



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.

Program Intended Learning Outcomes (PILO); Goals	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>1A. NSSE Engagement Indicator: Students will engage in Higher Order Learning as a characteristic feature of the RN-BSN Program.</p> <p><u>CI 4b:</u> Students will apply facts, theories, or methods to practical problems or new situations.</p>	<p>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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Higher Order Learning</u> 51% or more RNBSN graduates will report having engaged in higher order learning very or exceptionally well. <u>Applied facts, theories, or methods to practical problems or new situations</u> The % of RNBSN graduates who report having engaged in this activity very or exceptionally well will be comparable to NSSE traditional BSN senior student respondents.</p>	<p>Cohort # 47OL: Class of 6 students, Pre-test overall percentile mean was 38% and the Post-test overall percentile mean was 37%.</p> <p>Mean Categories Reported: Pre-Test Induction: 79%, Deduction: 76%, Analysis: 76%, Interpretation: 82%, Evaluation: 76%, Inference: 76%, Explanation: 78%</p> <p>Mean Categories Reported: Post-Test Induction: 78%, Deduction: 71%, Analysis: 74 %, Interpretation: 82 %, Evaluation: 69%, Inference: 75%, Explanation: 72%</p> <p>In the 2018 NSSE survey results, 84% of seniors responded “Very much/Quite a bit” in the application of facts, theories, or methods to practical problems or new solutions.</p> <p>This percentage is greater than that of CCCU by about 3%</p>	<p>Critical thinking is an essential component of nursing practice. It is taught throughout the curriculum, in case studies, papers and scenario based practice examples. The overall results show no significant change in critical thinking.</p> <p>Keep in mind that critical thinking is a daily practice for a professional nurse.</p> <p>Assessment of assignments throughout the program from papers, group presentations, and research papers, allows the RNBSN student to engage in higher order learning</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>2A. NSSE Engagement Indicator: Students will engage in Reflective & Integrative Learning as a characteristic feature of the RN-BSN Program.</p> <p><u>CI 2d:</u> RNBSN graduates will have examined the strengths and weaknesses of their own views on a topic or issue.</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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Reflective & Integrative Learning</u> 51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well. <u>Having examined the strengths and weaknesses of their own views on a topic or issue</u> The % of RNBSN graduates who report having engaged in this activity very or exceptionally well will be comparable to NSSE traditional BSN senior student respondents</p>	<p>RNBSN Exit Survey: Cohort # 47OL: Class of 6, with 5 responding - Bible 200: 3.0/4.0 Theo 407: 3.2/4.0 Nursing Philosophy assignment: 5 students answered with a mean of 4.0/4.0 Qualitative data: “I will be more aware of the patient and their families with assisting them in making positive changes” “I created my nursing philosophy!” “I am using leadership skills I learned and feel confident.” “It allowed me to look at my practice and make sure my actions are in the best interest of the patient.”</p> <p>In the 2018 NSSE survey data, 72% of seniors responded “Very much/Quite a bit” in the examination of strengths and weaknesses of their own views on a topic or issue.</p> <p>This percentage is less than that of CCCU by about 2%</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 questions help faculty examine growth of the student from beginning to end of program in areas related to professionalism, critical thinking and overall professional growth.</p> <p>RNBSN students engage in reflective learning throughout the program especially in their practicum courses. Sharing their experiences through their journals.</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>3A. NSSE Engagement Indicator: Students will engage in Reflective & Integrative Learning as a characteristic feature of the RN-BSN Program.</p> <p><u>CI 2f</u>: Learned something that changed the way you understand an issue or concept.</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 program outcome #3.</p> <p>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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Reflective & Integrative Learning</u> 51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well. <u>Having learned something that changed the way you understand an issue or concept.</u> The % of RNBSN graduates who report having engaged in this activity very or exceptionally well will be comparable to NSSE traditional BSN senior student respondents.</p>	<p>RNBSN Exit Survey: Outcome #3 Cohort 47OL: 3.8/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 47OL: Interpretation: Pre: 82%, Post: 82% Evaluation: Pre: 76%, Post: 69% Explanation: Pre: 78%, Post: 72%</p> <p>Malone senior percentage score on this is 71%, that of CCCU is 73%</p>	<p>Program outcome #3 results were favorable relating to the program providing a holistic approach to nursing care.</p> <p>Cohort 47OL pre and post scores for the CCTST decreased possibly due to class size. OL cohorts have the ability to take the test at any time during the week, which is not a controlled environment</p> <p>RNBSN students engage in reflective learning throughout the program and gain insight into their strengths and weaknesses as professional nurses. In their leadership class they begin to understand the role of the professional nurse as a leader. Reflected in an assigned leadership paper</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>4A. NSSE Engagement Indicator: Students will engage in Higher Order Learning as a characteristic feature of the RN-BSN Program.</p> <p><u>CI 4e</u>: Forming a new idea or understanding from various pieces of information.</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 program outcome #4.</p> <p>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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Higher Order Learning</u> 51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well. <u>Having formed a new idea or understanding from various pieces of information</u> The % of RNBSN graduates who report having engaged in this activity very or exceptionally well will be comparable to NSSE traditional BSN senior student respondents.</p>	<p>RNBSN Exit Survey: Outcome #4 Cohort 47OL: 3.8/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 47OL: Inference: Pre 76%, Post: 75%</p> <p>Malone senior score is 75% and that of CCCU is 74%</p>	<p>Program outcome #4 results were favorable relating to the program providing growth in professional accountability and responsibility throughout the program</p> <p>The pre and post scores basically stayed the same for Inference. Faculty will be looking at the assignments in the Research course and Leadership course related to research decisions and decision making as an RN.</p> <p>Higher level learning indicator is evaluated through assignments in the courses, ie: Nursing Research, Statistics and the Professional nurses role as a leader</p>

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	<p><u>Having evaluated a point of view, decision, or information source</u> The % of RNBSN graduates who report having engaged in this activity very or exceptionally well will be comparable to NSSE traditional BSN senior student respondents.</p>		