

**Master of Science in Nursing  
Marshall University Graduate Program Assessment Report  
2010-2011**

**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 in philosophy.

**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.	Consistent with the mission of Marshall University, 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 masters program at South Charleston, Point Pleasant, Beckley, Bluefield, Fairmont, Parkersburg, Wheeling and West Liberty.
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 Master of Science in Nursing Program 2010-2011. Based on our recent accreditation visit and comments related to last year's assessment report, the School of Nursing is **testing out possible new learning outcomes** for the MSN program.

## **III. Assessment Activities**

See attached chart Assessment of Program's Student Learning Outcomes for the Masters of Science in Nursing Program Rubrics for Possible New Learning Outcomes 2010-2011.

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

The School of Nursing (SON) recently underwent an accreditation visit from the National League for Nursing Accrediting Commission (NLNAC) in Fall 2010. In Spring 2011 the SON was informed that NLNAC had granted continuing accreditation with the condition that the SON submit a follow-up report by February 2013 addressing areas of non-compliance. With regards to the MSN program, the specific standard that must be brought into compliance if the program is to maintain accreditation is Standard 5: Resources. The NLNAC found the fiscal resources, specifically related to nursing faculty, to be insufficient to ensure the achievement of the nursing education unit outcomes. The site visitors expressed concern about low faculty salaries and the inability to attract and retain qualified faculty. The SON is working with administration to address this concern and is actively engaged in filling two vacant faculty positions at the undergraduate level for spring 2012.

The NLNAC also expressed concern about the undergraduate nursing curriculum in light of recently established professional standards and guidelines. While no such concern was addressed specifically about the MSN program, the SON is in the process of a total curriculum review, at both the undergraduate and graduate level. This process began with review and revision of the philosophy to align it more with the current NLN philosophy, as well as recently revised nursing standards. Please refer to attached document which includes the revised Philosophy for the SON.

The next step in this process will be a comprehensive review of end of program learning outcomes for relevancy. This was an area identified by reviewers of our last MSN program assessment report as needing development. As we work on developing new outcomes, both formative and summative assessment methods will be specifically identified to ensure that these outcomes are both measurable and consistently measured. The SON will also assess these outcomes against the Lumina Project outcomes for consistency. In this assessment report we are testing out potential new learning outcomes.

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

Our graduate students do not participate in Assessment Day.

**VI. Assistance Needed with Assessment: What assistance can the Office of Assessment give you to help improve your assessment program?**

The Office of Assessment, Dr. Reynolds, has been readily available as we have been developing our outcomes. Her assistance is much appreciated.

MARSHALL UNIVERSITY  
SCHOOL OF NURSING  
STATEMENT OF PHILOSOPHY

PERSON/ENVIRONMENT

The person is a holistic being; an individual who is complex, dynamic, and cannot be reduced to the sum of his/her parts. Each person has values, attributes, and behaviors that are influenced by environment, culture, social norms, experiences, physical characteristics, moral and ethical constructs, and religious beliefs and practices. The person is viewed as a system interacting with the environment and developing relationships with others. The person is capable of growth and development, self-direction, change and goal directed behavior. Each person is diverse and unique in nature and should be recognized as such. Diversity may occur in, but is not limited to, race, gender, ethnicity, sexual orientation, age, socioeconomic status, religious beliefs, political beliefs, and physical abilities. Each person deserves respect and dignity.

HEALTH

Health is a dynamic process which has variations along a wellness/illness continuum throughout the lifespan. Wellness is the highest functional potential for holistic well-being. Illness incorporates any alteration in health which produces dysfunction or a potential alteration in the individual. Perceptions of health are determined by society and by the person. Health is influenced by heredity, environment, and lifestyle. Individuals ultimately have the right and responsibility to make decisions and set goals concerning their health.

NURSING

“Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.” (ANA, 2010, p. 3) Nursing involves integration of many values including caring, diversity, integrity, holism, patient-centeredness, and excellence. Caring is the essence of nursing and can be described as the act and expression of compassion and concern towards others to promote a sense of health and well being. Diversity is integrated into nursing through recognition and acceptance of unique and individual differences and the beliefs, values, gender, race, and ethnicities among individuals and communities. Nursing practice demonstrates integrity through adherence to moral and ethical principles, respecting the dignity of others and providing honest and trustworthy care. Nursing is patient-centered where the patient is the focus of care and is actively involved in the process of change to enhance health. The value of holism is integrated by viewing the individual as a dynamic being and every aspect of the human condition is considered during the nursing process. Nursing is a dynamic profession continuously striving for excellence. The practice of professional nursing incorporates a spirit

of inquiry and judgment utilizing knowledge and science to help patients achieve their highest level of wellness. Nursing practice is performed autonomously and collaboratively.

