



Final Annual Report

Tennessee Tech University

President

Provost

Whitson-Hester School of Nursing

Nursing BS



TTU Whitson-Hester School of Nursing Mission BSN

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Mission/Vision/Goal Statement

The mission of the Whitson-Hester School of Nursing (WHSON) is a focused commitment on meeting the health care needs of the diverse population of the Upper Cumberland Region of Tennessee. The goal of the nursing program is to prepare graduates with a commitment to life long success as nursing leaders in rural and urban areas who are committed to professional nursing standards, open to the changes occurring in a global health care system, and motivated to improve the health status of individuals, groups, and communities.

Through the department's mission, the WHSON is accomplishing the mission of Tennessee Technological University as a provider of 1) outstanding programs in the sciences and 2) strong programs in nursing; with a commitment of 3) enriching the lives of people and communities in the Upper Cumberland region of Tennessee and 4) life-long success of students <http://www.tntech.edu/about/mission/> .



Goal 1: Compliance with National Accreditation Agencies and the TN State Board of Nursing

Define Goal

- **RATIONALE:** Ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>



- RATIONALE: Ongoing full approval of the Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annual approves schools of nursing meeting board standards. Schools not meeting standards are investigated and the board is authorized to place the school on conditional approval or close the program if standards are not met.”

<http://health.state.tn.us/boards/Nursing/index.htm>

Intended Outcomes / Objectives



Goal 2: Graduates (alumni) and employers are satisfied with the program

Define Goal

RATIONALE: Graduate (alumni) and employer surveys (See Appendix A) – The results are reviewed by the standing Faculty-Student Relations Committee and Curriculum Committee within the WH-SON as well as the Faculty Organization and administrative leaders (Dean and Program Coordinators). Provides student and employer feedback on overall program satisfaction as well as job placement rates and location of employment and assists with evaluation of program quality from both the student and employer perspective around curriculum and individual student learning. As part of ongoing accreditation, evaluation of program satisfaction which includes both the student and employer has been a part of the Essentials of Baccalaureate Education.

<http://www.aacn.nche.edu/education-resources/baccessentials08.pdf> and will need to be addressed in the CIPR due December 2014. However, amended 2013 Essentials of Baccalaureate Education reflect changes from a prescribed set of program outcomes to more individualized program outcomes assessments with this particular program outcome to be an optional assessment measure.

Intended Outcomes / Objectives



Goal 3: Graduation rates from the WHSON program will meet or exceed university rates

Define Goal

RATIONALE: Provides a comparison between the WH-SON graduates and the rest of the university. This assessment can identify changes in student retention and attrition compared to the institution.

Intended Outcomes / Objectives



Goal 4: Maintenance of RN Licensure Exam Scores above National Averages

Define Goal

RATIONALE: BSN graduates cannot practice nursing without initial licensure. The National Council of State Boards of Nursing (NCSBN) is an independent, not-for-profit organization serving as the “vehicle through which boards of nursing act and counsel together on matters of common interest.” NCSBN was created to “guard the safety of the public” through member boards seeking to “ensure that nurses entering the workforce have the necessary knowledge and skills to practice.” To meet this goal, NCSBN develops “psychometrically sound and legally defensible nurse licensure examinations consistent with current nursing practice.” Specific to the WH-SON nursing program, our BSN graduates are eligible to test for the NCLEX-RN licensure examination upon graduation from the program and completion of a criminal background check. Utilizing current changes in U.S. health care delivery and nursing practice and the acuity level of patient care, the NCSBN Board of Deans evaluate the NCLEX-RN passing standards every three years, adjusting the difficulty level of the exam. Therefore, it is the preferred comparison benchmark for the WH-SON versus comparison to peer Tennessee institutions. The NCLEX-RN is completed through Computerized Adaptive Testing, with a minimum of 75 questions up to 265 questions answered based on the graduates ability to answer questions reflective of varying cognitive levels with emphasis placed on application or higher levels of cognitive ability described by Bloom’s taxonomy for the cognitive domain. Graduates will receive a pass/fail if they have met the passing standards set by NCSBN. www.ncsbn.org/181.htm

Intended Outcomes / Objectives

Goal 5: Undergraduate Student Learning Outcomes

Define Goal

By graduation, the undergraduate will be proficient in the following areas:

