These policies and procedures are to be adhered to by all faculty.

1. Use a test bank system for development and analysis of test items.
2. Develop a rationale for all answer options, why one option is correct and why each of the other options is incorrect.
3. All test questions greater than 5 years old must be reviewed for adherence to current content and format.
4. Best practices suggest all new test questions will be peer reviewed.
5. Faculty will develop a test blueprint for test construction.
6. Unit exams should consist of a maximum of 50 questions; final exams should consist of a maximum of 100 questions for a comprehensive final.
7. Format for course quizzes is at the discretion of course faculty.
8. It is highly recommended that all full semester courses should have a minimum of three (3) unit exams and one (1) final comprehensive exam. Courses formatted differently should consider an equivalent of exam rigor.
9. Final exams must be scheduled during the university final exam week as stated in the academic calendar.
10. Each course listed in Appendix A will have a final comprehensive exam.
11. Students may not use texts or references during exams.
12. Exams should be timed to allow students 1.5-2 minutes to answer each question.
13. Only one un-proctored exam may be administered per course. The maximum window of time for un-proctored or take-home exams to be completed is 36 hours.
14. As appropriate to course, all exams should comply with current NCLEX-style format as noted at www.ncsbn.org (i.e. multiple-choice, alternative format, multiple-select, chart exhibit, hot spots, etc.).
15. Students are to be informed in writing at the beginning of the semester of all testing dates and times and notified in writing and/or D2L of any subsequent changes to testing schedule.
16. Students should be given clear criteria in the syllabus for the grading and the weight of each test on the final grade at the beginning of the course.
17. Test analysis and item discrimination must be performed following each exam and the data used to determine adjustments prior to
calculating grades. Use test analysis data in subsequent test development.
18. Final course grades of 74.5%, or above will be rounded to 75%.
19. Students will be allowed to review their exams.

Testing Procedures

Developing Questions

1. All test questions must stand alone.
2. When writing multiple choice test items, end the item in a question.
3. Use multiple select type questions instead of “all of the following except” type questions.
4. Use of names in the test scenarios is discouraged.
5. Do not mention gender or age unless this information is pertinent to the test questions.
6. Use “the nurse” rather than “you,” “he,” or “she.”
7. Use a parsimonious writing style.
8. Textbook test banks may be used as guides for question development, but not as the only source.
9. Test questions are to reflect appropriate level for placement in the curriculum and a variety of difficulty levels, ranging from recall to complex critical thinking
10. Faculty are encouraged to have new questions peer-reviewed.
11. Faculty involved in developing exams should participate in a test construction and analysis session every 2 years to maintain currency.

Developing Answer Options

1. Do not use multiple multiples, if possible.
2. Do not use “all of the above” or “none of the above” options, if possible.
3. Make answer options consistent in length, whenever possible.
4. Use plausible answer options.
5. Present choices in a logical order, if possible.
6. Vary placement of the correct answer among answer options, whenever possible.

Classroom Management During Tests

1. Faculty may direct students to place all personal belongings, notes, and electronic devices away from the testing area. Cell phones must be turned off during the exam. College of Nursing personnel will not be responsible for student belongings.
2. Only calculators provided by the College of Nursing may be used or calculators enabled on testing computers.
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3. No hats, hoodies, ear phones, headsets, or ear buds may be worn during the exam. Ear plugs may be allowed at the discretion and inspection of the exam proctor. Other personal belongings may be prohibited at the proctor’s discretion.

4. Assure that students are seated as far as possible from one another. If deemed necessary to prevent cheating, faculty may reserve additional classrooms, and divide students between two classrooms. If two classrooms are not available during regularly scheduled class times, faculty may reserve two classrooms at an alternate time specifically for testing.

5. Clearly specify a time limit for the exam.

6. Always have at least one proctor in the room, actively engaged in proctoring the exam.

7. Students are not allowed to ask questions during the exam.

8. Use discretion in allowing a student to leave the room during a test.

9. Students must show a government issued photo ID when submitting completed test to exam proctor for examinations.

10. Faculty will take appropriate action upon suspicion of academic misconduct.

Classroom Management During Post-Test Group Reviews

1. Faculty will provide answers for test items in a secure fashion for students to review.

2. Students’ personal belongings and electronic devices should be away from the exam review area as designated by instructor.

3. Students may have their exam result during exam reviews. Any notes must be reviewed by course faculty prior to removal from test review area.

4. Students must use professional, respectful communication during exam reviews.

5. To maintain test security, test items will not be discussed during post-test reviews; however, individual students will be encouraged to schedule time with faculty to further discuss and review test information.

Management of Testing in the Testing Center

A. Students with Official Documentation from Disability Services:

1. The electronic link to the University policy regarding students with documentation from Disability Services will be posted in the course syllabus.

2. Faculty will arrange testing accommodations through the Testing Center Information Research Technician as early as possible; at least a 48-hour notice is needed for testing.
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3. Students with forms from Disability Services may be given the opportunity to take class quizzes in the Testing Center. Alternate approaches will be used for unannounced quizzes.
4. Faculty will provide the Testing Center with the course exam/quiz schedules by the first week of each semester.
5. Faculty will complete a Test Administration Form (attached) indicating instructions for the test or quiz, including time allowed (students with forms from Disability Services are given double time from regular nursing students unless indicated otherwise on their disability form), any resources they may have (calculators, reference books, etc.) and a contact number in case students have questions.
6. For final exams, faculty will indicate on the Test Administration form how to handle extended time for final exams that may require a student break. Faculty may choose to give the test in two sections with a break in between or give the students the entire test, with a required, supervised break after 2 hours.
7. Faculty should refer to the ETSU Disability Services Accommodation Descriptions handout (attached) for reference, as needed.
8. The Testing Center prioritizes scheduling testing accommodations for students with disabilities forms from Disability Services before any other testing needs.

B. Students with Special Needs: (i.e. make-up exams)
   1. Faculty will arrange testing needs for students in advance by contacting the Testing Center as soon as possible; at least 48 hour notice is needed for testing.
   2. Faculty will complete a form indicating instructions for the test, including time, any resources students may have (i.e. calculators, reference books, etc.) and a contact number in case students have questions.

Sources:
Appendix A: Required Final Exams

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