

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	BSN
Department	Nursing
Date of Departmental Approval	10/1/2021
Name of Submitter	Carrie Stroup

Date of data distribution: 9/14/2021

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above. Over the summer of 2021, the following data was also made available to faculty for review: NCLEX program report for class of 2020, NCLEX category trend chart (2012-2020), HESI Exit I and Exit II Summary Reports for class of 2021, NCLEX test plan, BSN enrollment/attrition/retention trends (2019-2021). Further data provided in the meeting included: committee year end reports, BSN end of program survey results, Alumni/Employer survey results, Clinical site evaluation results, Clinical incident trends.

Date of meeting: 9/20/2021

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were:

Deb Lee, Carrie Stroup, Holly Kibler, Lora Wyss, Julia Hooley, Mary Jean Surace

Mission Statement:

Caring for persons with needs through professional competence and Christ-like compassion is the foundation of the baccalaureate nursing curriculum. This type of caring is possible as one is accountable to God, self, and persons with needs.

The BSN Program prepares a nurse generalist who is qualified to complete the National Council Licensure Exam (NCLEX-RN) once the program outcomes are fully met. The program allows the graduates to pursue specialized study in graduate programs leading to the MSN degree and to advanced practice certifications.

Program Goals (these are broad goals rather than specific, measurable learning outcomes):

1. Synthesize theoretical and empirical knowledge from the liberal arts, sciences, humanities, Christian faith, and nursing as a source for making nursing practice decisions in a variety of nursing contexts and settings.
2. Practice Christian values, ethics, and caring qualities in such a way that personal values are maintained while respecting the rights and dignity of persons with varying physiological, psychological, sociocultural, developmental, and spiritual needs resulting in a foundation for holistic care.
3. Analyze and interpret health status and health potential using the nursing process to facilitate clinical decision-making for prioritization and evaluation of nursing care of patients (person, family, community, and populations).
4. Practice professional accountability and responsibility to provide safe and effective care grounded in evidence-based practice to improve quality and patient outcomes.
5. Utilize effective leadership skills to facilitate the management of patient care through delegation, professional communication, and collaboration with an interdisciplinary team.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1: PLO #2

Wording of PLO:

Practice Christian values, ethics, and caring qualities in such a way that personal values are maintained while respecting the rights and dignity of persons with varying physiological, psychological, sociocultural, developmental, and spiritual needs resulting in a foundation for holistic care.

Brief summary of the evidence:

This is an important positive trend in our alumni/employer survey and anecdotally at the bi-annual SONHS advisory council meeting. Our students have a great reputation as holistic, caring practitioners. This is a bit harder to track objectively at this point, given the potential impact of pandemic-related limitations on clinical learning. Through the past two years, students have demonstrated lower trends in the following categories associated with PLO #2 on the NCLEX program report: Psychosocial Integrity, Psychosocial-Cultural Functions, and Self-Concept. Each of these areas show a 2 year trend below the 50% percentile when compared with national BSN testing results. The HESI Exit I and Exit II results show similar results in 2021. These tests were not given in 2020 due to the pandemic. The HESI Exit is a nationally normed, standardized test given at the conclusion of the program. The target score is >850. Scores that follow are reported as following (2021 Test I/Test II). Categories of interest include: Psychosocial Integrity (698/897), Cultural/Spiritual (803/821), Interprofessional Communication (750/816), and Professionalism/Professional Values (729/780). However, these must be

compared to the scores in the Patient-Centered Care category which are much stronger. These include: Dimensions of Patient Care (826/886), Pain and Suffering (802/857), Effective Communication (813/858).

An important consideration moving forward is for the BSN curriculum committee to determine if the above trends are related to pandemic limitations on in person clinical experiences for these graduating classes. At this point, the qualitative evidence points to strength in this area while the quantitative requires further scrutiny.

Key Strength #2: PLO #4

Wording of PLO:

Practice professional accountability and responsibility to provide safe and effective care grounded in evidence-based practice to improve quality and patient outcomes.

Brief summary of the evidence:

Alumni/Employer surveys, Advisory Councils, and End of Program surveys demonstrate strength related to professional accountability with a focus on quality and safety. NCLEX program reports demonstrate similar trends. Malone BSN graduates received scores above the 50th percentile in the following categories over the past year: Management of Care, Safety and Infection Control. These results are similarly reflected in the HESI Exit I/II for the following categories: Safe/Effective Environment (871/918), Safety and Infection Control (933/924), Reduction of Risk Potential (856/917), Leadership for Quality Care and Patient Safety (803/893).

Due to pandemic-related constraints on clinical rotations, the 2021 graduating class had the opportunity to complete additional precepting hours. In previous year, students completed 44 hours of precepting in the senior fall semester and 84 hours in the spring semester. An additional 36 hours of precepting in the senior spring was approved in February of 2020 by the BSN curriculum committee. Pandemic-related limitations in critical care units in the spring of 2021 led to the completion of an additional 48 hours of precepting. So, students graduating in prior years had 84 hours of spring precepting, the 2021 cohort received 132 hours, and it is anticipated that the 2022 cohort will receive 120 hours (as approved by committee). The BSN curriculum committee will be continue to evaluate and determine the best amount of precepting, as it is an important final experience is helping students achieve PLO #4.

Key Challenge: PLO #3

Wording of PLO:

Analyze and interpret health status and health potential using the nursing process to facilitate clinical decision-making for prioritization and evaluation of nursing care of patients (person, family, community, and populations).

Brief summary of the evidence:

Review of NCLEX program reports and HESI Exit I/II test results revealed concerning trends related to PLO #3. The primary area of focus is in the area of Health Promotion, which is embedded within this learning outcome. The NCLEX program reports identifies categories related to Health Promotion and Maintenance, Psychosocial Integrity, and Growth and Development as being particularly problematic. Most scores in these are below the 40th percentile for the past two years. HESI Test I/II demonstrates similar trends in the following areas: Health Promotion and Maintenance (830/802), Psychosocial Integrity (698/879), and Basic Care and Comfort (781/762).

The key items of focus are related to identification of patient risk factors, patient education, identifying and reducing risk based on age, cultural, and psycho-social consideration. These topics are integrated throughout the curriculum. Further attention is recommended on mapping this content (as will be done this AY in response to AACN accreditation updates) throughout courses and levels. At this point, faculty discussed ways to draw attention to health promotion/risk reduction in each specialty area.

Proposed Action Steps

1. Map curriculum according to updated AACN essentials over the 2021-22 AY. This mapping will allow the BSN curriculum committee to see where integrated concepts are taught, practiced and evaluated throughout the curriculum. Particular attention will be paid to content related to PLO #3.
2. Continue to monitor qualitative and quantitative data related to professionalism, communication, and psycho-social care as clinical experiences are returning to normal post-covid.
3. Evaluate the preceptorship experience and impact of increased precepting hours on practice readiness and licensure testing results.

Implications for Planning and Budgeting

None at this time.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet- Done 10/7/2021