

Executive Summary of the Assessment Report: Baccalaureate of Science in Nursing Class of 2006

Introduction:

The Assessment Plan for the Baccalaureate of Science in Nursing is somewhat complex. The plan for assessment in the BSN has undergone significant change in the past few years, and several measures have changed, as well. The 2006 graduates are the first group to use the new evaluation measures, and so the findings from this year are not trended with previous year's findings. 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 of Baccalaureate Education (AACN, 1998) as well as making explicit the ties to the IUSON Baccalaureate Outcomes. Although there are leveled competencies for the Sophomore, Junior, and Graduate, this report will focus only on End of Program Outcomes for the 2006 graduating group of regular BSNs.

Program Goals and Student Learning Outcomes for the Graduating Senior

Program Goal 1 A member of the profession of nursing who promotes a positive image of nursing, is an effective communicator of accurate information, and participates in the profession and practice of nursing with a broad perspective (IU Outcomes 4, 6, 8).

Program Goal 2: A competent provider of care in structured and semi-structured healthcare settings who demonstrates critical thinking abilities, and provides holistic, culturally competent nursing care to a variety of individuals, families, and communities within the ethical/legal framework of the profession (IU Outcomes 1, 2, 5, 7).

Program Goal 3 A knowledgeable coordinator of community resources and a responsible manager who balances human, fiscal and material resources to achieve quality health care outcomes for individuals, families, and communities, based on nursing knowledge (Outcomes 3, 9).

Assessment Methodology

- I. **ATI assessments:** In the School of Nursing each one of our students uses the ATI program every semester and takes a Nationally normed proctored test in all of the major content areas for nursing, as well as critical thinking. Currently our **benchmarks are set at achievement of a Mean National Percentile Rank of 60%**. We have not yet set a benchmark for the critical thinking test.
- II. **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** Currently our **benchmarks are set at achievement of a Mean of 2.0 or less** in all areas.
- III. **Alumni Survey:** One year post graduation, BSN alumni are mailed a survey similar to the graduate survey though somewhat shorter. Currently our **benchmarks are set at achievement of a Mean of 2.0 or less** in all areas.
- IV. **Employer Survey:** Every August, managers, administrators, and supervisors from area health care agencies are surveyed regarding the performance of the new IU Kokomo graduates that they have hired. Currently our **benchmarks are set at achievement of a Mean of 2.0 or less** in all areas.
- V. **Writing Score:** Each year a selected senior assignment from a class is used as data for assessment of the writing ability of the group Our Benchmark is set at a score of 95% of students meeting 18 on our rubric.
- VI. **NCLEX Pass Rate:** All of our 2006 graduates have tested so we have a final percent pass rate that is reported. Comparative pass rate data will be published by NCLEX later. **Our benchmark is to meet the national average pass rate on a year by year basis.**

The BSN Class of 2006

This group began with 35 sophomores and 31 seniors from the regular BSN program graduated in 2006 (for an approximate graduation rate of about 88.6%). Most of the other students have not dropped out, but remain in nursing classes. This graduation group is all female, and the mean age is 26.69 years. Prior to beginning this degree program, 43.3% had no prior healthcare background; 43.3% had CNA experience (nursing assistant), and 4% had other experience in healthcare, such as social work, medical unit secretary, etc. The work status at the time this group was surveyed indicated that 33% were working full time, 26.7% were working part time, 20% were working on call, and 6.7% were looking for a job. The others were either not working by choice or did not provide an answer for that question. Of those working, 46.7% were employed at a community hospital and 10% in long term care. The others were employed in a diverse variety of settings. Of those working, 26.7% were in a medical-surgical setting, 10% each were in a geriatric setting or a rehabilitation setting. Most of those employed were involved as student nurse externs/direct care.

