

School of Nursing Assessment Plan 2005-2006

The Department of Nursing at IUSB implements the Indiana University School of Nursing curriculum for Baccalaureate students. The department is accredited by the Commission on Collegiate Nursing Education (CCNE), an arm of the American Association of Colleges of Nursing.

Education Goals: (these goals are based upon the curricular outcomes of the program of study as developed by the statewide Indiana University School of Nursing).

A graduate of Nursing at IUSB should be a beginning practitioner of nursing who is a

1. Critical Thinker Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.
2. Culturally Competent Person Someone who can provide holistic nursing care to a variety of individuals, families, and communities.
3. Knowledgeable Coordinator of Resources A coordinator of community resources who facilitates individual, family, and community access to resources necessary to meet health care needs.
4. Politically Aware Person Someone who participates in the profession and the practice of nursing with a global perspective.
5. Conscientious Practitioner An individual who practices within the ethical and legal framework of the nursing profession.
6. Effective Communicator An effective communicator who is able to share accurate information.
7. Therapeutic Nursing Intervention/ Competent Care Provider A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care
8. Professional Role Model A person who promotes a positive public image of nursing.
9. Responsible Manager A responsible manager who balances human, fiscal, and material resources to achieve quality care outcomes.

PLAN

Outcome	Measured by	Participants	Benchmarks	Evaluation and Analysis Process
<i>Critical thinker</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty

				meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
	Mosby Assesstest	Graduating Seniors	Overall results should be equal or greater than other national graduating seniors who have completed the test	Reports given to faculty, results discussed in faculty meetings and actions taken as is appropriate.
<i>Culturally Competent Person</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating Students	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
<i>Knowledgeable Coordinator of resources</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating Seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible	Qualitative data – no	Report and plans for improvement are sent to

		for course	benchmarks	the Undergraduate Coordinator.
<i>Politically Aware Person</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
<i>Conscientious Practitioner of Nursing</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
<i>Effective Communicator</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.

	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
<i>Therapeutic Nursing Intervention/ Competent Care Provider</i>	Classroom Survey	Students	Mean of 3.5 on a scale of 1-5	Faculty is informed when benchmark is not reached. They respond with a plan of action.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
	Mosby Assesstest	Graduating Seniors	Overall results should be equal or greater than other national graduating seniors who have completed the test	Reports given to faculty, results discussed in faculty meetings and actions taken as is appropriate.
	NCLEX pass rate	Graduating seniors	Pass rate at or above national norms	Reports to faculty. Discussed in faculty meetings and actions taken
<i>Professional Role Model</i>	Classroom Survey	Students	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Survey	Graduating	Mean of 3.5	A report of the analysis

		seniors	on scale of 1-5	of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
<i>Responsible Manager</i>	Classroom survey	Students	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Survey	Graduating seniors	Mean of 3.5 on scale of 1-5	A report of the analysis of data is communicated to entire faculty and any remedies indicate are discussed in faculty meeting.
	Course evaluation	Faculty responsible for course	Qualitative data – no benchmarks	Report and plans for improvement are sent to the Undergraduate Coordinator.
	Mosby Assesstest	Graduating Seniors	Overall results should be equal or greater than other national graduating seniors who have completed the test	Reports given to faculty, results discussed in faculty meetings and actions taken as is appropriate.

Alumni Survey

The overall ability of the program to enable graduates to practice at an entry level in the profession of nursing is evaluated through an alumni survey that ask the alumnus to indicate whether or not the program prepared he or she to practice the profession.

FUTURE PLANS FOR ASSESSMENT

The faculty are currently developing measurable behaviors for each level of the curriculum in each of the following areas:

- Critical thinking
- Communication
- Practice of Nursing

Once these behaviors are identified and evaluation of the behaviors is implemented the plan is to develop behaviors in the other outcome areas.

