



**Program: School of Nursing and Health Sciences MSN Program**

**Assessed by: Debra Lee**

**Date: 2017-2018**

**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
<p>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.</p> <p>[Contributes to all three Graduate Programs Goals]</p>	<p><u>Means</u> Comparison of development of MSN students' proficiency over time by assessing two points:</p> <p>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).</p> <p>2. APEA Pre-predictor Exam (FNP, ANP) – a standardized assessment of students' content knowledge in specific areas of curriculum &amp; core domains of advanced physical assessment, diagnosis, evaluation, pharmacotherapeutics, and planning and intervention. Given end of Y2 (reflects Graduate Advanced level).</p> <p><u>Benchmark</u> APEA 3P Exam: each student will have an overall score <math>\geq 67</math>; aggregate for domains <math>\geq 67</math>, aggregate for overall <math>\geq 67\%</math>.</p> <p>APEA Pre-Predictor Exam: each student will have an overall score <math>\geq 67\%</math>; aggregate for domains <math>\geq 67\%</math>, aggregate for overall <math>\geq 70\%</math>.</p>	<p><b>Class 15 (n=7 – 8<sup>th</sup> grad fr. Class 14, which didn't take 3P; 5 FNP, 3 AGACNP)</b></p> <p><u>3P (Summer, 2017)</u> % Individuals <math>\geq 67\%</math>: 71%</p> <p>Aggregate Domains: Assessment = 71% Pathophysiology = 72% Pharm.= 58%</p> <p>Aggregate Overall: 67%</p> <p><u>Pre-predictor Exam (Summer, 2018)</u> FNP % Individuals <math>\geq 67\%</math>: 80%</p> <p>AGACNP % Individuals <math>\geq 67\%</math>: 30%</p> <p>Aggregate Domains: Assessment = 70% Diagnosis = 80% Evaluation = 69% Pharm.= 67% Planning/Interv. = 67%</p> <p>Aggregate Overall = 74%</p>	<p>This is the first class to have 3P and Pre-predictor results from which to assess outcomes. For this initial round of book-end assessments, we are satisfied with the results. Trend lines will be examined once multiple classes have contributed to this data set.</p> <p>We note a) small AGACNP sample size and b) positive trend in Class's aggregate overall score from 3P to Pre-predictor.</p> <p>Curriculum committee members will explore how test-readiness is established for students (mentally prepared to take exam in earnest) as well as testing processes (site, timing). No curricular changes warranted at this time; trends will be examined.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	<p><u>Means</u> First-time pass rate on certification examination; entities are:</p> <p>Family Nurse Practitioner (FNP): American Nurses Credentialing Center (ANCC) or, American Academy of Nurse Practitioners (AANP) Certification</p> <p>Adult-Gerontology, Acute Care Nurse Practitioner exam (AGACNP): ANCC or, American Association of Critical Care Nurses* Certification (AACN*)</p> <p><u>Benchmark</u> MSN graduating classes will demonstrate an 85% or higher first-time pass rate on certification exam.</p>	<p><b>Class 15 (n=7), +1 from Class 14; 5 FNP, 3 AGACNP</b> Finish date August 2018</p> <p><u>FNP – AANP, ANCC</u> First take pass rate: 100% Retake: 0%</p> <p><u>AGACNP- ANCC</u> First take pass rate: 100% Retake 0%</p>	<p>Celebration!!</p> <p>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.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>1A. NSSE Engagement Indicator: Students will engage in effective <b>Learning Strategies</b> as a characteristic feature of the MSN Program.</p> <p><u>CI 9c:</u> MSN graduates will summarize what they learned in class or from course materials.</p>	<p><u>Means &amp; Benchmarks</u>  <u>Program Exit Survey</u> 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.</p> <p><u>Summarized what they learned in class or from course materials.</u>            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.</p>	<p><b>Class 15 (n=8)</b></p> <p>NSSE Learning Strategies: 100%</p> <p><u>Summarized what they learned in class or from course materials:</u> 88%</p> <p>Malone SONHS Seniors: 76%</p>	<p>For this initial round of assessments regarding student engagement, we are satisfied with the results here. Trend lines will be examined once multiple classes have contributed to this data set.