

UNIT REPORT

Nursing BS - Institutional Effectiveness Final Annual Report 2019

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Nursing BS

TTU Whitson-Hester School of Nursing Mission BSN

Reporting Year:

Providing Department: Nursing BS

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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.

The University mission was approved by the Tennessee Tech Board of Trustees on June 26, 2018 as follows, "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service." Through the department's mission, there is a commonality to quality of instruction. The WHSON has played a significant role in the University's commitment to meet the economic needs of the region. The mission of the WHSON further reflects the mission of the University through the preparation of "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." The mission and goals are reviewed and revised by the nursing faculty to reflect current trends in nursing and healthcare.

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.” <https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/educational-programs.html>

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 Fall 2018. 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

Frequency of Assessment: Annually

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.

Assessment: Graduate (Alumni) and Employer Surveys, Skyfactor (formerly Educational Benchmarking Inc. (EBI))

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

Type of Tool: Survey

Frequency of Assessment: Annually

Rationale:

Surveys developed and compiled by Skyfactor, formerly known as 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.	Skyfactor 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	Skyfactor Employer Survey, selected elements where a >5 out of 7 correlates satisfaction

Assessment: HESI Mid-Curricular and RN Exit Exams

Goal/ Outcome/ Objective: Goal 5

Type of Tool: Exit Exam
Needs Assessment

Frequency of Assessment: Annually; and as needed

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. Learning outcomes for the School of Nursing are the Curriculum Objectives which are located in both the student handbook and on the website.

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

Attached Files

 [APPENDIX B IE Report Nursing HESI Definition of Terms](#)

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

Frequency of Assessment: Quarterly reports and yearly aggregate reports

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.

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

Frequency of Assessment: Every fall and spring semester

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.

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) now known as Skyfactor developed alumni and employer surveys that were approved by the Faculty Organization, and the first surveys were launched in 2014. Our most recent surveys were launched in December 2017. The Curriculum Committee and Faculty Student Relations Committee (FSRC) have reviewed the survey data. The survey responses were shared by FSRC with with Faculty Organization (FO) in March 2018. The undergraduate Nursing Alumni Assessment had a response rate of 49% (37 of 75) in 2016, 47% (42 of 90) in 2017 and 25% (25 of 99) in 2018.

The 2018 survey surpassed Skyfactor's goals in overall learning, overall program effectiveness and overall satisfaction. Employers of BSN graduates results could not report satisfaction with BSN graduates, as the number of respondents was not reached.

Attachments: Attached Files

 [2018 Nursing Employer Results.docx](#)

 [2016-2018 Alumni EBI results.docx](#)

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

Goal/Objective/Outcome Number: Goal 1

Results:

Commission on Collegiate Nursing Education (CCNE) Accreditation - 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.

WH-SON completed the self-study process for re-accreditation in December 2018. The self-study process affords the program the opportunity to identify it's strengths, its performance with respect to student achievement, and areas for improvement, as well as its plans to address continuous improvement. The CCNE re-accreditation Site Visit took place February 20-22nd, 2019. The CCNE Site Visitors found that the WH-SON BSN program met all four required standards. The accreditation will not become final until approved by the CCNE Board in November/December, 2019. The accreditation will be made

retroactive to the date of the site visit.

Full approval of the Tennessee State Board of Nursing with no deficiencies– Last on site visit occurred in Spring 2017 for the Baccalaureate Degree Program with a report due in December of each year.

Attachments:

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, relocation, 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 2012 TTU rate 55.1% (Office of Institutional Research). In fall 2012, WHSON graduation rate was 91.67%, 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	4 (53 remaining)	51 out of 53	96%	N/A
Fall 2014	56	6 (51 remaining)	46 out of 51	90%	N/A
Spring 2015	60	2 (58 remaining)	57 out of 58	98%	N/A
Fall 2015	61	3 (58 remaining)	54 out of 58	93%	N/A
Spring 2016	66	3 (63 remaining)	61 our of 63	97%	N/A
Fall 2016				N/A	N/A

Attachments:

Results: HESI Mid-Curricular and RN Exit Exams

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

Results:

The HESI exam scores provide a reflection of student progression on identified learning outcomes throughout the students’ time in the nursing program. HESI Exam Categories include the AACN Essentials of Baccalaureate Nursing Education, Nursing Process, Client Needs, NLN Education Competences, and QSEN. Aggregate student outcomes for the HESI RN Exit Exam and the Mid-curricular Exam are provided for curriculum and course revision.

WH-SON exceeded the national scores on the HESI exit exam (Traditional BSN) in Spring 2018. WH-SON exceeded the national scores on the HESI mid-curricular exam (Traditional BSN) in Fall 2018. WH-SON had an accelerated cohort to graduate in December 2018. WH-SON exceeded national scores on the HESI exit exam (Accelerated BSN) in Fall 2018. It was

noted that the category professionalism and professional values on the HESI Mic-Curricular for Spring 2018 (Traditional BSN) needs further improvement with a score of 738. The score range for professionalism and professional values is noted as 738-872). The WHSON scores are consistently above the national level. See attached tables.

Attachments: Attached Files

 [2017-18 RN Exit Exam Table.docx](#)

 [2015-2019 Traditional Hesi Mid Curricular Table \(2\).docx](#)

 [ABSN Exit Exam Table 2018.docx](#)

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% for first-time test takers for the past three calendar years. The National Average for the past three years is 86.66%. NCLEX-RN Performance for First-Time Test Takers in 2018 exceeds the 80% expected level of achievement (ELOA) for the Commission on Collegiate Nursing Education (CCNE). See attached NCLEX-RN Table

Attachments: Attached Files

 [IE NCLEX-RN Performance 2017-18.docx](#)

 [2018 NCLEX-RN Performance First Time Pass Rates](#)

New Modifications and Continuing Improvement to Goals/Objectives/Outcomes Item

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

Program Changes and Actions due to Results:

Assessment: NCLEX_RN Pass Rates

While the WHSON NCLEX pass rates exceed the state and national benchmarks we do recognize the anticipated major revisions to the national exam. The NEXGEN NCLEX exam is expected to begin during Academic Year 2022-2023. This will impact students admitted to Upper Division Nursing Fall 2020. The testing is moving away from being just safety based to also including a great deal of assessment of clinical judgement. We recognize this will require a major adjustment to our testing policies and testing content. During the AY 2019-2020 the WHSON will support faculty development at national conferences to gain information needed for the upcoming NCLEX changes. During this academic the WHSON will develop a plan for faculty development for all WHSON faculty and begin the process of needed curricular and testing revisions. WHSON administration will also start the process of collecting information on available testing software to accommodate the changes in testing. This will be an ongoing process over the next 3-4 years as the new test plan becomes active.

Link to Assessment:

This effort is in line with the TTU Strategic Core Principle: Academic Excellence and aligns with one of the WHSON strategic efforts under this core principle.

Link to 'Tech Tomorrow' Strategic Plan: General Education Curriculum