>Demonstrates the ability to function within teams in identification, utilization, and delegation of healthcare resources to maximize health, independence, and quality of life.</p> <p>Functions within teams to optimize health for individuals, aggregates, and communities across the continuum of healthcare environments</p>
<p>BSN Program Outcome 4: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery (<i>policy, finance, economics, regulation</i>)</p>		
SOPHOMORE	JUNIOR	SENIOR
<p>Explores healthcare policy, finance, and regulatory environments and their impact on patient care/ outcomes <u>B 232</u></p> <p>Discusses the role of nurse in interacting with professional organizations to shape healthcare policy. <u>B232</u></p>	<p>Incorporates sociocultural, economic, legal, and regulatory factors in the provision of care. <u>H353, H362, H364</u></p> <p>Examines healthcare policy and its potential impact on patient care/outcomes. <u>H351, H353, H361, H364</u></p>	<p>Examines the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice. <u>S481, S485, S472</u></p> <p>Articulates different perspectives related to issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas. <u>S481/S482, 472</u></p>
<p>BSN Program Outcome 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. (<i>caring, ethical, legal, professionalism, functions as a professional, altruism autonomy, human dignity, integrity social justice, nursing, self-care, professional identify</i>).</p>		
SOPHOMORE	JUNIOR	SENIOR
<p>Discuss the professional standards of moral, ethical, and legal conduct for nurses. <u>B248/B249, B232, B245</u></p>	<p>Demonstrates professionalism and attention to professional boundaries with patients and families as well as among caregivers. <u>H351/H352, H363/H364, H361, H362, H353/H354, H365</u></p>	<p>Promotes a positive image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession. <u>S471, S482, S483, S485, S472/S473</u></p>

<p>Assumes accountability for personal and professional behaviors. <u>B232,, 248/249, B244/245</u></p> <p>Discusses one’s own beliefs and values as they relate to professional practice. <u>H351/H352, H361/ H362, H353/H354</u></p>	<p>Recognizes the relationship between personal behavior, self-renewal, and the ability to deliver sustained quality care. <u>H351/H352, H361, H362, H353/H354</u></p> <p>Utilizes self and nursing practice to contribute to the health and wellbeing of patient populations across the spectrum of care.</p>	<p>Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth, development and behavior. <u>S481, S482, S485, S483</u></p> <p>Advocates for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities. <u>H351/H352, H361/H362, H353/H354</u></p>
<p>BSN Program Outcome 6: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes (<i>group processes, interpersonal skills, assertiveness, interdependent, conflict management, interdependence, teamwork, self-awareness, therapeutic use of self and therapeutic communication for the purposes of safety and continuity of care, safe handoffs, listening, advocacy</i>)</p>		
<p style="text-align: center;">SOPHOMORE</p>	<p style="text-align: center;">JUNIOR</p>	<p style="text-align: center;">SENIOR</p>
<p>Utilizes the basic principles of professional communication when interacting with patients, faculty, and peers. <u>B232, B248,/B249, B244/B245</u></p> <p>Functions as an effective team member utilizing team building concepts. <u>B232,B249</u></p>	<p>Demonstrates a positive, professional image of nursing through the use of effective professional communication techniques. <u>H351/H352,361/ H362, H353/H354, H365, H364</u></p> <p>Demonstrate appropriate teambuilding and collaborative strategies when working with inter/intra professional teams. <u>H365, H351/H352, H361/H362, H353/H354</u></p>	<p>Promotes the principles of professional communication in the delivery of evidence based, patient centered care. <u>470/ S471, S482/ S483, S472/S473</u></p> <p>Participates within teams to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes. <u>S481/ S482, S485, S483, 471</u></p>
<p>BSN Program Outcome 7: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments.(<i>hands on care, clinical skills, evidence based practice, nursing care, continuum of care, genetics and genomics, generalist role</i>)</p>		
<p style="text-align: center;">SOPHOMORE</p>	<p style="text-align: center;">JUNIOR</p>	<p style="text-align: center;">SENIOR</p>
<p>Develops foundational skills and knowledge needed to provide high quality professional nursing to promote health and wellness to individuals, families, and communities.</p>	<p>Applies the skills and knowledge of professional nursing to promote/ improve health of clients, families, aggregates, and/ or communities within a variety of healthcare settings.</p>	<p>Synthesizes professional skills and knowledge with current healthcare evidence, regulation, and fiscal considerations to improve health of clients, families, aggregates and communities in a variety of healthcare settings.</p>

