

**Bachelor of Science in Nursing**  
**Marshall University Undergraduate Program Assessment Report**  
**2009-2010**

**I. CONSISTENCY WITH UNIVERSITY MISSION**

The Mission statements of Marshall University and the School of Nursing emphasize support for quality education, the expansion of knowledge through research and creative activities, the provision of service to society, to diversity, and finally, to academic freedom. The Mission Statement for the School of Nursing follows. Key phrases from the Marshall University and School of Nursing Mission Statements are abstracted from the original documents and appear in **Table I** to demonstrate the consistency.

**Nursing Mission Statement**

Consistent with the mission of Marshall University, Nursing is committed to offering quality undergraduate and graduate nursing education. The focus of Nursing is upon being interactive with the community in assessing the health care needs of the people, including rural and underserved areas, and in responding to contemporary and future needs of society and the nursing profession.

To accomplish this mission, Nursing:

Ensures the integrity of the programs through maintenance of rigorous professional educational standards and through high expectation of student learning and performance;

Encourages involvement of faculty in service to society and the profession;

Supports the engagement of faculty in research and scholarly activities;

Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff; and

Maintains an environment that provides for academic freedom and shared governance.

Adopted by SON: 04/27/92

Revised by SON: 10/25/93

Reviewed by SON: 03/24/07

Reviewed by CON: 02/26/01

Reviewed by SON: 02/03

Reviewed by SON: 02/04

**Table 1: COMPARISON OF MU AND SCHOOL OF NURSING MISSION**

<b>Marshall University Mission Statement</b>	<b>School of Nursing (SON) Mission Statement</b>
Provide affordable, high quality undergraduate and graduate education appropriate for the state and the region.	Nursing is committed to offering quality undergraduate and graduate nursing education.
Provide services and resources to promote student learning, retention, and academic success.	Ensures the integrity of the programs through maintenance of rigorous professional educational standards and through high expectations of student learning and performance.
Foster faculty, staff, and student outreach through service activities.	Encourages involvement of faculty in service to society and the profession.
Make instruction available throughout Marshall's service area using all appropriate modes of delivery.	While not identified in the SON mission, the SON is committed to making instruction available throughout the region as evidenced by our delivery of courses in the BSN program to South Charleston and Point Pleasant.
Enhance the quality of health care in the region.	The focus of Nursing is upon being interactive with the community in assessing the health care needs of the people, including rural and underserved areas, and in responding to contemporary and future needs of society...
Promote economic development through research, collaboration, and technological innovations.	Supports the engagement of faculty in research and scholarly activities.
Educate a citizenry capable of living and working effectively in a global environment.	Provides an environment that is sensitive to a culturally, racially, and ethnically diverse student body, faculty, and staff.
Support and strengthen the faculty, staff, student, and administrative governance structures in order to promote shared governance of the institution.	Maintains an environment that provides for academic freedom and shared governance

## **II. Program's Student Learning Outcomes**

See attached chart Assessment of Program's Student Learning Outcomes for the Bachelor of Science in Nursing Program 2009-2010.

## **III. Assessment Activities**

See attached chart Assessment of Program's Student Learning Outcomes for the Bachelor of Science in Nursing Program 2009-2010. See attached chart **Measurement of Selected Outcomes Using HESI Exam 2009-2010**

## **IV. Overview of changes implemented in your program this past year based on results and planned action specified in last year's report.**

The faculty completed a five year review and therefore did not have to complete an annual assessment report for the academic year of 2008 -2009. According to the 2008 BSN Nursing Assessment Report, many of the assessment measures met the benchmark, which required no action to be taken. The only planned action was regarding monitoring trends for Exit HESI data. No formalized review of HESI trends has taken place, but all faculty are given the HESI reports to evaluate. The information is used by the individual faculty member who teaches the course to determine if the students are mastering the course objectives and developing critical thinking skills and to determine if any changes in the course are needed.

HESI sets the benchmark at 850; however, the SON voted to increase the benchmark to 900 (on exam scores) due to the lack of remediation by students who scored at least 850. According to HESI, students who achieve a score of 850-899 have an average probability of passing NCLEX-RN. An excellent probability is achieved for students scoring 900-949. Using the new SON benchmark, students who do not achieve a score of at least 900 on the exam have to remediate. This was implemented fall of 2009.

