Program: School of Nursing and Health Sciences BSN Program
Assessed by: Elizabeth Rettew
Date: 2014-2015

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	OBN Annual Report: For the 2013 NCLEX-RN, the national pass rate was 83.04 % and Ohio's requirement (95% of national pass rate) was 78.8% Class of 2013 N = 63 Malone 93.65 % pass rate, per OBN report, released. April 2014------- ---------- OBN Annual Report: 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 OBN Annual Report: For the 2015 NCLEX-RN, the national pass rate was _____ and Ohio's requirement (95% of national pass rate) was _____ Class of 2015 NCLEX-RN data is not available yet. Preliminary pass rate for Malone is 89.74% OBN report, to be released. April 2016	The 2013 pass rate (93.6%) meets or exceeds the required 95% of national pass rate and is above the national pass rate which was 83.04% 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. 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. No change was made based on 2014 data. 2015 data will be reviewed closely.

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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 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.	AACN Essentials VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes. Class of 2015: Is the Class Mean 800 or above? Exit #1 No (797) Exit #2 No (770) VIII. Professionalism and Professional Values **Class of 2014(Percent of students reaching the acceptable level)** Exit # 1 67% Exit # 2 66% **Class of 2015: Is the Class Mean 800 or above?** Exit #1 Yes (802) Exit #2 Yes (758)	VI. Overall the ratings are below 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 will be added to senior spring as well. 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 monitor 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 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.	AACN Essentials IV. Information Management and Application of Patient Care Technology. Class of 2015: Is the Class Mean 800 or above? Exit #1 Yes (830) Exit #2 Yes (941) VII. Clinical Prevention and Population Health **Class of 2015: Is the Class Mean 800 or above?** Exit #1 Yes (801) Exit #2 Yes (833) IX. Baccalaureate Generalist Nursing Practice **Class of 2015: Is the Class Mean 800 or above?** Exit #1 Yes (800) Exit #2 Yes (818)	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 are. 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 recent 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.

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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 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.	AACN Essentials III. Scholarship for Evidence Based Practice **Class of 2015: Is the Class Mean 800 or above?** Exit #1 Yes (802) Exit #2 Yes (805) QSEN Criteria 3. Research and Evidence-based Practice **Class of 2015: Is the Class Mean 800 or above?** Exit #1 No (796) Exit #2 Yes (822) 4. Quality Improvement **Class of 2015: Is the Class Mean 800 or above?** Exit #1 No (794) Exit #2 Yes (826)	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 & 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. 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.

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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 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.	AACN Essentials II. Leadership for Quality Care and Patient Safety **Class of 2015: Is the Class Mean 800 or above?** Exit #1 No (781) Exit #2 No (791) QSEN Criteria 2. Member of Team **Class of 2015: Is the Class Mean 800 or above?** Exit #1 No (799) Exit #2 Yes (821)	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. Plans for 2016 include enhanced focus on delegation and prioritization throughout the spring semester.