

**Program of Study Learning Outcomes Assessment Report**  
Version 05.09.22

|                               |               |
|-------------------------------|---------------|
| Assessment Cycle              | 2021-2022     |
| Program of Study              | BSN           |
| Department                    | Nursing       |
| Date of Departmental Approval | 9/14/2022     |
| Name of Submitter             | Carrie Stroup |

*PLO data from the current assessment cycle (and relevant data from one or more prior years) for the program of study were distributed to departmental faculty on the date(s) below:*

**Data Distribution Date(s):** \_\_Summer 2022\_\_

The relevant group of instructors met on the date(s) below to discuss the data, identify strengths and challenges, formulate action steps for responding to the challenges, and communicating strengths to relevant audiences.

PLO data from 2021-2022 (and existing data from the two previous academic years) for the program of study was discussed by departmental faculty on the date above. Over the summer of 2022, the following data was also made available to faculty for review: NCLEX program report for class of 2021, NCLEX preliminary program report for the class of 2022, NCLEX category trend chart (2013-2021), HESI Exit I and Exit II Summary Reports for class of 2022, NCLEX test plan, BSN enrollment/attrition/retention trends (2019-2022). 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.

**Meeting Date(s):** \_\_9/14/2022\_\_

**Participants** were: Carrie Stroup, Holly Kibler, Lora Wyss, Jessica Swartz, Mary Jean Surace

**Mission Statement**

MALONE: The mission of Malone University is to provide students with an education based on biblical faith in order to develop men and women in intellectual maturity, wisdom, and Christian faith who are committed to serving the church, community and world.

NURSING DEPARTMENT: 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.

**Program Goals**

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.

### **Strengths in Program Learning Outcomes (PLOs)**

#### **Wording of PLO for Strength #1: PLO #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.

**Brief summary of the evidence and standard used to identify the PLO as a strength.**

A key strength of the undergraduate nursing program is their reputation for holistic caring, ethical standards, and personal values. These findings are consistently noted in employer surveys, advisory council input, and conversations with HR representatives at area practice partners. While these represent softer skills of the nursing graduate, there are a few objective measures that we can look at. On the HESI exit exams taken by our seniors just prior to graduation, the following scores emerge (proficient score = 850): Cultural Spiritual Care (1151); Legal/Ethical (863); Professionalism/Professional Values (873).

#### **Wording of PLO for Strength #2: PLO #5**

Utilize effective leadership skills to facilitate the management of patient care through delegation, professional communication, and collaboration with an interdisciplinary team.

**Brief summary of the evidence and standard used to identify the PLO as a strength.**

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 near or above the 50<sup>th</sup> percentile in the following category over the past 3 years: Management of Care.

## **Challenges in Program Learning Outcomes (PLOs)**

### **Wording of PLO for Challenge #1: PLO#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).

Brief summary of the evidence and standard used to identify the PLO as a challenge.

PLO #3 continues to be problematic for the BSN students, particularly as it relates to the category of Health Promotion. Over the past 4 years, NCLEX scores have fallen below the 40th percentile in each year except one. This challenge is reflected in the HESI exit test as well with scores as follows (proficient =850): Health Promotion and Maintenance (762); and Health, Wellness and Illness (696). Departmental faculty are doing a full review of the NCLEX test plan as it relates to the Health Promotion category. Revisions to course content are in process to ensure adequate threading of content throughout the program.

### **Wording of ~~PLO~~ Accreditation Standards/Compliance Issues for Challenge #2:**

OBN Rule: Nursing programs must maintain NCLEX pass rates at or above the 95 percent of the national average. If a program falls below, various remediation steps are put in place (ORC4723-5-23) CCNE: Completion rates for nursing programs must be 70% or higher; NCLEX pass rates are 85 percent or higher than the national average (Standard IV)

Brief summary of the evidence and standard used to identify the PLO as a challenge.

The BSN program has a 97% five year average for first time NCLEX test takers. The class of 2022 had a 70% pass rate for the NCLEX. This is the lowest in the history of the program. The program is also struggling with completion rates below 70%. This number raises to 87.7% when voluntary attrition numbers are removed, which is allowed by CCNE. However, these two indices are quite concerning to departmental faculty. A review of several program components (NCLEX prep courses, Test evaluation practices, Methods of evaluation across courses, Clinical hour trends, Adjunct utilization levels) this fall. The recommendations noted below will be included in the report to OBN this year resulting from the lower than allowed pass rate. It is important to note that this cohort of students endured the covid pandemic along with a 46% reduction in program faculty during their enrollment.

## **Action Steps to Respond to Key Challenges**

Select one or more key challenges that you will address over time. Briefly describe specific action steps to respond to key challenges. Describe the steps in sufficient detail to make it possible to successfully implement them (e.g., identify who/what/when/where). At the same time, keep the steps manageable in light of individual and collective workloads and priorities.

If applicable, also report on the progress and impact for action steps that were created in the past and were planned to be implemented during the current assessment cycle.

1. Follow-up from 2021-22 Annual Report: Content was mapped according to the updated AACN essentials. Precepting hours were re-evaluated resulting in the decision to return hours to critical care clinical instead of precepting.
2. NCLEX Improvement Plan/Health Promotion Curricular Integration:
  - a. Faculty are reviewing the health promotion category on the NCLEX test plan. Content will be re-evaluated related to this content area to ensure adequate coverage and evaluation throughout the program
  - b. Theory courses will align evaluation methodologies to ensure that over 80% of grade is based on objective measures
  - c. Addition of Critical Care HESI and Fundamentals V2 HESI in N412 course
  - d. Addition of regular, assigned quizzes throughout the NURS462 course

### **Recording Strengths and Challenges for Institutional-Level Assessment**

Copy and paste 2 key strengths and 1 key challenge for this program of study into the [Mapping PLOs to MU Educational Goals](#) Google Sheet. - **Done 10/26/2022**

Identification of a key strength or key challenge should be based on the quantity, quality, and trends in the evidence of student learning. Only share and map PLOs for which the evidence clearly and compellingly indicates a strength or challenge in student learning.

### **Naming and Submitting the Report**

Each department will submit one or more **Program of Study** Learning Outcomes Assessment Reports (see Appendix A for a list of programs of study)

- Length of report is 2 to 3 pages
- Follow this example to name your file: 2022 Bus Tech -- Accounting LOA Report
- Save report in PDF format
- Email PDF attachment to Sara Burke ([sburke@malone.edu](mailto:sburke@malone.edu)), Director of Institutional Reporting and Data Management OR submit via Google Folder.