1. Integrate knowledge and theories from the natural and social sciences, liberal arts, humanities, and nursing to develop a generalist professional nursing practice (LO-1)
2. Provide professional nursing care, which includes health teaching and health promotion to individuals, families, groups, and communities throughout the life span along a continuum of health, illness, and/or disability within various health care settings (LO-2)
3. Identify and apply knowledge of basic organizational and systems leadership for safe and high quality patient care (LO-3)
4. Evaluate and utilize theory and research based knowledge in nursing practice for beginning scholarship for evidence-based practice (LO-4)
5. Demonstrate professional nursing practice through critical thinking, clinical judgment,



- therapeutic nursing intervention and communication utilizing information management and patient care technology within the practice of the baccalaureate generalist (LO-5)
6. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, national, and global trends (LO-6)
 7. Develop collaborative relationships and interprofessional communication with health care professionals and the health care consumer to promote and advance positive patient health care outcomes founded on evidence-based practice (LO-7)
 8. Utilize evidence-based practice for health promotion, risk reduction, disease prevention, and illness management of individuals, families, groups and communities (LO-8)
 9. Demonstrate quality nursing practice based on professional values, incorporating ethical, moral and legal standards, and human diversity (LO-9)

Intended Outcomes / Objectives

Assessment: CCNE Accreditation and Approval of the Tennessee State Board of Nursing

Goal/ Outcome/ Objective: Goal 1: Compliance with National Accreditation Agencies and the TN State Board of Nursing

Type of Tool: National Accrediting Agency Requirements and Standards

Rationale

Ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>.

Ongoing full approval of the Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annual approves schools of nursing meeting board standards. Schools not meeting standards are investigated and the board is authorized to place the school on conditional approval or close the program if standards are not met.”

<http://health.state.tn.us/boards/Nursing/index.htm>.

Assessment data relative to CCNE accreditation and TN State Board of Nursing approval is reviewed by the Dean of the WH-SON and disseminated to the WH-SON Faculty



Organization for discussion and input. The Dean of the WH-SON is an Ex-officio member of the WH-SON Faculty Organization. Faculties receive copies of completed accreditation reports. Faculty Organization meets monthly during the academic year. The annual report to the TN State Board of Nursing is accessible to faculty when requested.

Frequency of Assessment: Annually

 **Assessment: Graduate (Alumni) and Employer Surveys Educational Benchmarking Inc. (EBI)**

Goal/ Outcome/ Objective: Goal 2: Graduates (alumni) and employers are satisfied with the program

Type of Tool: Survey

Rationale

Surveys developed and compiled by EBI with reports distributed to the School of Nursing. Reports provide benchmarking against six self-selected peer institutions based on Carnegie Classifications; aligns with professional standards described by CCNE; and allows for flexible assessment scheduling. In addition, the School of Nursing receives executive summaries, in-depth analysis, custom analysis as well as statistical analysis, when needed, to assist with continuous improvement. The results are reviewed by the standing Faculty-Student Relations Committee and Curriculum Committee within the WHSON as well as the Faculty Organization and administrative leaders (Dean and Program Coordinators). Provides alumni feedback on various demographics, job placement, and alignment of the curriculum and individual student learning with the Nine Essentials of Baccalaureate Nursing Education: Liberal Education for Baccalaureate Nursing Practice; Basic Organization and Systems Leadership for Quality Care and Patient Safety; Scholarship for Evidence-Based Practice; Information Management and Application of Patient Care Technology; Health Care Policy, Regulatory, and Finance Environments; Interprofessional Communication and Collaboration for Improving Patient Health Outcomes; Clinical Prevention and Population Health; Professionalism and Professional Values; and Baccalaureate Generalist Nursing Practice. • Graduate and employer surveys are reviewed by the Faculty Student Relations Committee in the WH-SON with results presented to the Faculty Organization for feedback and recommendations.



Satisfaction with Program/Graduates

Criterion	Benchmark	How Documented
ALUMNI	Alumni of the BSN program will rate overall program effectiveness to meet a benchmark of 5.5.	EBI Alumni Assessment, Factor 13 (Overall Satisfaction), Factor 14 (Overall Learning) and Factor 15 (Overall Program Effectiveness).
EMPLOYER	Employers of the BSN graduates will report satisfaction with BSN graduates	EBI Employer Survey, selected elements where a >5 out of 7 correlates satisfaction

Frequency of Assessment: Annually

Assessment: HESI Mid-Curricular and RN Exit Exams

Goal/ Outcome/ Objective: Goal 5

Type of Tool: Exit Exam, Needs Assessment

Rationale

• **RATIONALE:** HESI Exams – Health Education Systems, Inc. (HESI) is a testing company specializing in producing valid and reliable tests for nursing schools (See Appendix B - HESI Definition of Terms: Reports). They offer custom, specialty and exit exams. HESI exams are computerized based and timed, comparable to the delivery format of the NCLEX-RN. In addition, the exam questions are modeled after the NCLEX-RN test blueprint and can be utilized as a predictor for NCLEX-RN success. Each type of exam can provide individual student evaluation as well as class aggregate evaluation data. Additionally, the exam results can inform curriculum and course continuing development.

