

## RN to BSN Program

**College: College of Nursing and School of Allied Health**

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Approved by: Dr. Dana Clawson, Dean      Date: June 14, 2019

**Northwestern State University's (NSU) Mission.** Northwestern State University is a responsive, student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

**NSU College of Nursing's Mission.** Northwestern State University College of Nursing (CON) serves the people of Louisiana and in so doing improves the health of its citizens while advancing the mission of Northwestern State University through excellence in accessible undergraduate, graduate, and continuing education programs that are designed to assist individuals in achieving their professional goals as responsible and contributing members of their profession and society.

**RN to BSN's Mission Statement.** Same as CON

### **BSN Program Goals:**

1. To prepare beginner, professional nurses who provide direct and indirect care to individuals, families, groups, communities, and populations.
2. To prepare beginner, professional nurses who design, manage, and coordinate care.
3. To prepare beginner, professional nurses to become members of the nursing profession.
4. To provide a foundation for graduate education

**Methodology:** The assessment process for the RN to BSN program is as follows:

- (1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and sent to the program director.
- (2) The program director enters the data in the Student Learning Outcomes (SLO) database.
- (3) The results are shared with the Director of Assessment and analyzed at the RN to BSN Assessment Committee meeting. The committee discusses data analysis, interpretation, actions, trends, results, and future plans to address needed improvements.

(4) The Assessment committee’s findings are discussed in the program curriculum committee meetings. Additional insights and actions are added to the SLOs based on faculty input.

(5) Significant findings are reported in the Administrative Council meeting.

**Student Learning Outcomes:**

**Note<sup>1</sup>: Skyfactor™ Survey** (a student satisfaction tool) is given the semester the students take NURB 4291. Since students do not have a specific last course, this survey is consistently given in a course that is usually taken in the last two semesters. Skyfactor™ is a tool that is based on research and is designed to provide data for benchmarking and longitudinal comparisons. Questions utilized in Skyfactor™ are designed based on specialized/professional accreditation standards. The survey is administered by Skyfactor™, ensuring student anonymity. Results from the year are compiled by Skyfactor™ into an aggregate report which provides student responses and compares the NSU Undergraduate (BSN) program with like programs across the nation. The Skyfactor™ company then compares the NSU program mean to schools with the same Carnegie classification. The NSU RN to BSN program uses the Carnegie classification as a standard of comparison for the Skyfactor™ questions that are used as an assessment measure. The scale for responses to the Skyfactor™ questions ranges from one to seven with seven being the highest score.

**Note<sup>2</sup>:** Assessment period. The RN to BSN assessment data is based on the calendar year, Jan – Dec. For clarity and to be consistent with university programs, we will label the 2017 year as 2017-2018 and 2018 year as 2018-2019.

**SLO 1.** Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.

**Measure 1.1.**

*Assessment Method:* Skyfactor™ question - “To what degree did the nursing program teach you to provide culturally competent care?” Scale (1=not at all; 7=extremely)

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target was met.

<b>AY 2016-2017:</b>	NSU mean - 6.28	Carnegie mean - 5.92	Target Met
<b>AY 2017-2018:</b>	NSU mean - 6.00	Carnegie mean - 5.96	Target Met
<b>AY 2018-2019:</b>	NSU mean - 6.37	Carnegie mean - 5.90	Target Met

Trended Data: Cultural Competence Care

	2016-2017	2017-2018	2018-2019
Skyfactor™	N=76	N=38	N=27
	Q079	Q078	Q078
	6.28	6.00	6.37
NSU	6.28	6.00	6.37
Carnegie	5.92	5.96	5.90

**Analysis.** Culturally competent care concepts are taught in all RN to BSN courses. Examples include: NURB 3223 students utilize biological variations to assess diverse populations, NURB 3142 students identify and integrate culturally sensitive nursing practice for older adults for patient-centered care, NURB 4191 students integrate cultural awareness across diverse cultural groups in the community setting, and NURB 4291 students assess and analyze their hospital environment and managerial culture.

During the 2017-2018 AY, the target was met. Based on analysis of the results, the plan for the 2018-2019 AY was to: 1) incorporate an assignment/discussion forum on cultural competence in NURB 3140; 2) add a discussion forum on cultural competence related to illness presentation, disease assessment, and response to medications, and other treatments related to ethnicity in NURB 3142; and 3) include criteria on the Evidence-Based Practice (EBP) Research Utilization project rubric for students to address cultural considerations for the clinical implications found in students' projects in NURB 3224. It was expected that these measures would offer more learning opportunities for students to improve cultural competence.

In 2018-2019, the above plan was implemented. The new assignment/paper in NURB 3142 is the Gerontology Cultural Awareness and Competency. Students were required to select an ethnicity different from their own and address heritage, communication, health risks, nutrition, spirituality, death rituals, health practices, and health care providers. Students were required to use STATRef! And one other reference from EBP literature. Through this project, students demonstrated their ability to go to the literature to find current evidence in the provision of culturally competent care. Student feedback on critical reflection was positive. In NURB 3140 the Healthcare Website Evaluation assignment asked students "How would you compensate for the possible threats to validity of the website to ethically, culturally, and legally use the information from the website in nursing practice?" Faculty's evaluation of the project was that it helped students to be aware that all information on websites was not always culturally appropriate for all patients. In NURB 3224 criteria were added to the EBP Professional Paper which addressed culture. Criteria added included: "Nursing Practice Implications: 1) discuss how the results of each study can be used in nursing practice for staff and/or patient education, 2) discuss interdisciplinary collaboration based on for the findings, 3) discuss cultural considerations for the findings, and 4) discuss new technologies used to support patient care related to the findings from your studies."

In 2018-2019, the NSU mean score for this measure was 6.37, which exceeded the expected outcome of the Carnegie mean score, which was 5.9. NSU's mean score has exceeded the benchmark for the past five years. These results demonstrate that students feel the RN to BSN program taught them to provide culturally competent care.

**Decision.** Based on analysis of the 2018-2019 results, the plan for 2019-2020 is to: 1) keep the revisions from the 2018-2019 assessment year because some students impacted by these changes have not have taken the Skyfactor survey this year and would most likely take the survey in the next year, the plan for the 2019-2020 AY is to analyze the 2019-2020 data in conjunction with this year's data before making more changes; and 2) provide LGBT+ advocacy workshop/CE for faculty and students in 2019.

**Measure 1.2.**

*Assessment Method:* Home Visit assignment in NURB 4191

*Expected Outcome:* 75% of students will achieve a score of 80% or better

**Finding.** Target met.

<b>AY 2016-2017:</b>	97%	Expected outcome - 75%	Target Met
<b>AY 2017-2018:</b>	90%	Expected outcome - 75%	Target Met
<b>AY 2018-2019:</b>	84%	Expected outcome - 75%	Target Met

NURB 4191-Home Visit Assignment Trended Data

Home Visit Semester	2016-2017	2017-2018	2018-2019
Spring		88% 21/24	92% 24/26
Summer	94% 33/35	100% 10/10	70% 16/23
Fall	100% 29/29	90% 26/29	89% 17/19
Annual Total	97% 62/64	90% 57/63	84% 57/68

**Analysis.** The Home Visit assignment in NURB 4191 specifically asks students to provide education to a patient and/or family. Prior to the Home Visit assignment, students must complete a scenario-driven exercise in which they are required to analyze and develop a personal safety plan with evidence-based strategies to ensure their safety while visiting an unfamiliar home and neighborhood. Also, before the visit, students develop an individualized teaching plan for the patient/family that is guided by the student’s mentor and approved by faculty. The plan must contain relevant, justifiable, feasible, and actionable recommendations based on the information presented. A family genogram is designed based on a three-generation family genetic history. A home safety assessment is conducted during the home visit and education is provided to address a potential knowledge-deficit that is validated during the home visit. Evidence-based content is included in the teaching plan.

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plan for the 2018-2019 AY was for faculty to: 1) add a cultural assessment specific to the family for the Home Visit assignment, 2) provide students with exemplars for this assignment, 3) provide a formatted template as a sample paper; and 4) identify students early in the semester who need additional assistance with writing skills and APA formatting.

In the 2018-2019 AY, the above plan was implemented. In the summer semester, 16/23 students achieved a score of 80% or better. During the summer, the semester is 12 weeks vs 15 weeks for the spring and fall semesters. Many students took two clinical courses (5 credit hours each) during the summer, against faculty advice. This resulted in many students struggling to complete the work in a timely and satisfactory manner. In the 2018-2019 AY, 84% (57/68) of students achieved a score of 80% or better on the

Home Visit assignment. Therefore, the target was met. This results also continue to trend downward on this measure, dropping from 97% in 2016-2017 to 90% in 2017-2018 to 84% in 2018-2019.

**Decision.** Based on the analysis of the results of the 2018-2019 AY, the plan for 2019-2020 AY is to update the Home Visit Assignment to include the community assessment, and a guided template to aid students completing the assignment in a timely and professional manner. This will eliminate the need to write a professional paper.