<p>Demonstrates beginning application of nursing process by gathering clinical data, facts, evidence, observation, and experiences.</p> <p>Discusses the use of the nursing process to plan/ implement/ evaluate care within well populations across the age spectrum (including geriatrics).</p> <p>Explores the role of genetics/ genomics within client(s) state of health.</p> <p>Explores the role of nurse as health educator within well populations.</p>	<p>Applies relevant information from standardized sources and from the literature to specific patient care issues with precision and accuracy.</p> <p>Applies the nursing process to plan/ implement/ evaluate nursing care within populations experiencing acute health disruptions across the age spectrum (including geriatrics).</p> <p>Applies genetics/ genomics to clients experiencing acute health disruptions.</p> <p>Provides health education to patients/ families experiencing acute health disruptions.</p>	<p>Utilizes inference and clinical interpretation to create plan of care based on individual and population health needs (able to create own rationale).</p> <p>Applies the nursing process to plan/ implement/ evaluate care within populations experiencing complex health disruptions and aggregates of populations across the age spectrum (including geriatrics).</p> <p>Applies genetics/ genomics to clients experiencing complex health disruptions and aggregates of populations.</p> <p>Provides health education materials for patients/ families experiencing complex health disruptions and aggregates of populations.</p>
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Program Outcome 8: An accountable leader and manager who applies principles of systems and organizational processes and balances resources to promote quality care and patient safety. (*Leadership, management, system, organization processes, quality and safety, resources, quality improvement.*)

SOPHOMORE	JUNIOR	SENIOR
<p>Demonstrates basic principles of safety in the provision of nursing care. <u>B248/B249, B244/B245, B 216</u></p> <p>Demonstrate a basic understanding of patient care/outcomes and organizational structure, mission, vision, philosophy, and values. <u>B232, B239</u></p>	<p>Provides safe and effective nursing care through the use of collaboration, organizational resources and processes. <u>H351/H352, H363/ H364, H361 /H362, H353/H354</u></p> <p>Examines the relationship between organizational structure, resources, and processes and patient outcomes. <u>H351/H352, H363/ H364, H361 /H362, H353/H354</u></p>	<p>Evaluates patient quality and safety outcomes within the context of collaboration, organizational structure, and process for improvement of current practice. <u>S470/ S471, S481/ S482, S483</u></p> <p>Evaluates patient outcomes within the context of organizational structure, processes, and resources. Develops evidence based recommendations for improvement in patient care. <u>471,472/ 473, 482/ 483</u></p>

Identifies leadership and managerial concepts as it applies to safe nursing care. <u>B 232</u>	Discriminates concepts of leadership and management in the provision of high quality nursing care delivery in a variety of settings. <u>364,362,354,352</u>	Utilizes a variety of leadership/ managerial skills to promote high quality, safe, effective patient care across a variety of settings and patient populations. <u>471,472/473,482/483.</u>
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BSN Program Outcome 9: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.		
SOPHOMORE	JUNIOR	SENIOR
Identifies the role of the nurse in the utilization of information systems and technology in creating a safe care environment. <u>B232</u>	Demonstrates skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. <u>H364,H362 ,H354, H352</u>	Evaluates safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. <u>S472/S473,S482/S483</u>
Discusses credible sources of information, including but not limited to data bases and internet resources. <u>B232</u>	Utilizes a variety of credible sources of information to provide quality patient care. <u>H364,H362, H354, H352</u>	Evaluates a variety of sources for accurate information to enhance quality patient care. <u>S 472/ S 473, 471, 482/ 483</u>
Uphold legal ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy. <u>B232, B244/B245, 249</u>	Uphold legal ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy. <u>H364,H362, H354, H352</u>	Uphold legal ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy. <u>S 472/ S 473, 471, 482/ 483</u>

Professionalism: "Professional nursing practice is a commitment to compassion, caring, and strong ethical values; continuous development of self and others; accountability and responsibility for insightful practice, demonstrating a spirit of collaboration and flexibility. " (Girand, Linton, & Besner, 2005) Professionals practice within their legal scope and standards of practice.

Critical thinking: Purposeful, thoughtful judgments concerning what to believe or what to do. (Critical thinking institute)

Clinical reasoning: Process of applying knowledge and expertise to a clinical situation to develop a solution.

Appendix C
INDIANA UNIVERSITY KOKOMO
SCHOOL OF NURSING
PRE LICENSURE BSN GRADUATE SURVEY

Below are questions from EBI survey relating to program outcomes.

Please rank your ability as: A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.

Please rank your ability as: A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.

Please rank your ability as: A knowledgeable 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.

Please rank your ability as: An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.

Please rank your ability as: 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.

Please rank your ability as: An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.

Please rank your ability as: A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.

Please rank your ability as: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.

Please rank your ability as: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.