RATIONALE: Mid-Curricular HESI – Provides assessment and evaluation data at the mid-point in the upper division curriculum – reflects individual student and class aggregate performance

RATIONALE: Specialty HESI - Provides assessment and evaluation data regarding specific course content and indirect validation of individual course exams – reflects individual and class aggregate performance

RATIONALE: RN Exit HESI – Provides assessment and evaluation data at the completion of the nursing program and prior to student graduation from the program – reflects individual and class aggregate performance



APPENDIX B IE Report Nursing HESI Definition of Terms

Frequency of Assessment: Annually; and as needed

Assessment: NCLEX-RN Pass Rates

Goal/ Outcome/ Objective: Goal 4: Maintenance of RN Licensure Exam Scores above National Averages

Type of Tool: National Accrediting Agency Requirements and Standards

Rationale

BSN graduates cannot practice nursing without initial licensure. The National Council of State Boards of Nursing (NCSBN) is an independent, not-for-profit organization serving as the “vehicle through which boards of nursing act and counsel together on matters of common interest.” NCSBN was created to “guard the safety of the public” through member boards seeking to “ensure that nurses entering the workforce have the necessary knowledge and skills to practice.” To meet this goal, NCSBN develops “psychometrically sound and legally defensible nurse licensure examinations consistent with current nursing practice.” Specific to the WH-SON nursing program, our BSN graduates are eligible to test for the NCLEX-RN licensure examination upon graduation from the program and completion of a criminal background check. Utilizing current changes in U.S. health care delivery and nursing practice and the acuity level of patient care, the NCSBN Board of Deans evaluate the NCLEX-RN passing standards every three years, adjusting the difficulty level of the exam. Therefore, it is the preferred comparison benchmark for the WH-SON versus comparison to peer Tennessee institutions. The NCLEX-RN is completed through Computerized Adaptive Testing, with a minimum of 75 questions up to 265 questions answered based on the graduates ability to answer questions reflective of varying cognitive levels with emphasis placed on application or higher levels of cognitive ability described by Bloom’s taxonomy for the cognitive domain. Graduates will receive a pass/fail if they have met the passing standards set by NCSBN. www.ncsbn.org/181.htm.

Assessment data relative to NCLEX-RN pass rates is reviewed by the Dean and disseminated to the WH-SON Faculty Organization. As the NCLEX-RN passing standards change along with changes to the NCLEX-RN test blueprint, the blueprint is reviewed by individual Course Administrators as well as the WH-SON Curriculum Committee for gaps in content, concepts, etc. with necessary course and/or curriculum revisions when warranted. Three faculty of the WH-SON attend national updates on the NCLEX-RN and then in turn disseminate current information to the Faculty Organization.

Frequency of Assessment: Quarterly reports and yearly aggregate reports



Assessment: WHSON and University Graduation Rates

Goal/ Outcome/ Objective: Goal 3: Graduation rates fro the WHSON program will meet or exceed university rates

Type of Tool: Graduation Rate

Rationale

Provides a comparison between the WH-SON graduates and the rest of the university. This assessment can identify changes in student retention and attrition compared to the institution.

WHSON and University graduation rates comparisons are reviewed annually by the Dean of the WH-SON and shared with faculty during Faculty Organization meetings.

Frequency of Assessment: Every fall and spring semester



Results (Graduate(alumni) and employer Surveys (EBI)

Goal/Objective/Outcome Number: Goal 2: Graduate (alumni) and employer surveys (EBI)




Results

In 2013, use of educational benchmark, Inc. (EBI) also known as Skyfactor developed alumni and employer surveys that were approved by the Faculty Organization, and the first surveys were launched in 2014. The third survey was launched in 2016. The The 2016 graduate (alumni) survey improved with a 49% response rate (37 students of 75) and showed improvement in overall learning, overall program effectiveness, and overall satisfaction from the initial survey in February 2014. The personal characteristics of this group of students are as follows: BSN, with no prior nursing experience or degree (28 students), BSN, with prior non-nursing degree(s) (5 students), RN-to-BSN (3 students) and BSN with previous LPN experience (1 student). The 2017 survey had a 47% response rate (42 students of 90) and surpassed Skyfactor's goals in overall learning, overall program effectiveness and overall satisfaction. Personal characteristics of the 2017 survey group are as follows: BSN, with no prior nursing experience or degree (29 students), BSN with prior non-nursing degree (2 students), RN-to-BSN (3 students), Accelerated BSN (7 students) and Accelerated BSN, with prior non-nursing degree (1 student).

