

University: Florida International University - School of Nursing (SON)				Degree Program: B.S. in Nursing
Assessment Instruments and Procedures	Discipline Knowledge and Skills	Communication Skills	Critical Thinking Skills	Comments
<p>(CA Critical Thinking Disposition Inventory) The California Critical Thinking Dispositions Inventory (CCTDI) is administered to the same cohort of students at the beginning and at the end of the program to assess improvement in critical thinking-the ability to think and to reason to and from experience in a deliberative, thoughtful and directive manner. Two standards were set: 1) BSN students will demonstrate factor and mean scores consistent with standardized data. The recommended positive cut is 40 and the suggested target is 50. 2) BSN students will demonstrate improvement in aggregate scores at the completion point.</p>			X	Spring01-Fall 02 results indicated a significant (p<.05) increase in the Generic student mean for critical thinking skills as measured by the CCTDI. A non-significant decrease was noted in the RN-BSN student mean for the Fall 01-Spring 03 reporting period. A faculty workshop was conducted in March 03 which focused on utilizing test blueprints to foster critical thinking in students. The faculty plan is to continue with administration of the CCTDI every semester with beginning students and compare the results with the same cohort of exiting students.
<p>(Systematic Program Evaluation: Critical Thinking Skills) For a period of three years, Fall 00-Spr 03, a faculty panel using a five-point Likert scale evaluated student work (papers, presentations, nursing care plans, clinical logs) selected at random from each course for evidence of students' ability to employ and evaluate basic support of work, reflect, clarify, be creative, analyze and to reason. Anchor papers were used in the evaluation process to ensure a high coefficient of reliability in the scoring process. Mean scores of 2.5 for Juniors and 3.5 for Seniors were established as criteria. Using the results from this evaluation, the faculty developed items to assess students' critical thinking and embedded those items into the students' assignments and activities in different courses each semester. The skills assessed included the ability to employ and evaluate basic support of work, to reflect, to clarify, to be creative, to analyze a diversity of opinions and judgments and to reason.</p>	X		X	At the Junior level, all items met the criterion. At the Senior level, ten items did not meet the criterion. The School of Nursing (SON) faculty designed assignments such as case presentations, papers, and projects and evaluation metrics for classes that now focus on those items that did not meet the criterion. The results from the embedded items in the assignments are reviewed at monthly faculty and curriculum committee meetings. A feedback mechanism is in place to change teaching and clinical practices in areas where improvement is indicated. All faculty are required to use case study questions in every clinical course.

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(Therapeutic Nursing Intervention)				
For a period of three years, Fall 00-Spring 03, a faculty panel using a five-point Likert scale evaluated student work (papers, presentations, nursing care plans, clinical logs) in therapeutic nursing interventions. Anchor papers were used in the evaluation process to ensure a high coefficient of reliability in the scoring process. Mean scores of 2.5 for Juniors and 3.5 for Seniors were established as criteria. Using the results from this evaluation, the faculty developed items to assess the following skills and embedded those items into the curriculum: documentation according to current nursing practice, assessment such as obtaining objective and subjective data, nursing diagnoses, developing a plan of care/expected outcomes (client centered), interventions, and evaluation. These items are incorporated into every clinical course every semester. Steps are taken to ensure that there is an adequate sampling of nursing care plans included in the assessment. Faculty use anchor papers to evaluate a sample of nursing care plans that are submitted weekly.	X	X	X	SON faculty identified the items that didn't meet the criteria and focus on clinical assignments and developed evaluation of clinical assignments such as test items and post conferences that utilize the items that didn't meet the criteria. The results from the embedded items are reviewed at monthly faculty and curriculum committee meetings. A feedback mechanism is in place to change teaching and clinical practices in areas where improvement is indicated. Faculty are required to use case study questions in every clinical course. Feedback information is integrated and synthesized for the purpose of improving teaching and learning. Improvement in student learning is constantly monitored over time.
(Exit Alumni Survey)				
The SON sends an exit survey questionnaire with a cover letter and instructions to alumni one month after graduation. The five-point Likert scale questionnaire asks graduates to indicate how well the degree program prepared them to function as professional nurses on 15 different dimensions. A mean score of 3.5 or higher was set as the criterion. The exit alumni survey is also administered one year after graduation	X	X	X	The criterion was met for all items on the questionnaire.
(Employer Performance Appraisal)				
A five-point Likert scale questionnaire for employers to evaluate graduates' knowledge base and professional	X	X	X	The criterion was not met on feedback of generic alumni for professional performance; however, the