Appendix D

INDIANA UNIVERSITY KOKOMO SCHOOL OF NURSING PRE-LICENSURE BSN ALUMNI SURVEY

Please take a few minutes to provide us with your feedback about your BSN education. We use this information in a summary format in our program evaluation and planning efforts. Your individual responses are anonymous.

PLEASE DO NOT PUT YOUR NAME ON THE FORM. Thank you!

Month _____ Year _____ of Graduation with BSN from IU Kokomo School of Nursing

1. What is your work status?

- | | |
|--|--|
| <input type="checkbox"/> Full time | <input type="checkbox"/> Part time |
| <input type="checkbox"/> On call/PRN | <input type="checkbox"/> Not working (by choice) |
| <input type="checkbox"/> Not employed (but would like to be) | <input type="checkbox"/> Other (explain): _____ |

2. If working, what type of organization/agency are you working in? (If you have more than one job, answer with the type of agency you work in most often)

- | | |
|---|---|
| <input type="checkbox"/> Acute care hospital | <input type="checkbox"/> Critical access hospital |
| <input type="checkbox"/> Specialty hospital (type) _____ | <input type="checkbox"/> Clinic or primary care |
| <input type="checkbox"/> Surgery center | <input type="checkbox"/> Rehabilitation setting |
| <input type="checkbox"/> Home health agency | <input type="checkbox"/> Occupational health |
| <input type="checkbox"/> Long term care or extended care facility | <input type="checkbox"/> School (K through 12) |
| <input type="checkbox"/> Community health | <input type="checkbox"/> Other: _____ |

3. Annual salary (optional) _____

4. Indicate the client population that you work with most often: _____

5. Indicate the type of work you do most often:

- | | |
|---|--|
| <input type="checkbox"/> Nurse manager/supervisor | <input type="checkbox"/> Staff nurse/direct care |
| <input type="checkbox"/> CNO/VP/DON/administrator | <input type="checkbox"/> Staff educator |
| <input type="checkbox"/> Practice facilitator | |
| <input type="checkbox"/> Patient educator | <input type="checkbox"/> Other: _____ |

6. Please tell us about any professional accomplishments since graduation (include recognitions, promotions, certifications, etc.): _____

7. Membership in professional organizations: _____

8. Age: _____

9. Gender (please circle): Male/Female

10. Are you enrolled in a graduate program? _____ Yes _____ No

If you're not enrolled, are you interested in receiving information about an MSN program offered at IUK?

_____ Yes _____ No

If you are already enrolled, what degree are you pursuing? _____



Please use the scale below to rank how well you think the RN to BSN program at IU Kokomo prepared you to be:
(Circle your response: 1 = below average, 2 = average, 3 = above average, 4= excellent)

11. A critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision making.	1	2	3	4
12. A culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.	1	2	3	4
13. A knowledgeable 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.	1	2	3	4
14. An individual who understands and considers the impact of health care policy, finance and regulatory environments on care delivery.	1	2	3	4
15. 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.	1	2	3	4
16. An effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.	1	2	3	4
17. A competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.	1	2	3	4
18. An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.	1	2	3	4
19. An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.	1	2	3	4

Please use the scale below to express your agreement with the statements below related to the RN to BSN faculty:
Circle your response: SD = Strongly Disagree, D = Disagree, A = Agree, SA = Strongly Agree)

20. Available to meet with me when needed.	SD	D	A	SA
21. Interested in helping me succeed in the RN to BSN program.	SD	D	A	SA
22. Helpful in providing me feedback to facilitate learning throughout my program.	SD	D	A	SA
23. Effective in facilitating my learning.	SD	D	A	SA
24. Fair in their evaluation of my performance.	SD	D	A	SA

25. What were the strengths of the RN to BSN program at IU Kokomo?

26. What were the weaknesses of the RN to BSN program at IU Kokomo?

Appendix E

ATI Testing for Competence in Major Nursing Courses: Grading Policy

Students in the undergraduate nursing major will be required to take ATI competency tests pertaining to each of the major courses/content areas throughout the curriculum. The ATI test or tests will be given toward the end of each Nursing course. The test will be scheduled outside of lecture class time and the student is required to attend. If testing is scheduled during clinical time, the student will be released to test. Testing will take place on campus in a computer lab, will be proctored, and the testing schedule will be provided.

