



Program: School of Nursing and Health Sciences BSN Program

Assessed by: Elizabeth Rettew

Date: 2015-2016

Mission Statement:

The purpose of the BSN Nursing program at Malone University is to provide an education that produces a nurse generalist who is qualified to complete the National Council Licensure Exam (NCLEX-RN). The curriculum is founded in the Malone philosophy of Christian faith. Graduates are equipped to care for persons with needs through professional competence and Christ-like compassion.

Program Goals:

1. Understand and critically engage those bodies of knowledge and cultural influences that have shaped the world.
2. Understand the biblical, historical, and theological foundation of the Christian faith.
3. Think critically and communicate effectively in multiple contexts.
4. Attain expertise in at least one profession or academic discipline and lay the foundation for meaningful work or further studies at the graduate level.
5. Explore the implications of the Christian faith for all areas of living, including intellectual, spiritual, and community pursuits.

<p>GOALS Program Intended Learning Outcomes (PILO)</p>	<p>Means of Program Assessment & Criteria for Success</p>	<p>Summary of Data Collected</p>	<p>Use of Results</p>
<p>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.</p> <p>(Meets Goal #1, #3, and #5)</p>	<p><u>NCLEX-RN</u>- A computer adaptive test developed by the National Council of State Boards of Nursing. The test ranges from 75-265 multiple choice and alternative item questions. The passing of this exam is required for RN licensure. It is not a scored exam; test takers receive a pass or fail.</p> <p><u>Benchmark</u> is for the program pass rate for the calendar year to be at or above 95% of the National Average pass rate. Pass rate is based on first-time test</p>	<p><u>OBN Annual Statistics:</u> For the 2014 NCLEX-RN, the national pass rate was 81.79% and Ohio’s requirement (95% of national pass rate) was 77.7%. Class of 2014 N = 48 Malone 75 % pass rate, per OBN report, released. April 2014</p> <p><u>OBN Annual Statistics:</u> For the 2015 NCLEX-RN, the national pass rate was 84.53% and Ohio’s requirement (95% of national pass rate) was exceeded. N = 37 Class of 2015 NCLEX-RN Pass rate for Malone is 89.74%</p> <p><u>OBN Annual Statistics:</u> For the 2016 NCLEX-RN, the national pass rate will be determined in January 2017. Ohio’s requirement is 95% of national pass rate. The national pass rate for the first half of 2016 is 85.71%. The Malone University pass rate for the 12 students testing during first half of 2016 is 100% Class of 2016 N = 37</p>	<p>The Class of 2014 was delayed in taking NCLEX for over two months because of processing issues by Ohio Board of Nursing. This delay resulted in a lower score as students did not have current focus on nursing knowledge when testing. We anticipate that scores will improve next year if applications are processed in a timely manner.</p> <p>The Class of 2015 outcome was above the national average. The feedback shared with faculty indicated a few areas for continued emphasis. One of these is Maternity and we hope to purchase additional simulation equipment to us for exposing students to situations which they may not see clinically.</p> <p>Data showing areas of weakness is compiled from the NCLEX feedback. This is shared with faculty in order to evaluate if there is a need to increase focus on these areas. This information will be available for 2016 in April 2017.</p> <p>The NCLEX statistical data is published and available openly to the public. It contributes to the <u>Visibility</u> of the BSN program at Malone.</p>

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<p>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.</p> <p>(Meets Goal #1, #3, and #5)</p>	<p><u>Exit I and II Exam Content Areas.</u></p> <p>Results from Exit Exams provide information categorized by AACN Essentials for Baccalaureate Education for Professional Nursing Practice and also by the Quality and Safety Education for Nurses (QSEN) indicators. Results show the % of students who have reached the 'Prepared' category.</p> <p>The traditional benchmark for Malone is a class mean of 800 or better for individual items. We will continue to use this for the 2015-2016 assessment however our vendor has increased their recommended benchmark to 850. We will monitor NCLEX results and consider moving in this direction if indicated.</p>	<p><u>AACN Essentials</u> <u>I. Liberal Education for Baccalaureate Generalist Nursing Practice.</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (800) Exit #2 Yes (820)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (802) Exit #2 Yes (898)</p>	<p>The data from Exit tests listed below reflects education during their time at Malone. Our goal is for the class mean to be at or above 800. We also look at the scores of individual students. We will continue to require students to complete prescribed remedial work in the Center for Study and Testing (CST) prior to taking NCLEX if their scores are low. We continue to work to improve overall scores. Attention is being given to ongoing faculty and curriculum development. In August 2016 a workshop for all faculty clinical focused on using concepts in the clinical setting to facilitate clinical decision making.</p> <p>I. The Liberal Arts education during the student's time at Malone is reflected in the first category. It is interesting that this score went up with the second test because the only content reviewed with students between the two tests was specific nursing content.</p>

