Institutional Effectiveness Report
2019-2020

Program: Nursing BSN

College and Department: Whitson-Hester School of Nursing

Contact: Kim Hanna

Mission: 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.

Program Goals:

PG 1. The Whitson-Hester School of Nursing will maintain compliance with required agencies.

   a. The Whitson-Hester School of Nursing will demonstrate ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE).
   b. The Whitson-Hester School of Nursing will demonstrate ongoing full approval of the Tennessee State Board of Nursing.

PG 2. Graduates (alumni) and employers are satisfied with the program.

PG 3. The WH-SON program will maintain strong graduation rates.

PG 4. Graduates of the Whitson-Hester School of Nursing will be licensed to practice nursing.

Student Learning Outcomes:

By graduation, the undergraduate will demonstrate proficiency in the following areas:

SLO 1. 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)

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1. Compliance with National Accreditation Agencies and the TN State Board of Nursing

1. 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.

PG 2. Graduates (alumni) and employers are satisfied with the program

1. **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.

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

PG 3. Graduation rates from the WHSON program will meet or exceed university rates

1. 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.

PG 4. Graduates of the Whitson-Hester School of Nursing will be licensed to practice nursing.

1. 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.” 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.

SLO 1. Students of the Whitson-Hester School of Nursing will graduate with the ability to synthesize nursing knowledge into evidence-based practice.

1. 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

Results:

PG 1. Compliance with National Accreditation Agencies and the TN State Board of Nursing

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 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.

PG 2. Graduates (alumni) and employers are satisfied with the program.

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.

PG 3. Graduation rates from the WHSON program will meet or exceed university rates.

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 out 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

PG 4. Graduates of the Whitson-Hester School of Nursing will be licensed to practice nursing.

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).

	2015	2016	2017	2018	2019
TTU WHSON BSN Graduates	98% 57 graduates 1 failure (F14/S15)	95% 108 graduates 5 failures (S16/F15)	95% 108 graduates 5 failures (Sp17/F16)	99% 115 graduates 1 failure (F17/S18)	96% 126 graduates 5 failures (F18/Sp19)
National Average, First Attempt, U.S. Educated, BSN	84.5%	84.57%	87.11%	88.29%	88.18%

Student Learning Outcomes:

SLO 1. Students of the Whitson-Hester School of Nursing will graduate with the ability to synthesize nursing knowledge into evidence-based practice.

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.

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)*

	HESI Category	**Feb. 2017**	**Oct. 2017**	**Feb. 2018**	**Oct. 2018**	**Feb. 2019**	**Oct. 2019**	**Feb. 2020**	*National Score (Feb. 2020)*
LO-1	**Liberal Education for EBP**	**896**	**916**	**956**	**875**	**850**	**821**	**926**	*850*

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)*

	HESI Category	**Feb. 2017**	**Oct. 2017**	**Feb. 2018**	**Oct. 2018**	**Feb. 2019**	**Oct. 2019**	**Feb. 2020**	*National Score (Feb. 2020)*
LO-2	**Provider of Care**	**911**	**907**	**957**	**889**	**896**	**867**	**927**	*854*
	BSN Nsg Practice	**899**	**898**	**948**	**891**	**895**	**867**	**925**	*855*

3. *Identify and apply knowledge of basic organizational and systems leadership for safe and high-quality patient care (LO-3)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-3	**Leader for Quality Care & Pt Safety**	**892**	**900**	**951**	**906**	**918**	**854**	**933**	*855*

4. *Evaluate and utilize theory and research based knowledge in nursing practice for beginning scholarship for evidence-based practice (LO-4)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-4	**Scholarship for EBP**	**932**	**916**	**962**	**918**	**878**	**887**	**911**	*853*

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)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-5	**Clinical Judgement Clin Decision Critical Thinking**	**912**	**899**	**945**	**900**	**893**	**856**	**924**	*856*
	Nursing Intervention	**915**	**908**	**952**	**900**	**891**	**866**	**923**	*855*
	Comm	**847**	**874**	**921**	**831**	**764**	**435**	**906**	*851*
	Pt Care Techn & Inf Mngmt	**882**	**873**	**985**	**962**	**943**	**990**	**1071**	*869*

