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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **CCNE Standard I – Program Quality: Mission and Governance:** The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality. |
| **Key Element I-A**: The mission, goals, and expected program outcomes are congruent with those of the parent institution; and reviewed periodically and revised as appropriate. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-A. The mission, goals, & expected program outcomes (students, faculty, and others) are (terminology for outcomes may be expressed in a way that is consistent with the institutional norms):   1. congruent with parent institution 2. reviewed periodically & revised as appropriate | The mission, goals, and expected BSN & MSN program outcomes are congruent with the institution, written and accessible to current/perspective students, faculty, other constituents 100% of the time on SON website and student handbooks.  The BSN & MSN program mission, goals, & expected student outcomes are reviewed/revised as appropriate. | Periodically compare the mission, goals and expected program outcomes with those of the institution.  Location of Evidence:   * University website * Academic Master Plan * SON website * University catalog * Faculty Organization minutes | (Fall semester)  Every 5 years or with any change in university or program mission, goals and outcomes  *Next due for assessment 2026*.  *Responsible Party:* Director, Associate Director, CC | University mission/goals have not changed since last review.  Academic Master Plan (AMP) 2015-2025 at <https://www.mtsu.edu/AMP/index.php>  SON mission has not changed and is reviewed by CC each AY in the fall.  SON Program Outcomes have not changed for MSN or BSN this year. JS | To get the assessment on the same timetable, we reviewed mission, goals, and expected outcomes in 2021 for all programs. No changes are indicated.  ***Next assessment is due in spring 2026.*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-B**: The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-B Program identifies professional nursing standards/guidelines used. CCNE requires:  1. Essentials of Baccalaureate Education for Professional Nursing Practice [AACN, 2008]  2. The Essentials of Master's Education in Nursing (AACN, 2011)  3. Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016. | The SON mission, goals, and expected outcomes for their programs are 100% consistent with the identified professional nursing standards and guidelines (PNSGs) used:   * AACN Essentials for BSN * AACN Essentials of Master's Education in Nursing * TN Code Annotated 63-7-123 * TN State BON Rules and Regulations * ANA Standards of Clinical Nursing Practice, 2E * NONPF Core Competencies * FNP Population-Focused Competencies * Criteria for Evaluation of NP programs (NTF 2016) | MTSU website  SON Website  BSN and MSN Crosswalks | Every 5 years in spring  *Next due for assessment 2025*.  Responsible Party: CC | Not due during this assessment year.  Last assessed spring 2020. | Not due during this assessment year.  However, this criterion will be reviewed when new AACN Domains and NTF guidelines are finalized and operationalized.  ***Next assessment is due in spring 2025*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-C**: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-C.The community of interest is defined by the nursing unit and the needs/expectations of COI are considered in periodic review of the mission, goals, expected program outcomes. | COI defined: community clinical partners, healthcare community leaders, program graduates (alums) will provide feedback annually regarding mission, goals, expected program outcomes | Review of Nursing advisory Board meeting minutes and Power of Partnership meeting minutes to reflect feedback related to the mission, goals and expected student outcomes.  Location of Evidence:   * Nursing Advisory Board minutes * Power of Partnership minutes | Annual - summer  Responsible party: Director | Community Advisory Board consists of Leaders in the Healthcare Community, i.e., CEOs, CNOs, Alums, who are invited to the annual meeting hosted in spring of each year. Brief survey distributed to solicit feedback regarding our mission, goals, program outcomes of our programs as well as satisfaction with our graduates.  Power of Partnerships group consists of Nurse leaders employed by our clinical partners, I.e., Clinical Educators, unit Directors who attend annual meetings sponsored by the SON Director who also respond to a brief survey regarding mission, goals, program outcomes and satisfaction with our graduates. | Activities for this academic year completed. Both the Community Advisory Board and Power of Partnership meetings were held via zoom with good participation.  Participation in both meetings improved from the previous year.  Improvements for the 2023 meetings are to host in-person meetings and continued improvement of survey activities to gain additional information regarding programs and graduates.  ***Next Assessment is due in summer 2022*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-D**: The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-D. Expectations for faculty are congruent with those of MTSU in teaching, scholarship, service, and practice, for full-time, part-time, adjunct, tenured, non-tenured or others. | The nursing unit clearly identifies faculty expectations for faculty (FT, PT, TT, Adjunct).  **Teaching:** SON Faculty will meet or exceed the average (across all categories) aggregate mean benchmark of 4.0 out of 5.0  **Scholarship:** 20% of SON Tenured and/or Tenure-Track Faculty will demonstrate achievement in research, scholarship, or creative activities.  **Service:** 20% of SON Tenured and/or Tenure-Track Faculty will participate in service to the profession. | *Teaching:*Student evaluation of teaching documents.  (Teaching, Scholarship & Service)   * Faculty Appointment policy * University New Faculty orientation * SON New Faculty orientation   SON Faculty Organization minutes | Every 5 years in the spring semester and with any change in benchmarks or policy  *Next due for assessment 2023*.  Responsible Party:  FSC | The development, review and faculty approval of current benchmarks was completed in April 2018.  There have been no updates of related university policies during this assessment year. | Not due this assessment year.  ***Next assessment is due in spring 2023*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-E**: Faculty and students participate in program governance. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-E. Roles of the faculty in the governance of the program, including those involved in distance education, are clearly defined and promote participation.  Faculty are involved in development, review, and revision of academic program policies.  Roles of students in governance of program, including those involved in distance education are clearly defined & promote participation  **NTF: II. A** **–** Any admission criteria specific to the NP program/track reflect input by NP faculty  **NTF: II. B –** Any progression and completion criteria specific to the NP program/track reflect input by NP faculty.  **NTF: III. A** – NP faculty provide input into the development, evaluation, and revision of the NP curriculum. | Roles of the faculty in governance are clearly defined in the University Faculty Handbook and SON Bylaws  FT faculty participate on SON standing committees as assigned by Director  A simple majority of Faculty vote on all changes to curriculum & policies specific to SON operations  All faculty can provide input into development, review, and revision of SON program policies.  Students participate on SON standing committees r/t curriculum evaluation/development, alumni activities, student success initiatives as reflected in SON bylaws | Review of University Faculty Handbook and University Policy.  Location of Evidence   * University Provost website * SON Bylaws * Committee Assignment sheet   Review of the SON Bylaws and Student Handbooks reflect student participation on committees  Faculty Meeting minutes  Emails to faculty soliciting input in advance of Faculty meeting – may send proxy vote  Location of Evidence   * SON Bylaws * Undergraduate Student Handbook * Graduate Student Handbook * Student Advisory Board minutes | Annual- summer  Responsible Party: Director | A review of each policy was completed during this assessment year. There were no changes in university policy, or SON bylaws related to faculty or student participation and involvement.  It continues to be a struggle for students to participate in committees. For the next assessment period, we will continue to request student participation and allow them to use various options for attendance (zoom, teams, etc.) | Activities completed. No changes were necessary to policy or bylaws during this assessment period.  Areas for improvement continue to be student participation on committees. We will continue to encourage student involvement and allow them to use various options for attendance (zoom, teams, etc.).  ***Next assessment due in summer 2022*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-F:** Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are fair and equitable; published and accessible; and reviewed and revised as necessary to foster program improvement. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-F. Academic policies regarding recruitment, admission, progression of the university and the nursing program are congruent, or differences are justified and support achievement of the program's mission, goals, and expected outcomes.  Policies are written and communicated to relevant constituencies.  Policies are fair and equitable & implemented consistently  A defined process exists by which policies are regularly reviewed, and revisions are made. | 100% of academic policies of the university and nursing program are reviewed for congruency, or differences are justified.  