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GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
		<p>Post-Test: Taken Spring of Senior Year. N = 37</p> <p><u>Overall: 77.5</u> Analysis: 77.4 Interpretation: 84.2 Inference: 78.6 Evaluation: 77 Explanation: 79.7 Induction: 82.1 Deduction: 76.2</p>	

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<p>2. Demonstrate Christian values, ethics, and caring qualities in nursing practice in such a way that personal values are maintained while respecting the rights and dignity of persons with varying physiological, psychological, socio-cultural, developmental, and spiritual needs.</p> <p>(Meets Goals #2 and #5)</p>	<p><u>Exit I and II Exam Content Areas.</u></p> <p>Results from Exit Exams provide information categorized by AACN Essentials for Baccalaureate Education for Professional Nursing Practice and also by the Quality and Safety Education for Nurses (QSEN) indicators. Results show the % of students who have reached the 'Prepared' category.</p> <p>The traditional benchmark for Malone is a class mean of 800 or better for individual items. We will continue to use this for the 2015 assessment however our vendor has increased their recommended benchmark to 850. We will monitor NCLEX results and consider moving in this direction if indicated.</p>	<p><u>AACN Essentials</u> VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.</p> <p>Class of 2015: Is the Class Mean 800 or above? Exit #1 No (797) Exit #2 No (770)</p> <p>Class of 2016: Is the Class Mean 800 or above? Exit #1 Yes (846) Exit #2 Yes (876)</p> <p><u>VIII. Professionalism and Professional Values</u></p> <p>Class of 2015: Is the Class Mean 800 or above? Exit #1 Yes (802) Exit #2 Yes (758)</p> <p>Class of 2016: Is the Class Mean 800 or above? Exit #1 No (696) Exit #2 No (735)</p>	<p>VI. Overall the ratings are above the benchmark, there will be continued discussion on use of SIM models in the Center for Clinical Learning (CCL), with intentional movement toward stronger alignment with national trends in health care technology. Increased emphasis on delegation was added to senior spring as well.</p> <p>VIII. Professionalism and Values are concepts threaded through the curriculum. Students complete a paper addressing ethics and have ethics content in class. This content was not a focus in the review session which may account for the lower score on exit 2. We will continue to explore opportunities for enhancing this area.</p>

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<p>3. Assess health status and health potential, diagnose, plan, implement, and evaluate holistic nursing care in collaboration with clients (person, family, group, community, and society) and others in health care settings</p> <p>(Meets Goal #3)</p>	<p><u>Exit I and II Exam Content Areas.</u></p> <p>Results from Exit Exams provide information categorized by AACN Essentials for Baccalaureate Education for Professional Nursing Practice and also by the Quality and Safety Education for Nurses (QSEN) indicators. Results show the % of students who have reached the 'Prepared' category.</p> <p>The traditional benchmark for Malone is a class mean of 800 or better for individual items. We will continue to use this for the 2015 assessment however our vendor has increased their recommended benchmark to 850. We will monitor NCLEX results and consider moving in this direction if indicated.</p>	<p><u>AACN Essentials</u> <u>IV. Information Management and Application of Patient Care Technology.</u></p> <p><u>Class of 2015: Is the Class Mean 800 or above?</u></p> <p><u>Exit #1 Yes (840)</u> <u>Exit #2 Yes (988)</u></p> <p><u>Class of 2016: Is the Class Mean 800 or above?</u></p> <p><u>Exit #1 Yes (800)</u> <u>Exit #2 Yes (820)</u></p> <p><u>VII. Clinical Prevention and Population Health</u></p> <p><u>Class of 2015: Is the Class Mean 800 or above?</u></p> <p>Exit #1 Yes (805) Exit #2 Yes (904)</p> <p><u>IX. Baccalaureate Generalist Nursing</u></p>	<p>IV. A new computer program assisting students with Information Management was implemented in 2014. We look forward to seeing the results of that change in the 2017 graduates. However at this time no change will be made in this area.</p> <p>VII. The Clinical Prevention and Population Health content is addressed throughout the curriculum with particular emphasis during the senior year. We will continue to review content to be sure that what is presented during the program is reflecting current national trends in health.</p>