**SLO 2.** Apply the nursing process using critical thinking, communication, assessment, and technical skills.

**Measure 2.1.**

*Assessment Method:* Skyfactor™ survey; Institution Specific Question; “How prepared are you to apply the nursing process using critical thinking, communication, assessment, and technical skills?”

*Expected Outcome:* 80% of graduates will respond either “Very Prepared” or “Prepared.”

**Finding.** Target met.

**AY 2016-2017:** 98% of graduates “Very Prepared” or “Prepared” Target Met

**AY 2017-2018:** 97% of graduates “Very Prepared” or “Prepared” Target Met

**AY 2018-2019:** 100% of graduates “Very Prepared” or “Prepared” Target Met

Skyfactor™ Survey Trended Data: Graduate Preparedness

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=55	N=38	N=29
Very Prepared	71% (39/55)	74% (28/38)	79% 23/29
Prepared	27% (15/55)	24% (9/38)	21% 6/29
Somewhat Prepared	2% 1/55	2.6% 1/38	0
Not Prepared	0	0	0
Total	98% (54/55)	97% (37/38)	100% (29/29)

**Analysis.** Students are taught to use the nursing process, critical thinking, communication, assessment, and technical skills throughout the RN to BSN program in assignments such as readings, discussion forums, a video presentation of staff development project (NURB 4291), a voice-over PowerPoint for the Professional Issue Topic (NURB 3122), an electronic poster presentation for their Evidence-Based Practice Research project (NURB 3224), a Database Search Strategy assignment, and a Website Critique (NURB 3140).

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plan for the 2018-2019 AY was for faculty to: 1) post information related to needed skills for class assignments in NURB 4191 and 4291, 2) ensure a minimum of 15 hours of mentored clinical experiences in NURB 4191 and NURB 4291 [students complete several assignments under the guidance of an experienced nurse leader in the community and in a health care agency], 3) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

In the 2018-2019 AY, the above plan was implemented. As a result, 100% of students responded that they felt prepared to apply the nursing process using critical thinking, communication, assessment, and technical skills. Seventy-nine percent (79%) of students felt that they were “very prepared” and 21% of students felt that they were “prepared”. The percentage of students who felt “very prepared” increased over the last three years from 70%, to 74%, to 79% this AY.

**Decision.** Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 AY is to: 1) reinforce plan from 2018-2019, and 2) investigate and develop a program information resource for all RN to BSN students, such as a webpage or other shared resource.

**Measure 2.2.**

*Assessment Method:* Employer Survey

Each semester senior students enrolled in NURB 4291 receive a survey link to forward to their employer. This Employer Survey asks the employer to evaluate their employee. One item in the Employer Survey asks the employer to rate the student in their ability to “Apply the nursing process using critical thinking, communication, assessment, and technical skills.” Answer choices are Excellent (4 points), Good (3 points), Fair (2 points), and Poor (1 point).

*Expected Outcome:* Average of 3.0 or greater on this item.

**Finding.** Target met.

**AY 2016-2017:** NSU average - 3.68      Target Met  
**AY 2017-2018:** NSU average - 3.64      Target Met  
**AY 2018-2019:** NSU average - 3.86      Target Met

Employer Survey Trended Data: Knowledge & Performance

Employer survey:	2016-2017	2017-2018	2018-2019
Spring	3.76	3.70	4.0
Fall	3.6	3.57	3.72
Annual Mean	3.68	3.64	3.86

**Analysis.** Students are taught to use the nursing process, critical thinking, communication, assessment, and technical skills throughout the RN to BSN program in assignments such as readings, discussion forums, a video presentations of staff development project (NURB 4291), a voice-over PowerPoint for the Professional Issue Topic (NURB 3122), an electronic poster presentation for their Evidence-Based Practice Research Utilization project (NURB 3224), a Database Search Strategy assignment, and a Website Critique (NURB 3140).

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plans for the 2018-2019 AY was for faculty to: 1) revise the NURB 4291 course grade calculation to include the completion and return of the Employer Survey (will count as a percentage of the professionalism grade), 2) post reminders in Moodle to complete the Employer Survey, 3) post information related to skills needed for class assignments in NURB 4191 and NURB 4291, 4) ensure a minimum of 15 hours of a mentored clinical experience in NURB 4191 and in NURB 4291 where students complete several assignments under the guidance of an experienced nurse leader in the community, and 5) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

In the 2018-2019 AY, the above plan was implemented. Additionally, the completion of the Employer Survey was counted in the course grade in the Fall 2018 semester, which resulted in more students requesting that their employer complete the survey. In 2018, the response rate for the Employer Survey increased from 14% in the spring semester to 75% in the fall semester. In the 2018-2019 AY, the target was met, as employers rated the students' abilities at 3.86 on a 4-point scale and the expected outcome was 3.0.

**Decision.** Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 AY is to: 1) count the completion of the survey as part of the professionalism grade in the NURB 4291 course, 2) remind students of survey using Moodle, and 3) reinforce use of plan from the 2018-2019 AY.

**SLO 3.** Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

**Measure 3.1.**

*Assessment Method:* Skyfactor™ question - "To what degree did the nursing program teach you to "work with interprofessional teams?"

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b> NSU mean - 6.25	Carnegie mean score - 5.92	Target Met
<b>AY 2017-2018:</b> NSU mean - 5.87	Carnegie mean score - 5.81	Target Met
<b>AY 2018-2019:</b> NSU mean - 6.34	Carnegie mean score - 5.83	Target Met

Skyfactor™ Survey Trended Data: Interprofessional Teams

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=77	N=38	N=29
NSU	6.25	5.87	6.34
Carnegie	5.92	5.81	5.83

**Analysis.** In NURB 4191 and NURB 4291 students create a teaching plan and a staff development video and present the project to a variety of professionals in the healthcare setting. These courses also incorporate discussion forums related to interprofessional collaboration.

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plans for the 2018-2019 AY were for faculty to: 1) add a discussion forum in NURB 3142 (Gerontology for RNs) in which students interview a professional and develop a plan of care for a geriatric patient, and 2) include a specific requirement in the Evidence-Based Practice Research Utilization project related to interprofessional collaboration in NURB 3224. By implementing these actions, faculty will improve student learning related to collaborating with clients and members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

In the 2018-2019 AY, the above plan was implemented. Student responses related to the interview of the professional colleague in NURB 3142 include: 1) "Interviewing a physical therapist gave a different perspective on caring for the elderly population. Many times we get tied up in nursing care and don't utilize other resources available through various disciplines." 2) "I was able to implement interdisciplinary strategies such as home health, physical therapy, respiratory therapy and dietary into my patient's plan of care." 3) "Through the course of the class, I learned the need for nurses to work alongside other healthcare disciplines through effective communication." In addition, new criterion was added to the Nursing Sensitive Outcome (NSO) Indicators assignment in NURB 4291. The new criterion was for students to address interdisciplinary collaboration affected related to each indicator. New criteria were also added to the Healthy Workplace Environment Assessment in NURB 4291. When developing a care plan, the student must address how they will include members of the interdisciplinary team to improve the health of the work site. Additionally, a criterion was added to the Leadership Analysis Assignment in NURB 4291. The criterion requires the student to provide examples of how the nursing mentor exemplifies interprofessional communication and collaboration for improving health outcomes.

In the 2018-2019 AY, the NSU mean score was 6.34, which met the expected outcome of the Carnegie mean score of 5.83. Therefore, the target was met. This mean score of 6.34 is evidence that students felt the nursing program taught them to work with interprofessional teams. The expected outcome/target has been met for the last five years.

**Decision:** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to add a component to the Staff Development Project in NURB 4291 related

to the target population. The component will require the student to ask if other healthcare team members (besides RNs) were invited to participate the health plan.

**Measure 3.2.**

Mentors of students will complete an “End of Semester Evaluation of Student and Clinical Experience.” Question 4 states: “How well did the student identify interdisciplinary health care team strategies to promote quality health care?” Responses options are: A (4 points); B (3 points); C (2 points); D (1 point); and F (0 points).

*Assessment Method:* Mentor End of Semester Evaluation of Student’s Clinical Experience Question #4

*Expected Outcome:* Average of 3.0 or greater (Scale 0-4)

**Finding.** Target met.

**AY 2016-2017:** Average – 3.79            Target Met  
**AY 2017-2018:** Average – 3.75            Target Met  
**AY 2018-2019:** Average – 3.75            Target Met

NURB 4291 Trended Data: End of Clinical Evaluations

Mentor Eval: Question 4	2016-2017	2017-2018	2018-2019
Spring	N=60	N=48	N=17
	3.8	3.7	3.7
Fall	*	N=23	N=23
	*	3.8	3.8
Annual Total	3.79	3.75	3.75

**Analysis.** Each student is required to collaborate with a nurse mentor in a clinical setting. Along with faculty, the mentor guides the student’s learning through all clinical course assignments, including several interprofessional assignments. The mentor provides feedback on the student’s personal clinical objectives, facilitates project development, assists with gaining entry into clinical sites, and gives feedback to faculty on student performance.

