



Program: School of Nursing and Health Sciences BSN Program

Assessed by: Carrie Stroup

Date: 2018-2019

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
<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, and #5)</p>	<p><u>NCLEX-RN</u>- 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.</p> <p><u>Benchmark</u> 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-takers who sit for the exam within 6 months of program completion.</p>	<p><u>OBN Annual Statistics 2017:</u> For the 2017 NCLEX-RN, the national pass rate was 87.12%. The pass rate for Ohio programs was 84.96%. The Malone University class of 2017 pass rate was 96.77% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 31)</p> <p><u>OBN Annual Statistics 2018:</u> For the 2018 NCLEX-RN, the national pass rate was 88.3%. The pass rate for Ohio programs was 86.88% The Malone University class of 2018 NCLEX-RN pass rate was 100% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 27)</p> <p><u>OBN Annual Statistics 2019:</u> For the 2019 NCLEX-RN, the national pass rate was 88.18%. The Malone University class of 2019 pass rate was 100% and Ohio's requirement (95% of national pass rate) was exceeded. (N = 23)</p>	<p>Finalized reports showing areas of strengths and weaknesses are compiled from the National Council of State Boards of Nursing regarding NCLEX performance through an academic year. This data is shared with faculty in order to evaluate if there is a need for any curricular adjustments. This information will be available for the class of 2018 in May 2019. The class of 2019 data will be available in May 2020.</p> <p>The 2018 data were reviewed at the fall BSN curriculum meeting, September 2019. These results were compared with HESI scoring data to identify trends. This cohort did consistently well across all assessed content areas. An increased emphasis on standardized testing throughout the program was initiated in the Fall of 2015. Likewise, demonstration of student competency in pharmacological and mathematical competency prior to clinical rotations at the junior and senior year was initiated in the Fall of 2014. The additional emphasis on standardized and competency evaluation may be a correlating factor in the improved NCLEX performance.</p>

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	<p><u>Standardized RN Exit Exam</u></p> <p><u>Overall Score</u> - One of several specialty exams designed to measure the student's ability to apply concepts related to specific clinical nursing content areas. These exams are standardized for programs throughout the country and enable faculty to compare our student's ability with the national norm.</p> <p>Benchmark for the 2018 exit testing is that all students will have an overall score 850 or above on both Exit I and II.</p>	<p><u>Standardized Exit Exams:</u></p> <p>The Class of 2019 HESI RN results for:</p> <p>Exit I</p> <ul style="list-style-type: none"> • Mean Score 875 (N = 23) • 59% of the class scored at or above the acceptable range. <p>Exit II</p> <ul style="list-style-type: none"> • Mean Score 944 (N = 23) • 83% of the class scored at or above the acceptable range. <p>The Class of 2018 HESI RN results for:</p> <p>Exit I</p> <ul style="list-style-type: none"> • Mean Score 909 (N = 27) • 63% of the class scored at or above the acceptable range. <p>Exit II</p> <ul style="list-style-type: none"> • Mean Score 932 (N = 27) • 79% of the class scored at or above the acceptable range. 	<p>The Exit I is given at the point of program completion and the Exit II following a post-program review class. Kaplan provided this review course beginning in 2017. Both exit scores are reviewed by faculty along with scores from standardized tests for specialty content areas. This data is used to structure curriculum content throughout the program. See specific score sub-headings below</p>

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	<p><u>Exit I and II Exam Content Areas.</u> 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 mean of students who have reached the 'Prepared' category.</p> <p>The benchmark for Malone is a class mean of 850 or better for individual items.</p>	<p><u>AACN Essentials</u> <u>I. Liberal Education for Baccalaureate Generalist Nursing Practice.</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (833) Exit II Yes (967)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (859) Exit II Yes (947)</p> <p><u>V. Health Care Policy, Finance and Regulatory Environments</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (846) Exit II Yes (970)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (933) Exit II Yes (976)</p>	<p>The data from Exit tests listed below reflects education during their time at Malone. Our goal is for the class mean to be at or above 850. We also look at the scores of individual students. We continue to recommend students to complete prescribed remedial work in the Center for Study and Testing (CST) based on standardized testing performance prior to taking NCLEX.</p> <p>I. The Liberal Arts education received throughout the student's time at Malone is reflected in the first category.</p> <p>V. The health care policy content is taught by several different faculty members. Attention is being given to this content consistent with current trends in healthcare.</p>