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		<p>4. <u>Basic Safety Design Principles</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (802) Exit #2 Yes (831)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p><u>Exit #1 Yes (803)</u> <u>Exit #2 Yes (884)</u></p> <p>5. <u>Informatics</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (801) Exit #2 Yes (936)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 No (787) Exit #2 Yes (1015)</p>	<p>4. Items regarding patient safety, introduced in 2010, continue to be tracked. Efforts to integrate principles of Quality and Safety Education for Nurses (QSEN) throughout the curriculum continue.</p> <p>5. Information management is addressed throughout the program at every clinical site and in class. It is unclear why this area increased so much following the review session. No specific attention to this content area was provided during the review session. No change will be made at this time.</p>

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<p>4. Evaluate professional accountability and responsibility for the provision of quality nursing care including research, clinical decision making, and the achievement of outcomes.</p> <p>(Meets Goal #4)</p>	<p><u>Exit I and II Exam Content Areas.</u></p> <p>Results from Exit Exams provide information categorized by AACN Essentials for Baccalaureate Education for Professional Nursing Practice and also by the Quality and Safety Education for Nurses (QSEN) indicators. Results show the % of students who have reached the 'Prepared' category.</p> <p>The traditional benchmark for Malone is a class mean of 800 or better for individual items. We will continue to use this for the 2015 assessment however our vendor has increased their recommended benchmark to 850. We will monitor NCLEX results and consider moving in this direction if indicated.</p>	<p><u>AACN Essentials</u></p> <p><u>III. Scholarship for Evidence Based Practice</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (802) Exit #2 Yes (805)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (827) Exit #2 Yes (942)</p> <p><u>QSEN Criteria</u></p> <p><u>3. Research and Evidence-based Practice</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 No (796) Exit #2 Yes (822)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (804) Exit #2 Yes (902)</p>	<p>III. Evidence Based Practice is an important area for nursing practice. Great emphasis is given to this throughout the curriculum, This will be a continued focus throughout the curriculum.</p> <p>3 & 4. Each student completes multiple activities during the program which address the use of evidence when planning practice. A new paper was included last year for juniors which increases attention to this area.</p>

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		<p><u>4. Quality Improvement</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 No (794) Exit #2 Yes (826)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (811) Exit #2 Yes (926)</p>	<p>All students complete activities which focus on the quality of care. The increase in scores after the review session may be because of specific attention to decision making during the review. This area will continue to receive specific attention.</p>

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<p>5. Utilize management and leadership skills in the provision of care for clients (persons, families, groups, communities) and in the interaction with others in health care settings.</p> <p>(Meets goal #4)</p>	<p><u>Exit I and II Exam Content Areas.</u></p> <p>Results from Exit Exams provide information categorized by AACN Essentials for Baccalaureate Education for Professional Nursing Practice and also by the Quality and Safety Education for Nurses (QSEN) indicators. Results show the % of students who have reached the 'Prepared' category.</p> <p>The traditional benchmark for Malone is a class mean of 800 or better for individual items. We will continue to use this for the 2015 assessment however our vendor has increased their recommended benchmark to 850. We will monitor NCLEX results and consider moving in this direction if indicated.</p>	<p><u>AACN Essentials</u> <u>II. Leadership for Quality Care and Patient Safety</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 No (781) Exit #2 No (791)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (807) Exit #2 Yes (919)</p> <p><u>QSEN Criteria</u> <u>2. Member of Team</u></p> <p>Class of 2015: Is the Class Mean 800 or above?</p> <p>Exit #1 No (799) Exit #2 Yes (821)</p> <p>Class of 2016: Is the Class Mean 800 or above?</p> <p>Exit #1 Yes (802) Exit #2 Yes (898)</p>	<p>II & 2. The content on leadership, teamwork and collaboration receives specific attention during the junior and senior level courses. This content area has been evaluated and some additions to the leadership and teamwork content were added along with an additional 4 weeks of precepting time for senior students in 2014. In 2015 a new text was added during the review to assist with prioritization and delegation skills. Improved scores in 2016 may have been related to enhanced focus on delegation and prioritization throughout the spring semester.</p>