TOOLS

BSN System-wide Exit Survey

Please consider the following BSN program outcomes and rate them as to how well you felt the Indiana University School of Nursing assisted you in meeting these outcomes. On a scale of 1 to 5, 1 being “not at all”; 2 being “poorly”; 3 being “adequately”; 4 being “well”; and 5 being “extremely well”.

Outcome	Extremely Well	Well	Adequately	Poorly	Not at All
1. Critical Thinker Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem-solving skills, and creativity in framing problems.	5	4	3	2	1
2. Culturally Competent Person Someone who can provide holistic nursing care to a variety of individuals, families, and communities.	5	4	3	2	1
3. Knowledgeable Coordinator A coordinator of community resources who facilitates individual, family, and community access to resources necessary to meet health care needs.	5	4	3	2	1
4. Politically Aware Person Someone who participates in the profession and the practice of nursing with a global perspective.	5	4	3	2	1
5. Conscientious Practitioner An individual who practices within the ethical and legal framework of the nursing profession.	5	4	3	2	1
6. Effective Communicator An effective communicator who is able to share accurate information.	5	4	3	2	1
7. Therapeutic Nursing Intervention/ Competent Care Provider	5	4	3	2	1

A competent provider of health care who assumes the multiple role dimensions in structured and semi-structured health care					
8. Professional Role Model A person who promotes a positive public image of nursing.	5	4	3	2	1
9. Responsible Manager A responsible manager who balances human, fiscal, and material resources to achieve quality care outcomes.	5	4	3	2	1

10. What is your overall satisfaction with the nursing program: (please circle response)

Extremely satisfied Satisfied Undecided Disappointed Extremely Disappointed
5 4 3 2 1

Now we would like to ask you about some of your plans for the future.

11. I plan to seek further nursing education at some time in the future: circle the best answer

Yes No Undecided

If Yes – chose between MSN NP PhD DNS

12. I plan to seek employment in a nursing role after passing NCLEX-RN.

Yes No Undecided

If No or Undecided please explain:

13. In what type of environment do you plan to practice immediately after graduation? (Circle the best answer)

Hospital/Acute Care Facility Community Agency Extended Care Facility

Other (please specify)_____

14. What specialty area of nursing do you plan to practice in immediately after graduation? (ie. adult acute care, pediatrics, mental health, critical care, etc.)

15. What professional nursing organizations do you plan to join or have you joined? (ie, ISNA, Specialty organization, etc)

**Indiana University South Bend School of Nursing
Course Evaluation Assessment Tool: 5th Semester and
Course Number _____ Semester _____**

Please consider the following statements in regards <i>to the course</i> (not the instructor). Mark each response.	
Indicate how well you think the course has helped you to become:	
1. Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems.	S A
2. Someone who is able to examine his/her own and various beliefs values and practices.	
3. Someone who assesses culturally-tied health beliefs and practices to maximize health potential.	
4. Someone who is able to share accurate information.	
5. Someone who promotes a positive public image of nursing.	
6. Someone who provides safe nursing care who can function in a variety of professional nursing roles in structured and non structured health care settings.	
7. Someone who balances human, fiscal, and material resources to achieve quality health care outcomes.	
8. Someone who practices within an ethical and legal framework for the nursing profession.	
9. Someone who is a knowledgeable care coordinator who facilitates access to resources necessary to meet health care needs of individuals, families, and communities.	
10. Someone who understands the political dynamics in various settings and is able to participate in the change process to shape health care policy.	
ADDITIONAL QUESTIONS TO ANSWER AS THEY APPLY TO THE COURSE YOU ARE TAKING	
How frequently did you use the each of the following to assist you to learn course content?	
1. Required Text	
2. Other Assigned Readings	
If Oncourse was used:	
3. How often did you access it to check for email or announcements?	
If Oncourse was used:	
4. How often did you access it to check for course assignments?	
If the course had exams:	
5. What would be an appropriate number of exams to accurately test the course content?	
If the course had quizzes:	
6. What would be an appropriate number of quizzes to test the course content?	
If the course had written assignments:	
7. What did you learn from the assignment(s)?	
If the course had oral presentations as assignments:	
8. What did you learn from the assignment(s)?	
If the course included group work:	
9. What is one thing you learned from working in a group?	