## EDUCATION

Education is an interactive, life-long process, which includes formal education and life experiences contributing to self-fulfillment. Learning is fostered in the cognitive, affective, and psychomotor domains. The educational process occurs in an environment which is conducive to learning by encouraging self-direction and active student participation. Faculty members facilitate learning through the identification of content and experiences necessary for students to integrate knowledge and skills of contemporary nursing practice. Experiences are designed to address the health care needs of patients in a variety of settings.

Baccalaureate nursing education provides a general education with an introduction to multiple disciplines including fine arts, social sciences, natural sciences and humanities. Baccalaureate education in nursing is the basis for professional practice as a nurse generalist and should be accessible to traditional students and to those who have previous formal educational experiences. It also provides students with the education needed to develop critical thinking skills. Consideration is given to the needs of diverse populations of the 21<sup>st</sup> century while providing culturally-competent care in a safe, nurturing environment within a complex and changing health care system. This level of education is guided by a spirit of inquiry focused on improvement and delivery of nursing services through evidence-based practice. The professional practitioner is prepared to make critical decisions regarding health care based upon competencies and standards for patients across the lifespan, whether individuals, families, groups, or communities. An individual's responsibility for continued self-learning, professional growth, and the advancement of nursing as a profession is fostered and expected. Baccalaureate nursing education is the foundation for graduate study.

Graduate nursing education builds upon baccalaureate nursing education. The hallmark of graduate education is the scholarly exploration of theoretical and clinical concepts. It prepares graduates to practice an advanced level of professional nursing in clinical, administrative or academic positions. Graduate nursing education provides the foundation for doctoral studies.

Approved by the SON Faculty 05/09/2011

The above philosophy was developed and revised incorporating a broad range of materials including, but not limited, to:

American Association of Colleges of Nursing. (2009). *The Essentials of Baccalaureate Education for Professional Nursing Practice: Faculty Tool Kit*. Washington, D.C: AACN.

American Association of Colleges of Nursing. (2009). *The Essentials of Masters Education for Professional Nursing Practice: Faculty Tool Kit*. Washington, D.C: AACN.

American Nurses Association. (2010). *Nursing's Social Policy Statement*. (3<sup>rd</sup> ed.)

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**Marshall University**  
**Assessment of Program's Student Learning Outcomes for the MSN Program**  
**2010-2011**

<b>Proposed Program's Student Learning Outcomes</b>	<b>Year Evaluated</b>	<b>Assessment Measures (Tools)</b>	<b>Benchmarks</b>	<b>Results</b>	<b>Analysis/Planned Actions</b>
<b>1. The graduate identifies clinical problems and develops practical solutions/guidelines utilizing current theory, research, and critical and creative thinking.</b>	2010/11	1. Evidence based paper (last semester) 2. Research proposal (last semester)  (See attached rubric)	85% students score 85 or higher	95% students scored 95 or higher	Courses are being reviewed to possibly include more evidence based material and more opportunity for application of the evidence based process. Formative evaluation methods need to be determined.
<b>2. Appraise patients with selected acute self-limiting health problems common within various age groups.</b>	2010/11	1. Clinical Evaluation utilized in last clinical course (See attached rubric)	85% students scored 3 - 4 or higher	100% of students scored 4	Formative evaluation methods need to be determined. Other summative methods of evaluation need to be determined.
<b>3. Student will demonstrate effective leadership skills including planning, change agent, communication and critical thinking.</b>	2010/11	1. Clinical Evaluation utilized in last clinical course (See attached rubric)	85% students scored 3 - 4 or higher	100% of students scored 4	Formative evaluation methods need to be determined. Other summative methods of evaluation need to be determined.

