MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

Program: School of Nursing and Health Sciences BSN Program
Assessed by: Carrie Stroup
Date: 2016-2017
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.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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. (Meets Goal #1, #3, and #5)	NCLEX-RN- 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. Benchmark 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-takers who sit for the exam within 6 months of program completion.	OBN Annual Statistics 2015: For the 2015 NCLEX-RN, the national pass rate was 84.53%. The Malone University class of 2015 NCLEX-RN pass rate was 89.74% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 37) OBN Annual Statistics 2016: For the 2016 NCLEX-RN, the national pass rate was 84.56%. The Malone University class of 2016 pass rate was 81.08% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 37) OBN Annual Statistics 2017: For the 2017 NCLEX-RN, the national pass rate was 87.12%. The pass rate for Ohio programs was 84.96%. The Malone University class of 2017 pass rate was 96.77% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 31)	Finalized reports showing areas of strengths and weaknesses are compiled from the National Council of State Boards of Nursing regarding NCLEX performance through an academic year. 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 2017 in April 2018. Preliminary reports were available in September of 2017 and were reviewed with faculty. These results were compared with HESI scoring data to identify trends. Significant improvements were noted in the overall scores for the class of 2017. An increased emphasis on standardized testing throughout the program was initiated in the Fall of 2015. Likewise, demonstration of student competency in pharmacological and mathematical competency prior to clinical rotations at the junior and senior year was initiated in the Fall of 2014. The additional emphasis on standardized and competency evaluation may be a correlating factor in the improved NCLEX performance.

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	California Critical Thinking Skills Test
	
	This test is an objective measure of the core reasoning skills needed for reflective decision making concerning what to believe or what to do. The overall score predicts the capacity for success in educational or workplace settings which demand reasoned decision making and thoughtful problem solving.
	
	Benchmark for the CCTST is for the percentile score of the post test to be above pre test percentile score .
		California Critical Thinking Skills Test Class of 2016
		
		Pre-Test: Taken fall of Sophomore Year
		Post-Test: Taken spring of Senior Year
		
		(n= 31 students who completed both the pre and posttests)
		
		Pretest Overall: 75.2
		         Percentile: 28th
		
		Posttest Overall: 77.9
		         Percentile: 43rd
			Critical thinking skills are essential for nursing decision making. It was encouraging to see that, following three years at Malone, overall scores improved. Attention throughout the curriculum is given to developing critical thinking and clinical judgment skills.

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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. (Meets Goals #2 and #5)	Exit I and II Exam Content Areas. 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. The benchmark for Malone is a class mean of 850 or better for individual items.	AACN Essentials VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (846) Exit #2 Yes (876) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (928) Exit #2 Yes (889) VIII. Professionalism and Professional Values **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (696) Exit #2 No (735) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 No (835) Exit #2 No (754)	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. 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. We will continue to explore opportunities for enhancing this area.

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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 (Meets Goal #3)	Exit I and II Exam Content Areas. 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. The benchmark for Malone is a class mean of 850 or better for individual items.	AACN Essentials IV. Information Management and Application of Patient Care Technology. **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (840) Exit #2 Yes (988) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (929) Exit #2 No (775)	IV. A new computer program assisting students with Information Management was implemented in 2014. The Exit 1 results for the class of 2017 demonstrate continued improvement in this area.
		VII. Clinical Prevention and Population Health **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (805) Exit #2 Yes (904) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (921) Exit #2 Yes (869)	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.

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		5. Informatics **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (787) Exit #2 Yes (1015) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (936) Exit #2 No (759)	5. Information management is addressed throughout the program at every clinical site and in class. An educational electronic health record system is introduced at the sophomore level. Following, informatics is threaded throughout clinical instruction.

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4. Evaluate professional accountability and responsibility for the provision of quality nursing care including research, clinical decision making, and the achievement of outcomes. (Meets Goal #4)	Exit I and II Exam Content Areas. 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. The benchmark for Malone is a class mean of 850 or better for individual items.	AACN Essentials III. Scholarship for Evidence Based Practice **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (827) Exit #2 Yes (942) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (910) Exit #2 Yes (884) QSEN Criteria 3. Research and Evidence-based Practice **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (804) Exit #2 Yes (902) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (912) Exit #2 Yes (878)	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. 3. 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.

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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. (Meets goal #4)	Exit I and II Exam Content Areas. 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. The benchmark for Malone is a class mean of 850 or better for individual items.	AACN Essentials II. Leadership for Quality Care and Patient Safety **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (807) Exit #2 Yes (919) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (919) Exit #2 Yes (896) QSEN Criteria 2. Member of Team **Class of 2016: Is the Class Mean 850 or above?** Exit #1 No (802) Exit #2 Yes (898) **Class of 2017: Is the Class Mean 850 or above?** Exit #1 Yes (917) Exit #2 Yes (876)	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 to final semester courses to assist with prioritization and delegation skills. Improved scores may be related to enhanced focus on delegation and prioritization throughout the spring semester.