



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

Assessed by: Stephanie Reagan

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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.

GOALS Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
<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, & 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>Cohort # 45: Class of 4 students, Pre-test overall percentile mean was 41% and the Post-test overall percentile mean was 28% with a class of 6</p> <p>Mean Categories Reported: Pre-Test Induction: 85%, Deduction: 73%, Analysis: 78%, Interpretation: 82%, Evaluation: 78%, Inference: 76%, Explanation: 82%</p> <p>Mean Categories Reported: Post-Test Induction: 79%, Deduction: 73%, Analysis: 74 %, Interpretation: 80 %, Evaluation: 74%, Inference: 76%, Explanation: 73%</p> <p>Cohort # 46: Class of 13 students, Pre-test overall percentile mean was 20% and the Post-test overall percentile mean was 38 %</p> <p>Mean Categories Reported: Pre-Test Induction: 76%, Deduction: 71%, Analysis: 72%, Interpretation: 79%, Evaluation: 68%, Inference: 76%, Explanation: 70%</p> <p>Mean Categories Reported: Post-Test, Class of 8 students Induction: 82%, Deduction: 75%, Analysis: 76%, Interpretation: 81%, Evaluation: 78%, Inference: 81%, Explanation: 77%</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 & post CCTST in the sub-categories show improvement in critical thinking</p> <p>Keeping in mind that critical thinking is a daily practice for a professional nurse.</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>RNBSN Exit Survey- Looking at overall mean scores in these areas as well as the overall scoring in the “very well and exceptionally well” categories for the following courses and outcomes:</p> <ol style="list-style-type: none"> Bible 200 Theo 407 Nursing Philosophy Assignment (with select qualitative data to enhance the mean scores) 	<p>RNBSN Exit Survey:</p> <p>Cohort # 45: Class of 6 Bible 200: 3.7/4.0 Theo 407: 3.7/4.0 Nursing Philosophy assignment: 4 students answered with a mean of 3.5/4.0 Qualitative data: “I am more patient oriented” “I try to provide more personal patient care” “More focused on providing high-quality compassionate care”</p> <p>Cohort # 46: Class of 8 students Bible 200: 3.6/4.0 Theo 407: 3.4/4.0 Nursing Philosophy assignment: 8 students answered with a mean of 3.5/4.0 Qualitative data: “I feel I understand patient issues more” “I have a clearer picture” “More focused on patient care”</p>	<p>Capturing the mean of these two support courses in the RNBSN program, gives the faculty a better understanding of the value/importance of these two foundation courses in the overall curriculum</p> <p>The nursing philosophy question helps faculty examine growth of the student from beginning to end of program in areas related to professionalism, critical thinking and overall professional growth.</p>

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<p>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</p> <p>(Meets goal #3)</p>	<p>1. RNBSN Exit Survey- Looking at overall mean scores in these areas as well as the overall scoring in the “very well and exceptionally well” categories for program outcome #3.</p> <p>2. CCTST mean results in the areas of Interpretation: Interpretation includes clarifying what something or someone means, grouping, information, & determining the significance of the message. Evaluation: Strong evaluation skills can support high quality evaluation by providing the evidence, reasons, methods, criteria or assumptions behind the claims made & the conclusions reached and Explanation: Strong explanatory skills enable people to discover, to test and articulate the reasons for beliefs, events, actions & decisions</p>	<p>RNBSN Exit Survey: Outcome #3 Cohort 45: 3.7/4.0 Cohort 46: 3.6/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 45: Interpretation: Pre: 82%, Post: 80% Evaluation: Pre: 78%, Post: 74% Explanation: Pre: 82%, Post: 73% Cohort 46: Interpretation: Pre: 79%, Post: 81% Evaluation: Pre: 68%, Post: 78% Explanation: Pre: 70%, Post: 78%</p>	<p>Cohort 45 pre and post scores decreased possibly due to class size. The admit class was only 4 students and by the second semester class size grew to 6. OL cohort has the ability to take at any time during the week, not a controlled environment Cohort 46 pre and post scores increased indicating grown in critical thinking. Controlled/set environment, given as a class.</p>

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<p>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)</p>	<p>1. RNBSN Exit Survey- Looking at overall mean scores in these areas as well as the overall scoring in the “very well and exceptionally well” categories for program outcome #4.</p> <p>2. CCTST mean results related to Inference: Enables the student to draw conclusions from reasons & evidence. The student uses inference when offering suggestions & hypotheses.</p>	<p>RNBSN Exit Survey: Outcome #4 Cohort 45: 3.9/4.0 Cohort 46: 3.5/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 45: Inference: Pre 76%, Post: 76% Cohort 46: Inference: Pre: 76%, Post: 81%</p>	<p>Scores indicate an increase in this area of critical thinking from entry to exit of program. Nurses use critical thinking skills on a daily basis</p>

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<p>5. 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 goals #1 & 3)</p>	<p>1. RNBSN Exit Survey- Looking at overall mean scores in these areas as well as the overall scoring in the “very well and exceptionally well” categories for program outcome #5.</p> <p>2. CCTST results related to Analysis: Enable students to identify assumptions, reasons & claims and to examine how they interact in the formation of arguments. We use analysis to gather information from charts, graphs, diagrams, spoken language and documents and Deduction: Decision making in precisely defined contexts where rules, operating conditions, core beliefs, values, policies, principles, procedures & terminology completely determine the outcome depends on strong deductive reasoning skills.</p>	<p>RNBSN Exit Survey: Outcome #5 Cohort 45: 3.8/4.0 Cohort 46: 3.6/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 45: Analysis: Pre: 78%, Post: 74% Deduction: Pre: 73%, Post: 73% Cohort 46: Analysis: Pre: 72%, Post: 76% Deduction: Pre: 71%, Post: 75%</p>	<p>Slight decrease in Analysis pre/post score among the students in Cohort 45, will look at activities/assignments that offer the student the ability to draw conclusions</p> <p>Cohort 46 pre/post scores showed an increase in analytic/deduction abilities to think as professional nurses</p>

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