<p><b>4. The graduate will apply teaching principles, and demonstrate competency/knowledge of didactic, clinical, and technical skills teaching in undergraduate nursing classes</b></p>	<p>2010/11</p>	<p>1. Clinical Evaluation Tool utilized in last clinical course (See attached rubric)</p>	<p>85% students scored 3 - 4 or higher</p>	<p>100% of students scored 4</p>	<p>Formative evaluation methods need to be determined. Other summative methods of evaluation need to be determined.</p>
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**Marshall University**  
**Assessment of Program's Student Learning Outcomes for the Masters of Science in Nursing Program**  
**Rubrix for Assessing Possible New Learning Outcomes 2010-2011**

**Proposed New Outcome #1 - The graduate identifies clinical problems and develops practical solutions/guidelines utilizing current theory, research, and critical and creative thinking.**

	100-93%	92-85%	84-77%	<77%
Formulates the problem statement.	Constructs a complete Population, Intervention, Comparator, Outcome, Time-frame (PICOT) statement	Constructs a PICOT statement with 3 out of 5 criteria present	Constructs a PICOT statement with 2 out of 5 criteria present	States the problem as a research question or the statement is incorrect
Critically analyzes current evidence related to the problem.	Includes all relevant evidence	Includes at least 75% of relevant evidence	Includes at least 50% of relevant evidence	Includes <50% of relevant evidence
Evaluates potential solutions to the identified problem.	Evaluation of solutions is thorough and complete	Evaluation of solutions is adequate	Evaluation of solutions is brief	Evaluation of solutions is superficial
Synthesizes literature and clinical experience to develop and plan for best practice.	Develops a realistic and practical guideline to address identified problem	Develops an unrealistic OR impractical guideline	Develops an unrealistic AND impractical guidelines	Develops a guideline that does not address the problem

**Proposed New Outcome #2 - Appraises patients with selected acute self-limiting health problems common within various age groups.**

	Proficient - 4	Intermediate - 3	Beginning - 2	Failure - 1
Obtains health history	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Obtains physiological data using correct techniques	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Obtains physiological data using systematic approach	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Differentiates normal from abnormal physiologic data	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Obtains developmental data	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Obtains psychosocial data	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision
Obtains family data	Collects data with no supervision	Collects data with limited supervision	Collects data with direct supervision	Unable to collect data with direct supervision

**Proposed New Outcome #3 - Student will demonstrate effective leadership skills including planning, change agent, communication and critical thinking.**

	Proficient - 4	Intermediate - 3	Beginning - 2	Failure - 1
Planning: sets mutual goals and develops processes to efficiently reach goals	performs independently with no direction	: performs with limited direction	requires significant direction	Failure to perform
Change Agent: manages implementation of assigned project effectively	performs independently with no direction	performs with limited direction	requires significant direction	Failure to perform
Communication: writes and speaks clearly and effectively	performs independently with no direction	performs with limited direction	requires significant direction	Failure to perform
Critical Thinking: utilizes sound judgment in analyzing issues in problem solving	performs independently with no direction	performs with limited direction	requires significant direction	Failure to perform

**Proposed New Outcome # 4 -The graduate will apply teaching principles, and demonstrate competency/knowledge of didactic, clinical, and technical skills teaching in undergraduate nursing classes.**

	Proficient -4	Intermediate -3	Beginning -2	Failure -1
Plan, teach and demonstrate proficiency in delivery of nursing didactic content in a BSN lecture setting.	performs independently with little direction. 93% or higher self-direction	Performs with some direction. 85% - 92% self-direction	Performs with significant direction and assistance. 76% - 84% self-direction	Unable to perform 75% or less self-direction
Plan, teach and demonstrate proficiency in supervising nursing technical skills in laboratory and hospital settings.	performs independently with little direction. 93% or higher self-direction	Performs with some direction. 85% - 92% self-direction	Performs with significant direction and assistance. 76% - 84% self-direction	Unable to perform 75% or less self-direction
Write and Implement an Evidence-based Practice project.	performs independently with little direction. 93% or higher self-direction	Performs with some direction. 85% - 92% self-direction	Performs with significant direction and assistance. 76% - 84% self-direction	Unable to perform 75% or less self-direction
Demonstrate utilization of appropriate strategies for clinical and classroom evaluation.	performs independently with little direction. 93% or higher self-direction	Performs with some direction. 85% - 92% self-direction	Performs with significant direction and assistance. 76% - 84% self-direction	Unable to perform 75% or less self-direction

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