July 8, 2015

CORRECTED LETTER SENT: August 6, 2015

Rose M. Kutlenios, PhD, RN, PMHCNS-BC, ANP-BC
Interim Director
Nursing Program
West Liberty University
208 University Drive, CUB #140
West Liberty, WV 26074-0295

Dear Dr. Kutlenios:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that at its summer meeting the CCNE Board of Commissioners reviewed the continuous improvement progress report submitted by the baccalaureate program in nursing at West Liberty University and determined that the program continues to meet all accreditation standards.

In its accreditation action letter dated May 25, 2012, the Board stated that if upon review of the special report that the program has demonstrated compliance with Standard IV, the Board may act to extend the term of accreditation for up to an additional 5 years, resulting in the maximum 10-year term of accreditation. Upon review of the special report, The Board determined, due to a remaining compliance concern, that the decision to extend the term of accreditation would be based on review of the CIPR. As a result of the Board's review of the CIPR, the term of accreditation for the baccalaureate nursing degree program at West Liberty University has been extended to June 30, 2022.

The baccalaureate degree program in nursing is now scheduled to host an on-site evaluation in fall of 2021. Approximately 12-18 months prior to the time the on-site evaluation is to be scheduled, you will be contacted by CCNE staff with information on initiating the re-evaluation process. Please note that the on-site evaluation scheduled for the baccalaureate program in the fall of 2016 was canceled.

As a reminder, programs are expected to comply with the current CCNE standards and procedures throughout the period of accreditation. These documents are available at http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate. This includes advising CCNE in the event of any substantive change affecting the nursing program. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE procedures.

The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing program.

Sincerely,

Judith F. Karshmer, PhD, PMHCNS-BC
Chair, CCNE Board of Commissioners

cc: CCNE Board of Commissioners
        CCNE Report Review Committee

Degree Program:	BSN Bachelor of Science in Nursing
Accrediting Agency:	Commission on Collegiate Nursing Education (CCNE)
Accreditation Website:	CCNE

1. **Provide a synopses of significant findings from the most recent accreditation visit/review and include: Strengths, Challenges, Recommendations, and Letter of accreditation status**
   Response: The most recent visit from CCNE was in the fall of 2011 that resulted in the granting of five years of accreditation out of a possible 10. A substantive report was required in a year to address compliance issues with Standard IV related to program outcomes, and a Continuous Improvement Progress Report (CIPR) was submitted after that. The main issue was reaching the program outcome of having 80% of the students pass the NCLEX (licensing exam) the first time. CCNE sent the last letter related to this accreditation term on July 8, 2015 (See attached). In it, CCNE states that our program meets all accreditation standards and that the term of accreditation was extended to June 30, 2022. No strengths or challenges were listed in this letter. We are to have the next visit in fall of 2021.

2. **Address accomplishments or challenges cited in previous review, and discuss steps taken to further progress and/or implement revisions or recommendations.**
   The largest accomplishment was in improving the first time pass rates on the NCLEX exam and keeping these rates up for the past six years. The changes taken to achieve this outcome included revising and updating the whole nursing curriculum, strengthening admission standards, developing testing and testing environment policies, and developing the faculty as a team.

   Since nursing is a profession that is practiced in a rapidly changing environment, our faculty must continually keep abreast of developments, assess where our students are, and make changes accordingly. Currently, there are two major changes on the horizon. Namely, our accreditation body is slowly moving towards a competency-based curriculum, and the NCLEX exam is moving toward the next generation of questions that will be designed to have more critical thinking infused with different formats of questions that have not been used before.

   Given the financial challenges of West Liberty University and the state of West Virginia, it is a constant challenge to find ways to attend meetings and keep abreast of these trends so that we are preparing students to be successful.