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<p>1a. NSSE Engagement Indicator: Students will engage in Higher Order Learning as a characteristic feature of the BSN program</p> <p><u>CI 4b:</u> Senior BSN students will apply facts, theories, or methods to practical problems or new situations.</p>	<p><u>California Critical Thinking Skills Test</u></p> <p>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>Benchmark for the CCTST is for the percentile score of the posttest to be above pretest percentile score.</p> <p><u>National Survey of Student Engagement (NSSE)</u></p> <p>In 2018, the Mean Score of BSN Seniors on Higher Order Learning will be > that of CCCU by at least 2 points (p. 6)</p> <p>In 2018, more than 83% of BSN Seniors will apply facts, theories, and methods to practical problems or new situations. (p. 7)</p>	<p><u>California Critical Thinking Skills Test Class of 2018</u></p> <p>Pre-Test: Taken fall of Sophomore Year Post-Test: Taken spring of Senior Year (n= 27 students who completed both the pre and posttests)</p> <p>Pretest Overall: 73.4 Percentile: 22nd</p> <p>Posttest Overall: 76 Percentile: 35th</p> <p><u>NSSE</u></p> <p>Higher Order Learning (mean): Malone BSN Seniors: 38.6 CCCU Seniors: 39.4</p> <p>Application of facts, theories, methods: Malone BSN Seniors: 75% CCCU Seniors: 76%</p>	<p>Critical thinking skills are essential for nursing decision making. It was encouraging to see that, following three years at Malone, overall scores improved. Attention throughout the curriculum is given to developing critical thinking and clinical judgment skills</p> <p>The CCTST evaluation method will be discontinued beginning in the 2019-2020 academic year. Due to increased focus on clinical judgment, versus overall critical thinking, similar categories on the HESI exit exams will be utilized to evaluate this category. Please see PILO #3 below for these additions.</p> <p>While Malone’s students remain close in results to CCCU schools, adjustments are being made to improve higher order thinking and associated problem-solving. Clinical judgment activities have been incorporated into clinical setting and unfolding case studies are being implemented throughout junior and senior level coursework. This is of particular importance as the NCLEX is being updated to reflect these skills as well.</p>

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<p>2. Practice Christian values, ethics, and caring qualities 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 resulting in a foundation for holistic care.</p> <p>(Meets Goals #2 and #5)</p>	<p><u>Exit I and II Exam Content Areas.</u> 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 mean of students who have reached the 'Prepared' category.</p> <p>The benchmark for Malone is a class mean of 850 or better for individual items.</p>	<p><u>AACN Essentials</u> <u>VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes.</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (809) Exit II Yes (917)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (935) Exit II Yes (858)</p> <p><u>VIII. Professionalism and Professional Values</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (941) Exit II Yes (1047)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (942) Exit II No (617)</p>	<p>VI. Overall the ratings are above the benchmark, there will be continued discussion on the integration of therapeutic communication patterns and interprofessional communication throughout the curriculum.</p> <p>VIII. Professionalism and Values are concepts threaded through the curriculum. Students complete a paper addressing ethics and have ethics content in class. There are also precepting and clinical opportunities to develop professionalism as a nurse. The exit test II is based on only 2 questions, thus attention is given to the trend not the outlier.</p>

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<p>2a. NSSE Engagement Indicator: Students will engage in Discussions with Diverse Others as a characteristic feature of the BSN program.</p> <p><u>CI 8a:</u> Senior BSN had discussions with people from a different race or ethnicity, other than your own</p>	<p><u>National Survey of Student Engagement (NSSE)</u> In 2018, the Mean Score of BSN Seniors on Discussions with Diverse Others will be > that of CCCU by at least 2 points (p. 8).</p> <p>In 2018, more than 70% of BSN Seniors will have had discussions with people from a different race or ethnicity, other than their own (p. 8).</p>	<p><u>QSEN Competency</u> <u>1. Patient Centered Care: Pain and Suffering</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (827) Exit II Yes (952)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (905) Exit II Yes (883)</p> <p><u>NSSE</u> Discussion with Diverse Others (mean): Malone BSN Seniors: 39.1 CCCU Seniors: 37.7</p> <p>Discussions with people from a different race or ethnicity: Malone BSN Seniors: 71% CCCU Seniors: 70%</p>	<p>1. Students complete several QSEN activities to insure that they are prepared to deliver patient centered care. This is a central concept for the curriculum and we will continue to emphasize this area.</p> <p>Attention is and will continue to be given to these areas throughout the curriculum, with particular attention in the Nursing Cultural Theory and Application courses.</p>