ATI Test Schedule: All are associated with a course grade unless noted below

COURSE NUMBER AND PLACEMENT	ATI TESTS PLANNED: ALL ARE ASSOCIATED WITH COURSE GRADE UNLESS NOTED BELOW
Sophomore Semester 2 B248	Critical Thinking Entrance (not associated with a grade) Fundamentals of Nursing
Junior I - Semester 3 H353 Alterations in Health 1 H351 Alterations in Neuro-Psychological Health	2 Medical Surgical Focused Assessments Mental Health Nursing
Junior II - Semester 4 H361 Alterations in Health 2 H363 Developing Family	2 or 3 Medical Surgical Focused Assessments Nursing Care of Children Maternal Newborn Nursing
Senior I - Semester 5 S472 Health of the Community S470 Restorative Health	Community Health Nursing Comprehensive Medical Surgical Nursing (note special progression rules)
Senior II S482 Management S483 Capstone S485 Professional Growth and Empowerment	Leadership in Nursing Critical Thinking Exit Exam (not associated with a grade) Pharmacology in Nursing Comprehensive Predictor (note special rules re: this exam)

ATI Implementation Policy for Testing, Remediation, and Program Evaluation

Part 2

How the ATI Test Counts in the Course Grade

- Twenty percent of the Course Grade will be the performance score on Content Mastery Tests and the focused Medical Surgical Assessments
- If there are 2 Content Mastery ATI tests in a particular course, each will account for 10% of the grade for a total of 20% of the course grade. The Critical Thinking Tests do not count in the course grade.
- Medical Surgical Comprehensive Exam is to be taken in S470, three weeks before the end of the semester (see Medical Surgical Comprehensive Grading)
- Comprehensive Predictor –
 - Is taken in S485 and included in the course grade
 - Has specific grades per competency levels:
 - Level 3: composite percent score of 80 – 100%.
 - Level 2: composite percent score of 73 – less than 80%.
 - Level 1: composite percent score of 71 – less than 73%.
 - Level 0 – Less than 71 composite percent score.

What is a Proficiency Level?

Expert professors from around the USA have agreed upon the ATI scores on each Content Mastery Test that relate to different levels of proficiency. Since these exams are fairly difficult, the use of a pure percent score would not work with the IU Kokomo School of Nursing grade scale. At IU Kokomo, the proficiency level is a way to assign a course grade for test performance. Listed below are descriptions of what each proficiency level means and how grades will be assigned for the ATI tests:

Students reaching proficiency level 3: indicates student is likely to succeed on NCLEX-RN® in this content area. Students are encouraged to engage in continuous focused review to maintain and improve their knowledge of this content.

No remediation necessary

Students reaching Proficiency level 2: indicates student is fairly certain to meet NCLEX-RN® standards in this content area. Students are encouraged to engage in continuous focused review in order to improve their knowledge of this content.

No remediation necessary. The goal of IU Kokomo is for students to achieve a proficiency level 2 or 3)

Students reaching Proficiency level 1: indicates student is likely to just meet NCLEX-RN® standards in this content area. Students are encouraged to develop and complete a rigorous plan of focused review in order to achieve a firmer grasp of this content.

Remediation is required. Students at this level are expected to fully remediate according to the instructor's directions. Remediation will improve the initial grade.

Students reaching Proficiency Level 0: “below Level 1” indicates a need for thorough review of this content area. Students are strongly encouraged to develop and complete an intensive plan for focused review.

Remediation is required. Students at this level are expected to fully remediate according to the instructor’s directions. Remediation will improve the initial grade.

Proficiency Levels and Grades:

The ATI exams are worth 20 % of the course grade, and if there are two exams associated with a course, each is worth half. Note that the percent correct is not always the same proficiency level in each course, but the percentage of points associated with each level are as follows:

Level 3 = 100% or 10/10 (no remediation required)

Level 2 = 90% or 9/10 (no remediation required)

Level 1 = initially earn 75% which goes up to 80% with remediation

Level 0 = initially earn 50% which goes up to 55% with remediation

Remediation

To remediate means to review an area that is not fully understood. The instructor will provide a description of the remediation plan for the material that applies to the course. Remediation is required for proficiency level 1 or 0. Remediation is mandatory but the requirements may vary depending on the course. Students will be given an incomplete or a 0 on the assignment if remediation requirements are not met in a timely manner as stated in course syllabi.

Medical Surgical Comprehensive Grading

The Medical Surgical Comprehensive Exam is to be taken in S470, about three weeks before the end of the semester. Students must score a level 1 or higher to progress to Capstone. The grade earned on the first attempt is recorded in the grade book and will remain unchanged. Students who do not pass the course will not retake the ATI exam at this time. Students who have passed the course but have a level 0 on the first try must retake the ATI again in 2 weeks as a proctored test. If a student still scores a level 0, an individualized learning contract will be initiated with the student, which must be successfully completed in order for the student to progress.