Notification of changes in documents and publications are provided to constituents 100% of the time.  100% of policies are fair, equitable, implemented consistently  100% of faculty and student policies are regularly reviewed, and revisions made following a defined process | Location of Evidence:   * Undergraduate Student Handbook * Graduate Student Handbook * SON website * University Catalogs * University website   Location of Evidence:   * Emails from Director * SON Student Advisory Board minutes | Every 5 years or with any change in policy - summer  *Next due for assessment 2025*.  Responsible Party: Director, Associate Director | A review of each policy was completed during this assessment year. All SON documents have been reviewed and compared with associated university policy.  All policies are fair and equitable. Each policy is implemented on a consistent basis.  Policies are reviewed during the summer and any changes needed are published for the next academic year. | Not due during this assessment year.  ***Next assessment due in summer 2025*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-G**: The program defines and reviews formal complaints according to established policies |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-G. The program defines what constitutes a formal complaint and maintains a record of formal complaints received.  The definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies. | The University maintains a defined policy and procedure related to academic grievances for each program.  100% of students are notified of the formal complaint process & policy.  100% of formal complaints result in appropriate faculty or administrative action taken. | Location of Evidence:   * University website * Program orientation agendas * Signed acknowledgement of policies forms | Every 5 years & with any change in policy or any formal complaints.  *Next due for assessment 2026*.  Responsible Party:  Director, SSC | A formal complaint is an academic grievance defined as any grade appeal or academic concern.  Student Grade Appeal Policy <https://www.mtsu.edu/policies/academic-affairs-students/313.php>  Several written complaints were filed this year regarding clinical agency requirements for COVID vaccine.  Emails were sent to students regarding the requirement with specific instructions on how to proceed.  Some students were dismissed from the program or forced to interrupt their POS due to noncompliance with the standard | Activities completed. A grade appeal was initiated inappropriately by a student in late fall 2021.  Although the student was reminded in writing more than once of the policy in place regarding grade appeals, the student continued to be out of compliance with the policy.  After several conversations with Academic Affairs, the student was held to the established policy. As a result of this occurrence, the Grade Appeals Policy was reviewed and revised.  One area of particular concern for Nursing students was that the policy forced students to wait until the upcoming semester (fall or spring) to appeal the grade, which forced our students to sit out for a semester waiting for the appeal.  The policy has been revised to add an emergency appeal of grade for students whose program of study will be interrupted by waiting until the following semester to file the grade appeal.  ***Next assessment due in summer 2026*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element I-H:** Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| I-H. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate.  A process is used to notify constituents about changes in documents and publications.  Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.  For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.  **NTF: III.C.2** – Official documentation must state the NP role and population focus of educational preparation. | 100% of publications, including websites, are accurate, current, and accessible.  Constituents are notified by email, website update, SON Newsletter, student handbook, Preview Days, Freshmen Orientation (Customs) of program information  100% of publications indicate the licensure and/or certification exams for which the graduates are eligible.  Official documentation (e.g., transcripts, official letters with institutional seal) states the NP role and population-focused area of educational preparation to include Family Nurse Practitioner.  Official Graduate Diploma for MSN program reads "Master of Science in Nursing, Family Nurse Practitioner"  Official Graduate Transcript for Post Master's Certificate reads: Post Master's Certificate, Family Nurse Practitioner | Location of Evidence:   * Undergraduate Student Handbook * Graduate Student Handbook * SON website * University Catalogs * University website * SON Newsletters * Director Emails   Review of all publications and website for currency and accuracy  Diploma and Transcript examples from the Registrar's office | Every 5 years and with any change in information.  *Next due for assessment 2025*. | A complete review was completed in assessment year 2020. | Not due during this assessment year  ***Next assessment due in summer 2025*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **CCNE Standard II – Program Quality: Institutional Commitment and Resources:** The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes. |
| **Key Element II-A:** Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes.   1. Adequate fiscal resources are reviewed periodically, and resources are modified as needed. 2. Budget enables achievement of the program's mission, goals, expected outcomes & supports development, implementation, & evaluation of the program. 3. defined process is used for regular review of adequacy of fiscal resources 4. review of fiscal resources occurs & modifications are made as appropriate 5. compensation of nursing unit personnel supports recruitment & retention of qualified faculty & staff.   **NTF: IV. A** – Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track. | Fiscal resources are sufficient to enable the program to fulfill mission, goals, & expected outcomes.  Fiscal resources are reviewed/ revised as appropriate.  Compensation of nursing personnel is reviewed according to Human Resources and national standards for nursing faculty to recruit & retain qualified faculty & staff. | Location of Evidence:   * University office of Finance * SON executive Aide documents * University budget hearings document   Location of Evidence:   * Human Resources * AACN salary data | Annual - spring  Responsible party: Director | A review of SON finances was completed in the spring for the next academic year.  Resources for the next academic year were compared with university and justifications for additional funding submitted.  Also, at the end of each academic year, budget hearings are held with university leadership. The SON can request additional funding during these hearings to add additional resources.  Faculty and staff needs were reviewed several times during the academic year.  Two tenure lines, 5 clinical track faculty and several adjuncts were hired to accommodate needs. | Activities for this academic year completed. SON budgetary resources are adequate for the next academic year. All faculty positions posted were filled.  SON salaries continue to be an ongoing issue. This is a continued conversation with university leadership and Human Resources.  ***Next Assessment is due in spring 2022*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-B:** Physical resources & clinical sites enable program to fulfill its mission, goals, & expected outcomes. Adequacy of physical resources & clinical sites are reviewed periodically & resources are modified as needed. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II- B. Physical resources & clinical sites enable program to fulfill its mission, goals & expected outcomes.   1. Physical space & facilities (faculty/staff workspace, classrooms, meeting areas) are sufficient & configured in ways that enable program to achieve mission, goals, & expected outcomes. 2. Equipment & supplies (computing, lab, teaching/learning materials) are sufficient to achieve mission, goals, and expected outcomes 3. Clinical sites are sufficient, appropriate, and available to achieve the program mission, goals and expected outcomes. 4. A defined process is used to determine currency, availability, accessibility, and adequacy of resources (clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.   **NTF: IV. A** – Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track. | Physical resources/facilities are sufficient & configured appropriately  Equipment & supplies are sufficient.  Clinical sites are sufficient to support student learning  A defined process is used for the regular review to determine currency, availability, accessibility, and adequacy of resources and to determine modifications if needed. | Location of Evidence:   * SON class schedules * SON lab calendars   Location of Evidence:   * TAF funding requests * SON repair/ purchase receipts   Location of Evidence:   * Medatrax contract list * Individual clinical site contracts * University contract log | Every 5 years in the spring semester and with any changes in benchmarks program needs  *Next due for assessment Spring 2026.*  Responsible party: Director  Other parties:  Health Systems Manager  Lab Coordinators  Other parties:  Clinical Course Coordinators, Placement coordinator, Concentration coordinators | Physical resources, equipment, supplies and clinical agency availability were reviewed for adequacy.  All on-ground classes/ labs were scheduled and occurred without delay. The class schedule for the next academic year has been completed.  Equipment and supplies were reviewed, and replacement/repairs completed. TAF funding was requested to order additional equipment needed.  This summer, 85 computers are being replaced in the testing lab to accommodate student needs.  Clinical sites availability was reviewed and sufficient for current student needs. Enrollment numbers are consistent for the next academic year. New clinical agency agreements are completed each semester to accommodate needs.  Prior to each semester, the SON Director and several faculty and staff review adequacy in schedules, equipment, supplies and clinical agencies for adequacy. Projected enrollment is also monitored so that resources are adequate for students. | Activities for this assessment year completed. Space, equipment, supplies and clinical agencies are adequate for current programs.  