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<p>3. Analyze and interpret health status and health potential, using the nursing process to facilitate clinical decision-making for prioritization and evaluation of nursing care of patients (person, family, community, and populations)</p> <p>(Meets Goal #3)</p>	<p><u>Exit I and II Exam Content Areas.</u> 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 mean of students who have reached the 'Prepared' category.</p> <p>The benchmark for Malone is a class mean of 850 or better for individual items.</p>	<p><u>AACN Essentials</u> <u>IV. Information Management and Application of Patient Care Technology.</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (929) Exit II Yes (938)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (897) Exit II Yes (957)</p> <p><u>VII. Clinical Prevention and Population Health</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (878) Exit II Yes (948)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (903) Exit II Yes (934)</p>	<p>IV. A new computer program assisting students with Information Management was implemented in 2014. The Exit results for the classes of 2018 and 2019 are strong and consistent emphasis will be placed on this topic.</p> <p>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.</p>

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		<p><u>IX. Baccalaureate Generalist Nursing Practice</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (875) Exit II Yes (944)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (909) Exit II Yes (933)</p> <p><u>QSEN Competency</u> <u>1. Patient Centered Care: Dimensions of Patient Care</u></p> <p>Class of 2019: Is the Class Mean 850 or above? Exit I Yes (881) Exit II Yes (944)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (914) Exit II Yes (929)</p>	<p>IX. A 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.</p> <p>1. Our curriculum focuses on leadership and critical care the last semester. The review course brought the whole patient back into focus. Faculty addressed the need to thread concepts throughout the program, particularly those introduced sophomore level.</p>

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		<p>3. <u>Basic Safety Design Principles</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (873) Exit II Yes (949)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (911) Exit II Yes (929)</p> <p>5. <u>Informatics</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (830) Exit II Yes (893)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (896) Exit II Yes (972)</p> <p><u>NLN Educational Competencies</u> <u>2. Nursing Judgment</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (878) Exit II Yes (943)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (904) Exit II Yes (934)</p>	<p>3. Emphasis on patient safety occurs at all levels of the nursing program. Efforts to fully integrate principles of Quality and Safety Education for Nurses (QSEN) throughout the curriculum continue.</p> <p>5. Information management is addressed throughout the program at every clinical site and in class. An educational electronic health record system is introduced at the sophomore level. Following, informatics is threaded throughout clinical instruction.</p> <p>2. The following two HESI categories are new items on this report and are being evaluated as replacement measures for the CCTST test that will not longer be utilized in the BSN program. Both demonstrate strong applied critical thinking skills through clinical decision-making.</p>

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<p>3a. NSSE Engagement Indicator: Students will engage in Reflective and Integrative Learning as a characteristic feature of the BSN program.</p> <p><u>CI 2d:</u> Senior BSN students will have examined the strengths and weaknesses of their own views on a topic or issue.</p>	<p><u>National Survey of Student Engagement (NSSE)</u> In 2018, the Mean Score of BSN Seniors on Reflective and Integrative Learning will be > that of CCCU by at least 2 points (p.7).</p> <p>In 2018, more BSN senior students will have examined the strengths and weaknesses of their own views on a topic or issue when compared to CCCU seniors, by at least 2 percentage (%) points (p.7)</p>	<p><u>Nursing Concepts</u> <u>Clinical Judgment-Clinical Decision-making- Critical Thinking</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (879) Exit II Yes (940)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (917) Exit II Yes (929)</p> <p><u>NSSE</u> EI: Reflective and Integrative Learning Malone BSN Seniors: 39.9 CCCU Seniors: 39</p> <p>CI 2d: Examined the strengths and weaknesses of your own views on a topic or issue. Malone BSN Seniors: 72% CCCU Seniors: 70%</p>	<p>Continued emphasis will be placed on reflective learning throughout the curriculum. Assignments with particular attention to reflection include: philosophy of nursing written assignment, ethics paper, and communication logs.</p>