3. **Five-year data on graduates and majors enrolled:**

Nursing			HEPC Series 10 Productivity Standards Programs are required to meet at least one of the indicators listed below.		
Academic Year	Major Cds 803,809,817, 819,836 *Enrollment	CIP 51.3801 **Awards			
2018-19	166	20			
2017-18	150	19			
2016-17	127	27	Average of Five Most Recent Years		
2015-16	119	39	Degree Level	Awards	Enrollment
2014-15	168	29	Baccalaureate	5	12.5
5-YR AVG	141	28.5	Masters	3	4.5
*IPEDS Fall Enrollment					
** IPEDS Graduation data (July 1 - June 30)					

4. **What is the process for assessment of student learning? Include timelines of assessment implementation, and describe how data is collected and used for program improvement.**

   A. **Introduction/Clarification:** The nursing program has five overall program outcomes, each of which encompasses more than one aspect that can be measured. All nursing course objectives are leveled to reach the overall outcomes by the end of the program. In addition, each clinical course has objectives that build to the program objectives and serve as the roadmap for the clinical evaluation tool. Students are evaluated weekly in the clinical evaluation tool on the objectives and sub objectives that lead to the program outcomes. By the time of graduation, each student will have been evaluated by 8-10 faculty members on these observable and measureable outcomes. Students must have achieved an overall satisfactory on each outcome to pass the course. There are 30-40 of these sub objectives in each clinical course. This report will include examples of our outcomes, data, and how they are used for program improvement.

   B. **Student Learning Outcomes:**
      1) The graduate will provide safe, holistic care to promote wellness across the lifespan.
      2) The graduate will synthesize current evidence and clinical reasoning in planning implementing, and coordinating patient-centered care.
      3) The graduate will collaborate with members of the interprofessional healthcare team to meet the needs of patients in a variety of health care settings.

   C. **General Studies Integration:** In 2018, the Provost's office (in a letter dated February 14, 2018) directed programs to assess GS SLO in a capstone course. Of the four selections, Nursing measured written communication, oral communication, and analysis. Oral and written communication will be assessed under the Nursing SLO 3 as they are necessary components of collaboration. Analysis will be assessed under SLO 2 as it is a component of clinical reasoning.

   D. **Assessment Method (Measures/Instruments):** A variety of methods are used to measure each SLO.
      1) SLO 1: The pass rates for the NCLEX are used since this exam must be passed to enter the profession of nursing, and it is a valid and reliable measure of safe, competent care. In each semester of the nursing program, students take ATI exams that contain content areas that will be part of the NCLEX. We also purchase the NCLEX program report that compares our median graduate to the national median student on various categories within the NCLEX. Students are also evaluated on this objective and its subcategories in every clinical course through observation of behaviors, skills, and attitudes, and written work.
      2) SLO 2: The Nursing Judgement score is used on the final ATI (the Predictor), the analysis GS SLO, and clinical evaluations on this objective and its sub objectives as direct measures. A question on the senior survey is used as an indirect measure.
      3) SLO 3: A collaboration score on the ATI Predictor, the oral and written GL SLOs, and clinical evaluations as direct measures, and an item on the WL Senior Survey as an indirect measure are used.

Outcomes	Direct Measures	Indirect Measures
SLO 1	ATI tests NCLEX pass rates NCLEX Program Report Clinical Evaluations	
SLO 2	ATI test Clinical Evaluations Analysis GS SLO	Senior Survey
SLO 3	ATI score Oral Communication GS SLO Written Communication SLO Clinical Evaluations	Senior Survey

4) **Location of Measures**: The table below will display where the measures are located. Please note that students are accepted into the Nursing Program in the fall semester of Junior year, and this this is the beginning of our program.

Student Learning Outcomes	Instrument/Method Data Collection	Measure		Beginning	Middle	End
		Direct	Indirect			
SLO 1: Provide safe, holistic, patient-centered care to promote wellness across the lifespan	ATI Test	X		X	X	
	Clinical Evaluations	X		X	X	X
	NCLEX Pass Rates	X				X
	NCLEX Report	X				X
SLO 2: Synthesize current evidence and clinical reasoning in planning, implementing, and coordinating patient-centered care.	ATI Test	X				X
	Clinical Evaluations	X		X	X	X
	GS Analysis Rubric	X				X
	Senior Survey		X			X
SLO 3: Collaborate with members of the interprofessional health care to meet the needs of patients in a variety of health care settings.	ATI Score	X				X
	Clinical Evaluations	X		X	X	X
	GS Writing Rubric	X				X
	GS Oral Com. Rubric	X				X
	Senior Survey		X			X

