



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

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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>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 posttest to be higher than the pre-test percentile mean.</p>	<p>Cohort # 49OL: Class of 15 (pre) students, Pre-test overall percentile mean was 72% and Post-test (18 students) overall percentile mean was 72%. Mean Categories Reported: Pre-Test Induction: 75%, Deduction: 73%, Analysis: 73%, Interpretation: 80%, Evaluation: 70%, Inference: 75%, Explanation: 70% Mean Categories Reported: Post-Test Induction: 76%, Deduction: 73%, Analysis: 72%, Interpretation: 82%, Evaluation: 71%, Inference: 74%, Explanation: 72%</p> <p>Cohort #48H: Class of 4 students, pre-test overall percentile mean was 74% and post-test (3 students) overall percentile mean was Mean Categories Reported: Pre-Test Induction: 81%, Deduction: 71%, Analysis: 76%, Interpretation: 79%, Evaluation: 71%, Inference: 77%, Explanation: 70% Mean Categories Reported: Post-Test Induction: 81%, Deduction: 71%, Analysis: 73%, Interpretation: 83%, Evaluation: 71%, Inference: 78%, Explanation: 76%</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 a small change in critical thinking pre to post program. The biggest change was noted in Interpretation. Interpretation skills is used in written messages, charts, verbal and non-verbal exchanges as a professional nurse.</p> <p>Keep in mind that critical thinking is practiced daily in the field as a professional nurse.</p>

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<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>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 # 500L: Class of 6 students pre-test overall percentile mean was 73% and post-test (6 students) overall percentile ranking was 73.5</p> <p>Mean Categories Reported: Pre-Test Induction: 77%, Deduction: 72%, Analysis: 73%, Interpretation: 79%, Evaluation: 73%, Inference: 74%, Explanation: 73%</p> <p>Mean Categories Reported: Post-Test Induction: 78%, Deduction: 73%, Analysis: 73%, Interpretation: 82%, Evaluation: 71%, Inference: 78%, 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>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>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- Students were asked the question- “To what extent has your nursing philosophy changed or been influenced by finishing this program? (selected qualitative data to enhance the mean scores) 	<p>RNBSN Exit Survey: Cohort # 49OL: Class of 15-18, with 13 responding - Bible 200: 3.25 /4.0 Theo 407: 3.33 /4.0</p> <p>Nursing Philosophy Assignment(49OL): 13/15 students answered with a mean of 2.48/4.0 Qualitative data: “I have become more thoughtful and mindful about my practice.” “I understand more of the Christian view of nursing care and it changed my nursing practice.” “My change is a positive change. My experience and knowledge base has grown.” “I still care for my patients in the same manner as I did before I started this program.” “I feel I have grown.”</p> <p>Cohort 48H: Class of 3 with 3 responding –mean 4.0/4.0. Qualitative data: “I have begun to fall in love with nursing again.” “I have learned that being present with patients is sometimes one of the most important aspects of my care.”</p>	<p>Reporting the overall mean of these two foundational courses gives faculty better understanding and opportunity of meeting course outcomes</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>

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<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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Reflective & Integrative Learning</u></p> <p>51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well.</p> <p><u>Having examined the strengths and weaknesses of their own views on a topic or issue</u></p> <p>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 500L: 6/7 students answered with a mean of 3.16/4.0</p> <p>Qualitative data: “This program has definitely given me a wider perspective and increased my acceptance level.” “I am more mindful of my patient’s well-being spiritually and physically.” “I think this program has helped me to continue to show compassion.”</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>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>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>RNBSN Exit Survey: Outcome #3 Cohort 49OL: 3.5/4.0 Cohort 48H: 3.7/4.0 Cohort 50OL: 3.7/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 49OL: Interpretation: Pre: 80%, Post: 82% Evaluation: Pre: 70%, Post: 71% Explanation: Pre: 70%, Post: 72% Cohort 48H: Interpretation: Pre: 79%, Post: 83% Evaluation: Pre: 71%, Post: 71% Explanation: Pre: 70%, Post: 76% Cohort 50OL: Interpretation: Pre: 79%, Post: 82% Evaluation: Pre: 73%, Post: 71% Explanation: Pre: 73%, Post: 72%</p>	<p>Program outcome #3 results were favorable relating to the program providing a holistic approach to nursing care.</p> <p>Cohort 49OL & 48H pre and post scores on the CCTST improved indicating increase in critical thinking in the categories of Interpretation, Evaluation and Explanation Cohort 50OL slight decrease in the categories of Evaluation and Explanation.</p>

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<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>Program Exit Survey utilizing NSSE Engagement Indicator question regarding: <u>Reflective & Integrative Learning</u></p> <p>51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well.</p> <p><u>Having learned something that changed the way you understand an issue or concept.</u></p> <p>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>Malone senior percentage score on this is 71%, that of CCCU is 73%</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 49OL: 3.50 /4.0 Cohort 48H: 3.7/4.0 Cohort 50OL: 3.7/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 49OL: Inference: Pre 75%, Post: 74% Cohort 48H: Inference: Pre 77%, Post: 78% Cohort 50OL: Pre: 74%, Post: 78%</p> <p>Malone senior score is 75% and that of CCCU is 74%</p>	<p>Program outcome #4 results were favorable relating to growth in professional accountability and responsibility throughout the program</p> <p>The pre and post scores remained the same with slight increase in Cohorts 48 &50. . 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>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>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>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 49OL: 3.53/4.0 Cohort 48H: 3.7/4.0 Cohort 50OL: 3.8/4.0</p> <p>CCTST results in each sub-category, pre & post Cohort 49OL: Analysis: Pre: 73%, Post: 72% Deduction: Pre: 73%, Post: 73% Cohort 48H: Analysis: Pre: 76%, Post: 73% Deduction: Pre: 71%, Post: 71% Cohort 50OL: Analysis: pre: 73%, Post: 73% Deduction: Pre: 72%, Post: 73%</p>	<p>Program outcome #5 results were favorable relating to the program providing growth in leadership and management skills for the patient and community</p> <p>No difference seen in the scores, basically stayed the same. Faculty will continue to examine their assignments in courses like Leading and Managing, Research and capstone.</p>

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<p>5A. NSSE Engagement Indicator: Students will engage in Higher-Order Learning as a characteristic feature of the RN-BSN Program.</p> <p><u>CI 4d: Evaluating a point of view, decision, or information source.</u></p>	<p>Program Exit Survey utilizing NSSE Engagement Indicator question regarding:</p> <p><u>Higher Order Learning</u> 51% or more RNBSN graduates will report having engaged in reflective & integrative learning very or exceptionally well.</p> <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>	<p>Malone senior score is 79% and that of CCCU is 77%</p>	<p>Again, this indicator is assessed throughout the program in various assignments and the impact the role of the professional nurse has on individuals and community.</p>