

## **Nursing BSN: 2019-2020**

### **Definition of Unit:**

#### **Providing Department:**

Nursing BSN

#### **Department/Unit Contact:**

Kim Hanna

### **Mission/Vision 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:**

The Whitson-Hester School of Nursing will maintain compliance with required agencies.

### **Intended Outcomes / Objectives:**

The Whitson-Hester School of Nursing will demonstrate ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE).

The Whitson-Hester School of Nursing will demonstrate ongoing full approval of the Tennessee State Board of Nursing.

DRILL DOWN-----

RELATED ITEM LEVEL 1

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

### **Frequency of Assessment:**

Annually

### **Rationale:**

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>.

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.

#### RELATED ITEM LEVEL 2

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

#### **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 its 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 was final in Fall of 2019.

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:**

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

### **Define Goal:**

Graduates (alumni) and employers are satisfied with the program.

### **Intended Outcomes / Objectives:**

Graduate (alumni) will report satisfaction with the program on the Skyfactor Alumni Survey.

Employer will report satisfaction with the program on the Skyfactor Employer Survey.

DRILL DOWN-----  
RELATED ITEM LEVEL 1

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

#### **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.

<b>Satisfaction with Program/Graduates</b>		
<b>Criterion</b>	<b>Benchmark</b>	<b>How Documented</b>
<b>ALUMNI</b>	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).
<b>EMPLOYER</b>	Employers of the BSN graduates will report satisfaction with BSN graduates	Skyfactor Employer Survey, selected elements where a >5 out of 7 correlates satisfaction

RELATED ITEM LEVEL 2

**Results (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 Fall 2019 (see tables below). The alumni surveys surpassed Skyfactor's goal in overall learning, overall program effectiveness and overall satisfaction. Skyfactor sets a goal of reaching a mean of 5.5 on each indicator from the assessment for all institutions.

Area	2018 TTU Nursing Alumni Score	2019 TTU Nursing Alumni Score	2020 TTU Nursing Alumni Score	Goal
Overall Learning	6.44	6.21	6.79	5.5
Overall Satisfaction	6.00	5.64	6.47	5.5
Overall Program Effectiveness	6.25	5.98	6.56	5.5

## Areas for Improvement

Area	2018 TTU Nursing Alumni Score	2019 TTU Nursing Alumni Score	2020 TTU Nursing Alumni Score	Goal
Enhanced Community Health Care	5.73	5.46	5.58	5.5
Enhanced Management Skills	5.37	5.22	5.22	5.5
School Activities Contributed to Success	4.32	4.18	4.80	5.5

Plans to enhance community health care and management skills are underway as our traditional and ABSN faculty meet to discuss their didactic and clinical assignments in relation to more emphasis on delegation, prioritization, and leadership teamwork. Our students consistently rate school activities contribution to success as low, but our students are high achievers academically and may not have time to participate in university activities. We do have active student groups in the WHSON including SNA, STTI, and NCF. Service learning will be emphasized in our clinical courses as well as in our professional organizations.

The results of the 2019-2020 Nursing Alumni Assessments could not be reported as the minimum required number of respondents was not reached. In the previous years, the WHSON Skyfactor Employer Survey has met the benchmark. It is important to mention that the response rate from employers is very low. The importance of completing the Alumni Survey has been relayed to the students, as they forward links to employers for their input.

In Summer 2020, WHSON made the executive decision to not seek a renewal of the Skyfactor assessment agreements due to the budgetary impact caused by COVID-19.

### **Attachments:**

2019-2020 Nursing Employer Results.docx; 2019-2020 Undergraduate Nursing Alumni Assessment.docx

### **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:**

DRILL DOWN-----

#### RELATED ITEM LEVEL 1

### **Assessment: WHSON and University Graduation Rates**

#### **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.

#### RELATED ITEM LEVEL 2

### **Results: Graduation rates from the WHSON program 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 2014 TTU rate 54.1% (Office of Institutional Research). In fall 2014, WHSON graduation rate was 90%, 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%	55.1%
Fall 2014	56	6 (51 remaining)	46 out of 51	90%	54.4%
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	65	3 (62 remaining)	60 our of 62	97%	N/A
Fall 2016	58	10 (48 remaining)	46 out of 48	96%	N/A
Spring 2017	65	5 (60 remaining)	57 out of 60	95%	NA

**Attachments:**



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

### **Define Goal:**

Graduates of the Whitson-Hester School of Nursing will be licensed to practice nursing.

### **Intended Outcomes / Objectives:**

BSN graduates will meet passing standards on the NCLEX-RN and be licensed at or above the national passing rates.

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: NCLEX-RN Pass Rates**

#### **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.” 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](http://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.

RELATED ITEM LEVEL 2

## **Results: 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 87.86%. The 2019 NCLEX pass rate was also 96%. The NCLEX-RN Performance for First-Time Test Takers in 2019 exceeds the 80% expected level of achievement (ELoA) for the Commission on Collegiate Nursing Education (CCNE). See attached NCLEX-RN Table

### **Attachments:**

NCLEX-RN Performance First Time Pass Rates.docx

### RELATED ITEM LEVEL 3

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

### **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.

## **Goal 5: Undergraduate Student Learning Outcomes**

### **Define Goal:**

Students of the Whitson-Hester School of Nursing will graduate with the ability to synthesize nursing knowledge into evidence based practice.

### **Intended Outcomes / Objectives:**

By graduation, the undergraduate will demonstrate proficiency 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 inter-professional 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)

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment: HESI RN Exit Exams**

#### **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.

**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

#### RELATED ITEM LEVEL 2

### **Results: HESI 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 Fall 2019 and Spring 2020. WH-SON exceeded the national scores on the HESI mid-curricular exam (Traditional BSN) in Fall 2019 and Spring 2020. Liberal Education and communication needed further improvement during Fall 2019 on the Traditional Exit exam. This category did increase in Spring 2020. The WHSON scores are consistently above the national level. See attached tables.

#### **Attachments:**

2019-2020 Traditional BSN HESI Exit Exam.docx