Another noted change in HESI testing was with administration of the Exit exam. In the past, students were given the opportunity to take the Exit HESI three times, all given at the end of the semester. The testing timeline did not permit much time for students to work on concepts that were identified as areas needing improvement. This testing arrangement changed last year. During the spring 2010 semester, the first Exit HESI was given in January and the second was given in April. Administering the first Exit HESI early in the semester provided students with assessment data regarding areas that needed improvement. Prior to taking the second HESI exam, students completed NUR 425 and were required to attend a two-day NCLEX review course. The students were then able to take the data from the first Exit HESI and the knowledge attained from NUR 425 and the NCLEX-RN review course to develop study techniques personalized to their individual needs which assisted in increasing their second Exit HESI scores.

Changes that the School of Nursing is currently incorporating into the program evaluation are reviewing both formative and summative evaluation data. Specifically, the SON is looking at HESI testing data analysis as students are in the earlier nursing courses of the program (NUR 222/ Fundamentals) instead of only reviewing the capstone course Exit HESI data.

The School of Nursing just completed a National League for Nursing Accrediting Commission Self Study Report and site visit. The plan now is to begin a total curriculum review to evaluate the curriculum in light of the new guidelines recently published from major nursing organizations such as the American Association of College of Nursing (AACN) and National League for Nursing (NLN).

V. **Specify any changes/modifications made to your program based specifically on data obtained during Assessment Day activities.**

Senior surveys are completed during Assessment Day. A Likert scale of 1-5 was used with 4 as the critical indicator.

- 1=strongly disagree
- 2=disagree
- 3=neither one nor the other
- 4=agree
- 5=strongly agree

The questionnaire provides information regarding student perception of the development of critical thinking in the program. “In the MU BSN program I have been prepared to function as a professional nurse to use critical thinking in the decision making process.”

BSN Mean Critical Thinking Scores from Senior Survey

2008	2009	2010
4.42	4.42	4.43
N=70	N=65	N=55

Senior exit surveys given during Assessment day also provide information on student perceptions of the development of communication and the provision of health care promotion. “In the MU BSN program I have been prepared to function as a professional nurse to promote health care through communication and collaboration with clients and other health care providers.”

BSN Mean Communication Scores from Senior Survey

2008	2009	2010
4.41	4.28	4.41
N=70	N=65	N=55

Senior surveys completed during Assessment Day also provide data on student perceptions regarding the provision of health care to individuals and groups in a variety of settings. “In the MU BSN program I have been prepared to function as a professional nurse to use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural values.”

BSN Mean Therapeutic Intervention Scores from Senior Surveys

2008	2009	2010
4.43	4.37	4.52
N=70	N=65	N=55

Assessment Day activities have been a positive experience for both the faculty and the students. Based upon feedback from the Assessment Day in April 2010 and previous years, our plan is to include junior and sophomore students in the Assessment Day activities. In addition to doing surveys and in place of

small group discussion, the plan is to include focus groups for April 2011. The surveys will now be placed online for students to complete at their convenience.

**VI. Assistance Needed with Assessment:**

Faculty would appreciate an in-service regarding the most efficient ways to collect and analyze data.

**Marshall University**  
**Assessment of Program's Student Learning Outcomes for the Bachelor of Science in Nursing Program**  
**2009-2010**

Program's Student Learning Outcomes	Year evaluated	Assessment Measures (Tools)	Benchmarks	Results	Analysis/Planned Actions
Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.	2009/2010 See detailed chart	HESI examinations	850 for subsets (established by HESI) 900 for total (established by MU SON faculty)	See attached table and report	See attached table and report with plan for addressing areas below benchmarks
Use critical thinking in the decision making process.	2009/2010 See detailed chart	HESI examinations	850 for subsets (established by HESI) 900 for overall score	See attached table and report	See attached table and report with plan for addressing areas below benchmarks
Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.	Plan to evaluate 2012/2013	HESI examinations  Selected faculty-made questions and item analyses  Selected portions of clinical evaluations of students	850 for subsets (established by HESI) 900 for overall score 75%  4		
Promote health care through communication and collaboration with clients and other health care providers.	Plan to evaluate 2010/2011	HESI examinations  Selected faculty-made questions and item analyses	850 for subsets (established by HESI) 900 for overall score 75%		

		Selected portions of clinical evaluations of students	4		
Coordinate comprehensive nursing care through the application of management and leadership skills.	Plan to evaluate 2011/2012	HESI examinations  Selected faculty-made questions and item analyses  Selected portions of clinical evaluations of students	850 for subsets (established by HESI) 900 for overall score 75%  4		
Evaluate research findings for application to nursing practice.	Plan to evaluate 2010/2011	NUR 221 research assignment  NUR 325 case study paper  NUR 409 research papers & examinations  NUR 422 case study paper	75%		
Function as a responsible and accountable member of the profession who practices nursing legally and ethically.	Plan to evaluate 2011/2012	Clinical evaluations  Employer surveys	4  4 (agree)		
Participate in professional activities that help define the scope of nursing practice, set health policies, and improve the health of the public.	Plan to evaluate 2012/2013	Unity Day activities  NUR 419 assignments	Completion		