Clinical site agreements are ongoing based on student need. These are monitored based on student enrollment and projected need for each type of student.  ***Next assessment is due in spring 2026*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-C:** Academic support services are sufficient to meet the program and student needs and are evaluated on a regular basis. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-C. Academic support services are sufficient to meet the program and student needs and are evaluated on a regular basis including:   1. library Services 2. technology 3. distance education support 4. research support 5. admission services 6. advising services   A defined process is used for regular review of academic support services, and improvements are made as appropriate.  **NTF: IV. A** – Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track. | Academic support services are adequate to meet the needs of students in the BSN and MSN programs | Location of Evidence:   * University website * Library website * SON website * IT website | Every 5 years in the spring semester and with any changes program needs.  *Next due for assessment Spring 2025.*  Responsible Party: Director | The review of academic support services was completed in spring 2020 with the revision of the MSN curriculum and addition of the Psychiatric Mental Health Nurse Practitioner (PMHNP) concentration.  No significant changes occurred during this assessment year. | Not due this assessment year  ***Next assessment is due during spring 2025*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-D:** The chief nurse administrator of the nursing unit is a registered nurse (RN); holds a graduate degree in nursing; holds a doctoral degree if the nursing unit offers a graduate program in nursing; is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-D.1 The chief nurse administrator is a Registered Nurse who holds a graduate degree in nursing, holds a doctoral degree and is academically and experientially qualified to accomplish the mission, goals and program outcomes and:   1. Is vested with the administrative authority to accomplish the mission, goals and expected outcomes and is comparable to that of chief administrators of similar units in the institution 2. Consults with faculty and other communities of interest to make decisions to accomplish the mission, goals and outcomes 3. Is an effective leader of the nursing unit | The School of Nursing Director meets the criteria 100% of the time. | Location of Evidence:   * Director CV * RN License * Official Transcripts * Job description * Director Evaluations | Once with Director appointment and with any new appointment  *Next due for assessment with new Director appointment.*  Responsible Party:  Director | The current SON Director was appointed in 2013. The current Director meets all requirements.  The Director is evaluated each academic year via faculty and Dean of CBHS.  The Director holds regular meetings with faculty and other communities of interest to communicate and consult with all parties of interest. | Not due this assessment year.  ***Next assessment is due with new Director appointment*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-E:** Faculty are sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which theyteach. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-E. Faculty (full time, part-time, adjunct, other) are sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; experientially prepared for the areas in which they teach; and hold an active RN license.   1. Faculty workloads are defined, and faculty-to-student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines. 2. Faculty are academically prepared for the areas in which they teach including clinical expertise, degree specialization, coursework, or other preparation sufficient to address the major concepts in the course. 3. Justification is provided for those faculty without a graduate degree. 4. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in the same population-focused area of practice in roles for which national certification is available.   **NTF IV-B.1 –** A sufficient number of faculty is available to ensure quality clinical experiences for NP students. NP faculty have academic responsibility for the supervision and evaluation of NP students and for oversight of the clinical learning experience. The faculty/student ratio is sufficient to ensure adequate supervision and evaluation.  **NTF: I. A** – The director/coordinator of the NP program is nationally certified as a NP and has the responsibility of overall leadership for the NP program.  **NTF: I. B** – The faculty member who provides direct oversight for the NP educational component or track is nationally certified in the same population-focused area of practice.  **NTF: V.A.1** **–** NP programs/tracks have sufficient faculty with the preparation and current expertise to adequately support the professional role development andclinical management courses for NP practice.  **NTF: V.A.2** – NP program faculty who teach the clinical components of the program/track maintain current licensure and national certification.  **NTF: V-B** – Non-NP faculty have expertise in the area in which they are teaching | There are enough faculty to accomplish the mission, goals and expected program outcomes 100% of the time.  Faculty workloads and faculty/student ratios meet Tennessee Board of Nursing requirements and advanced practice authorities.  All faculty are academically and clinically prepared to teach assigned courses  All faculty in the SON have at least a graduate degree in nursing  All faculty that oversees specialized tracks in the graduate program hold population focused national certifications. | Location of Evidence:   * University workload policy * SON workload data sheets * SON faculty qualifications table | Every 5 years in the spring semester and with any changes in faculty or program needs.  *Next due for assessment Spring 2026.*  Responsible Party: Director | Faculty are hired based on program needs. All faculty hold a valid RN license, and at least a graduate degree in nursing.  Faculty in didactic courses hold a terminal degree in nursing or related field.  During the hiring process, faculty are added to the SON qualifications table including education, certifications and courses qualified to teach.  If any faculty turnover occurs, these individuals are removed from the SON qualifications table.  The SON Director refers to this table when making faculty assignments each semester.  Faculty workloads are calculated based on university policy and regulatory agency requirements.  Workloads are completed by the SON Director each semester.  Concentration coordinators in the graduate program hold appropriate population focused national certifications. | Activities for this assessment year completed. All faculty are educationally and experientially qualified to teach in the programs offered.  New faculty are assessed upon hiring and with any vacant positions.  ***Next assessment is due in spring 2026*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-F:** Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role and:   1. clearly defined and communicated to preceptors 2. congruent with the mission, goals and expected student outcomes 3. congruent with relevant professional standards 4. reviewed periodically and revised as appropriate   Preceptors have the expertise to support student achievement of expected outcomes.  The program ensures that preceptor performance meets expectations  **NTF: IV.B.3 –** NP faculty may share the clinical teaching of students with qualified preceptors.  **NTF: IV.B.3.a** – A preceptor must have authorization by the appropriate state licensing entity to practice in his/her population-focused and/or specialty area.  **NTF: IV.B.3.b** – A preceptor has educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience.  **NTF: IV.B.3.c** – Preceptors are oriented to program/track requirements and expectations for oversight and evaluation of NP students. | Preceptors are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes 100% of the time. | Location of Evidence:   * Medatrax storage system * Undergraduate preceptor contracts * SON website * Graduate preceptor request form | Every 5 years in the spring semester and with any changes in preceptors or program needs.  *Next due for assessment Spring 2025.*  Responsible Party:  Director/ Associate Director | All preceptors are vetted prior to student interaction and are experientially and educationally qualified.  New preceptors are provided education related to the preceptor role and documentation of expectations.  Undergraduate preceptors sign a contractual agreement with stated expectations prior to interacting with students.  Graduate preceptors are vetted and educated prior to the first interaction.  At the end of each semester, students complete a preceptor evaluation related to the experience.  Faculty also regularly interact with each preceptor during the semester. | Activities for this assessment year completed. All preceptors are educationally and experientially qualified to assist students in meeting educational objectives.  New preceptors are assessed and oriented to the role prior to student interaction.  ***Next assessment is due in spring 2025*** |