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>2. Exhibit competence in advanced practice with selected populations including an in-depth assimilation of a specialized role, content, and related skills.</p> <p>[Contributes to all three Graduate Program Goals]</p>	<p><u>Means</u>  <u>Advanced Practice Educational Assessment (APEA) Pre-predictor Exam (FNP; ANP for AGACNP students)</u>: 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.</p> <p><u>Benchmark:</u>  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 <math>\geq 67\%</math>.</p> <p>Aggregate overall mean will be <math>\geq</math> the reported national average.</p> <p>Select aggregate content areas for this assessment cycle are: cardiovascular, health promotion, and professional issues; all will be <math>\geq 67\%</math>.</p>	<p><b>Class 15* FNP, AGACNP (n = 8)</b></p> <p><u>Aggregate # Content areas <math>\geq 67\%</math></u>: 13 of 18 (72%)</p> <p><u>Aggregate # Core domains <math>\geq 67\%</math></u>: 5 of 5 (100%)</p> <p><u>Aggregate overall mean</u>: 74%;</p> <p><u>National overall mean</u>: 69%</p> <p><u>Select content areas</u>:  Cardiovascular = 69%  Health Promotion = 73%  Professional Issues = 63%</p>	<p>(* includes 1 student from Class 14)</p> <p>Faculty review content area-specific teaching methods and materials where there are lower mean scores. No changes in course content, materials, or methods will be instituted based on these results. Trend lines on all content areas will be examined further.</p> <p>We note our aggregate overall score to be well-above the national mean.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
	<p><u>Means</u> Clinical Outcomes as Evaluated By Faculty. Clinical Evaluation forms evaluate role performance in all areas of practice, including Role development and implementation.</p> <p>Clinical evaluations completed at end of each Internship/Practicum course.</p> <p><u>Benchmark</u> 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.</p>	<p><b>Class 15 FNP</b> <u>% Individual mean &gt; 2.0:</u> Intern I = 83% Intern II = 83% Intern III = 100%* Overall = 100%*</p> <p><u>Aggregate mean</u> Intern I = 2.7 Intern II = 2.4 Intern III = 2.8 Overall range = 2.4-3.0</p> <p><b>Class 15 AGACNP</b> <u>% Individual mean &gt; 2.0:</u> Intern I = 100% Intern II = 100% Intern III = 100% Overall = 100%</p> <p><u>Aggregate mean</u> Intern I = 2.2 Intern II = 2.0 Intern III = 2.1 Overall range = 2.0-2.3</p>	<p>(* n is 1 less than sample for Intern I, II)</p> <p>Results are near- to above-benchmarks. Admission &amp; Progression committee members voted to delay progression of one student* to allow additional time for remediation, repeat of courses, in hopes of improved performance.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>2a. NSSE Engagement Indicator: Students will engage in <b>Higher Order Learning</b> as a characteristic feature of the MSN program</p> <p><u>CI 4.e</u> MSN students will form new ideas or understanding from various pieces of information.</p>	<p><u>Means &amp; Benchmarks</u>  <u>Program Exit Survey utilizing NSSE Engagement Indicator question regarding:</u>  <u>Higher Order Learning</u>            51% or more MSN graduates will report having engaged in higher order learning quite a bit or very much.</p> <p><u>Formed new ideas or understanding from various pieces of information</u>            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.</p>	<p><b>Class 15 (n=8)</b></p> <p><u>NSSE Higher Order Learning: 88%</u></p> <p><u>Formed new ideas or understanding from various pieces of information: 100%</u></p> <p>Malone SONHS Seniors: 76%</p>	<p>For this initial round of assessments regarding student engagement, we are satisfied with the results here. Trend lines will be examined once multiple classes have contributed to this data set.</p>