The Comprehensive Predictor Grading

The Comprehensive Predictor is a part of the S485 Course Grade. Students do not earn a proficiency level for this test, but instead are informed of their individual chances of passing the NCLEX exam:

For grading the following apply:

- Level 3: composite percent score of 80 – 100% earns 100% or 10/10 (no remediation required)
- Level 2: composite percent score of 73 – less than 80%. earns 90% or 9/10 (no remediation required)
- Level 1: composite percent score of 71 – less than 73%. initially earn 70% which goes up to 75% with remediation
- Level 0 – Less than 71 composite percent score. initially earn 50% which goes up to 55% with remediation

Remediation will consist of a proctored retake of the Comprehensive Predictor, and is required for students who do not achieve a score indicative of a level 2 or 3. Should this not be achieved after a first retake of the proctored exam (which is a different version of the test), an individualized learning contract will be initiated with the student, which must be successfully completed in order to receive the remediation points and pass the course.

2015

Indiana University
Kokomo

By Stephanie N. Pratt,
DNP, RN



[ASSESSMENT REPORT: RN TO BSN]

The following report contains a summary of assessment data and recommendations. 2010 is the first full year for implementation of the new BSN Essentials as a guiding framework for curriculum development.

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Assessment Report: RN BSN Program: Baccalaureate of Science in Nursing September, 2015

Brief Summary of the Assessment Plan for the BSN

Introduction:

This summary provides an abbreviated overview of the RN TO BSN assessment plan, and also attempts to focus the reader on aspects of the plan that will be addressed in this report. Assessments are necessary to evaluate learning and to measure outcomes. The new RN to BSN curriculum will be discussed, as well as, the new BSN Essentials that were used as a framework in the development of BSN curriculum. A consortium consisting of members representing all eight campuses within Indiana University were convened and lead by Dr. Sue Hendricks and Professor Lynda Narwold to design the new RN to BSN curriculum. This report includes data for the RN to BSN face to face program only. This report looks at the face to face offerings on campus and off campus. The online consortium is currently working on an independent evaluation process and will report results when available.

Summary of Past Data Collection:

Data was gathered for each RN to BSN cohort via a new portfolio model. This report serves both the Assessment Council and the Evaluation Committee, and therefore may contain elements that one or another group will not find useful.

Instructor Level of Course Assessment:

All courses are organized in a structure that includes the following in every syllabus:

IUK BSN: OUTCOMES & Senior Level Competencies that Apply Directly	S484 Course Objectives	Learning activities	Methods of Evaluation
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Faculty must articulate the course objectives as it relates to the BSN Essential Outcomes discussed later, what learning activities will occur to meet the objectives, and finally how will they evaluate learning. Students receive the syllabus on or before the first day of class and are aware of what they are to learn, activities that the instructor will plan and provide, and the method in which he/she will evaluate their learning. The RN to BSN director Lynda Narwold evaluates effectiveness of teaching by assessing outcomes from methods used for evaluation.

The Assessment Plan for the RN BSN Overview:

In the profession of nursing, guidelines for program goals and core competencies have been published by the American Association of Colleges of Nursing (The Essentials of Baccalaureate Education for Professional Nursing Practice, 2008). The accrediting agency for the IU Kokomo School of

Nursing BSN, the CCNE, requires use of a guiding framework, such as the Essentials. Use of such a framework ensures that entry level nurses are capable and prepared. By using such a framework, we prepare professional nurses to practice at the Baccalaurate level (BSN), to practice in a variety of settings, and to address the professional development of nurses in North Central Indiana. One important way that professional development in our region is achieved is through the RN-BSN program.

Our curriculum ties to the Essentials in the following ways:

- 1. The BSN graduate is a critical thinker who demonstrates intellectual engagement and uses evidence as a basis for clinical reasoning and decision-making.**
- 2. The BSN graduate is a culturally sensitive individual who provides holistic individual, family, community, and population-centered nursing care.**
- 3. The BSN graduate is 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. The BSN graduate is an individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.**
- 5. The BSN graduate is 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. The BSN graduate is an effective communicator who collaborates with interprofessional team members, patients, and their support systems for improved health outcomes.**
- 7. The BSN graduate is a competent care provider who is prepared to practice to the full capacity of the professional nurse role in diverse health care environments.**
- 8. The BSN graduate is 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. The BSN graduate is an individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.**

By using such a framework, we prepare professional nurses to practice at an entry level (BSN), to practice in a variety of settings, and to address the professional development of nurses in North Central Indiana.

