

## RN to BSN Program

### Division or Department: College of Nursing (CON)

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**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:

- Course reports are completed by lead faculty at the end of each semester that a course is taught. Course reports include relevant SLO measures and their trends.
- Course reports are reviewed by the program coordinator and analyzed at the RN-BSN Program Curriculum Committee (PCC) meetings. The committee interprets the data and its trends to plan actions for the next year.
- The PCC committee's findings are discussed in the program assessment committee meetings. The Program Assessment is forwarded to the Director of Assessment and the Program Director for revisions, clarifications, and additions. Significant findings are reported in the Administrative Council meetings.

## Student Learning Outcomes:

**Note<sup>1</sup>:** Previously, the Skyfactor survey has been used as a measure of the student learning outcomes (SLO), the actions taken to improve student learning, and student satisfaction. In the AC 2019, the CON faculty became very cognizant of the time delay associated with the results from the Skyfactor survey and decided to use the survey for trending purposes only. The time delay is the result of the following factors: the survey asks graduates questions about the entire program as the student experienced it, most students take over 2 years to complete the program, and there is a 6-12 month delay from survey completion to the report being received. Therefore, the CON decided to discontinue the use of the Skyfactor survey as a measure of Student Learning Outcomes (SLOs), but to continue to trend Skyfactor results, being mindful of the time delay in the evaluation of the program.

In 2019 all measures were reviewed to determine if they were the best measure for the SLO and revised or replaced if necessary. New measures were developed to replace the previous measures of Skyfactor questions. Therefore, some Measures seen in this report will be different from last year's report.

### **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:** Home Visit assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

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

**Finding:** Target was met.

#### **Trending:**

2019: 89% (69/78)

2018: 84% (57/68)

2017: 90% (57/63)

2016: 97% (62/64)

**Analysis.** This measure was previously 1.2. The Home Visit assignment includes a teaching plan, three-generation genogram, and home safety assessment. Prior to the home visit, students create a teaching plan for an identified patient(s) under the guidance and approval of their RN mentor and course faculty. During the home visit, the student constructs the genogram, conducts a home safety assessment, and provides individualized education. To be successful in this assignment, students must synthesize their previous liberal arts education with their nursing knowledge and assessment skills to create evidence-based, culturally sensitive content for the patient(s).

In the 2018 assessment year the target was met with 84% of students scoring 80% or higher. Although the target was met, it signified a continuation of a downward trend from the 90% recorded in 2017 and the 97% recorded from 2016. Since students scored lowest in the shorter summer semester, faculty realized that the assignment calendar needed to be adjusted to allow more time for this assignment. Faculty also clarified the rubric criteria and provided exemplar assignments to help students with formatting and content. As a result, in 2019, 89% of students achieved a score of 80% or better on the Home Visit assignment, ending the downward trend.

Students' positive feedback reinforce that student learning outcomes were achieved: "I use therapeutic communication skills during my assessment process by obtaining a thorough medical, social, and family history for my home health visit in 4191. I used open-ended questions, empathy, and educational tips during my communication with my home visit patient. I used assessment skills to perform a detailed head to toe assessment of the patient. I used technical skills during the evaluation process in order to analyze the data. I collected data based on the interventions used and outcomes shown. I then determined if my planning was accurate or needed to be reanalyzed;" and "When in the community health setting, I used my critical thinking to discuss with my mentor the test and follow up procedures that would be ordered for each patient, having to think of these needs being fulfilled outside of a hospital setting was much more difficult and required prioritization."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, the plan for 2020 is to provide updated evidence-based resources for this assignment. Faculty will also stagger assignments in NURB 4191 and NURB 4291 so that assignments with multiple components are not due at the same time. NURB 4191 and NURB 4291 are often taken together so this action should provide students with additional time to complete the assignment.

**Measure 1.2.**

**Assessment Method:** Cultural Competence/Accountability in Geriatric Care in NURB 3142 (Gerontology for RNs)

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

**Finding.** Target was met.

**Trending:**

2020:

2019: 98% (97/99)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. There is no data trend to discuss. The Cultural Competence/Accountability in Geriatric Care assignment required students to research a culture different from their own. Students utilized the course textbook, current healthcare literature, and the STAT!Ref database to discuss the heritage, communication, biocultural ecology, health

risks, nutrition, religious and spiritual traditions, and healthcare practices. To be successful in this assignment, students needed to utilize their liberal arts education and their research skills to develop a comprehensive, holistic picture of their chosen culture.

In 2019, 97/99 or 98% of students achieved a score of 80% or higher on the Cultural Competence/Accountability in Geriatric Care assignment. The Students' positive feedback reinforce that student learning outcomes were achieved: "I used the cultural awareness assignment to better develop my skills in communicating with the Hispanic population in Texas;" and "I feel many assignments were geared toward helping me to communicate better with geriatric patients".

**Decision.** In 2019 the target was met. The plan for 2020 is to make the assignment into a discussion forum instead of a paper. This will allow students to learn about the cultures other students choose to research as they will be able to read all submissions, thereby broadening their knowledge.

