MALONE UNIVERSITY
CHRIST'S KINGDOM FIRST

Program: School of Nursing and Health Sciences BSN Program
Assessed by: Carrie Stroup
Date: 2019-2020
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 2018: For the 2018 NCLEX-RN, the national pass rate was 88.3%. The pass rate for Ohio programs was 86.88% The Malone University class of 2018 NCLEX-RN pass rate was 100% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 27) OBN Annual Statistics 2019: For the 2019 NCLEX-RN, the national pass rate was 88.18%. The Malone University class of 2019 pass rate was 100% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 23) OBN Annual Statistics 2020: For the 2020 NCLEX-RN, the national pass rate after the 3rd quarter (effective 9/30/2020) was 87.53%. The pass rate for Ohio programs through the third quarter was 85.46%. The Malone University class of 2020 pass rate was 90% and Ohio's requirement (95% of national pass rate) will likely be exceeded pending year end results available in January 2021. (N = 20)	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 data is shared with faculty in order to evaluate if there is a need for any curricular adjustments. This information will be available for the class of 2019 in May 2020. The class of 2020 data will be available in May 2021. The 2019 data were reviewed at the fall BSN curriculum meeting, September 2020. These results were compared with HESI scoring data for the 2019 cohort to identify trends. This cohort did consistently well across all assessed content areas. The 4 year average for first-time NCLEX pass rates was 97% which represents programmatic consistency in overall quality, rigor, and practice readiness.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	Standardized HESI RN Exit I and II Exams Overall Score The HESI Exit I and II tests are a component of several specialty exams designed to measure the student's ability to apply concepts related to specific clinical nursing content areas. Various HESI specialty exams are given throughout the program. These exams are standardized for programs throughout the country and enable faculty to compare our student's ability with the national norm. Benchmark for the exit testing is that all students will have an overall score 850 or above on both Exit I and II. Due to the COVID pandemic, occurring in the spring of 2020, Exit I and II were unable to be administered. The tests were made available to the students on a voluntary basis for utilization in the licensure preparation. The results were not utilized for program assessment due to the limited number of participants.	Standardized HESI RN Exit I and II Exams **The Class of 2020 HESI RN results for:** Exit I • Unable to complete due to COVID pandemic. Exit II • Unable to complete due to COVID pandemic. **The Class of 2019 HESI RN results for**: Exit I • Mean Score 875 (N = 23) • 59% of the class scored at or above the acceptable range. Exit II • Mean Score 944 (N = 23) • 83% of the class scored at or above the acceptable range.	The Exit I is given at the point of program completion and the Exit II following a post-program review class. Kaplan provided this review course beginning in 2017. Both exit scores are reviewed by faculty along with scores from standardized tests for specialty content areas. This data is used to structure curriculum content throughout the program. See specific score sub-headings below

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	Standardized Kaplan Diagnostic and Readiness Exams Overall Score Students completed a Kaplan Diagnostic Test as part of their capstone course. This test was completed at the midpoint of the semester and was mandated. The target benchmark was 50% for this assessment. A Kaplan Readiness Test was taken at the completion of their NCLEX review course and was not mandated. The target benchmark was 60% for this assessment.	Standardized Kaplan Diagnostic and Readiness Exams **The Class of 2020 Kaplan Test results for:** Diagnostic • Mean Score 57.1 % (N=20) • 95% of the class scored at or above the benchmark. Readiness • Mean Score 61.1% (N=15) • 67% of the class scored at or above the benchmark.	These tests provide useful data regarding individual strengths and weaknesses that can guide students in effectively preparing for licensure. However, the lack of nationally normed data is a significant limitation for utilization in programmatic assessment. It is anticipated that the NCLEX reports described on page 2 will be utilized to retroactively assess the class of 2020. This will be documented in departmental minutes and summarized in the 2020-2021 BSN assessment report as the 2020 NCLEX report will not be available until May 2021.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	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 mean 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 I. Liberal Education for Baccalaureate Generalist Nursing Practice. **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (833) Exit II Yes (967) V. Health Care Policy, Finance and Regulatory Environments **Class of 2020: Unable to complete due to COVID pandemic** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (846) Exit II Yes (970)	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 850. We also look at the scores of individual students. We continue to recommend students to complete prescribed remedial work in the Center for Study and Testing (CST) based on standardized testing performance prior to taking NCLEX. I. The Liberal Arts education received throughout the student's time at Malone is reflected in the first category. V. The health care policy content is taught by several different faculty members. Attention is being given to this content consistent with current trends in healthcare.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results