Portfolio for Evaluation

The portfolio is a mechanism used to validate that knowledge, skills meeting course and program outcomes, and course expectations have been acquired either through course related assignments or through methods occurring outside the classroom setting. Students are instructed to add to the portfolio every semester. The portfolio as a whole is evaluated in Pod 3. All portfolios are submitted electronically via a flash drive. A grading rubric is provided for overall evaluation of the portfolio, addressing appearance, completeness, and quality of the materials included and comparing them with the program outcomes. For grading purposes, every portfolio will be evaluated in terms of how well the student has demonstrated that he/she has met the BSN program outcomes. For program evaluation purposes, a random 20% sample will be used as a representative evaluation. Example copies of a few portfolios from each cohort may be requested to verify program outcome quality (retained as evidence). Student permission to retain a copy of the portfolio will be obtained. The following are **instructions regarding the portfolio**, along with the rubric for evaluation.

<p><u>Program Outcome #1</u> The BSN graduate is: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making.</p> <p>A. Integrates theories and concepts from nursing and liberal education to apply nursing processes and evaluate outcomes of care. B. Utilizes research from nursing and multiple disciplines to select the best practice when caring for individuals, families and communities. C. Uses a systematic approach for clinical reasoning and decision making.</p>	<p>Program Outcome 1 Total _____ Maximum = 12</p> <p>End of Program Outcome 1 Average _____ (3 measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome #2</u> The BSN graduate is: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.</p> <p>A. Applies knowledge of social and cultural factors that affect nursing and health care across multiple contexts. B. Advocates for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.</p>	<p>Program Outcome 2 Total _____ Maximum =8</p> <p>End of Program Outcome 2 Average _____ (2 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome 3</u> The BSN graduate is: 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.</p> <p>A. Assesses protective and predictive factors, including genetics, which influence the health of individuals, families, communities, and populations. B. Appropriately assesses, develops and evaluates intervention strategies for health, healthcare and emergency preparedness needs of a defined population.</p>	<p>Program Outcome 3 Total _____ Maximum=8</p> <p>End of Program Outcome 3 Average _____ (2 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p>

<p><u>Program Outcome 4</u> The BSN graduate is: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p> <p>A. Examines professional nursing’s involvement and impact on local, state, national and international health care policies. B. Examines current professional organizations, political trends, and public opinion that shape health care delivery. C. Investigates policy changes that promote health for individuals, families and communities.</p>	<p>Program Outcome 4 Total Maximum=12 End of Program Outcome 4 Average _____ (3 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome 5</u> The BSN Graduate is: 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.</p> <p>A. Demonstrates the professional standards of moral, ethical and legal conduct. B. Advocates for individuals, families, and communities by acting to prevent unsafe, illegal, or unethical care practices. C. Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster growth and development in all areas of the discipline of nursing.</p>	<p>Program Outcome 5 Total Maximum=12 End of Program Outcome 5 Average _____ (3 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome 6</u> The BSN Graduate is: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.</p> <p>A. Communicates effectively in a variety of written and spoken formats. B. Demonstrates the use of appropriate therapeutic interpersonal communication techniques. C. Collaborates with other professionals and patients to provide spiritually and culturally appropriate health promotion, disease, and injury prevention interventions.</p>	<p>Program Outcome 4 Total Maximum=12 End of Program Outcome 6 Average _____ (3 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>

<p><u>Program Outcome 7</u> The BSN Graduate is: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments.</p> <p>A. Demonstrates mastery of basic nursing assessment techniques, intervention prioritization, skills performance, and care evaluation.</p> <p>B. Provides appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.</p> <p>C. Facilitates patient-family-centered transitions of care throughout wellness, illness, recovery, rehabilitation, or death.</p>	<p>Program Outcome 7 Total Maximum=12 End of Program Outcome 7 Average _____ (3 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome 8</u> The BSN Graduate is: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.</p> <p>A. Applies leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.</p> <p>B. Articulates the value of pursuing practice excellence, lifelong learning, and professional engagement to foster growth and development in all areas of the discipline of nursing.</p> <p>C. Demonstrates knowledge of health care financial and business practices.</p>	<p>Program Outcome 8 Total Maximum=12 End of Program Outcome 8 Average _____ (3 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p> <p>4 3 2 1</p>
<p><u>Program Outcome 9</u> The BSN Graduate is: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p> <p>A. Demonstrate skills in using patient care technologies, information systems and communication devices that support safe nursing practice.</p> <p>B. Promotes achievement of safe and quality outcomes of care for diverse populations through use of quality improvement data collection and analysis.</p>	<p>Program Outcome 9 Total Maximum=8 End of Program Outcome 9 Average _____ (2 Measures)</p> <p>4 3 2 1</p> <p>4 3 2 1</p>

Evaluation Criteria for the Portfolio

Please note: for evaluating the portfolio: Our benchmark is at “3 or more” That is, the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.