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plans for the 2018-2019 AY were for faculty to include: 1) a discussion forum in NURB 3142 (Gerontology) related to interviewing a professional colleague in planning the care for a geriatric patient, and 2) a specific item in the Evidence-Based Practice Research Utilization project related to interprofessional collaboration (NURB 3224 Research). By implementing these actions in NURB 3142 (Gerontology) and NURB 3224 (Research), students will understand the need to communicate and collaborate with interdisciplinary team members for patient-centered care.

In the 2018-2019 AY, the above plan was implemented. Student comments related to the interview in NURB 3142 included: 1) “In an assignment discussing interdisciplinary care, I interviewed a social worker and learned about the importance of

collaborative care between health care professionals and social workers. This particular collaborative care can help reduce the need for acute care and improve the health outcome of geriatric patients”; 2) “Interdisciplinary strategies I used were communicating with other types of health care providers, using different types of communication (i.e. verbal, written, internet), and including family that is close to the person in education and assessments. This is helpful because it aids the older population in finding ways to look for healthcare on their own if they need it. It also helps family members to make sure they are aware of preventing infections, accidental falls, or misuse in medications”; and 3) “I used strategies utilizing the interdisciplinary team with the assignment LLR #3 when I collaborated with a speech therapist at my facility. That assignment helped me to better understand the speech therapist's role in the health restoration with some of our patients, especially ones that have suffered a CVA.”

In NURB 3224, faculty included a specific item related to interprofessional collaboration in the EBP Research Utilization project. Excerpts from student’s critical reflections on their projects include: “There are high incidences of central venous catheter infections in the renal community. Interventions aimed at preventing surgical site infections were implemented utilizing multi-disciplinary team-based approaches, shared responsibilities, and adherence to evidence-based practice after reviewing current literature for the EBP project” and “The benefits of EBP include improved patient outcomes, greater patient safety, and increased quality of life when all members of the healthcare team work together to educate their patients about the best treatment options.”

For the 2018-2019 AY, the mean score for Question 4 was 3.75 on a 1-4 scale. Therefore, the expected outcome/target of a mean score of 3.0 was met. The mean score has consistently been at or above 3.75 for the last five years.

**Decision:** Based on the analysis of the 2018-2019 results, the plans for the 2019-2020 AY are to: 1) update critical reflection question in NURB 3224 to include questions related to interdisciplinary collaboration, 2) enhance the 2018-2019 plan with updates, and 3) review NURB 3223 Health Assessment to determine if there is any content in Shadow Health that addresses interdisciplinary collaboration.

**SLO 4.** Utilize information and health care technologies in nursing practice.

**Measure 4.1.**

*Assessment Method:* Skyfactor™ question - “To what degree did the nursing program teach you to “use appropriate technologies to assess patients?”

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b>	NSU mean - 6.19	Carnegie mean score - 5.93	Target Met
<b>AY 2017-2018:</b>	NSU mean - 5.87	Carnegie mean score - 5.75	Target Met
<b>AY 2018-2019:</b>	NSU mean - 6.21	Carnegie mean score - 5.88	Target Met

Skyfactor™ Survey Trended Data: Appropriate Technologies

Skyfactor™	2016-2017	2017-2018	2018-2019
	N = 77	N=38	N=29
NSU	6.19	5.87	6.21
Carnegie	5.93	5.75	5.88

**Analysis.** Faculty in the RN to BSN program use a variety of assignments to facilitate student learning utilizing technologies to assess patients. One example of technology used in the RN to BSN program is Shadow Health. Shadow Health is used in NURB 3223 Health Assessment for RNs. In this course, Shadow Health, an online simulation learning program, is utilized to teach physical assessment skills on a virtual patient. In NURB 3142, Gerontology for RNs, students use the Hartford Try This Series of assessment tools to assess the older adult patient. In addition, RN to BSN students are licensed practicing registered nurses, and have already integrated various technologies in the healthcare facilities where they work.

In the 2017-2018 AY, the target was met. Based on the analysis of the results, the plans for the 2018-2019 AY were for faculty to: 1) update lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in the healthcare settings in NURB 3140 (Informatics); and 2) add a discussion forum in NURB 3142 (Gerontology) specific to new technologies in assessment and interventions for nursing care of the elderly.

In the 2018-2019 AY, the above plan was implemented. Faculty designed modules to meet the learning objectives for each course based on technological tools that were made available for student access. Feedback from students in NURB 3140 included: “I learned about the inner workings of nursing informatics that will help me understand the importance of standardized communication in healthcare” and “I am becoming more proficient in my computer skills.” Feedback from students in NURB 3142 included: “The assignments in this course helped me to integrate EBP in the geriatric assessment related to home safety issues in the patient’s environment with home monitoring systems,” and “I learned about different assessment tools that are specific for the elderly population to help plan and coordinate patient-care based on the latest evidence.”

In the 2018-2019 AY, the NSU mean score for this measure was 6.21 which met the expected outcome of the Carnegie mean score of 5.88. This measure has been met for the past 3 years. The results are evidence that students believe the RN to BSN program taught them to use technologies to assess patients.

**Decision:** Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 AY is to: 1) continue to update NURB 3140 with information on new technologies and informatics, and 2) assess expertise of new adjunct faculty regarding technology and informatics for the elderly population for addition to NURB 3142.

**Measure 4.2.**

*Assessment Method:* Database Search Strategy Assignment in NURB 3140 Informatics for RNs

*Expected Outcome:* 75% of students will achieve a score of 80% or higher

**Finding.** Target met.

**AY 2016-2017:** 98% Expected outcome: 80% Target Met  
**AY 2017-2018:** 96% Expected outcome: 80% Target Met  
**AY 2018-2019:** 97% Expected outcome: 80% Target Met

NURB 3140 Trended Data: Database Search Strategy Assignment

Data Base Search Assignment	2016-2017	2017-2018	2018-2019
Spring	93% 28/30	97% 29/30	97% 28/29
Summer	100% 22/22	100% 14/14	100% 15/15
Fall	100% 44/44	89% 42/45	95% 41/43
Annual Total	98% 94/96	96% 85/89	97% 84/87

**Analysis.** The Database Search Strategy Assignment requires students to develop a PICO question related to a nursing specialty. (PICO = Problem/patient/population; Intervention/ Indicator; Comparison; Outcome). Students conduct a CINAHL search based on the key words from the PICO question and find one research study to reference.

In the 2017-2018 AY the target was met. Based on an analysis of 2017-2018 data, plans for 2018-2019 were for faculty to: 1) restructure the Database Search Strategy assignment in NURB 3140 by streamlining each component and building sequential assignments weekly (scaffolding) to result in the finished project, and 2) restructure the Evidence-Based Practice Research Utilization Project in NURB 3224 (Research) by streamlining each component and building sequential assignments weekly (scaffolding) to result in the finished project.

In the 2018-2019 AY, the above plan was implemented. Faculty felt that the scaffolding strategy proved to be effective in assisting each student learn the evidence-based process by first having a spirit of inquiry, develop a research question, access healthcare databases to review and analyze the relevant literature to answer their questions. This process allowed faculty to give feedback on each step so that students could learn in “chunks” rather than be overwhelmed with too much information at one time.

Feedback from students in NURB 3140 included: 1) “I was very pleased with taking this class as my first online course. The instructions were clear and provided guidance throughout”, 2) “Before taking this course, I thought it was really scary. This class was nothing like I expected it to be. I learned a lot in this course in such little time”, and 3) “This class met my expectations by teaching me how to use different research

databases provided by the NSU library, how to appropriately reference works I used in my discussion forums and informing about the many aspects of nursing informatics.” Feedback from students in NURB 3224 included: 1) “This course helped me break down the components of a research paper in a way that they now make so much more sense to me. I think this course has allowed me to interpret the research as it is presented so that I can better understand its implications for my nursing practice,” 2) The assignments at the beginning gave me a deeper understanding of what I was learning and how I needed to use it to create my EBP paper later in the semester,” and 3) The way in which you “eased” us into the entire process of writing the paper made it so much clearer as to what were to look for in our research articles. By first teaching us about the PICO question and having to have the research to submit to back up our question, then having to analyze our research that we were to use for our paper before we had to do the actual paper made it all come together for me and made the actual writing of the paper easier, but it also revealed how important evidence-based research is and how to analyze the setting, the design, the variables, and the findings. We then had to synthesize the material to form a conclusion and to form our own research questions from the findings.”

In the 2018-2019 AY, 97% of students achieved a score of 80% or better on the Database Search Strategy Assignment in NURB 3140. Therefore, the expected outcome/target was met.

**Decision.** Based on the analysis of the 2018-2019 results, the plan for the 2019-2020 AY is to: 1) have adjunct faculty assist with grading professional papers with focus on writing skills, 2) upgrade the grading rubric to better inform the student of required components of the paper and facilitate consistent grading by faculty, and 2) continue to use scaffolding strategy with these projects. The expectation is that these actions will assist the student to critically evaluate a research study.