5) **Implementation:** Includes an Evaluation Committee, chaired by the Program Director and comprised of three other faculty members and sometimes a student representative. The current Systematic Plan of Evaluation related to student outcomes has been in place since the advent of our new curriculum with the class of 2016. The plan is updated by the committee and evolves as measurements change from time to time and as accreditation criteria are changed. The committee meets at least once a semester and reviews the data to determine if any problems exist that should be referred for curricular revision and passed on to the Curriculum Committee to study. The Nursing Evaluation Committee establishes goals/benchmarks and assesses whether or not those benchmarks are met and reviews data trends.

Below is a table related to the NLCEX pass rates as a direct measure of SLO1. Five years of data are displayed to highlight the difference between the old curriculum and the new curriculum that began with the class of 2016.

Benchmark	Assessment Method	Data Analysis				Actions
SLO 1 - NCLEX Pass Rates		Year	WLU	WV	National	The new curriculum was developed due to issues of students being below 80% pass rate for three years in a row. The old curriculum was adjusted to help the student pass so that by 2014 the pass rate just made the 80% benchmark set by the accreditors. With all the changes made to the new curriculum, the scores have been consistently above the aspirational goal.
The first time pass rates on the NCLEX will be at or above 80%. Aspirational goal: The first time pass rates on the NCLEX Exam will be at or above the National	NCLEX Pass Rates for WLU Program; West Virginia; & National average for graduates of all nursing programs.	2015	83 87	86 73	84.51	
		2016	95 45	88 05	84.56	
		2017	100	90.36	87.11	
		2018	100	93.58	88.89	
		2019	94	92.33	88.18	

The following tables contains the data for the remainder of the measures for SLO1, SLO2 and SLO3 over the last three years.

SLO Criterion: SLO 1 ATI Tests

Benchmark	Assessment Method	Data Analysis	Class of 2017			Class of 2018			Class of 2019			Actions
			WLU Mean	National Mean	Percentile	WLU	National	Percentile	WLU	National	Percentile	
The WLU mean score on the first attempt of each ATI exam will be at or above the national mean.	ATI exams are given in each semester of the Program. The Predictor is given at the end of the Program	Fundamentals	70.5	63.1	92	69.3	63.1	88	65.5	63.1	66	The data over the last three years show that the students are scoring for the most part above the national mean. The third column of data, the percentile, points to excellent achievement as compared to all schools nationally that take these exams. Pharm is consistently lower, and the faculty think the reason is that the test is in the second semester. Even though students have completed 6 credits of pharm by this time, they have not had consistent practice in the clinical setting. The remedy is that a book of pharm questions is used in the synthesis courses senior year, and pharm content is integrated into other senior level courses. On the NCLEX pharm is a strength, and this measure is shortly after graduation.
		Nutrition				67.6	63.0	73	67.8	63.0	75	
		Pharmacy	64.2	63.4	50	65.3	62.3	56	63.5	63.4	47	
		Maternal	70.0	65.9	73	71.7	65.9	82	71.1	66.8	72	
		Mental Health	80.5	67.6	99	79.7	67.6	99	78.7	69.0	95	
		Pediatrics	70.0	62.4	89	72.2	62.4	95	71.3	63.1	89	
		Med Surgery	74.1	68.5	83	73.9	68.5	81	72.9	68.9	73	
		Leadership	80.8	71.9	97	80.1	71.9	96	81.3	72.5	96	
		Predictor	81.0	68.3	99	81.6	68.3	99	81.2	71.6	97	

SLO 1 Life Span Development

Benchmark	Assessment Method	Data Analysis			Actions
The percentile rank of median student on the content dimension: "Human Functioning: Growth and Development" on the NCLEX exam will be at the 35th Percentile or higher compared to the national population of graduates	NCLEX Program Reports: Human Functioning: Growth and Development	Class	WLU	Percentile	Data are not yet available for 2019. In 2017, our students did not answer enough questions in this area to provide data. The WLU median student was at the 72nd and 79th percentiles in the years indicated which is considered a strength in this
		2016	72		
		2017	*		
		2018	79		

SLO 1 Clinical Evaluation of this SLO

Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each	The plan is to continue with the clinical preparation as currently outlined.