1a. NSSE Engagement Indicator: Students will engage in **Higher Order Learning** as a characteristic feature of the BSN program
 	
CI 4b: Senior BSN students will apply facts, theories, or methods to practical problems or new situations.
	National Survey of Student Engagement (NSSE)
	In 2018, the Mean Score of BSN Seniors on Higher Order Learning will be > that of CCCU by at least 2 points (p. 6)
	
	In 2018, more than 83% of BSN Seniors will apply facts, theories, and methods to practical problems or new situations. (p. 7)
		NSSE
		Higher Order Learning (mean):
		    Malone BSN Seniors: 38.6
		    CCCU Seniors: 39.4
		
		Application of facts, theories, methods:
		    Malone BSN Seniors: 75%
		    CCCU Seniors: 76%
			While Malone's students remain close in results to CCCU schools, adjustments are being made to improve higher order thinking and associated problem-solving. Clinical judgment activities have been incorporated into clinical setting and unfolding case studies are being implemented throughout junior and senior level coursework. This is of particular importance as the NCLEX is being updated to reflect these skills as well.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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, socio-cultural, developmental, and spiritual needs resulting in a foundation for holistic care. (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 mean 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 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (809) Exit II Yes (917) VIII. Professionalism and Professional Values **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (941) Exit II Yes (1047)	VI. Overall the ratings are above the benchmark, there will be continued discussion on the integration of therapeutic communication patterns and interprofessional communication throughout the curriculum. VIII. Professionalism and Values are concepts threaded through the curriculum. Students complete a paper addressing ethics and have ethics content in class. There are also precepting and clinical opportunities to develop professionalism as a nurse. The exit test II is based on only 2 questions, thus attention is given to the trend not the outlier.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
		QSEN Competency 1. Patient Centered Care: Pain and Suffering **Class of 2020: Unable to complete due to COVID pandemic** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (827) Exit II Yes (952)	1. Students complete several QSEN activities to insure that they are prepared to deliver patient centered care. This is a central concept for the curriculum and we will continue to emphasize this area.

2a. NSSE Engagement Indicator: Students will engage in **Discussions with Diverse Others** as a characteristic feature of the BSN program.
 	
CI 8a: Senior BSN had discussions with people from a different race or ethnicity, other than your own
	National Survey of Student Engagement (NSSE)
	In 2018, the Mean Score of BSN Seniors on Discussions with Diverse Others will be > that of CCCU by at least 2 points (p. 8).
	
	In 2018, more than 70% of BSN Seniors will have had discussions with people from a different race or ethnicity, other than their own (p. 8).
		NSSE
		Discussion with Diverse Others (mean):
		  Malone BSN Seniors: 39.1
		  CCCU Seniors: 37.7
		
		Discussions with people from a different race or ethnicity:
		  Malone BSN Seniors: 71%
		  CCCU Seniors: 70%
			Attention is and will continue to be given to these areas throughout the curriculum, with particular attention in the Nursing Cultural Theory and Application courses.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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) (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 mean 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 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (929) Exit II Yes (938) VII. Clinical Prevention and Population Health **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (878) Exit II Yes (948) IX. Baccalaureate Generalist Nursing Practice **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (875) Exit II Yes (944)	IV. A new computer program assisting students with Information Management was implemented in 2014. The Exit results for the classes of 2018 and 2019 are strong and consistent emphasis will be placed on this topic. 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. IX. A review of our curriculum by the Commission on Collegiate Nursing Education did not identify any deficiencies in our curriculum. We will continue to align our curriculum with national guidelines for Baccalaureate Education.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
		QSEN Competency 1. Patient Centered Care: Dimensions of Patient Care **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (881) Exit II Yes (944)	1. Our curriculum focuses on leadership and critical care the last semester. The review course brought the whole patient back into focus. Faculty addressed the need to thread concepts throughout the program, particularly those introduced sophomore level.
		3. Basic Safety Design Principles **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (873) Exit II Yes (949)	3. Emphasis on patient safety occurs at all levels of the nursing program. Efforts to fully integrate principles of Quality and Safety Education for Nurses (QSEN) throughout the curriculum continue.
		5. Informatics **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (830) Exit II Yes (893)	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.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
		NLN Educational Competencies 2. Nursing Judgment **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (878) Exit II Yes (943) Nursing Concepts Clinical Judgment-Clinical Decision-making- Critical Thinking **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (879) Exit II Yes (940)	2. The following two HESI categories are new items on this report beginning in 2019 and are being evaluated as replacement measures for the CCTST test that is no longer be utilized in the BSN program (effective 2018). Both demonstrate strong applied critical thinking skills through clinical decision-making.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results

3a. NSSE Engagement Indicator: Students will engage in **Reflective and Integrative Learning** as a characteristic feature of the BSN program.
 	