| II-F.2 The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are clearly defined and communicated to preceptors, congruent with the mission, goals, and expected student outcomes, congruent with relevant professional nursing standards and guidelines, and reviewed periodically and revised as appropriate. | 100% of BSN and MSN preceptors receive orientation to the preceptor role. | 100% of preceptors receive the BSN and or MSN handbooks | Every two years  Data collected by BSN Clinical Coordinator and FNP Program Coordinator. Report to faculty as needed. |  |  |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element II-G:** The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals and expected faculty outcomes. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals and expected faculty outcomes:   1. Faculty have opportunities for ongoing development in teaching 2. The institution provides resources to support faculty scholarship 3. Expected service is clearly defined and supported 4. Opportunities are provided for faculty to maintain practice competence   Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.  **NTF: I. C** – Institutional support ensures that NP faculty teaching in clinical courses maintain currency in clinical practice.  **NTF: V. A. 3** – NP faculty demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty members | Institutional support is available to faculty in pursuit of professional development activities, faculty support services, and release time if applicable, 100% of the time. | Location of Evidence:   * Faculty Services minutes * SON budget spreadsheet * Distance Education faculty service website | Every 5 years in the spring semester and with any changes in program needs.  *Next due for assessment Spring 2025.*  Responsible Party:  Director | A complete review was completed in 2020. Activities related to teaching, scholarship and service are supported and ongoing.  No significant changes occurred during this assessment year. | Not due this assessment year.  ***The next assessment is due in spring 2025*** |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **CCNE Standard III – Program Quality: Curriculum and Teaching-Learning Practices:** The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes. |
| **Key Element III-A:** The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: are congruent with the program's mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program–identified community of interest. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-A.1 Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. | There is congruence between the School of Nursing's (SON) mission, goals, and program outcomes 100% of the time. | Review the mission, goals, and program outcomes to determine congruence.  **DATA SOURCES:**  BSN and MSN Crosswalks-N-Drive;  Student Handbooks  SON website  CC Minutes-N-Drive  Faculty Organization Minutes-N-Drive | Annual review of SON mission, vision, and goals (**fall faculty organization meetings**)  ***\*Frequency change:***  *After this CY, review SON mission, vision, and goals every 5 years at a fall faculty meeting – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was **not** met in the fall of 2021. However, these items were presented during April 2022 faculty meeting. There was consensus that there is congruence between the mission, goals, and program outcomes for the BSN and MSN programs (CC minutes: April 13, 2022; FO April 22, 2022) | After reviewing similar data points, the frequency of assessment will be every five years. However, anticipate reviewing sooner based on changes in AACN Essentials and the NTF guidelines.  Change: Review SON mission, vision, and goals every 5 years at a fall faculty meeting – Next due for assessment 2026. |
|  | Course syllabi reflect congruence between the program's mission, goals, and program outcomes 100% of the time. | Review course syllabi to determine congruence with program outcomes.  **DATA SOURCES:**  BSN and MSN student learning outcomes  Course syllabi/documents (N-Drive); BSN and MSN Crosswalks (N-Drive) | Every three years (or sooner if indicated)  ***\*Frequency change:*** *Review every five years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year. Last assessed fall 2020. | Like III-A.1, the frequency of assessment for this item will be changed to every 5 years (or sooner if indicated). To remain in alignment with the above criteria, this will be next due for assessment 2026.  Change: Review every five years (or sooner if indicated) |
| III-A.2 Expected outcomes are congruent with the roles for which students are being prepared.  **NTF: III.C.1** – The NP program prepares graduates to meet educational eligibility requirements to sit for a national NP certification examination that corresponds with the role and population focus of the NP program.  **NTF: III. F** – Post-graduate students successfully complete graduate didactic and clinical requirements of an academic graduate NP program through a formal graduate-level certificate or degree granting graduate-level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a minimum of 500 supervised direct patient care clinical hours. | Program outcomes reflect the roles for which students are being prepared 100% of the time. | Provide a description of the roles for which students are being prepared and their relationship to program outcomes.  **DATA SOURCES:**  BSN and MSN orientation documents  University website  SON website  (Presentations in both program orientations contain program outcomes) | Every three years and with any change in program outcomes  ***\*Frequency change:*** *Review every five years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | *Not due during this assessment year. Last assessed fall 2020.*  *However, since orientation was virtual due to the COVID-19 pandemic, this document is now in the MSN Student Info Course at the top of the home page for students to review.* | Like III-A.1, the frequency of assessment for this item will be changed to every 5 years (or sooner if indicated). To remain in alignment with the above criteria, this will be next due for assessment 2026.  Change: Review every five years (or sooner if indicated) |
| III-A.3 Expected outcomes consider the needs of the program identified community of interest. | Program outcomes reflect the needs of the community of interest 100% of the time. | Provide a description of the needs identified by the SON community of interest.  **DATA SOURCES:**  Advisory Board minutes  Power or Partnership minutes  Exit Surveys  Alumni Surveys  Employer Surveys | Every two years  ***\*Frequency change:***  *After this CY, review annually – Next due for assessment in 2022.*  Data Collection and Analysis:  Program Effectiveness Committee  Curriculum Committee | *Not due during this assessment year. Last assessed spring 2020* | *Not due during this assessment year.*  Change: Ensuring that the curriculum considers the needs of the program-identified COI is an important component of curricular review. We have decided to assess this annually.  Next due for assessment 2022. |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element III-B:** Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clear within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-B.1 The baccalaureate degree program incorporates professional nursing standards and guidelines (PNSGs) relevant to the program and each track offered. | The BSN program curriculum is 100% consistent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and TN BON requirements. | **DATA SOURCES:**  BSN Course Crosswalks  CC Minutes – N-Drive | Every five years (or sooner if indicated).  *Next due for assessment 2025*.  Data Collection and Analysis:  Curriculum Committee | *Not due during this assessment year. Last assessed 2020. A comparison was completed in 2020.* | *Not due during this assessment year.* |
| III-B.2 The baccalaureate degree program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. | The BSN degree program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum 100% of the time. | **DATA SOURCES:**  BSN Topical Outlines – N-Drive  Course syllabi – N-Drive  CC Minutes – N-Drive | Every five years (or sooner if indicated).  *Next due for assessment 2025*.  Data Collection and Analysis:  Curriculum Committee | *Not due during this assessment year. Last assessed 2020.* | *Not due during this assessment year.* |

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| **Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year (CY) 2021** |
| **Key Element III-C: Master's** curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clear within the curriculum and within the expected student outcomes (individual and aggregate). ▪ Master's program curricula incorporate professional standards and guidelines as appropriate. a. All master's degree programs incorporate The Essentials of Master's Education in Nursing (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. b. All master's degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). Graduate-entry master's program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-C.1 The master's degree program incorporates professional nursing standards and guidelines relevant to the program and each track offered.  (Essentials, NTF guidelines) | The Master's program is 100% consistent with *The Essentials of Master's Education in Nursing*.  The master's degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016). | **DATA SOURCES:**  MSN Crosswalk- N-Drive  SON website | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The MSN degree program and course outcomes integrate professional nursing standards and guidelines mapped to the MSN Essentials.  Reviewed and affirmed by faculty and course developers in March 2021. | During course development, the New AACN Domains were in draft format. However, the CC and course developers have created a preliminary outline of how the program and course outcomes will connect to the new domains. Once the AACN Domains are finalized, reevaluation by the CC and faculty will be necessary. The Crosswalk is used to identify any programmatic gaps. *See the rationale for the change in III-B.*  Change: Review every five years (or sooner if indicated). Next due for assessment 2026 |
| III-C.2 The master's degree program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. | The MSN program(s) clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum 100% of the time. | **DATA SOURCES:**  MSN Crosswalk- N-Drive  SON Website | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. When developing the new MSN curriculum, the MTSU MSN CCNE Crosswalk was utilized to ensure the MSN program and courses demonstrated the required standards were incorporated into the curriculum. | As the NTF Guidelines and AACN Domains become finalized (estimated 2022), the CC and faculty will need to review the program and courses to validate this criterion is still being met.  Change: Review every five years (or sooner if indicated). Next due for assessment 2026 |