For Each Criteria, we will use the following rubric:

4=**Excellence Evident** in Meeting BSN Outcome

Evaluator easily finds evidence that is presented professionally; *and*

Evidence presented shows that student has mastered the competency in a manner that suggests the best practice/exemplary practice; *or*

Demonstrates high level of integration of knowledge, unusually strong insight.

3=**Satisfactory Performance** Evident in Meeting BSN Outcome

Evaluator easily finds evidence that is presented professionally; *and*

Evidence presented shows that the student has mastered the competency in a complete manner; *or*

Demonstrates good integration of knowledge, insight.

2=**Just Below Satisfactory Performance** Evident in Meeting BSN Outcome

Evaluator finds evidence only after searching the portfolio; *or*

Evaluator finds that evidence is not presented in a professional manner; *or*

Evidence presented shows some areas that are lacking with regard to achievement of the competency.

1=**Unsatisfactory Performance** Evident in Meeting BSN Outcome

Evaluator is unable to find evidence pertinent to the competency; *or*

Evidence presented does not show that the student addressed the competency in a relevant/reasonable manner (lacks attention to basic aspects of competency); *or*

Evidence presented is found to be unsafe, unethical, or fraudulent.

4=**Excellence Evident**

3=**Satisfactory Performance**

2=**Just Below Satisfactory.**

1=**Unsatisfactory Performance**

Rater assigns a numeric value to each category:

- I. **Graduate Survey:** Near the close of the senior year, students complete a **self report instrument** in which they **rate their own abilities in each of the student learning outcome areas**. This scale includes several items per program goal, and is available on request. This is scaled 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.
- III. **Alumni Survey:** One year post graduation, RN BSN alumni are 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 at achievement of a Mean of 2.0 or more** in all areas. This survey is mailed yearly in August to previous graduates.

Characteristics of the RN BSN Class of 2015

Graduate Survey Results: This data was gathered just prior to completion of the program in August 2015.

On Campus: 33 students started the RN-BSN program in the fall of 2014. Of that 33, three were male and thirty were female. 32 of the original 33 graduated with a BSN in August of 2015. The average age was 38 years old.

Healthcare experience and roles varied. The graduates worked in a variety of settings; the majority caring for patients in acute care facilities as staff nurses.

Off Campus: Logansport: 17 students started the RN-BSN program in the fall of 2014. Of that 17, two were male and fifteen were female. 17 of the original 17 graduated with a BSN in August of 2015. The average age was 41 years old.

Healthcare experience and roles varied. The graduates worked in a variety of settings; the majority caring for patients in acute care facilities as staff nurses.

Alumni Survey Results: The alumni surveys are gathered one year after graduation. The data reflected below is reflective of the RN BSN class of 2014.

PORTFOLIO RESULTS FOR AUGUST 2015 GRADUATES

Indiana University Kokomo School of Nursing Baccalaureate in Nursing: 2015 Assessment Results On Site Courses & Off Site (Logansport)				
OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
Program Outcome #1 The BSN graduate is: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making	Grad Survey (SR) Alum Survey: 1 year (SR) Portfolio (P)	Month prior to grad Mailed at 1 year post grad. Every August Pod 3	Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures. Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.	<i>Grad Survey</i> <i>On Campus 3.65</i> <i>Off Campus: 3.35</i> <i>Alumni Survey:</i> <i>On Campus 3.52</i> <i>Online: 3.33</i> <i>Average for Program Outcome 1</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.85</i>

Indiana University Kokomo School of Nursing
Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome #2 The BSN graduate is: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus 3.57</i> <i>Off Campus: 3.47</i></p> <p><i>Alumni Survey:</i> <i>On Campus 3.52</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome 2</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.93</i></p>

**Indiana University Kokomo School of Nursing
Baccalaureate in Nursing: 2015 Assessment Results**

OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME)	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome #3 The BSN graduate is: 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.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.47</i> <i>Off Campus: 3.69</i></p> <p><i>Alumni Survey:</i> <i>On Campus 3.56</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:4</i></p>

Indiana University Kokomo School of Nursing
Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE ON TEST, PAPER, OR SKILL CHECK	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 4 The BSN graduate is: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.69</i> <i>Off Campus:3.59</i></p> <p><i>Alumni Survey:</i> <i>On Campus 3.44</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome 4</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:4</i></p>

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OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 5 The BSN Graduate is: 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.</p>	<p>Grad Survey (SR).</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.69</i> <i>Off Campus: 3.53</i></p> <p><i>Alumni Survey:</i> <i>On Campus:3.56</i> <i>Off Campus:3.33</i></p> <p><i>Average for Program Outcome 5</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:4</i></p>