**SLO 5.** Integrate research findings to promote evidence-based nursing practice.

**Measure 5.1.**

*Assessment Method:* Skyfactor™ Question: To what degree did the nursing program teach you to: “Apply research-based knowledge as a basis for practice?”

*Expected Outcome:* NSU mean score ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b>	NSU - 6.40	Carnegie mean score - 5.80	Target Met
<b>AY 2017-2018:</b>	NSU - 6.03	Carnegie mean score - 5.97	Target Met
<b>AY 2018-2019:</b>	NSU - 6.33	Carnegie mean score - 5.94	Target Met

Skyfactor™ Survey Trended Data: Integrate Research

Skyfactor™	2015-2016	2016-2017	2018-2019
	N = 77	N=38	N= 27
NSU	6.40	6.03	6.33

Carnegie	5.80	5.97	5.94
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**Analysis.** Evidence-based practice lessons are included in all nursing courses. NURB 3140, 3122, and 3142 are introductory courses in the RN to BSN program. Students are introduced to searching and narratively summarizing the literature for credible, current evidence which supports their discussion forums responses and assignment answers. Examples of lessons include: 1) discussion forum on meaning of evidence-based practice in NURB 3140, 2) Evidence-based Practice Research Utilization project in NURB 3224, 3) evidence-based interventions for Geriatric Assessment assignment in NURB 3142, 4) evidence-based interventions for Home Visit assignment in NURB 4191, and 5) evidence-based practice considerations for all assignments in NURB 4291. As students' progress in the program, their skills in searching the literature and writing professionally improve. Some students require additional assistance and tutoring from faculty and/or the NSU Academic Success Center. Personal room WebEx meetings, phone calls, online tutorials, and constructive feedback will continue to be utilized to meet the students' learning needs.

In the 2017-2018 AY, the expected outcome was met. Based on the analysis of the results, the plan for 2018-2019 was to: 1) add a discussion forum on summarizing literature in NURB 3140 and NURB 3142, 2) add a discussion forum on how evidence-based practice is currently used by the RN student in NURB 3122, and 3) include additional resources on research designs with research study exemplars in NURB 3224.

In the 2018-2019 AY, the above plan was implemented. In NURB 3140 two forums focused on students summarizing the literature. This helped the instructor evaluate each student's ability to analyze and narratively summarize the literature by writing in complete sentences and referencing in APA format. In NURB 3122 and NURB 3142, all forums and assignments were designed as writing lessons to address topics with referenced support. This helped the instructor evaluate each student's ability to analyze and narratively summarize the literature by writing in complete sentences and referencing in APA format. Faculty in NURB 3224 added a discussion forum focused on systematic reviews and meta-analyses with research exemplars. Faculty still find that it is a challenge for students to base their response to assignments on evidence from the literature.

In the 2018-2019 AY, the NSU mean score was 6.33, which exceeded the expected outcome of the Carnegie mean score of 5.94. The NSU mean score is above the 2017-2018 AY results by 0.3 points.

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to: 1) review and update discussion forums added in 2018-2019 AY, 2) update additional resources on research designs in NURB 3224, and 3) limit enrollment in each section of NURB 3224 to 20 or 25 students (rather than 30) as it is a writing intensive course, thus allowing faculty to be more attentive to each student's progress.

### Measure 5.2.

*Assessment Method:* Evidence-Based Practice Research Utilization Project in NURB 3224

*Expected Outcome:* 75% of students will achieve an 80% or higher

**Finding.** Target met.

**AY 2016-2017:** NSU - 87%      Expected Outcome 75%    Target Met  
**AY 2017-2018:** NSU - 85%      Expected Outcome 75%    Target Met  
**AY 2018-2019:** NSU - 92%      Expected Outcome 75%    Target Met

NURB 3224 Trended Data: Evidence-Based Research

Evidence Based Research Utilization Project	2016-2017	2017-2018	2018-2019
Spring	84% 30/32	82% 31/38	92% (34/37)
Fall	86% 30/37	92% 22/24	92% (24/26)
Annual Total	87% 60/69	85% 53/62	92% (58/63)

**Analysis.** Students in NURB 3224 Nursing Research for RNs are introduced to the research process and its application to evidence-based nursing practice. Students are taught to examine the link between nursing theory, nursing research, and evidence-based practice (EBP). The main assignment in this course is the *Evidence-Based Practice Research Utilization Project*. A template/rubric is provided that guides the student through each phase of the project. For this assignment, students use their information literacy skills to develop a PICO question based on their specialty area of nursing practice or a personal health-related question. Students review the current scientific literature and select three research studies to answer their PICO question. The studies are critically analyzed for usability and summarized based on criteria delineated in the rubric. Clinical implications for practice are identified for EBP interventions, and questions for future research are included in the project. Once the paper is graded and individual feedback given, an electronic poster is designed by the student to disseminate findings to classmates, colleagues, and patients. Students are encouraged to present their posters at a research conference and/or regional nursing meetings, when appropriate.

In the 2017-2018 AY, the expected outcome was met. Based on the analysis of the results, the plans for 2018-2019 were for faculty to: 1) encourage the use of the *NSU Academic Center for Success* for tutoring related to professional writing, 2) develop an APA checklist and post to courses where professional writing is essential, and 3) restructure the Evidence-Based Practice Research Utilization project in NURB 3224 to streamline each component and build sequential assignments that build upon the previous ones (scaffolding) to culminate in an end project.

In the 2018-2019 AY, the above plan was implemented. Students were encouraged to use the Academic Success Center. Faculty felt that the scaffolding strategy proved to be effective in assisting each student learn the evidence-based process by first having a spirit of inquiry, develop a research question, access healthcare databases to review and analyze the relevant literature to answer their questions. This process allowed faculty to give feedback on each step so that students could learn in “chunks” rather than be overwhelmed with too much information at one time. Feedback from students in NURB 3224 included: 1) “This course helped me

break down the components of a research paper in a way that they now make so much more sense to me. I think this course has allowed me to interpret the research as it is presented so that I can better understand its implications for my nursing practice,” 2) The assignments at the beginning gave me a deeper understanding of what I was learning and how I needed to use it to create my EBP paper later in the semester,” and 3) The way in which you “eased” us into the entire process of writing the paper made it so much clearer as to what were to look for in our research articles. By first teaching us about the PICO question and having to have the research to submit to back up our question, then having to analyze our research that we were to use for our paper before we had to do the actual paper made it all come together for me and made the actual writing of the paper easier, but it also revealed how important evidence-based research is and how to analyze the setting, the design, the variables, and the findings. We then had to synthesize the material to form a conclusion and to form our own research questions from the findings.”

In the 2018-2019 AY, 92% of students achieved a score of 80% or higher on the Evidence-based Practice Research Utilization Project, which met the expected outcome of 75%.

**Decision.** Based on analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to: 1) encourage students to use the Academic Success Center, 2) evaluate student use of the Academic Success Center, and 3) use a scaffolding process developed last year for assignments.

**SLO 6.** Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.

**Measure 6.1.**

*Assessment Method:* Skyfactor™ question: To what degree did the nursing program teach you “to act as an advocate for vulnerable patients?”

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b> NSU mean - 6.30	Carnegie mean score – 6.05	Target Met
<b>AY 2017-2018:</b> NSU mean - 6.25	Carnegie mean score – 6.15	Target Met
<b>AY 2018-2019:</b> NSU mean - 6.15	Carnegie mean score - 6.14	Target Met

Skyfactor™ Survey Trended Data: Vulnerable Patient Advocacy

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=77	N=36	N=27
NSU	6.30	6.25	6.15
Carnegie	6.05	6.15	6.14

**Analysis.** The RN to BSN program teaches students to advocate for vulnerable populations throughout the program. Examples of assignments that specifically address

advocating for vulnerable patients include: 1) health policy brief assignment in NURB 3122, 2) cultural discussion forum and Geriatric Assessment in NURB 3142, 3) NIH Protection of Human Subjects tutorial and certificate assignment in NURB 3224, and 4) political letter assignment and community assessment assignment in NURB 4191.

In the 2017-2018 AY, the expected outcome was met. Based on analysis of the results, the plans for the 2018-2019 assessment year were to: 1) revise discussion forums to facilitate the RN to BSN student’s understanding of their role in advocating for geriatric patients in NURB 3142, and 2) revise NURB 4191 discussion forums to facilitate the student’s understanding of their role in advocating for vulnerable populations.

In the 2018-2019 AY, the above plan was implemented. Students’ evaluations related to assessing vulnerability of certain populations in their care were positive in the discussion forum in NURB 3142. Additionally, at the end of the 2018-2019 AY, NIH no longer provided training for Protection of Human Subjects. NSU is discussing how to accommodate the needs of the students and faculty for this training. In the 2018-2019 AY, the NSU mean score was 6.15, which met the expected outcome of the Carnegie mean score of 6.14. This continues a three-year decline in the NSU mean score decreasing from 6.30 in 2016-2017 to 6.25 in 2017-2018 to 6.15 in 2018-2019.