| III-C.3 Master's degree APRN education programs incorporate separate comprehensive graduate-level courses to address the APRN core: Advanced physiology/ pathophysiology, including principles across the lifespan; Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents. **NTF: III. B** – The curriculum is congruent with national standards for graduate-level, advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP educational standards and competencies (Also see III-C.1). | 100% of the time, the curriculum plan (both didactic and clinical) is consistent with NONPF NP Core Competencies and Population-Focused Competencies (FNP & PMHNP) and the AACN Essentials for Master's Education in Nursing and TN BON requirements. | **DATA SOURCES:**  MSN Crosswalk- N- Drive  Course Syllabi- N-Drive | Review every three years (sooner if needed)  Next due for assessment 2024  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The MTSU MSN CCNE Crosswalk identifies the NONPF NP Core Competencies, Population-Focused Competencies (FNP/PMHNP), and MSN Essentials met by each course. This spreadsheet includes advanced pathophysiology, advanced health assessment, and advanced pharmacology.  The TN BON reviews programs every five years unless an issue requiring follow-up is identified. The TN BON approved the MTSU SON for five years, effective through 2022. | As the AACN Domains reshape the competencies required by new MSN graduates, the faculty and CC will need to review and reassess our courses using the MTSU MSN CCNE Crosswalk to ensure alignment of the curriculum with these guiding documents.  Next due for assessment 2024 |
| III-C.4 Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses. | 100% of time NP curriculum reflects the essential elements of a graduate nursing and advanced practice registered nursing (APRN) core curriculum and is consistent with MSN Program Outcomes, *AACN Essentials for Master's Education in Nursing* and the *Criteria for Evaluation of Nurse Practitioner Programs.* | **DATA SOURCES:**  MSN Crosswalk- N- Drive  Course Syllabi- N-Drive | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The MTSU MSN CCNE Crosswalk identifies the NONPF NP Core Competencies, Population-Focused Competencies (FNP/PMHNP), and MSN Essentials met by each course. | As the AACN Domains and NTF guidelines are revised, we will need to review and reassess our courses using the MTSU MSN CCNE Crosswalk to ensure alignment of the curriculum with these guiding documents.  Change: Review every five years (or sooner if indicated).  Next due for assessment 2026 |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-D: DNP** curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clear within the curriculum and within the expected student outcomes (individual and aggregate). DNP program curricula incorporate professional standards and guidelines as appropriate. a. All DNP programs incorporate The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program. b. All DNP programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). Graduate-entry DNP program curricula incorporate The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) and appropriate graduate program standards and guidelines. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| Not Applicable |  |  |  |  |  |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-E:** Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clear within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016). |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
| --- | --- | --- | --- | --- | --- |
| III-E.1 The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to the program and each track offered. | The post-graduate APRN certificate program is 100% consistent with The Essentials of Master's Education in Nursing.  *The master's degree programs that prepare nurse practitioners incorporate Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).* | **DATA SOURCES:**  MSN Crosswalk- N-Drive  SON website | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The last FNP-PMC student graduated in the fall of 2019. The first group of PMHNP-PMC students completed their program of study in the fall of 2021. The PMHNP-PMC program and course outcomes integrate professional nursing standards and guidelines mapped to the MSN Essentials.  The MTSU-MSN CCNE Crosswalk is on the SON website. Reviewed and affirmed by faculty and course developers in March 2021. | During course development, the New AACN Domains were in draft format. However, the CC and course developers have created a preliminary outline of how the program and course outcomes will connect to the new domains. Once the AACN Domains are finalized, reevaluation by the CC and faculty will be necessary. The Crosswalk is used to identify any programmatic gaps.  Added NTF language for post-graduate APRN certificate when new track implemented. This calendar year will generate our first PMHNP-PMC graduates. See the rationale for the change in III-B. Change: Review every five years (or sooner if indicated). Next due for assessment 2026 |
| III-E.2 The post-graduate APRN certificate program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. | The post-graduate APRN certificate program(s) clearly demonstrate where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum 100% of the time. | **DATA SOURCES:**  MSN Crosswalk- N-Drive | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. When developing the PMHNP-PMC curriculum, the MTSU MSN CCNE Crosswalk was utilized to ensure the MSN program and courses demonstrated the required standards were incorporated into the curriculum. | As the NTF Guidelines and AACN Domains become finalized (estimated 2022), the CC and faculty will need to review the program and courses to validate this criterion is still being met.  Change: Review every five years (or sooner if indicated). Next due for assessment 2026 |
| III-E.3 Post-graduate APRN certificate programs incorporate separate comprehensive graduate-level courses to address the APRN core: Advanced physiology/ pathophysiology, including principles across the lifespan; Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics and pharmacotherapeutics of all broad categories of agents.  **NTF: III. B** – The curriculum is congruent with national standards for graduate-level, advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and population-focused NP educational standards and competencies (Also see III-C.1). | 100% of the time, the curriculum plan (both didactic and clinical) is consistent with NONPF NP Core Competencies and Population-Focused Competencies (FNP/PMHNP) and the AACN Essentials for Master's Education in Nursing and TN BON requirements. | **DATA SOURCES:**  MSN Crosswalk- N- Drive  Course Syllabi- N-Drive | Review every three years (sooner if needed)  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The MTSU MSN CCNE Crosswalk identifies the NONPF NP Core Competencies, Population-Focused Competencies (FNP/PMHNP), and MSN Essentials met by each course. This spreadsheet includes advanced pathophysiology, advanced health assessment, and advanced pharmacology.  The TN BON reviews programs every five years unless an issue requiring follow-up is identified. The TN BON approved the MTSU SON for five years, effective through 2022. | As the AACN Domains reshape the competencies required by new MSN graduates, the faculty and CC will need to review and reassess our courses using the MTSU MSN CCNE Crosswalk to ensure alignment of the curriculum with these guiding documents.  Next due for assessment 2024 |
| III-E.4 Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses. | 100% of time NP curriculum reflects the essential elements of a graduate nursing and advanced practice registered nursing (APRN) core curriculum and is consistent with MSN Program Outcomes, *AACN Essentials for Master's Education in Nursing* and the *Criteria for Evaluation of Nurse Practitioner Programs.* | **DATA SOURCES:**  MSN Crosswalk- N- Drive  Course Syllabi- N-Drive | Review every three years.  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. The MTSU MSN CCNE Crosswalk identifies the NONPF NP Core Competencies, Population-Focused Competencies (PMHNP-PMC), and MSN Essentials met by each course. | As the AACN Domains and NTF guidelines are revised, we will need to review and reassess our courses using the MTSU MSN CCNE Crosswalk to ensure alignment of the curriculum with these guiding documents.  Change: Review every five years (or sooner if indicated).  Next due for assessment 2026 |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-F: The** curriculum is logically structured to achieve expected student outcomes. Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge. DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student. Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-F.1 The baccalaureate degree program demonstrates that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. | The baccalaureate curriculum builds on a foundation from the arts, sciences, and humanities 100% of the time. | **DATA SOURCES:**  Undergraduate handbook  BSN program page (university website)  Degree program of study | Review every five years (or sooner if significant change in the curriculum)  Next due for assessment in 2023  Data Collection and Analysis:  Curriculum Committee | Not due this assessment year. No significant changes occurred in the baccalaureate curriculum.  **Next due for assessment in 2023** | *Not due during this assessment year.* |
| III-F.2 Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing.  **NTF: III. D** – The curriculum plan demonstrates appropriate course sequencing. | The Master's curricula build on the Baccalaureate generalist knowledge as delineated in The Essentials of Master's Education for Professional Nursing 100% of the time. | **DATA SOURCES:**  Graduate admissions policy  MSN program page (university website) | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. All students have a BSN degree and a current, unencumbered license as a registered nurse. MSN courses are designed to build on BSN knowledge. For example, students entering Advanced Health Assessment must demonstrate basic health assessment skills by submitting a history and physical exam on which they must earn 77% or >.  Only if students can demonstrate basic health assessment skills can they continue in the advanced health assessment course. Furthermore, the sequencing of the APRN and NP Core courses and prerequisites are designed to support students and facilitate the attainment of the NP competencies and MSN Essentials. Therefore, all students complete the APRN core courses before beginning clinical coursework. | The CC will continue to monitor students' success as they move into the APRN core, NP core, and specialty courses.  Change: Review every five years (or sooner if indicated).  Next assessment due in 2026 |
