Program: School of Nursing and Health Sciences MSN Program

Assessed by: Debra Lee, Sheri Hartman

Date: 2019-2020

Mission Statement:

The purpose of the Master of Science in Nursing program at Malone University is to provide registered nurses (RNs) who have a minimum of the Bachelor of Science in Nursing (BSN) degree opportunity to pursue an advanced and specialized education leading to the MSN degree with an advanced practice role as a nurse practitioner or as a clinical nurse specialist. Graduates may apply for a certification exam. Certification exams are offered by the American Nurses Credentialing Center and the American Academy of Nurse Practitioners.

Program Goals:

Purposes of the graduate programs:

1. Combine faith and learning from a biblical perspective that leads to an advanced understanding of a reasoned Christian worldview and an applied Christian ethic.

2. Advance the students' intellectual curiosity, competency, and skill to reason logically, evaluate critically, imagine creatively, communicate effectively, and serve faithfully in a culturally sensitive manner.

3. Create a dynamic learning community to utilize technologies and other instructional resources in equipping students to reflectively and ethically contribute to their personal and professional communities.

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

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.
 	
[Contributes to all three Graduate Programs Goals]
	Means
	Comparison of development of MSN students' proficiency over time by assessing two points:
	1. APEA 3P Exam – a standardized assessment of students' content knowledge in the core domains of advanced physical assessment, pathophysiology, and pharmacotherapeutics. Given end of Y1, following corresponding core courses (reflects Beginning Advanced level).
	
	2. APEA Pre-Predictor Exam (FNP, ANP) – a standardized assessment of students' content knowledge in specific areas of curriculum & core domains of advanced physical assessment, diagnosis, evaluation, pharmacotherapeutics, and planning and intervention. Given end of Y2 (reflects Graduate Advanced level).
	
	Benchmark
	APEA 3P Exam: each student will have an overall score $\geq$ 67; aggregate for domains $\geq$ 67, aggregate for overall $\geq$ 67%.
	
	APEA Pre-Predictor Exam: each student will have an overall score $\geq$ 67%; aggregate for domains $\geq$ 67%, aggregate for overall $\geq$ 70%.
		Class 17 and 1 student from class 16 (3P n=9 (includes FNP (n=5) and AGACNP n=4); Pre-predictor n=14 FNP; n=5 AGACNP)
		
		3P (Summer, 2019)
		% Individuals $\geq$ 67%: 80%
		
		Aggregate Domains:
		   Assessment = 72%
		   Pathophysiology = 75%
		   Pharm.= 71%
		Aggregate Overall: 73%
		
		Pre-predictor Exam (Summer, 2020)
		FNP % Individuals $\geq$ 67%: (40%)
		
		FNP Aggregate Domains:
		   Assessment = 66%
		   Diagnosis = 67%
		   Evaluation = 59%
		   Pharm.= 65%
		   Planning/Interv. = 63%
		Aggregate Overall = 58%
		
		AGACNP % Individuals $\geq$ 67%: 25%
		
		AGACNP Aggregate Domains:
		   Assessment = 60%
		   Diagnosis = 62%
		   Evaluation = 56%
		   Pharm.= 63%
		   Planning/Interv. = 58%
		Aggregate Overall: 60%
			Eighty percent of the students reached the 67% benchmark on the 3P exam. The curriculum committee met regarding the scores. No change in curriculum will be be made at this time.
			
			Trends on the 3P exam will continue to be evaluated.
			
			Two of the five FNP students met the 67% benchmark on the FNP pre-predictor exam. One student had a very low score (as a result of computer issues) which brought the aggregate score very low. In addition, the students took this exam prior to meeting clinical face-to-face time because of delayed clinical experiences resulting from Covid-19.
			