**Decision.** Based on the analysis of the results, the plans for the 2019-2020 AY are to: 1) investigate new teaching-learning strategies or assignments for teaching students how to advocate and protect vulnerable populations, and 2) reassess the meaning of “vulnerable populations” in each RN to BSN course.

**Measure 6.2.**

*Assessment Method:* Political Letter assignment in NURB 4191

*Expected Outcome:* 75% of students will achieve an 80% or higher on the Political Letter assignment.

**Finding.** Target met.

<b>AY 2016-2017:</b>	78%	Expected Outcome 75%	Target Met
<b>AY 2017-2018:</b>	91%	Expected Outcome 75%	Target Met
<b>AY 2018-2019:</b>	97%	Expected Outcome 75%	Target Met

NURB 4191 Trended Data: Political Letter

Political Forum	2016-2017	2017-2018	2018-2019
Spring		88% 21/24	96% (25/26)
Summer	63% 22/35	*	100% (21/21)
Fall	97% 28/29	93% 27/29	94% (18/19)
Annual Total	78% 50/64	91% 48/53	97% (64/66)

\*Assignment not completed this semester. New faculty

**Analysis:** The Political Letter assignment in NURB 4191 prompts students to write a political letter to a congressional member on the Affordable Care Act or Paris Climate Change. In NURB 4191, students are exposed to the political process and its relevancy to community and population health nursing. They are required to demonstrate their advocacy skills and knowledge of current national/international issues impacting various American populations by writing a political letter to a current state official or the US President. Guidelines, templates, a rubric, and exemplars are provided to help students complete this assignment.

In the 2017-2018 AY, the expected outcome was met. Based on an analysis of the results for 2017-2018 AY, the plans for the 2018-2019 AY were to: 1) include a discussion forum related to nursing ethics and advocacy for patients in nursing homes in NURB 3142, and 2) include a discussion forum related to advocating for vulnerable groups in NURB 4191.

In the 2018-2019 AY, the above plan was implemented. Faculty in NURB 3142 evaluated the nursing home website comparison and found it was a valuable resource for RN to BSN students. Students discussions related to the nursing homes exposed their concerns for safety and quality of care of the geriatric population. Student evaluations of the course included: 1) “The community health course showed me how to be a better-informed nurse for not just my patients, but for the community I live in. I learned the importance of giving back to my community members and I plan to stay involved in my community;” and 2) “I learned new issues that focused on the society and politics that jeopardize our health systems. I advocated for enhancing recycling in my community and hospital. Nurses need to research and become more involved in government and who we elect into office because these changes affect our future and our patients.” In the 2018-2019 AY, 97% of students achieved a score of 80% or higher on the Political Letter assignment.

This met the expected outcome of 75% achieving the score of 80% or better and continues a three year upward trend from 2016-2017 (78%) through 2018-2019 (97%). This result is evidence that students can incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care. Furthermore, anecdotal student comments illuminate an increase in confidence to communicate with political leaders in a professional manner.

**Decision.** Based on the analysis of the 2018-2019 AY results, and the three year upward trend, the plan for the 2019-2020 AY is to: 1) review and update discussion forums in NURB 3142 related to nursing ethics and advocacy for nursing home patients, and 2) review and update discussion forums in NURB 4191 related to advocating for vulnerable groups.

**SLO 7.** Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.

**Measure 7.1.**

*Assessment Method:* Skyfactor™ question: To what degree did the nursing program teach you “to act as an advocate for vulnerable patients?”

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b> NSU - 6.30	Carnegie mean score - 6.19	Target Met
<b>AY 2017-2018:</b> NSU - 6.25	Carnegie mean score - 6.15	Target Met
<b>AY 2018-2019:</b> NSU - 6.15	Carnegie mean score - 6.14	Target Met

Skyfactor™ Survey Trended Data: Advocate for vulnerable patients

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=77	N=36	N= 27
NSU	6.30	6.25	6.15
Carnegie	6.19	6.15	6.14

**Analysis.** The RN to BSN program teaches students to advocate for vulnerable populations throughout the program. Examples of assignments that specifically address advocating for vulnerable patients include: 1) the Health Policy Brief assignment in NURB 3122, 2) cultural discussion forum and Geriatric Assessment in NURB 3142, 3) NIH Protection of Human Subjects tutorial and certificate assignment in NURB 3224, 4) Political Letter assignment and Community Assessment assignment in NURB 4191.

In the 2017-2018 AY, the expected outcome was met. Based on analysis of the results, the plans for the 2018-2019 assessment year were to: 1) include a discussion forum in NURB 3142 related to nursing ethics and advocacy for patients in nursing homes, and 2) include a discussion forum in NURB 4291 related to advocating for vulnerable patients.

In the 2018-2019 AY, the above plan was implemented. In NURB 3142, 4191, and 4291, students shared their experiences related to advocating for vulnerable patients. Examples from student responses in courses: NURB 3142: “I learned the importance of treating each patient according to their cultural preference when possible. *The Guide to Culturally Competent Care* will be a resource that I will use in the future”; NURB 4191: 1) “I have been able to give more evidence-based education to the patients, family, and the community based on reliable resources. One example is for subjects suffering strokes. In the rural community, strokes are more prevalent for the lack of knowledge, so reaching them through community classes was helpful. I am now stroke certified through my job and can provide more advice and education in my small town”; 2) “Doing projects for my community allowed me to teach others about their health and ways to improve their quality of living”; and 3) “I understand the process of contacting lawmakers to help change laws that may affect my patients.” NURB 4291: 1) “I learned that being a nurse is more than just working your shifts in a hospital. It also entails making sure everyone in your community is cared for”, and 2) “I feel that I have become more culturally aware of what patients from different countries want and expect

from healthcare. I will be better able to accommodate their needs while providing nursing care.”

In the 2018-2019 AY, the NSU mean score was 6.15, which met the expected outcome of the Carnegie mean score of 6.14. This continues a three-year decline in the NSU mean score from 6.30 in 2016-2017 to 6.25 in 2017-2018 to 6.15 in 2018-2019. However, the score of 6.15 on a scale of 1-7 is evidence that students believe that the RN to BSN program taught them to act as an advocate for vulnerable patients.

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to use Citi training as a resource for teaching protection of human subjects in NURB 3224.

**Measure 7.2.**

*Assessment Method:* Leadership Analysis Paper in NURB 4291

*Expected Outcome:* 75% of the students will achieve a score of 80% or higher

**Finding.** Target met.

<b>AY 2016-2017:</b>	85%	Expected outcome: 75%	Target Met
<b>AY 2017-2018:</b>	96%	Expected outcome: 75%	Target Met
<b>AY 2018-2019:</b>	95%	Expected outcome: 75%	Target Met

Trended Data: Leadership Analysis Assignment

Leadership Analysis	2016-2017	2017-2018	2018-2019
Spring	79.6% (47/59)	95.8% 46/48	94.1% 16/17
Fall	100% 20/20	95.6% 22/23	95.6% 22/23
Annual Total	85% 67/79	96% 68/71	95% 38/40

**Analysis.** During NURB 4291, senior students complete a Leadership Analysis paper which describes their clinical experiences/practices, the organization where the clinical was completed, and the educational/experiential background of their nurse manager/leader. The student analyzes the nurse leader on each of the following skills: 1) overall leadership style, 2) problem-solving and decision-making skills, 3) conflict resolution skills and strategies, 4) written and oral communication skills, 5) power base and how power is used, 6) interprofessional communication and collaboration for improving patient health outcomes, 7) priorities and cost containment related to fiscal planning, 8) perceptions and responsibilities for quality control, and 9) acting as a change agent. These elements are discussed within the context of leadership/management theories, and the conclusions must be supported by citing literature in the paper. This professional paper should be an exemplar of a baccalaureate-prepared student. A sample paper is provided in Moodle for the students to review and use as a guide.

In the 2017-2018 AY, the expected outcome was met. Based on the analysis of results from the 2017-2018 AY, the plan for the 2018-2019 AY was to revise the Leadership Analysis assignment instructions related to leadership styles in health care settings.

In the 2018-2019 AY, the above plan was implemented. Criteria for leadership styles and decision-making strategies were added to the Leadership Analysis Assignment. Faculty reported that the additional focus on these criteria helped students focus on leadership styles that were most effective in their work settings. Additionally, students were able to reflect on their personal leadership style and decision-making strategies based on new knowledge and evidence from the literature. Feedback from students included: 1) "I was able to use better decision-making skills when dealing with issues related to team management. One example was the Decision-Making Model. I enjoyed the graphical display of all the decisions that could be made in a situation and helped the decision-maker to be better organized"; 2) "4291 taught me the qualities a leader should possess. Sometimes leaders are not necessarily assigned to the position as leader but is someone that takes the initiative to lead others through example or motivation to toward a common goal. I am not in a leadership position, but through my studies, I am now more involved during staff meetings, offer input, and strive to stay consistent in my job performance"; and 3) "I had previous experience as a manager/leader in my 20 plus years of nursing. If I would have had the extra training I have received over the last couple of years while working on my BSN degree, I feel that I could have been more effective in these positions. The experiences and knowledge that I have gained in this program will benefit me in the future as I continue to further my nursing education." In the 2018-2019 AY, 95% of students achieved a score of 80% or better, which met the expected outcome of 75% of students achieving a score of 80% or better.