SLO 2 Clinical Reasoning/Nursing Judgment

(1) The mean score on the Nursing Judgment section of the ATI Predictor will be at or above 70%	The ATI Predictor is given at the end of the program.	Year		Group Score	All three benchmarks related to various aspects of reasoning and judgment are met; however, the Nursing Program is currently working on efforts to incorporate more clinical judgment concepts and opportunities in preparation for the NEXGEN changes to the NCLEX. In 2019-20, a clinical judgement model was taught in 317 and incorporated into junior level care plans. The senior level simulations also focused more on clinical judgement concepts.
		2017		83.7%	
		2018		81.3%	
		2019		80.0%	
(2) WLU Graduating Senior Survey:At least 80% of seniors will indicate that they strongly agree or agree that they have met the goal, "Improved critical thinking skills that enable me to evaluate beliefs, values, ideas."	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year		Group Score	
		2017		100%	
		2018		100%	
		2019		100%	
(3) The mean on the WLU rubric for analysis will be 2.5 or higher out of a total of 4 points on the following two categories: a. evidence (interpreting evidence) and b. reading comprehension (evaluations contexts of text)	Two areas of the WLU rubric for analysis will applied to their paper assignment in NUR 438.	Year	Evidence	Comprehension	
		2018	3.7	3.5	
		2019	3.6	3.6	

SLO 2 Clinical Evaluation of this SLO

Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each course.	The plan is to continue with the clinical preparation as currently outlined.

SLO 3 Collaboration and Communication						
Benchmark	Assessment Method	Data Analysis				Actions
(1) The mean score on the WLU rubric for writing will be 2.5 or higher out of 4 points in the following categories: a. controlling idea, b. content, and c. grammar	Three areas from the WLU writing rubric will be applied to their paper assignment in NUR 438. The three areas are controlling idea, development & support (content), and mechanics (grammar). The data are entered into LiveText.	Year	Idea	Content	Grammar	Data for 2017 were not scored in the same way; so they are not listed here for the oral and written rubric. The students have met the benchmarks for the oral and written skills that are components of collaboration.
		2018	3.3	3.8	3.6	
		2019	3.5	3.4	3.9	
(2) The mean score on the WLU rubric for oral communication will be 2.5 or higher out of a total of 4 points in the categories: a. vocal delivery and b. presentation aids	Two areas from the WLU oral communication rubric will be applied to their presentation in NUR 438. The two areas are vocal delivery and presentation aids.	Year	Delivery		Aids	
		2018		3.2	3.6	
		2019		2.9	4.0	
(3) WLU Graduating Senior Survey: At least 80% of seniors will indicate that they strongly agree or agree that they have met the goal, "Developed the ability to speak and listen effectively."	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year		Percent		Graduating seniors who competed the survey perceive that they can speak and write effectively.
		2017		88.0%		
		2018		86.0%		
		2019		100.0%		
(4) WLU Graduating Senior Survey At least 80% of seniors will indicate that they strongly agree or agree that the have met the goal, "Developed the ability to write effectively, expressing myself clearly	The WLU Graduating Senior Survey is administered to all WLU graduating students and the Nursing results are sent to the Program Director the next year.	Year		Percent		
		2017		89%		
		2018		100%		
		2019		100%		
(5) The mean score on the QSEN: Teamwork and Collaboration on the ATI Predictor will be at or above 70%.	ATI Predictor is given to graduating seniors	Year		Score		Students are meeting the benchmark set for this score on the ATI predictor.
		2017		70.5%		
		2018		93.3%		
		2019		81.0%		

SLO 3 Clinical Evaluation of this SLO			
Students will have on overall satisfactory of this objective and its sub objectives by the end of its clinical course.	This objective is evaluated in NUR 317, 324, 407, and 437.	All students received a satisfactory over the last three years in each course.	The plan is to continue with the clinical weekly SBAR communication tool that students prepare weekly. This is a standardized tool for interprofessional and intraporfessional communication

The nursing faculty work arduously to get students where they need to be in terms of the skills, knowledge, and attitudes needed to be a safe and competent nurse. Some of the student learning outcomes are reflected in the above table as well as the analysis. Overwhelmingly, the data demonstrate that the students are reaching the benchmarks set, and the faculty work to keep that dynamic moving in the right direction. As an example of this, the faculty are working on various opportunities for collaborative education and have had discussions with the PA and speech pathology programs with the potential to initiate a few experiences next year. Faculty are also working to improve clinical judgment as the expectations related to this will increase in the next 3-5 years on the NCLEX.