6. *Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, national, and global trends (LO-6)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-6	**Healthcare Policy**	**840**	**1015**	**1053**	**964**	**922**	**906**	**984**	*861*

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)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-7	**Designer/ Manager/ Coord of Care**	**858**	**880**	**892**	**955**	**909**	**850**	**930**	*856*
	Interprof Comm	**795**	**890**	**893**	**889**	**785**	**787**	**889**	*849*

8. *Utilize evidence-based practice for health promotion, risk reduction, disease prevention, and illness management of individuals, families, groups and communities (LO-8)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-8	**Clinical Prevention & Pop Hlth**	**884**	**889**	**940**	**882**	**890**	**841**	**929**	*855*

9. *Demonstrate quality nursing practice based on professional values, incorporating ethical, moral and legal standards, and human diversity (LO-9)*

	HESI Category	Feb. 2017	Oct. 2017	Feb. 2018	Oct. 2018	Feb. 2019	Oct. 2019	Feb. 2020	*National Score (Feb. 2020)*
LO-9	**Prof & Prof Values**	**707**	**860**	**873**	**907**	**886**	**988**	**834**	*858*

Modification for Improvement:

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

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 supported two nursing faculty to attend national conferences to gain information needed for the upcoming NCLEX changes. During this academic year 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.

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.

Appendices

1. Curriculum Map
2. Assessment Rationale

Appendix 1: Curriculum Map

Required Courses and Experiences	WHSON BSN Program Objectives								
	LO1	**LO2**	**LO3**	**LO4**	**LO5**	**LO6**	**LO7**	**LO8**	**LO9**
NURS 2300	I		I	I	I				
NURS 3240	R	I	R	R	I	I	R	I	M
NURS 3250	R	I	R	M	R	R	R	I	R
NURS 3260	I	R	I	R	R	I	R	R	R
NURS 3261	M	R	M	M	R	M	R	R	R
NURS 3270	R	R	R	R	R	I	R	I	I
NURS 3271	M	R	M	M	R	M	R	R	R
NURS 3280	R	R	R	M	M	M	R	R	M
NURS 3290	M	R	R	I	R	R	R	R	M
NURS 3350	R	R	R	M	R	R	R	R	M
NURS 3361	M	R	M	M	R	M	M	M	R
NURS 3370	R	I	R	M	R	M	I	R	R
NURS 3371	R	R	M	M	M	M	M	R	M
NURS 3390	M	R	R	R	R	R	R	R	M
NURS 4000	R	R	M	I	R	I	I	R	R
NURS 4001	R	R	R	I	M	M	R	M	R
NURS 4100	M	R	R	I	R	R	R	R	R
NURS 4101	R	I	R	M	M	M	M	M	M
NURS 4230	R	R	R	M	R	M	R	R	R
NURS 4300	R	R	R	R	R	M	R	R	M
NURS 4430	R	R	R	R	M	M	R	M	R
NURS 4431	M	M	M	M	R	M	M	M	R
NURS 4450	R	R	R	M	M	M	R	R	R
NURS 4451	M	M	M	M	R	M	M	M	R
NURS 4460	M	A		M				M	R
NURS 4800	R	R	R	R	I	R	R	R	I
Other: Exit Exam RNExit		 A		 A A					

Appendix 2: Assessment Rationale

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)

Prior to admission into upper division nursing ALL students must complete the required sciences with only a maximum of 6 credit hours of pre-requisites allowed in the first semester of upper division nursing and these cannot include the sciences or math. Students must earn a grade of "C" or better in each required social, physical science and nursing course. These include biology, chemistry, human ecology, math, psychology, sociology and nursing. These courses are foundational for success in the nursing program.

All students applying for upper division nursing must take the HESI pre-admission examination which assess Anatomy & Physiology, Chemistry, Critical Thinking and Communication. An analysis of the data obtained from this pre-admission testing demonstrated a significant, positive predictor of success in upper division based on HESI scores.