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is: 1) updating discussion forums/assignments related to leadership in NURB 4291, 2) creating new forums related to specific leadership and management skills in NURB 4291, 3) work with students on writing skills and APA format, 4) make changes to the course based on faculty and student feedback and course evaluation data.

**SLO 8.** Demonstrate professional nursing standards, values, and accountability.

**Measure 8.1.**

*Assessment Method:* Skyfactor™ question: "To what degree did the nursing program teach you to incorporate nursing standards into practice?"

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b> NSU - 6.43	Carnegie mean score - 5.51	Target Met
<b>AY 2017-2018:</b> NSU - 6.13	Carnegie mean score - 6.16	Target Not Met
<b>AY 2018-2019:</b> NSU – 6.38	Carnegie mean score - 6.18	Target Met

Skyfactor™ Survey Trended Data: Incorporate Nursing Standards Into Practice

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=77	N=38	N= 29
NSU	6.43	6.13	6.38
Carnegie	5.51	6.16	6.18

**Analysis:** RN to BSN faculty thread various nursing standards of care/practice throughout the RN to BSN curriculum. Courses that include content related to standards of nursing practice include: 1) NURB 3140: Standards for Informatics in Nursing based on QSEN competencies; 2) NURB 3122: ANA Scope and Standards of Practice based on the ANA Code of Ethics and LSBN Nurse Practice Act; 3) NURB 3223: Standards for physical assessment as a BSN nurse based on Joint Commission Standards National Patient Safety Goals; 4) NURB 3142: ANA's Gerontological Nursing: Scope and Standards of Practice; 5) NURB 4191: Standards for Community Health Nursing as a BSN nurse; and 6) NURB 4291: Standards from QSEN competencies for nursing as a BSN Leader/Manager.

In the 2017-2018 AY, the expected outcome was not met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was to update the directions for discussion forums related to professional standards in NURB 3140, NURB 3142, and NURB 3122, to assure accountability, value, clarity, meaning, and importance.

In the 2018-2019 AY, the above plan was implemented. In NURB 3140, student feedback included 1) "This semester I learned more about myself as a nurse. My critical thinking skills were not where they needed to be due to the sedentary position I had in the organization where I was employed. Prior to starting the RN to BSN program, I had not personally had experience with direct research of articles that were reviewed in this course," 2) "This course helped me realize that there is an endless amount of information "out there" and only certain information is evidence-based and scholarly. Nurses need to know how to evaluate websites for credibility," and 3) "I will now utilize CINAHL instead of searching GOOGLE for health care information. The assignments in this course prepared me to search for evidence-based information and peer-reviewed resources." In NURB 3142 students reported things they learned. Examples included were: 1) "adhering to the legal rules and regulations in addition to following the nursing standards of practice when delivering care to the elderly patient is important for the safety of the patient, for the education of the family, and to protect the nurse from litigation;" 2) "Various facilities are evaluated for their upkeep and regulations. Nurses must adhere to legal rules in order to maintain confidentiality as well as provide appropriate levels of care"; and 3) "Adhering to legal rules and standards of care for the elderly ensures that everyone receives the highest standard of care and they are treated fairly and with respect." In the 2018-2019 AY, the NSU mean score was 6.38, which exceeded the expected outcome of the Carnegie mean score of 6.18.

**Decision.** Based on analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to: 1) emphasize standards of practice through updating related forums and discussions.

**Measure 8.2.**

*Assessment Method:* Skyfactor™ question – “To what degree did the nursing program teach you to: support fairness in the delivery of care?”

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b> NSU mean - 6.29	Carnegie mean score - 6.05	Target Met
<b>AY 2017-2018:</b> NSU mean - 6.08	Carnegie mean score - 6.02	Target Met
<b>AY 2018-2019:</b> NSU mean - 6.38	Carnegie mean score - 6.02	Target Met

Skyfactor™ Survey Trended Data: Taught Fairness

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=76	N=38	N= 29
NSU	6.29	6.08	6.38
Carnegie	6.05	6.02	6.02

**Analysis.** The RN to BSN program teaches content related to professional nursing standards, values, and accountability. These standards include fairness in the delivery of care. Lessons specific to fairness in the delivery of care include: 1) the Geriatric Assessment assignment and Cultural Competence discussion forum in NURB 3142, 2) the Professional Ethics assignment on ANA Code of Ethics in NURB 3122; 3) the critique of healthcare websites for credible, current, authoritative, ethical, and professional literature assignment in NURB 3140; and 4) the Home Visit assignment in NURB 4191.

In the 2017-2018 AY, the expected outcome was met. Based on analysis of the results and the decrease in results from 2016-2017, the plans for the 2018-2019 assessment year were to: 1) update the Website Critique assignment to add focus on fairness issues in the literature in delivery of care considerations in NURB 3140, 2) include a lesson in NURB 3142 related to nursing ethics and fairness in the delivery of care in geriatrics, 3) update the Evidence-based Practice Research Utilization project in NURB 3224 to add a grading change for ethical considerations in the delivery of care related to healthcare issues, and 4) review and update assignments in NURB 4191 and NURB 4291 specific to the delivery of care and include a fairness for treatment component.

In the 2018-2019 AY, the above plans were implemented. In NURB 3140, the additional criteria related to fairness in health care helped highlight the importance for evaluating information from online resources related to credibility, authority, currency, privacy, as well as awareness of laws that protect their patients. Student evaluations included: 1) “The website critique made me stop and think about all of the information that is available on a website. The website critique tool helped me explore all the legal and ethical concerns of the website;” 2) “I did not know how to search a website for accuracy before this course;” and 3) “I never thought to look for website validation to ensure that the information was credible until this assignment.”

In the 2018-2019 AY, the NSU mean score was 6.38, which exceeded the expected outcome of the Carnegie mean score of 6.02. The NSU mean score increased 0.3 points despite the Carnegie mean score remaining unchanged. In addition, several of the courses involved in the plan from the past year are courses taken early in the curriculum. Hence, the full effects of the plan implemented in 2018-2019 may not have been realized in the 2018-2019 results.

**Decision.** Based on the analysis of the 2018-2019 AY results, and the three year upward trend, the plan for the 2019-2020 AY is to: 1) update forums and discussions related to standards of practice as appropriate, and 2) evaluate faculty and student feedback and related to changes.

**Measure 8.3.**

*Assessment Method:* Skyfactor™ question - To what degree did the nursing program teach you to: demonstrate accountability for your own actions?

*Expected Outcome:* ≥ Carnegie mean score

**Finding.** Target met.

<b>AY 2016-2017:</b>	NSU mean - 6.40	Carnegie mean score - 6.05	Target Met
<b>AY 2017-2018:</b>	NSU mean - 5.97	Carnegie mean score - 6.16	Target Not Met
<b>AY 2018-2019:</b>	NSU mean - 6.31	Carnegie mean score - 6.15	Target Met

Skyfactor™ Trended Data: Taught Accountability

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=77	N=38	N=29
NSU	6.40	5.97	6.31
Carnegie	6.05	6.16	6.15

**Analysis.** The RN to BSN program teaches professional nursing standards, values, and accountability throughout the program, including assignments specific to the ANA Code of Ethics for Nurses. In addition, all faculty stress accountability for students’ work and outcomes related to assignment timelines and quality of work. Each syllabus specifically states the guidelines for grading, with rubrics for each assignment and professionalism criteria. The syllabi also explain the APDG progression policy that holds RN to BSN students accountable for maintaining an active unencumbered license as a RN in the state where they practice nursing.

In the 2017-2018 AY, the expected outcome was not met. Based on the analysis of the results, the plan for the 2018-2019 assessment year was to: 1) include a graded component on professionalism in NURB 3140, 3142, 4191, 4291, and 2) give a point incentive to encourage students to complete the Skyfactor survey in NURB 4291, and 3) encourage students to complete the Skyfactor survey through, emails, posts on Moodle, and video.

In the 2018-2019 AY, the above plan was implemented. Student feedback included: 1) “The community health course showed me how to be a better informed

nurse for not just my patients, but for the community I live in. I learned the importance of giving back to my community members and I plan to stay involved in my community;” and 2) “I learned new issues that focused on the society and politics that jeopardize our health systems. I advocated for enhancing recycling in my community and hospital. Nurses need to research and become more involved in government and who we elect into office because these changes affect our future and our patients.” In the 2018-2019 AY, the NSU mean score was 6.31, which exceeded the expected outcome of the Carnegie mean score of 6.15. This was a 0.34-point increase from last year’s mean score.

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is to: 1) update forums and discussions related to standards of practice and current issues as appropriate.