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 6 The BSN Graduate is: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.69</i> <i>Off Campus: 3.65</i></p> <p><i>Alumni Survey:</i> <i>On Campus: 3.59</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome 6</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.95</i></p>

Indiana University Kokomo School of Nursing
Baccalaureate in Nursing: 2014 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 7 The BSN Graduate is: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.77</i> <i>Off Campus: 3.59</i></p> <p><i>Alumni Survey:</i> <i>On Campus 3.52</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome 7</i> <i>On Campus: 3.96</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.90</i></p>

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 8 The BSN Graduate is: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus:3.47</i> <i>Off Campus:3.69</i></p> <p><i>Alumni Survey:</i> <i>On Campus:3.48</i> <i>Off Campus:3.33</i></p> <p><i>Average for Program Outcome 8</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.86</i></p>

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Baccalaureate in Nursing: 2015 Assessment Results

OUTCOME ASSESSMENT AREA	PRIMARY TOOLS FOR PROGRAM EVALUATION* SR=SELF REPORT OR=OBSERVED REPORT P=PERFORMANCE	WHEN IS THE MEASURE TAKEN?	BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION:	DATA FROM GRADUATING CLASS
<p>Program Outcome 9 The BSN Graduate is: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.</p>	<p>Grad Survey (SR)</p> <p>Alum Survey: 1 year (SR)</p> <p>Portfolio (P)</p>	<p>Month prior to grad</p> <p>Mailed at 1 year post grad. Every August</p> <p>Pod 3</p>	<p>Grad and Alum Survey: <u>All Surveys have values as follows:</u> 1=strongly disagree, 2=Disagree, 3=Agree, 4=strongly Agree. Benchmark: means at 2.00 or more on all three measures.</p> <p>Portfolio: Please note: for evaluating the portfolio: Our benchmark is at “3” or more: the mean of all ratings across RN – BSN students is 3 or more for each individual senior competency, and that the overall mean (of all the scores) for every individual student (100%) in the RN – BSN program is “3” or more.</p>	<p><i>Grad Survey</i> <i>On Campus: 3.73</i> <i>Off Campus:3.65</i></p> <p><i>Alumni Survey:</i> <i>On Campus 3.52</i> <i>Online: 3.33</i></p> <p><i>Average for Program Outcome 9</i> <i>On Campus: 4</i> <i>Off Campus Logansport:4</i> <i>Off Campus IU North:3.86</i></p>

Part E: Executive Summary of Student Performance for Each Outcome with Faculty Interpretation

OUTCOMES	OVERALL COMPARISON WITH BENCHMARK: MET, EXCEEDED, OR AREA FOR IMPROVEMENT	POTENTIAL AREAS FOR ACTION*
<p>Program Outcome #1 The BSN graduate is: A critical thinker who demonstrates intellectual curiosity and uses evidence as a basis for clinical reasoning and decision making</p>	EXCEEDED	
<p>Program Outcome #2 The BSN graduate is: A culturally sensitive person who provides holistic, patient centered nursing care for individuals, families, and communities.</p>	EXCEEDED	
<p>Program Outcome #3 The BSN graduate is: 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.</p>	EXCEEDED	
<p>Program Outcome #4 The BSN graduate is: An individual who understands and considers the impact of health care policy, finance, and regulatory environments on care delivery.</p>	EXCEEDED	
<p>Program Outcome #5 The BSN Graduate is: 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.</p>	EXCEEDED	
<p>Program Outcome #6 The BSN Graduate is: An effective communicator who collaborates with inter professional team members, patients, and their support systems for improved health outcomes.</p>	EXCEEDED	
<p>Program Outcome #7 The BSN Graduate is: A competent care provider who is prepared to practice in the full capacity of the professional nurse role in diverse health care environments.</p>	EXCEEDED	
<p>Program Outcome #8 The BSN Graduate is: An accountable leader and manager who applies principles of systems and organizational processes and who balances resources to promote quality care and patient safety.</p>	EXCEEDED	
<p>Program Outcome #9</p>	EXCEEDED	

The BSN Graduate is: An individual who embraces and employs innovations in information management and technology in the delivery of quality patient care.		
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Section IV: Using Assessment for Program Improvement for 2016

As evidenced by the portfolio results, all BSN Program Outcomes exceeded benchmark expectations; and as a result, show the new curriculum is effective and will be continued without revisions at this time.

Section V: Dissemination of Results:

This report will be distributed to all regular faculty members prior to our evaluation meeting to discuss findings (the meeting for this is October 5, 2015). In addition, we put a short version of the report on the website for Nursing. The report will need to be a brief synopsis of our performance because a long version is burdensome for the reader. There are further supporting documents available upon request.