

**Annual Key Assessment Findings and Curricular Improvements  
School of Nursing  
Undergraduate Bachelors Program in Nursing**

**Key Assessment Findings**

Evaluation of the 2009/2010 senior undergraduate class.

The School of Nursing has two main outcome measures that are used in the undergraduate program. The first is the HESI© National End of Program examination and the second is the NCLEX nursing licensure examination. The HESI examination is taken in the last semester of the senior year of the nursing undergraduate program. The results are predictive of performance on the NCLEX examination and are referenced to that examination. The criterion reference the prediction of performance on the NCLEX examination. Significant efforts were focused on improving the performance of the senior class on this examination during the last academic year. Table 1 shows these results which reflect improvement:

Table 1: HESI Results for 2010 graduating class

HESI Composite Score Category	Number writing	Number in category	% passing in category	2009 comparison (N=61)
>=950 (Outstanding)	80	11	14%	3%
900-949 (Excellent)	80	6	8%	13%
850-899 (Average)	80	12	15%	3%
800-849 (Below average)	80	10	13%	11%
750-799 (Additional preparation needed)	80	15	19%	11%
700-749 (Serious preparation needed)	80	13	16%	21%
650-699 (Grave danger of failing licensure exam)	80	5	6%	15%
<= 649 (Poor performance expected)	80	8	10%	21%

The NCLEX nursing licensure examination is the second outcome measure for the undergraduate program. Graduating students must write the NCLEX examination before they are allowed to practice nursing. Students are encouraged to take this examination in the summer after they graduate so that their knowledge is current. Results are reported quarterly to each program by the State Board of Nursing. As shown in Table 2 most of the graduating students of May 2010 have written the examination by the end of the third quarter of 2010. Results of their performance are shown in Table 2.

Table 2 NCLEX Results for 2010 Graduating Class.

<i>Title of Certification Examination</i>	<i>Number eligible to write</i>	<i>Number who took exam (to September 30/09)</i>	<i>Number who passed (to September 30/09)</i>	<i>% passing 2010 cohort</i>	<i>% passing 2009 cohort</i>
<i>NCLEX Licensure Exam</i>	<i>80</i>	<i>72</i>	<i>59</i>	<i>81.94%(N=72)</i>	<i>67.86%(N=56)</i>

### **Curricular Improvements**

Performance on the HESI examinations has improved, but still has not reach the target goal of all students performing above 850 on the first try. The School of Nursing continues to improve integration of the HESI subject examinations into the undergraduate curriculum as well as allocating more of the course grade to the HESI subject examination in appropriate courses. The graduating class of 2011 will be the first to take the NCLEX licensure examination under the new curriculum. The new curriculum provides four semester of continuous exposure to medical/surgical nursing as opposed to only two semesters in the current curriculum. Since over 70% of the NCLEX is based on medical/surgical nursing knowledge, the new curriculum should provide more complete and recent medical/surgical content to the students.

Additional measures taken to improve pass rates are as follows:

- Increase in the required GPA for science classes taken in the first year of nursing studies to 2.5 from 2.0.
- Redesign of the senior year nursing classes to include intensive preparation for the HESI exit examination and the NCLEX examination. Students must engage in active remediation if their HESI scores are below the required benchmark of 750.
- Further integration of the HESI subject examinations in each of the relevant nursing classes, and assignment of a percentage of the class grade (no less than 20%) to the HESI nationally normed examination. This action decreases grade inflation significantly since student performance is measured against a national cohort rather than a local standard.

- Decrease in the size of the senior clinical classes in women's health and pediatrics has been achieved by teaching these didactic and clinical classes in both fall and spring semester. This allows the SON to divide the students so that the didactic classes are smaller and students receive more individualized attention.
- Further integration and improvements in the simulation laboratory experiences for the undergraduate students. The simulation laboratory is available to undergraduate students for practice with the simulators on a walk-in basis.
- The SON reorganization has created additional time and resources for instructional evaluation, indicator development and monitoring, and faculty curriculum committees.