**Indiana University South Bend School of Nursing
Course Evaluation Assessment Tool: 4th Semester Level**

Semester _____ Year _____

Please consider the following statements in regards <i>to the course</i> (not the instructor). Mark each response with an "X".					
<i>Indicate how well you think the course has helped you to become:</i>	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	I Do Not Know
1. Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems.					
2. Someone who is able to examine his/her own and various beliefs values and practices.					
3. Someone who assesses culturally-tied health beliefs and practices to maximize health potential.					
4. Someone who is able to share accurate information.					
5. Someone who promotes a positive public image of nursing.					
6. Someone who provides safe nursing care who can function in a variety of professional nursing roles in structured health care settings.					
7. Someone who balances resources to achieve quality health care outcomes.					
8. Someone who practices within an ethical and legal framework for the nursing profession.					

ADDITIONAL QUESTIONS TO ANSWER AS THEY APPLY TO THE COURSE YOU ARE EVALUATING:			
<i>How frequently did you use the each of the following to assist you to learn course content?</i>	Never	Occasionally	Often
1. Required Text			
2. Other Assigned Readings			
<i>If Oncourse was used:</i> 3. How often did you access it to check for email or announcements?			
<i>If Oncourse was used:</i> 4. How often did you access it to check for course assignments?			
<i>If the course had exams:</i> 5. What would be an appropriate number of exams to accurately test the course content?			
<i>If the course had quizzes:</i> 6. What would be an appropriate number of quizzes to test the course content?			
<i>If the course had written assignments:</i> 7. What did you learn from the assignment(s)?			
<i>If the course had oral presentations as assignments:</i> 8. What did you learn from the assignment(s)?			
<i>If the course included group work:</i> 9. What is one thing you learned from working in a group?			

Indiana University South Bend School of Nursing
Course Evaluation Assessment Tool: Third Semester Level

Course Number _____ Semester _____ Year-

Please consider the following statements in regards <i>to the course</i> (not the instructor). Mark each response with an "X".					
<i>Indicate how well you think the course has helped you to become:</i>	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	I Do Not Know
1. Someone who is able to demonstrate intellectual curiosity, rational inquiry, problem solving skills, and creativity in framing problems.					
2. Someone who is able to examine his/her own and various beliefs values and practices.					
3. Someone who assesses culturally-tied health beliefs and practices to maximize health potential.					
4. Someone who is able to share accurate information.					
5. Someone who promotes a positive public image of nursing.					

ADDITIONAL QUESTIONS TO ANSWER AS THEY APPLY TO THE COURSE YOU ARE EVALUATING:			
<i>How frequently did you use the each of the following to assist you to learn course content?</i>	Never	Occasionally	Continuously
1. Required Text			
2. Other Assigned Readings			
<i>If Oncourse was used:</i>			
3. How often did you access it to check for email or announcements?			
<i>If Oncourse was used:</i>			
4. How often did you access it to check for course assignments?			
<i>If the course had exams:</i>			
5. What would be an appropriate number of exams to accurately test the course content?			
<i>If the course had quizzes:</i>			
6. What would be an appropriate number of quizzes to test the course content?			
<i>If the course had written assignments:</i>			
7. What did you learn from the assignment(s)?			
<i>If the course had oral presentations as assignments:</i>			
8. What did you learn from the assignment(s)?			

If the course included group work:

9. What is one thing you learned from working in a group?

MOSBY ASSESSTEST

The Mosby Assesstest is a paper and pencil exam that is used as a tool to predict success on the NCLEX-RN (licensure test). Reports are received for each student and for the class as an aggregate. The reports compare individual student and class results to national norms in regards to graduating seniors and Registered Nurses.