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

**Measure 2.1.**

*Assessment Method:* RN to BSN Employer Survey Question in NURB 4291 (Leadership and Management Practicum for Registered Nurses). Question: "Please check the column that best describes your estimation of our RN to BSN graduate's ability to: Apply the nursing process using critical thinking, communication, assessment, and technical skills."

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

**Finding.** Target was met.

**Trending:**

**2019:** 3.9

**2018:** 3.86

**2017:** 3.64

**Analysis.** This measure was previously measure 2.2. The RN to BSN Employer Survey Question is completed in NURB 4291 at the end of the RN-BSN program. Employers of each RN-BSN student evaluates their employee on 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).

RN to BSN students use the nursing process throughout the RN to BSN program in assignments such as readings, discussion forums, presentations, assessments, and research projects. Examples of assignments that utilize the nursing process include a video presentation (NURB 4291), a voiceover PowerPoint (NURB 3122), a Website Critique (NURB 3140), and virtual patient assessment (NURB 3223).

In the 2018 assessment year, the target was met; however, there was a low response rate from employers. Since employers are not obligated to complete the

survey on the student's behalf, faculty decided to incentivize the survey in the spring of 2019 to see if this would encourage the student to follow up on whether the survey was completed. Students were awarded 5 points if the survey was completed and the response rate increased from 47% (Spring 2019) to 78% (Fall 2019).

In 2019, the average for this question on the RN to BSN Employer Survey was 3.9, which exceeded the expected outcome of 3.0. Positive student feedback reinforces this data: "The Website Critique assignments were vital to enhancing my knowledge on the importance of accurate and credible online resources for patient teaching and how to answer evidence-based practice questions. It guided me to the realization to look for any third-party advertisements which may be biased in the content presented on the website. I did not realize there were so many components to checking credibility before completing the website critique assignment. It was an eye-opening experience in a positive way."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, the plan for 2020 will be to have the coordinator email each employer individually and to provide the student's name. This personal approach may yield higher return rates than the generic request sent previously. Students will also be notified when the survey is sent so they can remind their employers to complete the survey on their behalf. Reminder emails will be sent to employers and students if the survey is not completed within three weeks.

### **Measure 2.2.**

*Assessment Method:* Comprehensive Assessment in Shadow Health Assessment in NURB 3223 (Health Assessment for RNs)

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

**Finding.** Target was met.

### **Trending:**

**2020:**

**2019:** 86% (73/85)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. Trending data is not available. Throughout the semester, students utilize a virtual patient simulation platform by Shadow Health. Students are assigned portions of a head-to-toe assessment on a virtual simulated patient, so that they may utilize the nursing process to master their critical thinking, communication, assessment, and technical skills in a safe environment. Students are allowed multiple attempts to improve their performance and are given feedback. Students complete the comprehensive assessment at the end of the semester.

In 2019, 86% of students achieved a score of 80% or higher on the comprehensive Assessment in Shadow Health. Positive student feedback reflects the value of this measure: "Throughout this entire RN-BSN bridge program and especially in the courses required this semester my critical thinking, communication, assessment, and technical skill have grown tremendously. The assessment courses required time in

Shadow Health improved my communication skills with patients. It showed me how my questions need to be clear and concise. It especially taught me to not ask two-part questions. Each assessment question must be asked in its own time to receive the desired information from a patient or caregiver” and “The physical assessment course helped me with patient assessments. Being a nurse in the OR there is little need to perform a complete head to toe assessment. I enjoyed being able to interact with patients and developing my assessment skills.”

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, the 2020 plan will be to utilize the documentation module in the Shadow Health platform in lieu of the two sample documentations that had to be provided in the Moodle course shell. The previous assignment was not as comprehensive as the Shadow Health platform. The documentation module is available at no extra charge and requires the student to provide 5 written communications for the simulated patient’s discharge. To be successful, students will need to effectively utilize all steps in the nursing process.

**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:* Mentor End of Semester Evaluation of Student’s Clinical Experience in NURB 4291 (Leadership and Management Practicum for Registered Nurses). “How well did the student identify interdisciplinary health care team strategies to promote quality health care?”

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

**Finding.** Target was met.

**Trending.**

**2019:** 3.86

**2018:** 3.75

**2017:** 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. At the end of the semester, mentors complete an “Evaluation of Student and Clinical Experience.” One question 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).

In the 2018 assessment year, the target was met. In 2019, faculty added critical reflection questions related to interdisciplinary collaboration in NURB 3224 (Nursing

Research). Faculty also updated the Interdisciplinary Collaboration Discussion Forum in NURB 3142 (Gerontology for RNs). As a result, in 2019, the average score increased from 3.75 to 3.86.

**Decision:** In 2019 the target was met. Based on the analysis of the 2019 results, the 2020 plans include updating assignments and student learning resources in NURB 3122 (Dimensions of Professional Practice) and NURB 4191 (Community Based Nursing Practicum) related to interdisciplinary collaboration.