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<p>4. Practice professional accountability and responsibility to provide safe and effective care grounded in evidence-based practice to improve quality and patient outcomes.</p> <p>(Meets Goal #4)</p>	<p><u>Exit I and II Exam Content Areas.</u> 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 mean of students who have reached the 'Prepared' category.</p> <p>The benchmark for Malone is a class mean of 850 or better for individual items.</p>	<p><u>AACN Essentials</u> <u>III. Scholarship for Evidence Based Practice</u> Class of 2019: Is the Class Mean 850 or above? Exit I No (849) Exit II Yes (947)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (930) Exit II Yes (909)</p> <p><u>QSEN Criteria</u> <u>3. Research and Evidence-based Practice</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (867) Exit II Yes (948)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (887) Exit II Yes (927)</p>	<p>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.</p> <p>3. Each student completes multiple activities during the program which address the use of evidence when planning practice. A paper is included in the juniors level which increases attention to this area.</p>

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<p>4a. NSSE Engagement Indicator: Students will engage in Quantitative Reasoning as a characteristic feature of the BSN program.</p> <p><u>CI 6c:</u> Senior BSN students evaluated what others have concluded from numerical information.</p>	<p><u>National Survey of Student Engagement (NSSE)</u> In 2018, the Mean Score of BSN Seniors on Quantitative Reasoning will be > that of CCCU by at least 2 points (p. 15)</p> <p>In 2018, more BSN seniors will have evaluated what others have concluded from numerical information when compared to CCCU seniors, by at least 2 percentage (%) points (p. 7)</p>	<p><u>4. Quality Improvement</u> Class of 2019: Is the Class Mean 850 or above? Exit I Yes (863) Exit II Yes (962)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (934) Exit II Yes 957)</p> <p><u>NSSE</u> EI: Quantitative Reasoning Malone BSN Seniors: 25.4 CCCU Seniors: 26.4</p> <p>CI 6c: Evaluated what others have concluded from numerical information. Malone BSN Seniors: 32% CCCU Seniors: 37%</p>	<p>4. All students complete activities which focus on the quality of care. This area will continue to receive specific attention.</p> <p>Continued emphasis will be placed on this subject area throughout the curriculum with particular attention in the Nursing Research Theory and Application courses.</p>

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<p>5. Utilize effective leadership skills to facilitate the management of patient care through delegation, professional communication, and collaboration with and interdisciplinary team.</p> <p>(Meets goal #4)</p>	<p><u>Exit I and II Exam Content Areas.</u> 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 mean of students who have reached the 'Prepared' category.</p> <p>The benchmark for Malone is a class mean of 850 or better for individual items.</p>	<p><u>AACN Essentials</u> <u>II. Leadership for Quality Care and Patient Safety</u></p> <p>Class of 2019: Is the Class Mean 850 or above? Exit I Yes (867) Exit II Yes (931)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (938) Exit II Yes (961)</p> <p><u>X. Designer/Manager/Coordinator of Care</u></p> <p>Class of 2019: Is the Class Mean 850 or above? Exit I Yes (885) Exit II Yes (936)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (956) Exit II Yes (914)</p> <p><u>QSEN Criteria</u> <u>2. Member of Team</u></p> <p>Class of 2019: Is the Class Mean 850 or above? Exit I Yes (868) Exit II Yes (944)</p>	<p>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. Improved scores may be related to enhanced focus on delegation and prioritization throughout the spring semester.</p> <p>X & 9 These are new categories for evaluation. They further reflect the role of coordination and creativity necessary for effective team-leadership.</p>

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<p>5a. NSSE Engagement Indicator: Students will engage in Collaborative Learning as a characteristic feature of the BSN program.</p> <p><u>CI 1h</u>: Senior BSN students worked with other students on course projects or assignments.</p>	<p><u>National Survey of Student Engagement (NSSE)</u></p> <p>In 2018, the Mean Score of BSN Seniors on Collaborative Learning will be > that of CCCU by at least 2 points (p.9).</p> <p>In 2018, more BSN seniors will have worked with other students on course projects or assignments when compared to CCCU seniors, by at least 2 percentage (%) points (p.9).</p>	<p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (894) Exit II Yes (920)</p> <p><u>9. System/Team Functions</u></p> <p>Class of 2019: Is the Class Mean 850 or above? Exit I Yes (856) Exit II Yes (961)</p> <p>Class of 2018: Is the Class Mean 850 or above? Exit I Yes (941) Exit II Yes (887)</p> <p><u>NSSE</u></p> <p>EI: Collaborative Learning Malone BSN Seniors: 33.8 CCCU Seniors: 30.8</p> <p>CI 1h: Worked with other students on course projects or assignments Malone BSN Seniors: 61% CCCU Seniors: 57%</p>	<p>These results are strong and demonstrate the attention given to group and collaborative work in classroom and clinical settings. Continued emphasis will be given to this area.</p>