

Program of Study Learning Outcomes Assessment Report

Version 05.09.22

Assessment Cycle	2021-2022
Program of Study	MSN
Department	Nursing
Date of Departmental Approval	10/27/2022
Name of Submitter	Sheri Hartman

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.

Meeting Date(s): 10/27/2022

Participants in the meeting(s) were: Sheri Hartman, Carrie Stroup, Holly Kibler

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 graduate student will:

1. Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.
2. Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.
3. Integrate into one's personal and professional life the attributes needed for successful practice including the legal and ethical components required for holistic nursing.
4. Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.

Strengths in Program Learning Outcomes (PLOs)

PLO: Synthesize a body of knowledge whereby the inquiry skills are honed and used to conduct research, share research findings, and advance scholarly and professional goals.

Benchmark

90% of students in each class will receive no lower than B in project course;

30% of students will present findings to community of interest outside of Malone University.

Our graduate level Evidence-Based Project sequence is a key strength. The students develop and complete an evidence-based project throughout MSN 560, 694 and MSN 695 courses. They are then required to present their findings from their projects at local, regional, or national meetings or via a publication.

2021-2022:

100% of the students completed the project sequence with a passing score.

100% of the students (n=14) presented their project findings. Thirteen students presented at a local research symposium and one student presented at the cardiothoracic surgeon quality control meeting at Summa Hospital.

21% of the students (3/14) were published in a journal (NASN School Nurse). Their article was titled: "Understanding Baseline Concussion Testing: A Resource for School Nurses as Members of Concussion Management Teams"

Challenges in Program Learning Outcomes (PLOs)

PLO: Demonstrate advanced knowledge and skills that build upon the undergraduate learning and equip the practitioner and clinician for all of the responsibility and accountability practices required in these advanced practice nurse roles.

Students in the MSN program (FNP and AGACNP tracks) take the 3P examination, which "is a competency-based exam that tests clinical knowledge in the three core courses: pathophysiology, pharmacotherapeutics, and physical assessment. This exam is administered after the core courses have been completed and is used as an assessment tool to determine clinical readiness. A score of 67% or greater indicates adequate knowledge in the core courses. Exam results identify any knowledge deficits. These results assist students in creating an appropriate study plan for improving knowledge deficits" (<https://www.apea.com/3p-exam-blueprint/>) Students in the

Students demonstrated competency in all 3 domains (Pathophysiology, pharmacology and health assessment) in 2021. Although there was a drop in all three content areas in 2022, the largest drop was seen in pharmacology. In 2021, the students passed pharmacology with a cohort score of 70. In 2022, the students scored an average of 51 on pharmacology.

One of the factors that we believe has contributed to this steep decline in the pathophysiology outcome is that our MSN program is taught primarily by adjunct faculty. These students were enrolled in a pharmacology course which was low-enrolled. Although it was the same faculty member that taught the course the year before, this year, this faculty member (a physician) received a pay cut of nearly \$4500 and was told this course was to be taught as a tutorial. These are core courses and teaching them as a tutorial provides a great disservice to the students.

Teaching core courses as a tutorial is of great concern. When the MSN cohort becomes low-enrolled, that cohort will continue to be low-enrolled throughout the remainder of the program. We have recently received resignation letters from two adjunct faculty that teach in the AGACNP track as a result of the low-enrolled rate. It is extremely challenging to find appropriately credentialed individuals to teach the NP courses. Currently, there are no full-time individuals at Malone that are qualified to teach in the AGACNP track. Therefore, losing nationally-renowned adjunct faculty is of great concern for our ability to provide these students with the expertise necessary to complete their program.

Action Steps to Respond to Key Challenges

We have submitted a request to reexamine the low enrolled remuneration calculation. We also submitted a proposed new calculation that does not require an 80% loss of the faculty income with the loss of one student at the graduate level.

In addition, we have submitted a request to hire an instructional specialist to oversee the AGACNP track so that there is consistency and oversight of the curriculum and clinical experiences.

Furthermore, we will be utilizing the vendor *Key Choice* for two internship courses (MSNA 686 and MSNA 687). This will provide the students with additional resources to enhance their pathophysiology, assessment and pharmacology skills.

We have also added an FNP review course to further prepare these students for their boards.

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), Director of Institutional Reporting and Data Management OR submit via Google Folder.