



**Program: School of Nursing and Health Sciences RN to BSN Program**

**Assessed by: Stephanie Reagan**

**Date: 2014-2015**

**Mission Statement:**

The purpose of the RN-BSN Nursing program at Malone University is to provide registered nurses (RNs) who have completed either an associate degree program or a diploma program for their basic nursing education a completion of their Bachelor in Science Nursing degree.

**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.

<p><b>GOALS</b> <b>Program Intended Learning Outcomes (PILO)</b></p>	<p><b>Means of Program Assessment &amp; Criteria for Success</b></p>	<p><b>Summary of Data Collected</b></p>	<p><b>Use of Results</b></p>
<p>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.</p> <p>(Meets Goal #1, 3, &amp; 5)</p>	<p>1. California Critical Thinking Skills Test (CCTST)</p> <p>A. 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.</p> <p>B. Benchmark for the CCTST is for the percentile mean of the post test to be higher than the pre-test percentile mean.</p> <p>2. RN/BSN Exam (HESI RN Mobility Exam)</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and AD programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or percentile ranking of 50%.</p>	<p><b>Cohort # 41:</b> Class of 14 students, Pre-test overall percentile mean was 71% and the Post-test overall percentile mean was 71.83%</p> <p><b>Mean Categories Reported: Pre-Test</b> Induction: 76%, Deduction: 69%, Analysis: 72%, Inference: 73%, Evaluation: 67%, Inference: 80%, Explanation: 69%</p> <p><b>Mean Categories Reported: Post-Test</b> Induction: 78%, Deduction: 70%, Analysis: 73%, Inference: 74%, Evaluation: 70%, Inference: 81%, Explanation: 73%</p> <p><b>Cohort # 42:</b> Class of 12 students, Pre-test overall percentile mean was 72.23% and the Post-test overall percentile mean was</p> <p><b>Mean Categories Reported: Pre-Test</b> Induction: 77%, Deduction: 71%, Analysis: 71%, Inference: 76%, Evaluation: 70%, Inference: 82%, Explanation: 71%</p> <p><b><u>AACN Essentials</u></b></p> <p><b><u>1. Liberal Arts Education for BSN Generalist</u></b></p> <p><b>Cohort #41-</b> Hesi score for this category was 727 &amp; a percentile ranking of 45%</p> <p><b>Cohort #42-</b></p>	<p>Critical thinking is an essential component of nursing practice. The components of critical thinking are taught throughout the curriculum. The overall result of the pre &amp; post CCTST shows improvement among the two Cohorts.</p> <p>This category is a good indicator for RN students returning for their degree since Malone is a LA university. Since the mean score &amp; the percentile ranking were slightly off target, faculty teaching in the nursing foundation courses will look at assignments r/t LA assignments</p>

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<p>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, sociocultural, developmental, and spiritual needs.</p> <p>(Meets goal #2 and #5)</p>	<p>1. RN/BSN Exam</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and Associate Degree programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or percentile ranking of 50%.</p>	<p><b><u>AACN Essentials-</u></b></p> <p><b><u>1. Professionalism &amp; Professional Values</u></b> <b>Cohort #41-</b> Hesi score for this category was 792 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p> <p><b><u>2. Information Management &amp; Application of Patient Care Technology</u></b> <b>Cohort #41-</b> Hesi score for this category was 755 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p> <p><b><u>QSEN Competencies-</u></b></p> <p><b><u>1. Patient Centered Care</u></b> <b>Cohort #41-</b> Hesi score for this category was 727 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p>	<p>This category was slightly off the acceptable mean score of 800. Professionalism &amp; Values is threaded throughout the curriculum. Students complete a paper addressing “Professional Characteristics of a Profession”</p> <p>This category was slightly off the acceptable mean of 800. Informatics is taught in the communication course and content woven in with QSEN and Leadership &amp; Management. Faculty will continue to review assignments</p> <p>This category was slightly off the acceptable mean of 800. Students continue to give QSEN presentations on each competency. Faculty will review assignments</p>