| III-F.3 Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.  **NTF: III. D** – The curriculum plan demonstrates appropriate course sequencing. | The post-graduate APRN certificate program is built on graduate-level nursing competencies and knowledge base 100% of the time. | **DATA SOURCES:**  Graduate admissions policy  MSN program page (university website) | Review every three years (sooner if needed)  ***\*Frequency change:***  *After this CY, review every 5 years (or sooner if indicated) – Next due for assessment 2026*  Data Collection and Analysis:  Curriculum Committee | The benchmark was met. All students admitted to the PMHNP-PMC have an MSN degree. In addition, students have either completed the three Ps before admission or completed them as part of their PMHNP-PMC program.  The sequencing of the APRN and NP Core courses and prerequisites are designed to support students and facilitate the attainment of the NP competencies and MSN Essentials. Therefore, all students complete the APRN core courses before beginning clinical coursework. | The CC and Admissions Committee will continue to assess whether students have an adequate foundation in graduate-level nursing competencies. The CC will review transcripts to look for themes if students show weaknesses in their PMHNP-PMC specialty courses.  For example, we may consider reviewing the time between completing the 3Ps and entering the PMHNP-PMC program.  **Change: Review every five years (or sooner if indicated). Next assessment due 2026** |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-G:** Teaching-learning practices: support the achievement of expected student outcomes; consider the needs and expectations of the identified community of interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-G.1 Teaching-learning practices (simulation, lecture, flipped classroom, case studies) and in all environments (virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives. | An average score of 4.0 for SON on question regarding "**Teaching and learning practices and environments support the achievement of expected student outcomes"**  From course evaluations – on a scale of 1 – 5 (1 = strongly disagree and 5 = strongly agree). | **DATA SOURCES:**  Student/Faculty Course Evaluations  CC Minutes | Annual Review – Spring Semester  Data Collection and Analysis:  Curriculum Committee | Spring 2021 – not met – mean survey data for the SON was not generated before the old university survey system closed.  Summer 2021 – not met – in the transition to a new university survey/data system, this question was omitted. However, a similar question was identified: "The instructor created an environment that helped students learn." The SON mean for this item was **4.56.**  Fall 2022 – Benchmark met – SON average = 4.22  Teaching and learning practices are reviewed at the end of each semester by course lead faculty (developers) and improved based on student and faculty feedback. | The University Survey System generates course evaluations at the end of each semester. However, the University changed to a new vendor at the end of spring 2021. Due to this, the SON average score for spring 2021 wasn't available, and when evaluations were transferred to the new system, the custom questions were not included for summer. Once this error was identified, the school of nursing collaborated with the data management specialist to have the question added for fall 2021 evaluations.  Going forward, we plan to work closely with the individual managing course evaluations to ensure that school-level questions are included.  Next due for assessment in 2022 |
| III-G.2 Teaching-learning practices are appropriate to the student population. | Teaching-learning practices are appropriate to the student population 100% of the time. | **DATA SOURCES:**  Course Evaluations  Exit Surveys  Student Advisory Board minutes | Review every three years and with any significant negative trends in evaluations  Next due for assessment in 2023  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year. Last assessed fall 2020. Next due for assessment in 2023 | Not due during this assessment year. |
| III-G.3 Teaching-learning practices expose students to individuals with diverse life experiences, perspectives, and backgrounds, consider the needs of the program identified communities of interest, and broaden student perspectives.  **NTF: IV. B** – Clinical resources support NP educational experiences.  **NTF: IV.B.2** – Clinical settings used are diverse and sufficient in number to ensure that the student will meet core curriculum guidelines and program/track goals. | Teaching-learning practices expose students to individuals with diverse life experiences, perspectives, and backgrounds, consider the needs of the program identified communities of interest and broaden student perspectives 100% of the time. | **DATA SOURCES:**  BSN Topical outlines – N-Drive  Medatrax clinical site demographics  Course evaluation data (BSN & MSN)  Clinical Course Assignments | Review every three years and with any significant negative trends in evaluations  Next due for assessment in 2023.  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year. Last assessed fall 2020. Next due for assessment in 2023. | Not due during this assessment year |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-H:** The curriculum includes planned clinical practice experiences that: enable students to integrate new knowledge and demonstrate attainment of program outcomes; foster interprofessional collaborative practice; and are evaluated by faculty. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-H.1 To prepare students for a practice profession, each track in each degree program and post-graduate APRN certificate program affords students the opportunity to develop professional competencies, including interprofessional collaboration, in practice settings aligned to the educational preparation. | Clinical practice experiences and activities for each degree program allow students to develop professional competencies, including interprofessional collaboration, that are aligned with the program outcomes 100% of the time. | Clinical Course Syllabi -located in D2L and N-Drive  Student Evaluations of Preceptors/Clinical sites (MSN) – Medatrax  Faculty Evaluations of Preceptors/Clinical sites (MSN) – Medatrax  BSN Faculty Clinical Evaluation – location varies  BSN clinical evaluation tool | Review every three years and with any significant negative trends in evaluations  Next assessment is due in 2023  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year. Last assessed fall 2020. Next assessment is due in 2023 | Not due during this assessment year |
| III.-H.2 Clinical practice experiences are provided to students in all programs including those with distance education offerings and are aligned with student and program outcomes. All clinical experiences are planned, implemented and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.  **NTF: III. E** – The NP program/track has a minimum of 500 supervised direct patient care clinical hours overall. Clinical hours are distributed to support competency development and interprofessional collaborative practice that represents the population needs  **NTF: III. F** – Post-graduate students successfully complete graduate didactic and clinical requirements of an academic graduate NP program through a formal graduate-level certificate or degree granting graduate-level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a minimum of 500 supervised direct patient care clinical hours. | Provide examples of direct care clinical practice experiences that advance the knowledge and clinical expertise of students for each degree and/or certificate program.  BSN and MSN students rate their preceptor and clinical site on items 1 – 5 at the level of agree or strongly agree 75% of the time upon completion of their evaluation. Item 6 will be reported at the level of "About Right" 75% of the time upon completion of the evaluation. Items 7A and 8A will be reported as yes 75% of the time upon completion of the evaluation.  MSN faculty rate preceptors and clinical site on items 1. A – 1.D and 1.F, at the level of agree or strongly agree 75% of the time upon completion of the evaluation. Items 2.A and 3.A will be reported as yes 75% of the time upon completion of the evaluation. | **DATA SOURCES:**  Clinical Course Syllabi – D2L & N-Drive  BSN Faculty Site Evaluation – Medatrax  BSN Student Evaluations of Clinical Sites – Medatrax  Student Evaluations of Preceptors/Clinical sites (MSN) – Medatrax  Faculty Evaluations of Preceptors/Clinical sites –(MSN) – Medatrax | Review every three years and with any significant negative trends in evaluations  Next assessment is due in 2023  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year. Last assessed fall 2020. Next assessment is due in 2023  Although not required, data pulled for the upcoming site visit:  MSN Faculty Evaluation of **Preceptors/Clinical Sites-2020**  1.a=97%; 1.b=96%; 1.c=96%; 1.d=97% 1.f=97%; 2.A=99%; 3.A=99%  MSN Faculty Evaluation of **Preceptors/Clinical Sites-2021**  1.a=97%; 1.b=98%; 1.c=97%; 1.d=96% 1.f=96%; 2.A=99%; 3.A=99%  MSN Faculty Evaluation of **Preceptors/Clinical Sites-2022**  1.a=99%; 1.b=97%; 1.c=97%; 1.d=100%; 1.f=95%; 2.A=99%; 3.A=99% | *Not due during this assessment year, but MSN program reviewed data so included for self-study purposes.*  **Student Evaluations of Preceptors/Clinical** **Sites-2020**  Item 1=97%; 2=98%; 3=96%; 4=99%; 5=97%; 6=97%; 7A=98%; 8A=98%  **Student Evaluations of Preceptors/Clinical Sites-2021**  Item 1=97%; 2=96%; 3=96%; 4=97%; 5=97%; 6=96%; 7A=98%; 8A=98%  **Student Evaluations of Preceptors/Clinical Sites-2022**  Item 1=99%; 2=98%; 3=96%; 4=99%; 5=98%; 6=97%; 7A=99%; 8A=98% |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-I: Individual** Student Performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-I.1 Evaluation of student performance is consistent with the expected student outcomes. | The grading criteria and measurements of didactic and clinical student performance are clearly defined in each course 100% of the time. | **DATA SOURCES:**  Course syllabi  Individual assignment grading rubrics  CC Minutes | Review every five years (or sooner if indicated)  Next due for assessment 2025.  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year.  Last assessed fall 2020. Next due for assessment 2025. | Not due during this assessment year. |