CI 2d: Senior BSN students will have examined the strengths and weaknesses of their own views on a topic or issue.
	National Survey of Student Engagement (NSSE)
	In 2018, the Mean Score of BSN Seniors on Reflective and Integrative Learning will be > that of CCCU by at least 2 points (p.7).
	
	In 2018, more BSN senior students will have examined the strengths and weaknesses of their own views on a topic or issue when compared to CCCU seniors, by at least 2 percentage (%) points (p.7)
		NSSE
		EI: Reflective and Integrative Learning
		   Malone BSN Seniors: 39.9
		   CCCU Seniors: 39
		
		CI 2d: Examined the strengths and weaknesses of your own views on a topic or issue.
		   Malone BSN Seniors: 72%
		   CCCU Seniors: 70%
			Continued emphasis will be placed on reflective learning throughout the curriculum. Assignments with particular attention to reflection include: philosophy of nursing written assignment, ethics paper, and communication logs.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
4. Practice professional accountability and responsibility to provide safe and effective care grounded in evidence-based practice to improve quality and patient 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 mean 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 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I No (849) Exit II Yes (947) QSEN Criteria 3. Research and Evidence-based Practice **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (867) Exit II Yes (948)	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 paper is included in the juniors level which increases attention to this area.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
		4. Quality Improvement **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (863) Exit II Yes (962)	4. All students complete activities which focus on the quality of care. This area will continue to receive specific attention.

4a. NSSE Engagement Indicator: Students will engage in **Quantitative Reasoning** as a characteristic feature of the BSN program.
 	
CI 6c: Senior BSN students evaluated what others have concluded from numerical information.
	National Survey of Student Engagement (NSSE)
	In 2018, the Mean Score of BSN Seniors on Quantitative Reasoning will be > that of CCCU by at least 2 points (p. 15)
	
	In 2018, more BSN seniors will have evaluated what others have concluded from numerical information when compared to CCCU seniors, by at least 2 percentage (%) points (p. 7)
		NSSE
		EI: Quantitative Reasoning
		  Malone BSN Seniors: 25.4
		  CCCU Seniors: 26.4
		
		CI 6c: Evaluated what others have concluded from numerical information.
		  Malone BSN Seniors: 32%
		  CCCU Seniors: 37%
			Continued emphasis will be placed on this subject area throughout the curriculum with particular attention in the Nursing Research Theory and Application courses.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
5. Utilize effective leadership skills to facilitate the management of patient care through delegation, professional communication, and collaboration with and interdisciplinary team. (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 mean 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 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (867) Exit II Yes (931) X. Designer/Manager/Coordinator of Care **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (885) Exit II Yes (936) QSEN Criteria 2. Member of Team **Class of 2020: Unable to complete due to COVID pandemic.** **Class of 2019: Is the Class Mean 850 or above?** Exit I Yes (868) Exit II Yes (944)	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. X, 2 & 9 These are new categories for evaluation beginning in 2019. They further reflect the role of coordination and creativity necessary for effective team-leadership.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results

5a. NSSE Engagement Indicator: Students will engage in **Collaborative Learning** as a characteristic feature of the BSN program.
 	
CI 1h: Senior BSN students worked with other students on course projects or assignments.
	National Survey of Student Engagement (NSSE)
	In 2018, the Mean Score of BSN Seniors on Collaborative Learning will be > that of CCCU by at least 2 points (p.9).
	
	In 2018, more BSN seniors will have worked with other students on course projects or assignments when compared to CCCU seniors, by at least 2 percentage (%) points (p.9).
		9. System/Team Functions
		
		Class of 2020: Unable to complete due to COVID pandemic.
		
		Class of 2019: Is the Class Mean 850 or above?
		Exit I Yes (856)
		Exit II Yes (961)
		
		NSSE
		EI: Collaborative Learning
		   Malone BSN Seniors: 33.8
		   CCCU Seniors: 30.8
		
		CI 1h: Worked with other students on course projects or assignments
		   Malone BSN Seniors: 61%
		   CCCU Seniors: 57%
			These results are strong and demonstrate the attention given to group and collaborative work in classroom and clinical settings. Continued emphasis will be given to this area.