Nursing faculty are very involved in assessment and analyzing data. Most faculty administer the ATI tests that are part of the grades in courses. Faculty who teach the content on the exams review the question areas for any deficiencies in what and how they are teaching and make adjustments for the next class. The Program Director sends an email to all faculty following a test so that everyone is aware of the results. The NCLEX Report is also sent to all faculty so that they can see how students performed in their content areas. All of these data points are also discussed in meetings.

6) Three-Year Timeline: As stated above, the Nursing Program has a comprehensive assessment plan for collecting and analyzing data over all five of the program outcomes. Only three were included in this report for the sake of brevity. The data are collected every year and used for either continuing the current practices or revising the practices. We collect and review all the data every year. Given the limited amount of students we have, it is not helpful to us to collect different data every year. We look for consistency over time, and this is what our accreditors want us to do. We would not be able to have the outcomes that we have if we measured something different every year. That said, we do tweak the measures if we find that we are not getting useful information. In addition, the table in this report shows the traditional BSN students. We collect similar data for our BS to BSN program and the RN to BSN program annually. That said the table below shows some areas that we will focus on in the upcoming three years.

NUR SLO	2020-21	2021-22	2022-23
SLO 3		Inclusion of evaluation of any Interprofessional class experiences. (indirect)	
SLO 2 and 3		Changing the general assessments as directed by the University related to the new GS program	
All SLOs	Comparison of the traditional BSN with the BS to BSN as the second class just graduated in December and there will be two years of data after they complete the NCLEX.		As our accreditors move to a competency based curriculum, this will change our measures.
SLO 4 Information & Technology	Currently being measured by scores on a paper. Will look for a test category that may provide national data on this.		

7) Previous Reviews: Two cycles ago, the University Assessment Committee suggested that perhaps too much information was provided, and on the last assessment, the suggestion related to not carefully looking at assessment into the future because we collect the same information annually. Here I tried to limit what was presented and give a rationale for why we collect all information annually but do consider changes as needed. At this point, we have noticed that our BA/BS to BSN accelerated program consistently outperforms the traditional student but we do not have enough data beyond one class to state this and should have more within the year. The conclusion may be that the type of students makes a difference, and that additional strategies/support may be needed to motivate the traditional students. Changes will have to be made with the general studies as that area is evolving. In addition, as Nursing moves to competencies, we will need to measure them. In our faculty meeting last week, we viewed a video on the national competencies that are now a work in progress so that we are anticipating how these changes are progressing. Whereas, eight to ten years ago, we were changing just about everything due to not achieving outcomes, at this time we are achieving and exceeding outcomes as compared to national benchmarks and are trying to anticipate change and move accordingly.

5. **Provide data on student placement and include the number of students employed in positions related to their field of study or the number of students pursuing advanced degrees. (Please do not use student names)**

Percentage of Graduates Employed as Nurses Over Five Years

Year of Graduation	Number Employed as a Nurse Within One Year of Graduation
2019	100%
2018	92.8%
2017	100%
2016	92.2%
2015	91%

The above table shows that graduates of the BSN program are overwhelmingly employed as nurses within one year of graduation. Percentages below 100% indicate either graduates who chose not to work in nursing or those whom we have not been able to track. Generally, the Nursing Program tracks employment in two ways. First of all, we survey students at the time of graduation to see how many have accepted a position. After the students pass the NCLEX, the Program Director emails each student to congratulate them and inquires about their initial position. Although many students continue on to graduate school, they do not do so immediately after graduation. They generally work as a registered nurse for at least a year and then continue their education if they so choose.