			Curriculum committee members met to share results. Understanding this was an atypical year with the pandemic; the committee will not make changes but rather

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
			continue to examine trends. Regarding AGACNP, it should be noted that the pre-predictor exam taken reflects AGNP not AGACNP. Therefore, this does not truly reflect the students' knowledge regarding acute care information. Currently, an AGACNP pre-Predictor exam does not exist. Therefore, this is the next best option to evaluate. Curriculum committee reviewed these results and identified this limitation. Trends will continue to be evaluated with caution.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	Means First-time pass rate on certification examination; entities are: Family Nurse Practitioner (FNP): American Nurses Credentialing Center (ANCC) or, American Academy of Nurse Practitioners (AANP) Certification Adult-Gerontology, Acute Care Nurse Practitioner exam (AGACNP): ANCC or, American Association of Critical Care Nurses* Certification (AACN*) Benchmark MSN graduating classes will demonstrate an 85% or higher first-time pass rate on certification exam.	**Class 17, plus 1 Class 16 (n=9); 5 FNP, 4 AGACNP** Finish date August 2020-November 2020 FNP – AANP, ANCC First take pass rate: N/A AGACNP- ANCC First take pass rate: N/A	Standardized assessments and individual students' performance over course of programs will be assessed for opportunities to extend positive outcomes, minimize any vulnerabilities for negative outcomes.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1A. NSSE Engagement Indicator: Students will engage in effective **Learning Strategies** as a characteristic feature of the MSN Program. CI 9c: MSN graduates will summarize what they learned in class or from course materials.	Means & Benchmarks Program Exit Survey utilizing NSSE Engagement Indicator question regarding Learning Strategies: 51% or more MSN graduates will report having engaged in effective learning strategies often or very often. Summarized what they learned in class or from course materials. The % of MSN graduates who report having engaged in this activity often or very often will be comparable to NSSE traditional SONHS senior student respondents.	**Class 17, plus 1 fr. 16 (n=9)** NSSE Learning Strategies: N/A Summarized what they learned in class or from course materials: N/A Malone SONHS Seniors (2018): 76%	

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

2. Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.
 	
[Contributes to all three Graduate Program Goals]
	Means
	Advanced Practice Educational Assessment (APEA) Pre-predictor Exam (FNP; ANP for AGACNP students): assesses content knowledge in specific areas of curriculum; means are in aggregate, thus the mean scores represent the entire class. Malone students complete the exam prior to graduation/program completion.
	
	Benchmark:
	Malone NP students' aggregate mean score for all knowledge content areas as well as the core domains of advanced physical assessment, diagnosis, evaluation, pharmacotherapeutics, and planning and intervention will be $\geq$ 67%.
	
	Aggregate overall mean will be $\geq$ the reported national average.
	
	Select aggregate content areas for this assessment cycle are: cardiovascular, health promotion, and professional issues; all will be $\geq$ 67%.
		Class 17, plus 1 Class 16 FNP, AGACNP (n = 5F, 4A)
		
		Aggregate #Content areas $\geq$ 67%:
		  AGACNP = 1 of 4 (25%)
		  FNP = 2 of 5 (40%)
		
		Aggregate #Core domains $\geq$ 67%:
		  AGACNP = 0 of 5 (0%)
		  FNP = 1 of 5 (20%)
		
		National overall mean:
		  AGNP = 67%
		  FNP = 67%
		
		Aggregate overall mean:
		  AGACNP = 60%
		  FNP = 58%
		
		Select content areas:
		Cardiovascular
		  AGACNP = 65%
		  FNP = 68%
		
		Endocrine
		  AGACNP = 73%
		  FNP = 56%
		
		Professional Issues
		  AGACNP = 55%
		  FNP = 71%
			Students completed this exam prior to having completed their face-to-face clinical experiences because of delayed clinical related to Covid-19. This is an atypical year and the curriculum committee are interpreting the results with caution.
			
			Additionally, the AGACNP students are taking the AGNP Pre-Predictor exam which does not reflect the acute care focus, but rather a primary care focus.
			