| III-I.2 Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. | Grading criteria are communicated to the students 100% of the time. | **DATA SOURCES:**  Course Syllabi  Individual assignment grading rubrics  MSN Clinical evaluations  BSN Clinical evaluations | Review every five years (or sooner if indicated)  Next due for assessment 2025.  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year.  Last assessed fall 2020. Next due for assessment 2025. | Not due during this assessment year. |
| III-I.3 Faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student performance by qualified faculty applies to all students in all programs and may be accomplished through a variety of mechanisms.  **NTF: VI.A.3** – Evaluate student progress through didactic and clinical components of NP program/track each semester/quarter/term.  **NTF: VI.A.4** – Evaluate students' attainment of competencies throughout that program.  **NTF: VI.A.5** – Evaluate students cumulatively based on clinical observation of student competence and performance by NP faculty and/or preceptor assessment. | Qualified faculty evaluate student performance in all programs 100% of the time. | **DATA SOURCES:**  MSN Clinical evaluations  BSN Clinical evaluations  Individual assignment feedback (D2L) | Review every five years (or sooner if indicated)  Next due for assessment 2025.  Data Collection and Analysis:  Curriculum Committee | Not due during this assessment year.  Last assessed fall 2020. Next due for assessment 2025. | Not due during this assessment year. |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **Key Element III-J:** The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| III-J.1 Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. | Evaluation of teaching-learning practice assessment data is utilized to inform decisions and facilitate the achievement of student learning outcomes. | Student course evaluations – N-Drive and University Survey System  Exit surveys – N-Drive.  Course Analysis for Ongoing Improvement Forms – N-Drive  CC Minutes | Annual Review  Data Collection and Analysis: CC, SON Director, and Associate Director | BSN and MSN course evaluations and exit surveys for 2021 were reviewed for data on teaching-learning practices. Questions reviewed by the CC met the benchmark of 4 on a scale of 1 – 5 for SON questions and MSN questions. BSN and MSN course evaluation data is kept on the N-Drive.  BSN and MSN exit surveys were reviewed. Benchmarks were met for key data points. Copies of exit surveys are located on the N-Drive.  The Course Analysis for Ongoing Improvement (CAOI) Form was revised and fully implemented in the fall of 2021. Out of 53 courses, 49 completed the CAOI form. Copies of CAOI forms are on the N-Drive. | Course evaluation forms were reviewed by faculty as they completed their CAOI forms. The CAOI forms incorporate course evaluation, in addition to feedback from other sources, to inform and provide rationale for changes made to teaching-learning practices.  Course evaluations, exit surveys, and CAOI forms were reviewed by the CC. In addition to quantitative data, aggregate data from course evaluations and exit surveys were analyzed for content themes. These themes were shared with the faculty. Summaries of content themes for the BSN and MSN course evaluations are on the N-Drive.  Examples of changes made to courses based on individual and aggregate data include making content more logical and less dense. In BSN courses, several instructors separated content or reordered content to address student/peer feedback (NURS 3010 Pathophysiology and NURS 3030 Health Assessment).  Students always request increased interactivity and hands-on learning. To address this in 3040 Advanced Health Assessment Lab, the CAOI form indicated the instructor planned to include more interactive games and more "demonstrations" at the beginning of the lab.  Examples of changes made to courses based on individual and aggregate data include making instructions for assignments clear and consistent. In MSN courses, several instructors identified in the CAOI forms that they would be reviewing all directions and rubrics for assignment to ensure clarity and consistency (NURS 6010 Theory and Evidence Based Practice and NURS 6011 Health Promotion and Disease Prevention Across the Lifespan). |
| III-J.2 The curriculum is regularly evaluated by faculty and revised as appropriate.  **NTF: VI.A.1** – Evaluate courses at regularly scheduled intervals**.**  **NTF: VI.A.6** – Evaluate clinical sites at regularly scheduled intervals (III-H.2).  **NTF: VI.A.7** – Evaluate preceptors at regularly scheduled intervals (see III-H.2).  **NTF: VI. B** **–** Formal NP curriculum evaluation occurs every five (5) years or sooner. | Curricular assessment is regularly evaluated by faculty through review of program outcomes and program effectiveness data to foster program improvement and to support revisions as needed. | FNP Standardized Exit Exam  NCLEX pass rates  NP Certification pass rates  Exit surveys – University Survey System  Alumni surveys – University Survey System  Employer surveys – University Survey System  Course Analysis for Ongoing Improvement Forms  Curricular Review/Survey (every 5 years/sooner if needed)  Faculty Organization Minutes | Every four years (or sooner if indicated)  ***Next due for assessment 2024***  Data Collection and Analysis: CC, SON Director and Associate Director | *Not due during this assessment year. Last assessed fall 2020.* ***Next due for assessment 2024*** | *Not due during this assessment year.* |

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| Middle Tennessee State University (MTSU) School of Nursing (SON) Systematic Program Evaluation Plan for Calendar Year **(CY) 2021** |
| **CCNE Standard IV – Program Effectiveness: Assessment and Achievement of Program Outcomes:** The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement. |

| ***Criteria*** | ***Expected Outcome (benchmark)*** | ***Evidence (Assessment Method) and Location of Evidence*** | ***Frequency/Time of Assessment*** | ***Actual Outcome*** | ***Analysis and Use for Improvement*** |
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| IV-A. A systematic process is used to determine program effectiveness.  **NTF: VI. A** – There is an evaluation plan for the NP program/track.  **NTF: VI. C** – There is an evaluation plan to measure outcomes of graduates. | The MTSU school of nursing (SON) will maintain a written and ongoing systematic program evaluation plan (SPEP) that identifies data to be collected, evidence of data collected, location of data that is collected, the frequency of assessment, outcome of data analysis, and plan for improvement. | SPEP document  SON N-Drive | Program effectiveness committee will be reviewed annually in the Spring semester for the preceding year, and revise as needed. | SPEP was maintained and reviewed in April 2022 with data and outcomes for the previous academic year.  Changes in frequency of assessment as noted in the 2021 SPEP document. | The benchmark was met. |
| IV-B. Program completion rates demonstrate program effectiveness. | 1. BSN program completion rates for students entering into the upper division of the program at MTSU and graduating within 6 years of the entry point are at a minimum of 70% or higher for the three most recent calendar years. | Calculate program completion rates to determine the set benchmark of 70% completion.    Banner Database (Health Systems Manager)  IOP Forms | Data collected annually by Program Effectiveness Committee in the Spring semester for the preceding calendar year.  Reporting of data will be presented to Faculty Org annually in the Spring semester by SON Director/Program Effectiveness Committee Chair | BSN 2021 aggregate data  111 total students started the program, and 99 completed it, which generates an 89% completion rate. | The benchmark was met. |
|  | 2. MSN program completion for students entering their first MSN course and graduating within 6 years of the entry point at MTSU is a minimum of 70% or higher for the three most recent calendar years. | Calculate program completion rates to determine the set benchmark of 70% completion.  Banner Database (Health Systems Manager)  IOP Forms | Data collected annually by Program Effectiveness Committee in the Spring semester for the preceding calendar year.  Reporting of data will be presented to Faculty Org annually in the Spring semester by SON Director/Program Effectiveness Committee Chair | The MSN program had a 92% completion rate for the 2021 calendar year.  The PMHNP/PMHNP-PMC completion rate was 3/3 (100%) for 2021. | The benchmark was met.  However, as we revised the MSN curriculum, rather than allowing students to take however many classes they wanted, we created a guided program of study that would allow us to monitor completion rates more efficiently. |
| IV-C. Licensure pass rates demonstrate program effectiveness. | BSN graduates first time attempt NCLEX-RN pass rate is 80% or higher for first-time takers in the most recent calendar year. | BSN pass rates: TN Board of Nursing quarterly reports.  SON N-Drive | Data collected annually in the Spring semester for the preceding calendar year by the SON director and disseminated to the faculty | 2021 first-time test takers:  71/77 92% Passed | This benchmark was met |