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performance is included with the one-year post-graduation Alumni Survey. The employer is asked to return the questionnaire directly to the SON. A mean score of 3.5 or higher was set as the criterion.				response rate was low (n=2). The SON faculty will continue to monitor. The target standard was met for all items on feedback from the RN-BSN alumni. Faculty will continue to monitor.
<p>(Communication Abilities) For a period of three years, Fall 00-Spr 03, a faculty panel using a five-point Likert scale over a three-year course rotation, evaluated student work (papers, presentations, nursing care plans, clinical logs) selected at random from each course for evidence of students' ability to transmit written data effectively, to use effective writing strategies, to use the work of others appropriately, to transmit verbal data to others effectively, to use an effective presentation style, to use a word processing program, to access retrieval data bases, and to access internet sites. Anchor papers were used in the evaluation process to ensure a high coefficient of reliability in the scoring process. Means scores of 2.5 for Juniors and 3.5 for Seniors were established as criteria. Using the results from this evaluation, the faculty developed items to assess the skills mentioned above and embedded those items in the students' assignments in different courses each semester.</p>	X	X		At the Junior level, all items met the criterion. At the Senior level, four items failed to meet the criterion. SON faculty emphasized recording of verbal interactions on nursing care plans to evaluate verbal skills better. In addition, faculty focused on utilizing correct citations in written work. The results from the embedded items are reviewed at monthly faculty and curriculum committee meetings. A feedback mechanism is in place to change teaching and clinical practices in areas where improvement is indicated. All faculty are required to use case study questions in every clinical course.
<p>(Exit Alumni Survey-Communication Abilities) One month after graduation, alumni are sent a five-point Likert scale questionnaire that asks them to evaluate how well the SON prepared them to function as a professional nurse in communicating effectively with individuals and families and on an intra-professional basis and in assuming leadership roles. The mean score of 3.5 or higher was selected as the criterion.</p>	X	X		The criterion was met for all items on feedback from the Generic and RN-BSN alumni.

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<p>(Employers' Performance Appraisal-Communication Abilities) A five-point Likert scale questionnaire for employers to evaluate graduates' appropriate performance on interrelationships (rapport) and written/verbal communication skills is included with the one-year post graduation Alumni Survey. Alumni recipients are instructed to have their employers return the survey directly to the SON in a self-addressed envelope. A mean score of 3.5 or higher was set as the criterion.</p>	X	X		All items on feedback from employers of Generic and RN-BSN alumni met or exceeded the criterion. SON faculty will continue to monitor.
<p>(Overall) The SON employs a continuous triangulation of data from the assessment instruments mentioned above as well as data from the national licensing exam, NCLEX-RN, to change the curriculum and the teaching practices to improve the program.</p>	X	X	X	The continuous triangulation of data for the improvement of teaching and changing the curriculum has resulted in the following interventions. Students are required to pass the Nursing Entrance Exam which assesses reading comprehension, math, and critical thinking skills. The admission requirements have been increased to a grade point average of 3.00 or higher. Students failing or repeating courses in anatomy, physiology, microbiology, or chemistry are dismissed from the program. A full-time faculty tutor has been appointed to assist students during the day, the night, and on weekends. A computer-based practice testing program (ERI) that simulates the NCLEX-RN is offered every semester during the five-semester term of instruction. The ERI assesses what has been learned and indicates those knowledges, skills, and abilities that have not been mastered. There has been faculty intervention: faculty who have needed improvement in their instructional practices work with the Academy for the Art of Teaching. The NCLEX results are reviewed every semester for the purposes of identifying areas in the curriculum where improvement is needed. In summary, there have been

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				and there will continue to be interventions in policy, resources, curriculum, and student support services to improve the quality of teaching and learning in the SON.