<b>Program Intended Learning Outcomes (PILO); Goals</b>	<b>Means of Program Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
<p>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.</p> <p>[Contributes to all three Graduate Program Goals]</p>	<p><u>Means</u> Employer Satisfaction Survey sent to employers for alumni from all classes 3 years following graduation.</p> <p>Survey items which focus on legal and ethical components are: Item 3. Integrates legal and ethical components into professional role; Item 4. Assumes accountability for the quality of their own practice; Item 8. Recognize variations in cultural and spiritual practices that influence assessment and plan of care.</p> <p><u>Benchmark</u> Mean Employer satisfaction ratings for each item and overall will be 3.5 or greater on 5 point scale.</p>	<p><i>Data from Class #13 employers will be analyzed (graduated 2015).</i></p> <p><i>Employer satisfaction ratings overall: 3.5 - 4.0;</i></p> <p><i>Item-specific means:</i> <i>Item 3</i> <i>Item 4</i> <i>Item 8</i></p>	<p><i>Results are pending at the time of this report.</i></p>



Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>3A. NSSE Engagement Indicator: Students will engage in <b>Reflective &amp; Integrative Learning</b> as a characteristic feature of the MSN program.</p> <p><u>CI 2d</u>: MSN graduates will connect learning to societal problems or issues.</p>	<p><u>Means &amp; Benchmarks</u>  <u>Program Exit Survey utilizing NSSE Engagement Indicator question regarding:</u>  <u>Reflective &amp; Integrative Learning</u>            51% or more MSN graduates will report having engaged in reflective &amp; integrative learning often or very often.</p> <p><u>Connected learning to societal problems or issues</u>            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.</p>	<p><b>Class 15 (n=8)</b></p> <p><u>Reflective &amp; Integrative Learning</u>: 88%</p> <p><u>Connected learning to societal problems or issues</u>: 75%</p> <p>Malone SONHS Seniors: 80%</p>	<p>For this initial round of assessments regarding student engagement, we are satisfied with the results here. Trend lines will be examined once multiple classes have contributed to this data set.</p>

Program Intended Learning Outcomes (PILO); Goals	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<p>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.</p> <p>[Contributes to all three Graduate Program Goals]</p>	<p><u>Means</u> Development and completion of a research Project and grades from Project I, II, III courses.</p> <p>Presentation of findings from research project at local, regional, or national meetings.</p> <p><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.</p>	<p><b>Class 15 Project III Grades (n=8)</b> A = 8 = 100% B = 0 = n/a C = 0 = n/a</p> <p><b>Presentation of Findings to outside COI: 25%</b> Location 1 (local): 2 Location 2 (regional): 0 Location 3 (national): 0</p>	<p>Results indicate outcomes being met for grades, but presentations beyond the Malone community lag. The curriculum committee members are exploring a restructure of the research course sequence with an eye to greater alignment with evidence-based-practice projects (EBP). This is based on the understanding that students in a practice-focused track are more inclined to harbor both an interest in and need to better understand and engage in the discovery of practice innovations.</p>

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<p>4A. NSSE Engagement Indicator: Students will engage in <b>Quantitative Reasoning</b> as a characteristic feature of the MSN program.</p> <p><u>CI 6b</u>: MSN graduates will use numerical information to examine a real-world problem or issue.</p>	<p><u>Means &amp; Benchmarks</u>  <u>Program Exit Survey utilizing NSSE Engagement Indicator question regarding:</u>  <u>Quantitative Reasoning</u>            51% or more MSN graduates will report having engaged in higher order learning often or very often.</p> <p><u>Used numerical information to examine a real-world problem or issue.</u> 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.</p>	<p><b>Class 15 (n=8)</b></p> <p><u>Quantitative Reasoning:</u> 75%</p> <p><u>Used numerical information to examine a real-world problem or issue:</u> 75%</p> <p>Malone SONHS Seniors: 40%</p>	<p>For this initial round of assessments regarding student engagement, we are satisfied with the results here. Trend lines will be examined once multiple classes have contributed to this data set.</p>