INDIANA STATE UNIVERSITY

Baccalaureate Nursing
Graduate Competency Assessment
2018-19

Department of Baccalaureate Nursing Assessment Committee
Accepted
9/19/2018
Vote = 7-0-0

1. Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care. **N490**	**Operational Definition:** Students shall score at or higher than a 61% on the Kaplan Secure Predictor Exam. **Expected Level of Achievement/Decision Rule of Action:** 90% of students shall meet or exceed the 61% raw score on the Kaplan Secure Predictor on the first attempt. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. Formulate plans of care for diverse populations across the health care continuum. Communicate effectively with patients, families, groups, and communities. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with the Kaplan coordinator.	Yearly	Evaluation of the Kaplan Secure Predictor exam as defined by the operational definition. 61% is the minimum score for Kaplan.		

1. Graduate Competency: The baccalaureate prepared student will provide safe and holistic patient centered care. **N484**	**Operational Definition:** Clinical Evaluation shall reflect a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course. Please see attached. **Expected Level of Achievement/Decision Rule of Action:** 100% of the students shall achieve a satisfactory or better score on the clinical assessment evaluation tool in the senior reflective nursing course. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate patients' differences, values preferences, and expressed needs with an awareness of how personal values and beliefs can impact care delivery. Conduct comprehensive and focused bio-psychosocial and environmental assessments of health and illness in diverse settings. Formulate plans of care for diverse populations across the health care continuum. Communicate effectively with patients, families, groups, and communities. Demonstrate appropriate patient teaching that reflects holistic patient preferences and fosters the informed engagement in care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Reflective nursing course faculty	Yearly	Evaluation of clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.		

2. Graduate Competency: The baccalaureate prepared student will work effectively in inter-professional teams to enhance patient outcomes. **N484**	**Operational Definition:** Clinical Evaluation shall reflect a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached. **Expected Level of Achievement/Decision Rule of Action:** 100% the students shall achieve a satisfactory or better score on the midterm clinical assessment evaluation tool in the senior reflective nursing course for the following area: inter-professional teams. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
1. Contribute the unique nursing perspective to inter-professional teams to enhance patient outcomes. 2. Incorporate effective inter-professional communication, negotiation, and conflict resolution to deliver evidence-based and patient-centered care.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Reflective nursing course faculty	Yearly	Evaluation of the midterm clinical assessment evaluation tool of senior reflective nursing course as defined by the operational definition.		

3. Graduate Competency: The baccalaureate prepared student will employ evidence-based practice. **N444**	**Operational Definition:** Student in the Community Nursing practice course will complete an EBP paper scoring at or above an 85%. Please see the attached rubric. **Expected Level of Achievement/Decision Rule of Action:** 90% of the students will score at or above an 85% on the EBP project and paper as defined in the operational definition. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate best research with clinical expertise and patient values for optimum safe care. Implement methods of retrieval, appraisal, and synthesis of evidence-based learning and research activities to improve patient outcomes. Propose mechanisms to resolve identified discrepancies between standards and practices that impact patient outcomes.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with community course faculty.	Yearly	Evaluation of scores on EBP paper will be examined in the Community course as defined by the operational definition.		

4. Graduate Competency: The baccalaureate prepared student will apply quality improvement principles. **N484**	**Operational Definition:** Students in the Reflective Practice course will complete a problem-based service project scoring at or above an 85%. Please see attached rubric. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will score at or above 85% on the problem-based service project as defined in the operational definition **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Demonstrate leadership skills to effectively implement patient safety in the identification of variances and hazards in health care. Analyze quality improvement processes and safety design principles such as standardization and simplification. Evaluate quality of care in terms of structure, process, and outcomes in relation to patient and community needs. Design interventions to change the processes and system of care with the objective of improving quality.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with reflective course faculty.	Yearly	Scores on problem-based service project and paper assignment will be examined in the Reflective Practice course as defined by the operational definition.		

5. Graduate Competency: The baccalaureate prepared student will utilize Informatics. **N484**	**Operational Definition:** Students will demonstrate effective use of informatics to store, retrieve, and input information as reflected in the clinical evaluation tool in the reflective practice course. Please see attached rubric. **Expected Level of Achievement/Decision Rule of Action:** 100% of the students shall achieve a satisfactory or better score regarding informatics on clinical assessment evaluation tool in the reflective practice course. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Integrate information systems, communication, and technology methods in the management of safe nursing practice. Evaluate data from all relevant sources, including technology, to deliver care. Uphold ethical principles when using patient care technologies.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with the adult health course faculty.	Yearly	Evaluation of clinical assessment evaluation tool of final adult health course as defined by the operational definition. From Evaluation tool: 1. Distinguish information systems, communication, and technology methods in the management of Safe nursing practice. 2. Use data from multiple relevant sources, including technology, to deliver care. 3. Describe ethical principles related to patient information.		

6. Graduate Competency: The baccalaureate prepared student will demonstrate leadership skills. **N470**	**Operational Definition:** Students shall score at or above a 73.3% on the first attempt on the Kaplan Leadership/Management exam. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will achieve at or above the operational definition on the first attempt of the Kaplan Management/Professional Issues exam. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Appraise the impact of health care policies, including financial, regulatory, and organizational mission, vision, and value statements. Apply leadership concepts, skills, and decision-making in the provision of high quality safe nursing care and emergency preparedness. Participate in the development and implementation of imaginative and creative strategies to enable systems to change. Discuss the role of the nurse as a leader in the delivery of safe and effective healthcare.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with the licensure preparation course faculty and the leadership/ management course faculty and the Kaplan coordinator.	Yearly	Collection and evaluation of the Kaplan Management/ Professional Issues exam scores as defined by the operational definition.		

7. Graduate Competency: The baccalaureate prepared student will demonstrate health promotion. **N444**	**Operational Definition:** Student will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course. Please see attached. **Expected Level of Achievement/Decision Rule of Action:** 90% of students will score a grade of 85% or better on the Health Promotion Project in the Community Nursing course. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Advocate for health promotion and disease prevention at the individual and population level necessary to improve population health, wellness, and the promotion of healthy lifestyles. Collaborate with other healthcare professionals and patients to provide spiritual and cultural appropriate health promotion.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with Community nursing course faculty.	Yearly	Collection and evaluation of the Community Health Promotion project as defined by the operational definition.		

8. Graduate Competency: The baccalaureate prepared student will display professional behaviors. **N484**	**Operational Definition:** Clinical Evaluation shall reflect a satisfactory score on the midterm clinical assessment evaluation tool in the senior reflective nursing course. Please see attached rubric. **Expected Level of Achievement/Decision Rule of Action:** 100% students shall achieve a satisfactory or better score on clinical assessment evaluation tool in the senior reflective nursing course for the following areas: professional, timeliness, attitude, and accountability. **Outcome: _____ Not Met _____ Met _____ Partially Met**

Process				**Implementation**		
Knowledge Skill or ability Attitude/Disposition	**Documentation Located**	**Who has Responsibility**	**Time/ Frequency of Assessment**	**Assessment Method**	**Results of Data Collection and Analysis including actual levels of achievement**	**Actions For program Development, Maintenance, or Revision**
Incorporate nursing values into daily practice. Demonstrate accountability and responsibility for one's own academic, professional, and public actions. Demonstrate ethical and legal decisions surrounding health care dilemmas. Serve as an advocate for the nursing profession.	Collected by Department assessment committee representative and stored in Department Chair or Program Director's office.	Assessment committee representative in conjunction with reflective nursing course faculty.	Yearly	Evaluation of clinical assessment evaluation tool of the senior reflective nursing course as defined by the operational definition.		