			We will continue to monitor trends for these programs.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	Means Clinical Outcomes as Evaluated By Faculty. Clinical Evaluation forms evaluate role performance in all areas of practice, including Role development and implementation. Clinical evaluations completed at end of each Internship/Practicum course. Benchmark Expect mean score of 2.0 or above (3-point scale) for each (individual student) on performance items. Expect mean score of 2.0 or higher for the class overall mean score (aggregate) at the conclusion of each course.	**Class 17, plus 1 Class 16 (n=9)** FNP % Individual mean > 2.0: Intern I = Intern II = Intern III = Overall = Aggregate mean Intern I = Intern II = Intern III = Overall range = **Class 17 AGACNP** % Individual mean > 2.0: Intern I = Intern II = Intern III = Overall = Aggregate mean Intern I = Intern II = Intern III = Overall range =	Results for this year's report will not be assessed because of pandemic-associated closures and likely undue influence on students' clinical evaluations for two of three internship courses.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
2a. NSSE Engagement Indicator: Students will engage in **Higher Order Learning** as a characteristic feature of the MSN program CI 4.e MSN students will form new ideas or understanding from various pieces of information.	Means & Benchmarks Program Exit Survey utilizing NSSE Engagement Indicator question regarding: Higher Order Learning 51% or more MSN graduates will report having engaged in higher order learning quite a bit or very much. Formed new ideas or understanding from various pieces of information The % of MSN graduates who report having engaged in this activity quite a bit or very much will be comparable to NSSE traditional SONHS senior student respondents.	**Class 17, plus 1 Class 16 (n=9)** NSSE Higher Order Learning: N/A Formed new ideas or understanding from various pieces of information: N/A Malone SONHS Seniors (2018): 76%	

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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. [Contributes to all three Graduate Program Goals]	Means Employer Satisfaction Survey sent to employers for alumni from all classes 3 years following graduation. Survey items which focus on legal and ethical components are: Item 3. Integrates legal and ethical components into professional role; Item 5. Assumes accountability for the quality of their own practice; Item 6. Exemplifies the breadth of characteristics of APRNs. Benchmark Mean Employer satisfaction ratings for each item and overall will be 3.5 or greater on 5-point scale.	Data from **Class #14** employers will be analyzed (graduated 2017). Employer satisfaction ratings overall: 4-5 Item-specific means: Item 3: N/A Item 5: N/A Item 6: N/A	Results from this class of graduates are pending at the time of report submission.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
3A. NSSE Engagement Indicator: Students will engage in **Reflective & Integrative Learning** as a characteristic feature of the MSN program. CI 2d: MSN graduates will connect learning to societal problems or issues.	Means & Benchmarks Program Exit Survey utilizing NSSE Engagement Indicator question regarding: Reflective & Integrative Learning 51% or more MSN graduates will report having engaged in reflective & integrative learning often or very often. Connected learning to societal problems or issues The % of MSN graduates who report having engaged in this activity often or very often will be comparable to NSSE traditional SONHS senior student respondents.	**Class 17, plus 1 Class 16 (n=9)** Reflective & Integrative Learning: N/A Connected learning to societal problems or issues: N/A Malone SONHS Seniors (2018): 80%	

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
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. [Contributes to all three Graduate Program Goals]	<u>Means</u> Development and completion of a research Project and grades from Project I, II, III courses. Presentation of findings from research project at local, regional, or national meetings. <u>Benchmark</u> 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.	**Class 17, plus 1 Class 16 16 Project III Grades (n=10*)** A = 10 = 100% B = 0 = 0% C = 0 = 0% **Presentation of Findings to outside COI:** 0% Location 1 (local): 0 Location 2 (regional): 0 Location 3 (national): 0 *one additional student who is part time, will not graduate with class	Results indicate outcomes being met for grades. Students were unable to present at outside agencies as many conferences were cancelled or postponed because of Covid-19.

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
4A. NSSE Engagement Indicator: Students will engage in **Quantitative Reasoning** as a characteristic feature of the MSN program. CI 6b: MSN graduates will use numerical information to examine a real-world problem or issue.	Means & Benchmarks Program Exit Survey utilizing NSSE Engagement Indicator question regarding: Quantitative Reasoning 51% or more MSN graduates will report having engaged in higher order learning often or very often. Used numerical information to examine a real-world problem or issue. The % of MSN graduates who report having engaged in this activity often or very often will be comparable to NSSE traditional SONHS senior student respondents.	**Class 17, plus 1 Class 16 (n=9)** Quantitative Reasoning: N/A Used numerical information to examine a real-world problem or issue: N/A Malone SONHS Seniors (2018): 40%	