**Measure 8.4.**

*Assessment Method:* Employer Survey sent to students’ employers in NURB 4291. “Demonstrates professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society.” Please check the column that best describes your estimation of our RN to BSN graduates. Choices included: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point):

*Expected Outcome:* Average of 3.0 or greater

**Finding.** Target met.

<b>AY 2016-2017:</b> Average - 3.76 ( 63% return rate)	Target Met
<b>AY 2017-2018:</b> Average - 3.81 ( 24% return rate)	Target Met
<b>AY 2018-2019:</b> Average - 4.00 (100% return rate)	Target Met

Employer Survey Trended Data: Professional Behaviors

Employer survey	2016-2017	2017-2018	2018-2019
Spring	3.84	3.90	4.0
Fall	3.69	3.71	4.0
Annual	3.76	3.81	4.0

**Analysis:** RN to BSN faculty teach nursing standards throughout the program. Courses that include content related to standards of nursing practice include: 1) NURB 3140: Standards for Informatics in Nursing based on QSEN competencies and resources for lifelong learning and professional development; 2) NURB 3122: ANA Scope and Standards of Practice based on the ANA Code of Ethics and LSBN Nurse Practice Act; 3) NURB 3223: Standards for physical assessment as a BSN nurse based on Joint Commission Standards National Patient Safety Goals; 4) NURB 3142: ANA’s Gerontological Nursing: Scope and Standards of Practice (2010) recommended

competencies for older adults; 5) NURB 4191: Standards for Community Health Nursing as a BSN nurse, ethical and legal considerations for the home visit, and the Leadership Analysis paper in NURB 4191; and 6) NURB 4291: Standards from QSEN competencies for nursing as a BSN Leader/Manager.

The Employer Survey is administered in NURB 4291. Students are given a link which they give to their employer to complete the survey. The survey is short and takes less than five minutes to complete.

In the 2017-2018 AY, the expected outcome was met. Though the expected outcome was met, only 24% of students gave the survey to their employer. Based on the analysis of the results, the plan for 2018-2019 was to tie points to this survey in NURB 4291 in the professionalism grade for course.

In the 2018-2019 AY, the above plan was implemented. The Employer Survey comprised five percent of the course grade. As a result, 100% of students in the fall and spring semesters gave the evaluation to their employer to complete. In the 2018-2019 AY, the mean score of this measure was 4.0 on a scale of 1-4. This outcome suggests the students' employers believed that the student "Demonstrates professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society" and rated them as "Excellent".

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is for faculty to: 1) review standards of practice an update forums and discussions related to standards of practice as appropriate.

**SLO 9** Assume responsibility for professional development and lifelong learning.

**Measure 9.1. & 9.2.**

Measure 9.1 and 9.2 answer this SLO through two different surveys. Therefore, the data will be presented separately below with the analysis of data to follow in one response.

**Measure 9.1.**

*Assessment Method:* Skyfactor™ question – “How prepared are you to assume responsibility for professional development and lifelong learning? Choices included: Very prepared; prepared, somewhat prepared, and not prepared.

*Expected Outcome:* Eighty percent (80%) of respondents will respond with “very prepared” or “Prepared.”

**Finding.** Target met.

<b>AY 2016-2017:</b>	100%	Expected outcome: 80%	Target Met
<b>AY 2017-2018:</b>	97%	Expected outcome: 80%	Target Met
<b>AY 2018-2019:</b>	100%	Expected outcome: 80%	Target Met

Skyfactor™ Survey Trended Data: Development & Lifelong learning

Skyfactor™	2016-2017	2017-2018	2018-2019
	N=55	N=38	N=27
Very prepared	ISQ9	ISQ9	ISQ9
	78% 43/55	74% 28/38	70% 19/27
Prepared	22% 12/55	23.4% 9/38	30% 8/27
	Somewhat prepared	2.6% 1/38	0
Not prepared	0	0	0
Total	100%	97.4%	100%
Prepared	55/55	37/38	27/27

**Measure 9.2.**

*Assessment Method:* RN to BSN Employer Survey in NURB 4291.

RN to BSN Employer Survey. Question: Employers are asked to check the column that best describes their estimation of the RN to BSN student to: “Assume responsibility for professional development and lifelong learning.” Choices include: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point).

*Expected Outcome:* Average of 3.0 or greater (scale 1-4)

**Finding.** Target met.

**AY 2016-2017:** 3.71 (80% response rate) Target Met  
**AY 2017-2108:** 3.86 (24% response rate) Target Met  
**AY 2018-2019:** 3.70 (100% response rate) Target Met

Employer Survey Trended Data: Professional Development and Life Long Learning

Employer Survey	2016-2017	2017-2018	2018-2019
Spring	3.65	3.90	3.67
Fall	3.77	3.71	3.72
Annual average	3.71	3.86	3.70

**Analysis.** RN to BSN program and faculty encourage and facilitate lifelong learning throughout the curriculum. Examples of courses and specific assignments on professional development and lifelong learning include: 1) NURB 3140: Returning to school resources for professional development and lifelong learning; 2) NURB 3122: professional issues paper, professional Portfolio, and benefits to membership in a professional nursing organization; and 3) NURB 4291: Leadership Analysis assignment.

In the 2017-2018 AY, the expected outcome was met for both measures. Based on the analysis of results, the plans for the 2018-2019 AY were to: 1) focus modules in NURB 3140 and NURB 3224 on the relationship of information literacy and evidence-based practice to lifelong learning; 2) review and update PowerPoints developed by the textbook publisher to add a conclusion slide as the topic relates to professionalism and lifelong learning [NURB 3122, 3142, 4191, and 4291], 3) add a discussion forum in NURB 4291 on the importance of continuing education, becoming a member of a professional organization, and advancing education for lifelong learning; and 4) link the Employer Survey completion to the professionalism component grade in NURB 4291 to increase the response rate. By implementing these actions, faculty expect the response rates on the Employer Survey to increase and the average scores for these two measures to remain high or increase.

In the 2017-2018 AY, the above plan was implemented. In NURB 4291, student data reflected the following: 1) "This course opened a whole new world for me", 2) "I learned how to be a positive leader and using my power for change in positive way", 3) "I hope to use some of the information from this course in day to day nursing tasks. Every nurse is a leader. This course thought me how to be a better leader for change," and 4) "The skills I have gain has already been applied to my daily work schedule and I have seen progress." In the 2017-2018 AY, 100% of students selected "Very Prepared" or "Prepared" for Measure 9.1. On Measure 9.2, 100% of students participated, resulting in a mean score of 4 on a scale of 1-4. Both measures met the expected outcome. This is evidence that graduating students feel prepared to "Assume responsibility for professional development and lifelong learning" and demonstrate that to their employers.

**Decision.** Based on the analysis of the 2018-2019 AY results, the plan for the 2019-2020 AY is for faculty to: 1) encourage graduating students to advance their nursing education for graduate and doctorate degrees, 2) encourage graduating students to seek certification in their specialty areas of nursing, 3) recommend graduates join professional nursing and specialty organizations, and 4) maintain the assignment in NURB 3122 which requires students to attend a professional nursing organization meeting.

### **Comprehensive summary of key evidence of improvements based on analysis of the results.**

In the 2018-2019 assessment year, the RN to BSN program implemented plans to improve student learning and facilitate the achievement of student learning outcomes. These actions helped students achieve program outcomes as reflected in the qualitative and quantitative data in this report. During the 2018-2019 assessment year, the RN to BSN program implemented the university's Quality Enhancement Plan "Learning for Life" in the capstone courses, NURB 4191 and NURB 4291. Senior RN to BSN students in these courses participated in experiential learning to further enhance

learning utilizing in-depth reflections on their learning experiences. Additional 2018-2019 actions include:

- Faculty advised each student prior to end of each semester to ensure students were pre-registered for the next semester.
- Continued to implement an “early alert” at midterm for student’s who have a deficient grade or are not participating progress in course work. Continued to advised students to take NURB 3140 as the first RN to BSN nursing course.
- Graduated 62 students in 2018.
- Executed articulation agreements with Louisiana Delta Community College and SOWELA Technical Community College.
- Completed Proposal for *Compete LA* - A University of Louisiana System (ULS) initiative which includes campus program offerings from nine institutions. Six of our academic programs from NSU were selected to participate. The program supports adult students and is a great recruiting opportunity for NSU. Funding has been secured by the ULS with plans to launch in August 2019.

Below are actions catalogued in this report and other actions implemented to facilitate student achievement of learning outcomes.