## Measurement of Selected Outcomes Using HESI Exam 2009-2010

**Predictive of passing NCLEX-RN 850; \*\*MU Benchmark for Exam Score 900; \*HESI Benchmarks on Subsets: 850**

### Evaluation of seniors (All formative except EXIT-V2 which is summative)

Name of HESI → Program Outcome	Pharmacology (Sr) Mean Fall 09	% above or below benchmark	Med-Surg (Sr) Mean Fall 09	% above or below benchmark	Management (Sr) Mean Spg 10	% above or below benchmark	EXIT- V1 (Jan 2010)	% above or below benchmark	EXIT-V2 (Apr 2010)	% above or below benchmark
HESI subset *										
Nsg Process-Assessment	894	5	955	12.35	986	1.16	863	1.1	986	16
Nsg Process- Analysis	1080	27	895	5.29	915	1.08	871	1.02	915	7.65
Nsg Process- Planning	867	2	839	-1.3	934	1.1	801	-5.5	934	9.9
Nsg Process- Implementation	880	3.5	899	5.76	903	1.06	831	-2.24	903	6.24
Nsg Process- Evaluation	893	5	967	13.76	942	1.11	950	11.76	942	10.82
Critical Thinking	886	4.23	886	4.23	931	1.1	844	-0.71	931	9.53
Class Mean on Total Exam										
Class Mean on Total Exam	886	-1.6**	886	-1.6**	932	1.04**	842	-6.45**	986	9.56**
Number Students Tested***	55		55		56		56		56	

\*Analysis of outcome measures using HESI Benchmark of 850

\*\* Analysis of outcome measures using School of Nursing Benchmark on total exam of 900

\*\*\*1 student took PHARM and MED-SURG at another time due to illness so not included in results; PSY and MAT are courses offered both semesters junior year with HESI at the end of each; however, only fall results included on table

### Formative Evaluation (Juniors and Sophomores)

Name of HESI → Program Outcome/HESI subset ↓	Maternity (Jr) Mean Fall 09	% above or below benchmark	PSY (Jr) Mean Fall 09	% above or below benchmark	PEDS (Jr) Mean Spg 10	% above or below benchmark	Fundamentals (Soph) Mean Spring 10	% above or below benchmark
HESI subset *								
Nsg Process- Assessment	882	3.76	778	-8.48	924	8.7	845	-0.59
Nsg Process- Analysis	931	9.52	932	9.64	817	-3.89	992	16.7
Nsg Process- Planning	892	4.94	861	1.29	844	-0.78	776	-8.71
Nsg Process- Implementation	784	-7.8	827	-3.71	929	9.29	746	-12.24
Nsg Process- Evaluation	827	-2.71	899	5.76	963	13.29	1024	20.47
Critical Thinking	846	-0.45	835	-1.77	907	6.7	823	-3.18
Class Mean on Total Exam**	843	-6.34	836	-7.12	902	0.78	825	-8.34
Number Students Tested*	48		56		93		78	

\*Analysis of outcome measures using HESI Benchmark of 850

\*\* Analysis of outcome measures using School of Nursing Benchmark on total exam of 900

### Planned Action for Addressing Areas in Which Students are Below Benchmarks

Students who score less than 900 on the HESI examination are required to remediate using a plan given to them by the course coordinator. Students, who do not complete their remediation by the deadline, as outlined by the course coordinator, will not be allowed to participate in the next scheduled HESI exam. These students will receive a “0” for that exam. This zero will be calculated as the 10% (or designated percentage) of the grade for that course. Students must submit a time log showing the topics/subtopic missed, what the content of the question was, and a summary of the content they studied for the topic. Time expectations for students are individualized according to the HESI score, as follows:

- a. 850-900: at least 2 hours\*
- b. 800-849: at least 3 hours\*
- c. 750-799: at least 4 hours\*
- d. 700-749: at least 5 hours\*
- e. 650-699: at least 6 hours\*
- f. <650: at least 8 hours\*

\*This is the total amount of time student should spend reviewing the material missed on the HESI.

HESI provides valuable information about strengths and weaknesses of students in nursing content; however, the faculty are looking beyond HESI reports to develop a plan of action to address weaknesses. Other plans are as follows:

1. compiling results of pertinent portions of student clinical evaluations
2. analysis of teacher-made examination questions and item analyses of student responses
3. analysis of other assignments in courses to determine how they measure the outcomes for the program