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)

All nursing students complete clinical practicum courses that range from basic health assessment and fundamentals of nursing, perinatal nursing, pediatrics, acute and chronic adult health care, community and population-based health care. Earning a grade of a “C” or better is required in all nursing courses for progression to graduation with the BSN. The WHSON meets the requirement for clinical preparation as a BSN for both the TN Board of Nursing and the international accrediting body, Commission on Collegiate Nursing Education.

3. Identify and apply knowledge of basic organizational and systems leadership for safe and high quality patient care (LO-3)

All nursing students enroll in NURS 4450 : Leadership and Management in Nursing and its corresponding clinical course (NURS 4451) in their last semester of their program of study. Students must demonstrate mastery of management and leadership concepts and in the clinical setting must demonstrate safe nursing care in the management of multiple patients and/or diagnoses.

4. Evaluate and utilize theory and research based knowledge in nursing practice for beginning scholarship for evidence-based practice (LO-4)

All nursing students complete a research course (NURS 4300) that culminates in a question of inquiry requiring a rigorous search of current literature and the synthesis of current research to develop a research question that is clinically applicable. All nursing clinical courses require students to develop plans of patient care based on current evidence based practice principles.

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)

Beginning with the first semester of upper division nursing students are introduced and evaluated on technology commonly utilized in nursing care such as electronic health records, IV infusion pumps, central monitoring, and fetal monitoring to name a few. All students are evaluated in regard to critical thinking, clinical judgement, and appropriate and safe nursing interventions with examinations in the didactic courses and by evaluation of clinical practice, care planning documentation and post conference presentations in the clinical courses. All students take a Mid-Curricular HESI and an RN Exit exam.

6. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, national, and global trends (LO-6)

The following standards are incorporated in the curriculum and students are evaluated on these standards as well:

- The Essentials of Baccalaureate Education for Professional Nursing Practice
- Quality and Safety Education for Nurses (QSEN) http://qsen.org
- ANA Standards of Practice https://www.iupuc.edu/nursing/files/Nursing-ScopeStandards-3E.pdf
- TN Code Annotated https://law.justia.com/codes/tennessee/2017/title-63/chapter-7/part-1
- Graduating class of May 2020: Secondary to COVID 19 emergency provisions signed by Governor Bill Lee, graduates may work within the scope of an RN with supervision prior to completing the NCLEX licensing exam. This was an effort to alleviate some of the burden created by health care shortages. To our knowledge 2 graduates took advantage of that opportunity, but both has since successfully completed the NCLEX.

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)

- All students work with an interprofessional health care team in the clinical setting to promote positive patient health care outcomes.
- NURS 3240 and NURS 4230 (Pharmacology I and Pharmacology II) have been revised to include pre-professional students such as Pre-med, Pre-OT, Pre-PT, etc. etc. promoting interprofessional learning
- NURS 4240 is an elective consisting of clinical immersion promoting innovation with class enrollment being equally nursing and chemical engineering students

8. Utilize evidence-based practice for health promotion, risk reduction, disease prevention, and illness management of individuals, families, groups and communities (LO-8)

- Students have multiple opportunities for utilization of evidence-based practice in all of the above areas. Some of the examples are:

- Evidence-based clinical integration projects chosen by students in the first upper division semester and developed over their upper division experience

- Neonatal abstinence projects with student developing Public Service Announcements for a variety of audiences (radio, billboards, etc.)

9. Demonstrate quality nursing practice based on professional values, incorporating ethical, moral and legal standards, and human diversity (LO-9)

Peer incivility training begins in the orientation to upper division meeting conducted prior to entering into upper division with formal reinforcement during their first semester of upper division and ongoing evaluation during their upper division career

The curriculum is based on and implemented on the following nursing standards

- The Essentials of Baccalaureate Education for Professional Nursing Practice

- Quality and Safety Education for Nurses (QSEN) http://qsen.org

- Relevant nursing standards for each specialty

- HESI RN exit outcomes are assessed based on AACN curriculum categories, QSEN and Client Need Related Activity statements (NCLEX activities)

- Note: these measures have been appropriate for evaluation of student readiness for practice by an NCLEX (national licensing exam) pass rate of greater than 95%. (TN Board of Nursing benchmark requires 85%)