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<p>3. Assess health status and health potential, diagnose, plan, implement, and evaluate wholistic nursing care in collaboration with clients (person, family, group, community, and society) and others in health care settings</p> <p>(Meets goal #3)</p>	<p>1. RN/BSN Exam</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and Associate Degree programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or a percentile ranking of 50%.</p>	<p><u><b>AACN Essentials-</b></u></p> <p><u><b>1. Interprofessional Communication &amp; Collaboration for Improving Patient Health Outcomes</b></u> <b>Cohort #41-</b> Hesi score for this category was 638 &amp; percentile ranking of 45%. <b>Cohort #42-</b></p> <p><u><b>2. Clinical Prevention &amp; Population Health</b></u> <b>Cohort #41-</b> Hesi score for this category was 671 &amp; percentile ranking of 45%. <b>Cohort #42-</b></p>	<p>Overall the mean was lower than expected, since these are RN students who are working in the healthcare delivery system. Students write a paper in Leadership &amp; Management related to Collaboration/Communication</p> <p>The overall mean was lower than expected. Students are required to take Patho, which integrates concepts of disease prevention &amp; health promotion. Faculty will look at assignments.</p>

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<p>4. Assess health status &amp; health potential, diagnosis, plan, implement &amp; evaluate holistic nursing care in collaboration with patients (person, family, group, community &amp; society) &amp; others in health care settings</p> <p>(Meets Goal #3)</p>	<p>1. RN/BSN Exam</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and Associate Degree programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or a percentile ranking of 50%.</p>	<p><b><u>QSEN Competency</u></b></p> <p><b><u>1. Safety:</u></b> <b>Culture of Safety &amp; Safety Monitoring</b> <b>Cohort #41-</b> Hesi score for this category was 706 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p> <p><b><u>2. Informatics-</u></b> <b>Cohort #41-</b> Hesi score for this category was 755 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p>	<p>The overall mean was lower than expected. QSEN competencies are threaded throughout the curriculum and will continue to be tracked.</p> <p>The overall mean was lower than expected. QSEN competencies are threaded throughout the curriculum and will continue to be tracked.</p>

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<p>5. Evaluate professional accountability and responsibility for the provision of quality nursing care including research, clinical decision making, and the achievement of outcomes.</p> <p>(Meets goal #4)</p>	<p>1. RN/BSN Exam</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and Associate Degree programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or a percentile ranking of 50%.</p>	<p><b><u>QSEN Competency Criteria:</u></b></p> <p><b><u>1. Research &amp; Evidence-based Practice</u></b>  <b>Cohort #41-</b> Hesi score for this category was 727 &amp; percentile ranking of 45%.   <b>Cohort #42-</b></p> <p><b><u>2. Quality Improvement</u></b>  <b>Cohort #41-</b> Hesi score for this category was 739 &amp; percentile ranking of 45%.   <b>Cohort #42-</b></p>	<p>The overall mean was lower than expected. QSEN competencies are threaded throughout the curriculum. Students take a 5 week Research course online &amp; find the content rigorous.</p> <p>The overall mean was lower than expected. QSEN competencies are threaded throughout the curriculum. Students have an assignment in Leadership &amp; Management clinical spending 8 hours with a Quality nurse and participating in an online discussion.</p>

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<p>6. Utilize management and leadership skills in the provision of care for clients (person, family, group, community and society) and in the interaction with others in health care settings.</p> <p>(Meets goal #4)</p>	<p>1. RN/BSN Exam</p> <p>A. Online 50 question exam designed to measure student’s ability to apply concepts related to a specific nursing content area. Given a percentile ranking comparison with BSN and Associate Degree programs and overall ranking.</p> <p>B. Benchmark is at or above the National Mean HESI Composite score. In addition will be evaluated by the stated acceptable HESI score of 800 and/or a percentile ranking of 50%.</p>	<p><b><u>AACN Essentials:</u></b></p> <p><b><u>1. Leadership for Quality Care &amp; Patient Safety-</u></b> <b>Cohort #41-</b> Hesi score for this category was 707 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p> <p><b><u>QSEN Competency Criteria:</u></b></p> <p><b><u>1. Member of a Team-</u></b> <b>Cohort #41-</b> Hesi score for this category was 727 &amp; percentile ranking of 45%.</p> <p><b>Cohort #42-</b></p>	<p>Overall the mean was lower than expected, students have two clinical courses where they will increase their knowledge of leadership and patient safety. Both courses are taught online with discussion questions, clinical journals &amp; papers required. Most RN students are not in leadership positions, so this content is new to them</p> <p>Overall the mean was lower than expected. QSEN is a new concept to the student and is threaded throughout the program. Students give a presentation on a competency and in Leadership &amp; Management have clinical with a Manager and write a paper on Collaboration</p>

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