| IV-D. Certification pass rates demonstrate program effectiveness. | MSN FNP first-time attempt Certification pass rates 80% or above. | MSN pass rates - provided by AANP and ANCC  SON N Drive/SON | Data collected annually in the Spring semester for the preceding calendar year by the SON director and disseminated to the faculty | The MSN-FNP certification pass rate was % for the 2021 calendar year.  AANP 42/48 (88%)  ANCC 7/7 (100%)  Aggregate 49/55 (89%) | The benchmark was met. |
| IV-E. Employment rates demonstrate program effectiveness. | Goal (1): Employment rate for the BSN program is 70%.  Goal (2): Employment rate for MSN program is 70% | (1) BSN: Exit and Alumni Surveys  (2) MSN: Alumni Surveys | (1) BSN twice yearly (May and December)  (2) MSN Exit each semester (3 times a year) and Alumni annually in May | (1) BSN 2021 -  For 2021 BSN graduates, the response rate was 99% (88/89); 74/87 (85%) of respondents reported being employed on the alumni survey.  (2) MSN  For 2021 MSN graduates, the response rate was 50% (30/60); 29/30 (96.6%) of respondents reported being employed on the alumni survey.  29/30 (96.6%) respondents on the Alumni Survey report being employed. | The benchmark was met. |
| IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate,  to foster ongoing program improvement. | Program improvement includes certification, licensure, and employment rates. These data are taken into consideration making changes in the program. | SPEP document  Narrative questions on employment survey | Annually in May | BSN Program  Although we have consistently met the standard for completion, licensure, and employment, we continue implementing strategies for continuous program improvement to increase students' potential for success in the BSN program. Some examples include changes to admission standards, grading scales, and exam policies. In addition, nursing faculty have begun training on Next Gen (NGN) NCLEX exam items and will incorporate them in Spring 2022. The SON has also reimplemented the SON Career Fairs twice each semester, inviting area employers to recruit our graduates. This strategy was initiated based on feedback from potential employers. | MSN Program  Although the MSN program consistently meets the completion, certification, and employment standards, we continue exploring and implementing strategies for continuous program improvement to increase students' ability to achieve program outcomes.  As in many MSN programs, many students work as full-time nurses seeking additional credentials. Unfortunately, some students underestimate the rigor and work requirements. In contrast, others may have unforeseen financial or family issues that take priority, causing them to withdraw or become inactive (no communication with program advisors/staff/faculty). Changes made to improve in this area include revising the curriculum and creating a guided approach to the curriculum.  Although alumni survey responses show the MSN program meets the benchmark for employment, response rates slightly decreased in 2021, and respondents did not answer all survey questions. To improve the latter, the wording accompanying the 2022 alumni survey will remind respondents of the number of questions and ask that they complete all questions. |
| IV-G. Aggregate faculty outcomes demonstrate program effectiveness.  **NTF: VI.A.2** – Evaluate NP program faculty competence at regularly scheduled intervals. | Goal (1): Teaching Benchmark:  Aggregate mean of 4.0  Goal (2):  20% of SON Tenured and/or Tenure-Track Faculty will have demonstrated achievement in research, scholarship, or creative activities.  Goal (3): Service Benchmark: 20% of SON Tenured and/or Tenure-Track Faculty will have participated in service to the profession | SON Annual Report  Course/Faculty Evaluations | Annually at the conclusion of the spring semester (May) | Goal 1: 100% of faculty received a mean of 4 or higher on student evaluations.  Goal 2: 11 out of 27 (41%) faculty members are involved in faculty research, scholarship, or creative activities.  Goal 3: 24 out of 27 (89%) faculty have participated in service to the profession. | Goal 1: Benchmark met.  Goal 2: Benchmark met.  Goal 3: Benchmark met.  Although not a stated goal, six faculty are currently practicing in a clinical setting in addition to academic teaching. These are NP faculty. |
| IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.  **NTF: VI.A.2** – Evaluate NP program faculty competence at regularly scheduled intervals. | Faculty outcomes including teaching, scholarship and service will be used to foster faculty development and excellence in faculty.  The benchmark for teaching is a mean of 4 on student evaluations of teaching. | SPEP document  SON Annual Report  Individual Faculty teaching reports | Annually at the close of each academic year | 100% of faculty received a mean of 4 or higher on student evaluations of teaching – mean for 2021 – 4.43  Faculty are busy with teaching, scholarship, and service, with 100% of faculty involved in committee participation, Tenure or TT faculty maintain a workload of 12 credits and CT a workload of a minimum of 15 credit hours.  Student evaluations are assessed by each faculty and used in their course analysis for ongoing program improvement. | Benchmark met. |
| IV-I. Program outcomes demonstrate program effectiveness. | 1. Data collected for MSN Exit survey program Question 23 and/or 24 meets the benchmark of an average response of 4 or > | MSN exit survey question # 23 and/or 24  Survey Platform Software | Program Effectiveness Committee will review survey annually in the Spring semester for the preceding calendar year | Question 23 and/or 24 - “The mission of Middle Tennessee State University School of Nursing is to provide excellence in nursing education by preparing individuals to meet the dynamic and complex healthcare needs of society. Through robust academic programs, the School of Nursing demonstrates its commitment to the art and science of nursing. Select the box that best reflects your level of agreement with the following statement – The MSN curriculum is consistent with the SON mission.” An answer of “agree” is equivalent to a score of 4.  In 2021, the mean score for this question was 4.58/5 | Benchmark met. |
|  | 2.Data collected for BSN exit survey program question 11 meets the benchmark of an average response of 4 or > | BSN exit survey question #11  Survey Platform Software | Program Effectiveness Committee will review survey annually in the Spring semester for the preceding calendar year | #11 Nursing Process  4.7/5  Aggregate data Spring and Fall 2021  “The following are core competencies of MTSU SON BSN that we expect you to meet upon graduation. Please indicate how well you feel the program prepared you for (#11 nursing process)?” | Benchmark met. |
|  | 3. University-level student learning outcomes (SLOs) | See the document titled: SLOs-Revised-Data | Annually | See the document titled: SLOs-Revised-Data | See the document titled: SLOs-Revised-Data |
| IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement. | The School of Nursing Program Effectiveness Committee develops, reviews, and revises the SPEP based on accreditation criteria and the School's strategic plan. The Plan includes specific benchmarks for each criteria, the data sources used to measure the achievement of the benchmark, and the frequency with which the benchmarks are measured. Each year the benchmarks identified for that year are evaluated using the identified data sources. In addition, the NOT MET benchmarks of the SPEP are analyzed for ongoing program improvement.  Committees, the director, coordinators, or faculty initiate additional quality improvement initiatives based on identified needs or interests.  Examples of areas identified as above are available upon request. | Systematic Program Evaluation Plan – items due for review. | Annually | Three items had NOT MET benchmarks.  III-A.1 – Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes  The benchmark was **not** met in the fall of 2021. However, these items were presented during April 2022 faculty meeting. There was consensus that there is congruence between the mission, goals, and program outcomes for the BSN and MSN programs (CC minutes: April 13, 2022; FO April 22, 2022).  III-G.1 – Teaching-learning practices (simulation, lecture, flipped classroom, case studies) and in all environments (virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives. **Benchmark:** An average score of 4.0 for SON on the question regarding "**Teaching and learning practices and environments support the achievement of expected student outcomes."** Responses are based on course evaluations. The items are on a scale of 1 – 5 (1 = strongly disagree and 5 = strongly agree).  Spring 2021 – not met – mean survey data for the SON was not generated before the old university survey system closed.  Summer 2021 – not met – in the transition to a new university survey/data system, this question was omitted. However, a similar question was identified: "The instructor created an environment that helped students learn." The SON mean for this item was **4.56.**  Fall 2022 – Benchmark met – SON average = 4.22  Teaching and learning practices are reviewed at the end of each semester by course lead faculty (developers) and improved based on student and faculty feedback. | This calendar year, several changes were made in the frequency of data collection, as noted in the SPEP document.  After reviewing similar data points, the frequency of assessment will be every five years. However, anticipate reviewing sooner based on changes in AACN Essentials and the NTF guidelines.  Change: Review SON mission, vision, and goals every 5 years at a fall faculty meeting – Next due for assessment 2026.  The University Survey System generates course evaluations at the end of each semester. However, the University changed to a new vendor at the end of spring 2021. Due to this, the SON average score for spring 2021 wasn't available, and when evaluations were transferred to the new system, the custom questions were not included for summer. Once the error was identified, the School of Nursing collaborated with the data management specialist to add the question for fall 2021 evaluations.  In the future, we plan to work closely with the individual managing course evaluations to ensure that school-level questions are included. |