Data from the 2005 graduates who completed their BSN degree in 2005 have also been included in this report as one year data.

| OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME) | BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION: | DATA FROM 2006 GRADUATING CLASS |
|---|---|--|
| 1A: promotes a positive image of nursing | <p>ATI Benchmark: attaining a Group Percentile Rank of 60% or better.</p> <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>This group did not take the ATI Fundamentals Test</p> <p>2006 Grad Survey: 1A.a.sen: Compares and contrasts the public image of nursing. Mean: 1.77 1A.b.sen: Develops a broad perspective of nursing practice that contributes to the health and well-being of people. Mean: 1.67 2005 “one year” Alumni Findings: Promotes a positive image of nursing Mean 1.38 2006 Employer Survey: Mean of Items for this outcome: 1.71.</p> |
| 1B: Effective Communicator | <p>Writing Score Benchmark: score of 18 meets standard—benchmark is that 95% meet standard.</p> <p>ATI Benchmark: attaining a Group Percentile Rank of 60% or better.</p> <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>Writing Score Average: 21.11. All of the papers reviewed met the benchmark of “18”</p> <p>ATI Comprehensive Predictor Communication Sub Topic: National Percentile Rank: 73</p> <p>Grad Survey: 1B.a.sen: Consistently produces written work that demonstrates clarity of thoughts, coherency of arguments, organization of ideas, grammatical accuracy, and APA format when applicable. Mean 1.70 1B.b.sen: Communicates respectfully and clearly with individuals, families, communities and other health care providers. Mean 1.37 1B.c.sen: Uses information technology in managing information, data sets, and problem-solving activities. Mean 1.60 1B.d.sen: Incorporates therapeutic communication techniques with clients across all settings. Mean 1.53 2005 “one year” Alumni Findings: communicates accurately and effectively... Mean 1.69 2006 Employer Survey: Mean of Items for this outcome: 1.26</p> |
| 1C: Broad Perspective | <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>Grad Survey: 1C.a.sen: Identifies actual and potential strategies to influence healthcare policies. Mean: 1.90 1C.b.sen: Relates the impact of broad-based trends to national and international healthcare issues. Mean 2.00 1C.c.sen: Examines the political processes that shape health care policies at the agency, community, and national level. Mean 2.13 1C.d.sen: Advocates for individuals, families or communities to positively impact healthcare. Mean 1.60 2005 “one year” Alumni Findings: Practices with a broad perspective Mean 1.92 2006 Employer Survey: Mean of Items for this outcome: 1.75</p> |

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|---|---|---|
| <p>2A Competent Provider/Critical Thinker</p> | <p>ATI Benchmark: attaining a Group Percentile Rank of 60% or better. NCLEX Benchmark: meet the National Average Pass Rate (not yet reported for this year).</p> <p>Benchmark: To Be Determined</p> <p>Survey Benchmarks: Each of these three rating sheets has a "1" as highest rating, and "4" as the lowest, with scores of 2.00 or less rated as good. Benchmark: means at 2.00 or less on all three measures.</p> | <p>Comprehensive Predictor (overall performance): Group National Percentile Rank: 70</p> <p>NCLEX Pass Rate: 87% (National mean for this year is not yet available, though this is a favorable percentage).</p> <p>ATI Critical Thinking Exit Exam (this group did not take the entrance exam for comparison, since we just began ATI. National Percentile Rank: 73</p> <p>Graduate Survey: 2A.a.sen: Completes an accurate assessment; gathers subjective and objective data from a variety of sources in client aggregates across multiple settings. Mean: 1.53 2A.b.sen: Intervenes with multiple clients in various settings to reduce health risk behaviors. Mean: 1.70 2A.c.sen: Analyzes, within a theoretical framework, assessment data to develop nursing diagnoses/problem statements for aggregate and specialized populations. Mean: 1.67 2A.d.sen: Prioritizes nursing care for multiple patients, aggregates and specialized populations. Mean: 1.63 2A.e.sen: Individualizes plan of care to meet client needs in aggregates and specialized populations. Mean: 1.63 2A.f.sen: Provides safe and effective care for multiple clients across various settings. Mean: 1.50 2A.g.sen: Constructs and implements teaching plans to meet aggregate learning needs in various settings. Mean: 1.60 2A.h.sen: Evaluates outcomes and proposes revisions to plan of care. Mean: 1.63 2A.i.sen: Critiques and applies research findings that affect overall nursing practice. Mean: 1.97 2005 "one year" Alumni Findings "provides competent care" 2.00 "demonstrates critical thinking" 2.00 2006 Employer Survey: Mean of Items for this outcome: 1.3</p> |

| OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME) | BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION: | DATA FROM 2006 GRADUATING CLASS |
|---|--|---|
| 2B Holistic, Culturally Competent | <p>ATI Benchmark: attaining a Group Percentile Rank of 60% or better.</p> <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>This group did not take the ATI Fundamentals Test</p> <p>Grad Survey: 2B.a.sen: Incorporates the cultural beliefs of the client in provision of care across various settings. Mean: 1.70 2B.b.sen: Applies holistic concepts in nursing practice across multiple settings and client populations. Mean: 1.63 2005 “one year” Alumni Findings: “care is holistic and specific to cultural needs” Mean: 1.69 2006 Employer Survey: Mean of Items for this outcome: 1.87</p> |
| 2C: Ethical/Legal Framework | <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>Grad Survey: 2C.a.sen: Uses appropriate decision models to resolve ethical dilemmas in various health care situations. Mean: 1.83 2C.b.sen: Articulates personal beliefs and values and their effect on nursing and health care across multiple settings. Mean: 1.67 2C.c.sen: Incorporates ANA standards and legal regulations as a basis for nursing practice across multiple settings. Mean: 1.70 2C.d.sen: Evaluates and recommends the need for changes in policies and procedures applicable to each clinical setting. Mean: 1.93 2C.e.sen: Demonstrates responsibility and accountability for nursing care across multiple settings. Mean: 1.47 2005 “one year” Alumni Findings: “work within legal/ethical framework of the profession” Mean 1.69 2006 Employer Survey: Mean of Items for this outcome: 1.8</p> |

| OUTCOME ASSESSMENT AREA (ORGANIZED BY STUDENT LEARNING OUTCOME) | BENCHMARKS AND MEASUREMENT COMMENTS FOR EACH TOOL IN PROGRAM EVALUATION: | DATA FROM 2006 GRADUATING CLASS |
|---|--|---|
| <p>3A: Manager who Balances resources</p> | <p>ATI Benchmark: attaining a Group Percentile Rank of 60% or better.</p> <p>Survey Benchmarks: Each of these three rating sheets has a “1” as highest rating, and “4” as the lowest, with scores of 2.00 or less rated as good.</p> <p>Benchmark: means at 2.00 or less on all three measures.</p> | <p>Comprehensive Predictor: Leadership subset: National Percentile Rank: 80</p> <p>ATI Leadership Test: National Percentile Rank: 77 (this does include human and fiscal resource management, delegation, decision making, change, and advocacy)</p> <p>Grad Survey:</p> <p>3A.a.sen: Plans care for groups of people utilizing knowledge of available human, fiscal and material resources. No specific item on survey.</p> <p>3A.b.sen: Assesses and utilizes community resources that maximize the health of individuals and groups. Mean: 1.63</p> <p>3A.c.sen: Incorporates knowledge of cost-benefit issues in planning nursing care. Mean: No specific item on survey. <i>(here, the agreement between the tool and the outcome measures needs work).</i></p> <p>2005 “one year” Alumni Findings: “coordinate community resources” Mean 1.84; “manage resources” Mean 2.00</p> <p>2006 Employer Survey: Mean of Items for this outcome: 1.46</p> |

How the IU Kokomo School of Nursing is Using Assessment for Program

Improvement For 2006-2007: As you can determine from the preceding table, we have met our benchmark in all areas except for one sub-area (in red). The academic year 2006-2007 will be our first full year with the new ATI program, and the goals would be: full and excellent implementation; continue to work on effectiveness of the benchmarks we have set with ATI, transitioning to new measures in our trended data. Revamping the RN BSN measures will be an important focus, since we do not plan to use ATI with this group: we will move to portfolio evaluation. Also, in the regular BSN program, we intend to include more evaluation of performance, not just test ability. We have purchased 2 simulation men for this purpose, and are engaged in planning how this will work.

The report generated starts fresh, since so many measures have changed, so trended data are not included. On the positive side, our measures are improved, and have important external validity with opportunity for student engagement.

Since we have made so many large changes to our assessment plan it is premature to make sweeping/grand scale changes to the curriculum based on only one semester of data. **The ATI program is, in itself, an intervention, not just a measurement tool, which we recently implemented.** The approach uses competency testing coupled with remediation at the end of every course. Students can tell how they are doing throughout the entire curriculum and can correct deficient areas. Faculty can see areas where their instruction is more or less in line with standards in the profession. We have already identified several small areas in which we can improve in our course by course results. Also, since our outcomes were mostly met, at this point, we need to stay the course.