- NURB 3122 Dimensions of Professional Nursing for RNs: 1) included a specific item in the Evidence-Based Research Utilization Project related to interprofessional collaboration, 2) added a discussion forum on how evidence-based practice is currently used by the RN student, 3) designed all forums and assignments to address topics with referenced support to enhance writing skills. These actions aided the instructor in evaluating each student’s ability to analyze and narratively summarize the literature by writing in complete sentences and referencing in APA format.
- NURB 3140 Informatics for RNs: 1) added the Healthcare Website Evaluation assignment related to assessing possible threats to validity of the website information due to ethical, cultural, and legal considerations; 2) updated lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in the students’ work setting; 3) restructured the Database Search Strategy assignment by streamlining each component and building sequential assignments weekly (scaffolding), to result in the finished project; 4) added two forums on summarizing literature, and 5) focused modules on the relationship of information literacy, evidence-based practice, and lifelong learning.
- NURB 3142 Gerontology for RNs: 1) added Gerontology Cultural Awareness and Competency assignment in which students were required to select an ethnicity different from their own and address heritage, communication, health risks, nutrition, spirituality, death rituals, health practices, and health care providers; 2) revise discussion forums to facilitate the student’s understanding of their role in advocating for vulnerable geriatric patients and; 3) included a discussion forum

related to nursing ethics, fairness in the delivery of care, and advocacy for patients in nursing homes; 4) added a discussion forum related to interviewing a professional colleague in planning the care for a geriatric patient; 5) added a discussion forum on summarizing literature; 6) designed all forums and assignments as writing lessons which addressed topics with referenced support. This helped the instructor evaluate each student's ability to analyze and narratively summarize the literature by writing in complete sentences and referencing in APA format; and 7) added a forum specific to new technologies for assessment and interventions for nursing care of the elderly.

- NURB 3224 Nursing Research for RNs; 1) added a new evaluation component on the Evidence-Based Research Utilization Project rubric for students to address cultural considerations for the clinical implications and ethical considerations in the delivery of care, 2) included a specific item in the Evidence-Based Research Utilization Project related to interprofessional collaboration, 3) restructured the Evidence-Based Practice Research Utilization Project to streamline each component and build sequential assignments that built on each other for a finished project at the end of the course, 4) added additional resources on research designs with research study exemplars 5) added a criterion to the Evidence-Based Practice Research Utilization project related to interprofessional collaboration, 6) added a faculty member to assist with grading the Evidence-Based Research Utilization Project, which facilitated feedback in a timely manner. In 2018, there was one section of this course offered in the spring and fall semesters.
- NURB 4191 Community Based Nursing Practicum for RNs: 1) revised forums to facilitate the student's understanding of their role in advocating for vulnerable populations, 2) added a cultural assessment for specific/family/group /community to the Home Visit assignment, 3) included a discussion forum related to advocating for vulnerable patients, 3) provided formatted templates as a sample paper, 4) identified students early in the semester who needed additional assistance related to writing skills and APA format, 5) provided students with exemplars, and 6) posted information related to skills needed for class assignments in NURB 4191 and 4291.
- NURB 4291 Leadership and Management Practicum for RNs: 1) revised the course grade calculation to include the completion and return of the Employer Survey (counted as a percentage of the professionalism grade); 2) posted reminders in Moodle to complete the Employer survey; 3) added new criteria to the Nursing Sensitive Outcome (NSO) Indicators assignment. Students addressed interdisciplinary collaboration affected related to each indicator; 4) added new criteria to the Healthy Workplace Environment Assessment. In the plan of care, the student must address how they will include members of the interdisciplinary team to improve the health of the work site; and 5) added new criteria to the Leadership Analysis Assignment. The criteria require the student to provide examples of how the nursing mentor exemplifies interprofessional

communication and collaboration for improving health outcomes.

Other:

- In NURB 3223, expanded the use of Shadow Health which included introduction of multiple simulated learning assignments.
- Encouraged students to use the Academic Center for Success for tutoring related to professional writing.
- Developed an APA checklist and posted to courses where professional writing is essential.
- Updated the directions for discussion forums related to professional standards in applicable courses.
- Added a graded component on Professionalism in NURB 3140, 3142, 4191, and 4291.
- Added a conclusion slide related to professionalism and lifelong learning in NURB 3122, 3142, 4191, and 4291.
- Held individual WebEx sessions and phone conversations with students who required more assistance and support.
- Provided new online students individual assignments and “you can do this” advice to prepare them for the 100% online RN to BSN curriculum.
- Updated rubrics and reviewed current rubrics to assure clarity for both teachers and students.
- Faculty provided students an opportunity to pre-submit papers for review and feedback before submitted them to TURNITIN (when time allowed).
- Faculty worked closely with students for successful completion in each course through the program.
- Updated the profile sheet specific for Graduation and Recognition Ceremonies.
- Continued annual faculty retreats to assess the curriculum and plan for the upcoming year.
- All new faculty are expected to complete the MOODLE Bootcamp.
- Weekly emails were sent to students with updates, encouragement, and clarifications needed to increase students’ understanding.
- All RN to BSN courses include student-learning activities involving reflection/ experiential learning.
- Special consideration for incomplete work was discussed with the Director of the RN to BSN program so that all students had an opportunity to successfully complete the program.
- Provided accommodations for special needs’ students.
- Encouraged the use of available student resources at NSU such as the Academic Success Center.
- Increased the percentage of students getting their employer to complete the Employer Survey
- Increased the percentage of students completing the Graduating Senior survey.

### Plan of action moving forward.

The RN to BSN program is 100% online, and as such, the RN to BSN program will continue to utilize technology to facilitate student learning, increase student comfort with Moodle's information learning systems, and increase the amount and variety of reliable, credible, and evidence-based resources available. Faculty plan to increase enrollment using progressive and consistent advising, participation in recruitment strategies on and off campus, hosting an open house or live webinars for potential students, and recruiting by geographical locations using faculty who have direct access to hospital staff nurses.

Plans for the 2018-2019 assessment year, as specified in this report, include the following:

- Continue plans from the previous year
- Continue to work individually with students to meet their learning needs and student learning objectives related to informatics, specifically information literacy, and to advise students to seek assistance from the NSU Help-Desk when needed for technical support.
- Provide LGBT+ advocacy workshop/CE for faculty and students in 2019.
- Investigate more options for teaching students how to advocate and protect vulnerable populations.
- Reassess the meaning of "vulnerable populations" in each course.
- Update forums and discussions related to standards of practice, as appropriate in courses.
- Develop and mail postcards to Registered Nurses of Louisiana in Spring 2019.
- Attend recruitment and career day activities at colleges/universities throughout the state.
- Update mentor agreement.
- Have adjunct faculty assist with grading professional papers with focus on writing skills
- Continue to use the scaffolding strategy with assignments in NURB 3140 and 3224
- Continue to encourage the use of the Academic Center for Success.
- Include an estimated time to complete each assignment in each syllabus assignment table so working students can allocate enough time to assignments.
- Implement the *Complete LA* plan in Fall 2019.
- Increase number of articulation agreements and update current articulation agreements.
- Recruit faculty to teach and advise in the RN to BSN program. Courses are reaching capacity and would benefit from smaller faculty to student ratios. Currently have one full-time faculty. Two additional adjunct faculty are needed to help maintain a 1:20 ratio for courses.
- Give point incentives to encourage students to complete the Skyfactor survey
- Continue to encourage students to complete the Skyfactor survey through,

- emails, posts on Moodle, and videos.
- Encourage the use of the *NSU Academic Center for Success* for tutoring related to professional writing.
  - Continue to work with students on writing skills and APA formatting.
  - Investigate and develop an information resource for all RN to BSN students, such as a webpage or other shared accessible source.
  - Program Director will continue to work with nursing administration to help make tuition competitive with other RN to BSN programs
  - Work with students and make changes based on faculty and student feedback and course evaluation data.
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- NURB 3140 Informatics for RNs: 1) update lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in students' work settings; 2) continue to use scaffolding of large projects; 3) upgrade the grading rubric to better inform the student of required components of papers and facilitate consistent grading by faculty,
  - NURB 3142 Gerontology for RNs: 1) explore gerontology expertise of new adjunct faculty regarding technology and informatics for the elderly population, and 2) continue the discussion forum related to nursing ethics and advocacy for patients in nursing homes.
  - NURB 3223 Health Assessment for RNs: 1) investigate if there is any content in *Shadow Health* that addresses interdisciplinary collaboration, 2) delete textbook as a requirement, and 3) delete exams and replace with assignments.
  - NURB 3224 Nursing Research for RNs; 1) continue to use scaffolding for the Evidence-Based Practice Research Utilization Project, 2) update critical reflection questions in NURB 3224 to include interdisciplinary collaboration, 3) upgrade the grading rubric to better inform the student of required components of papers and facilitate consistent grading by faculty, 4) identify an appropriate resource for Protection of Human Subjects certification, and 5) with additional faculty helping to grade papers, this course will be offered in the summer semester, as well as spring and fall semesters. This will minimize the number of students in the spring and fall semesters.
  - NURB 4191 Community Based Nursing Practicum for RNs: 1) Continue to use the forum related to advocating for vulnerable groups, and 2) update the Home Visit Assignment to include the community assessment that includes a guided template for the students to easily complete.
  - NURB 4291 Leadership and Management Practicum for RNs: 1) continue to make the Employer Survey count as part of the course grade (will count as five

percent), 2) continue to post reminders in Moodle to complete the Employer's survey, 3) add new criteria to the Staff Development Project related to the target population. New criteria ask if other members of the healthcare team (besides RNs) were invited to participate.