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 interventions and communication utilizing info f(i)-3.3 (ze)982 (s)9.6i-3.3 (o5.3 (o)19 (f)-3 (n)-0.7 (g f)

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Assessment data relative to CCNE accreditation and TN State Board of Nursing approval is reviewed by the Dean of the WHSON and disseminated to the WHSON Faculty Organization for discussion and input. The Dean of the WHSON is an Ex-officio member of the WHSON 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.

2. *Graduate (Alumni) and Employer Surveys, Skyfactor (formerly Educational Benchmarking Inc. (EBI):* Surveys developed and compiled by Skyfactor, formerly known as EBI with reports distributed to the School of Nursing. Reports provide benchmarking against six 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

4. *NCLEX-RN Pass Rates*: BSN graduates cannot practice nursing without initial licensure. The National Council of State Boards of Nursing (NCSBN) is an independent, 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 WHSON nursing program, our BSN graduates are eligible to test for the NCLEX licensure examination upon graduation from the program and completion of a criminal background check. Utilizing current changes in 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 WHSON 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 pass rates is reviewed by the Dean and disseminated to the WH-SON Faculty Organization. As the NCLEX passing standards change along with changes to the NCLEX-RN test blueprint, the blueprint is reviewed by individual Course Administrators as well as t

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 22nd, 2019. The CCNE Site

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Areas for Improvement

Area	2014 TTU Nursing Alumni Score	2015 TTU Nursing Alumni Score	2016 TTU Nursing Alumni Score	2017 TTU Nursing Alumni Score	2018 TTU Nursing Alumni Score	2019 TTU Nursing Alumni Score	Goal
Enhanced Community Health Care	5.37	5.21	5.56	5.42	5.73	5.46	5.5
Enhanced Management Skills	5.25	5.06	5.27	4.96	5.37	5.22	5.5
School Activities Contributed to Success	4.47	4.31	4.87	4.41	4.32	4.18	5.5

Program Goal 3: The WH-SON program will maintain strong graduation 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-year six increments. The last metric available is from the freshmen classes was in spring 2014 rate 55.1% (Office of Institutional Research). In spring 2014, WHSON graduation rate was 96%, 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

Student Learning Outcomes:

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.

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	*National Score (Feb. 2019)*
LO-1	Liberal Education for EBP	896	916	956	875	850	*845*

2.

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

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	*National Score (Feb. 2019)*
LO7	Designer/ Manager/ Coord of Care	858	880	892	955	909	*854*
	Interprof Comm	795	890	893	889	785	*859*

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	*National Score (Feb. 2019)*
LO8	Clinical Prevention & Pop Hlth	884	889	940	882	890	*851*

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	*National Score (Feb. 2019)*
LO9	Prof & Prof Values	707	860	873	907	886	*861*

Required Courses and Experiences	WHARTON BSN Program Objectives								
	LO1	LO2	LO3	LO4	LO5	LO6	LO7	LO8	LO9
NURS 2300	I		I	I					
NURS 3240	R	I	R	R			I	R	I	M
NURS 3250	R	I	R	M			R	R	I	R
NURS 3260	I	R	I	R			I	R	R	R
NURS 3261	M	R	M	M			M	R	R	R
NURS 3270	R	R	R	R			I	R	I	I
							M	R	R	R
							M	R	R	M