Employers of BSN graduates will report satisfaction with BSN graduates. EBI (Skyfactor) Employer survey, selected elements where ≥ 5 out of 7 correlates satisfaction. The 2016 undergraduate nursing employer assessment had a completion rate of 69% (9 employers of 13). The 2017 undergraduate nursing employer assessment had a response rate of 50% (4 employers of 8).



Attachments

-  2015-2016 Nursing Employer Assessment
-  2016-17 EBI results
-  2016-17 Nursing Employer Assessment



Results: CCNE Accreditation and Approval of the Tennessee State Board of Nursing Goal/Objective/Outcome Number: Goal 1

Results

Accreditation through the Commission on Collegiate Nursing Education (CCNE) - In 2009, the WH-SON completed a self-study in preparation for an onsite evaluation by its accrediting agency, the Commission on Collegiate Nursing Education (CCNE). At the October 2010 meeting of CCNE, the agency determined that the School met all four of its accreditation standards with no compliance concerns. CCNE accreditation standards include an assessment of compliance with University mission and standards. Consequently, CCNE granted full accreditation of the School's baccalaureate degree program in nursing, retroactive from February 5, 2009, when the on-site evaluation took place, until December 31, 2019. Submission of the Continuous Improvement Performance Report (CIPR) was sent to CCNE on December 1, 2014 and full approval on July 8, 2015.

Full approval of the Tennessee State Board of Nursing – Last on site visit occurred in Spring, 2009 with annual reports submitted in December of each year. The WHSON continues to maintain full approval by the Tennessee Board of Nursing.

Attachments

No items to display.



Results: Graduation rates from the WHSON program will meet or exceed university rates

Goal/Objective/Outcome Number: Goal 3: Graduation Rates from WHSON will meet or exceed University rates

Results

Graduation rates were calculated by dividing the number of students graduated by the number of students admitted for the academic year. Students are excluded who have identified factors such as family obligations, relocations, financial barriers, and decisions to change major or transfer to another institution of higher education. This is a standard for Accreditation of Baccalaureate and Graduate Nursing Programs in the Continuous Improvement Progress Report



(CIPR). The entry point for Upper Division Nursing (UDN) is the beginning of the sophomore 2 semester with the time period to completion extended to a maximum of six semesters in UDN. The program is organized for completion in 5 semesters; the rates are based on completion within 6 semesters to account for students who may have to repeat a course.

TTU Metrics for First Time Freshmen graduation rates are in six-year increments. The last metric available is from the freshmen classes was in fall 2010: TTU rate 50.6% (Office of Institutional Research). In fall 2010, WHSON graduation rate was 76.47%, exceeding the University's graduation rate.

YEAR	NUMBER ACCEPTED TO UPPER DIVISION	Number withdraws/Changed Major	NUMBER GRADUATED	WH-SON GRADUATION RATE	TTU GRADUATION RATE
Spring 2014	57	5 (52 remaining)	51 out of 52	98%	N/A
Fall 2014	56	8 (48 remaining)	46 out of 48	96%	N/A
Spring 2015	60			N/A	N/A
Spring 2016	67			N/A	N/A
Fall 2016	58			N/A	N/A
Spring 2017	63			N/A	N/A

Attachments

No items to display.



Results: HESI Mid-Curricular and RN Exit Exams

Goal/Objective/Outcome Number: Goal 5-HESI Mid-Curricular and RN Exit Exams

Results

WHSON exceeded National Scores exit HESI exams with the exception of Professional and Professional Values. The national comparison scores for the Mid-Curricular HESI are not available as it is a technical support issue with the national data. See attached tables.

**Attachments** 2016-17 Hesi Mid Curricular Table 2016-17 RN Exit HESI Exam table**Results: Maintenance of RN Licensure Exam Scores above National Averages**

Goal/Objective/Outcome Number: Goal 4-Maintenance of RN Licensure Exam Scores above National Averages

Results

NCLEX-RN Performance on the NCLEX-RN continues to be strong with an average of 96.45% for the past three graduating classes. The National Average for the past three years is 86.05%. The NCLEX examination is only offered one time a year. The average for the 2016 calendar year is 95% and above the national average for U.S. Educated, BSN. See attached NCLEX-RN Table

Attachments 2016-17 NCLEX performance