**Measure 3.2.**

*Assessment Method:* Service-Learning Project in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

*Expected Outcome:* 75% will score 80% or higher

**Finding.** Target was met.

**Trending.**

**2020:**

**2019:** 94% (75/80)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. Trending data is not available. In NURB 4191, students work with their mentor to identify a health issue that is significant to their community's population. Students will develop a service-learning project that incorporates education, action, and resource provision for the health promotion, disease prevention, or symptom management of their selected health issue. The evidence-based education is delivered to the target population and students write a reflection paper on their project.

In 2019, 94% of students scored an 80% or higher. Examples of student feedback: "By completing my service-learning project, I integrated theory from nursing, the arts, humanities, and sciences to provide teaching that was culturally sensitive and to a large group of young soldiers in the community. I integrated the arts by using colorful handouts with important tobacco related statics and presenting my teaching points in an engaging manor, science and nursing theory were used by sharing the biological affect smoking and tobacco use has on their body that could affect their careers, and humanities by ensuring clear easy to follow teaching was used;" and "Community members of Comanche County were educated on the disease process, treatment plan, and on modifiable risk factors of a cerebrovascular accident. The Community members were grateful for the free education, as many of the attendees had a family member who has had a previous stroke and wanted to learn how to be proactive in the future. The education presentation utilized discussion, posters, and hand-on demonstrations. In the future I would try to get more staff members involved and increase advertisement to get a better number of people to attend. I learned how much work goes into gathering people, supplies, and attendees for an education brief, and how much time goes into advertising for the brief. All in all, I believe it was a great education opportunity for myself and the community."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, the 2020 plan is to update the assignment reading resources and exemplar to reflect APA 7<sup>th</sup> edition.

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

##### **Measure 4.1.**

*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 was met.

##### **Trending.**

**2019:** 100% (95/95)

**2018:** 97% (84/87)

**2017:** 96% (85/89)

**Analysis.** This measure was previously 4.2. 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 keywords from the PICO question and find one research study to reference and self-evaluate their search process.

In the 2018 assessment year the target was met. Based on the analysis of the results in 2018, in 2019 faculty updated the Database Search Strategy assignment to focus on developing a PICO question specific to each student's specialty area of nursing practice; 2) added an Information Literacy assignment for students to search for a second study related to their PICO question. The assignment included a summary of the search process and a summary of their selected study; and 3) gave extra points for student participation in educational sessions offered via WebEx by the NSU CONSAH librarian. As a result, in 2019, 100% of students achieved a score of 80% or higher on the Database Search Strategy Assignment.

Students' Feedback included: "I now truly understand how to use the keyword search on CINAHL. I will be able to quickly and efficiently find what I need. I will use the skills and information learned to search for keywords and use certain tricks, such as a wild card to better refine and narrow my search information;" and "I believe I will need more practice and use of CINAHL and other databases to increase my success in finding information; I think the more I use it, the better I will be at it. Without this course, I would have never fully used CINAHL or even known how to refine my searches. If it were not for this course, I would have blindly searched for information on CINAHL, and not known how to refine my search, or use key terms as this course has taught me. From known on, I will be able to find accurate information to better prepare myself and answer any nursing questions or concerns, in a scholarly manner;" and "Considering I didn't have a clue about the first thing of searching different data bases much less how many data bases are available, I would say I'm more knowledgeable now then at the

beginning of the course. As for my skill level, I feel pretty confident that I know how to find research studies that would answer my PICO questions.”

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) collaborate with the NSU nursing librarian and add additional resources, such as updated tutorials for searching the literature utilizing healthcare databases, library and LibGuide tutorials; 2) update resources and tutorials for the 7<sup>th</sup> edition of APA format; and 3) add a discussion forum on telehealth and privacy.

**Measure 4.2.**

*Assessment Method:* Evidence-based Practice (EBP) Poster Project in NURB 3224 (Nursing Research for Registered Nurses)

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

**Finding.** Target was met.

**Trending.**

**2020:**

**2019:** 100% (76/76)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. Trending data is not available. After completing the EBP Project, students design an electronic poster utilizing a free online poster template to display EBP literature from three research studies summarized based on their PICO question. Information is organized to visually display the summary table of the three studies and other significant components from the EBP Project. Students also use the EBP poster to disseminate their findings to colleagues, members of the interdisciplinary healthcare team, and patients, if applicable. Students are encouraged to submit their posters at local research meetings and/or conferences. In 2019, 100% of students scored an 80% or higher.

Students' Feedback included: "I plan on sharing my knowledge with my colleagues by making paper copies of my EBP poster and handing out to them;" and "I already began to speak to my peers, supervisors, and supporters about my EBP project and the benefits to our patients. The assignments were mildly confusing to me in the beginning of the course and then everything came together like a masterpiece, aka my EBP poster."

**Decision:** Based on the analysis of the 2019 results, in 2020, the plan will include adding additional resources such as updated tutorials for searching the literature utilizing healthcare databases, library and LibGuide tutorials. Resources and tutorials for the 7<sup>th</sup> edition of APA format as it applies to electronic research poster presentations will be updated.

**SLO 5. Integrate research findings to promote evidence-based nursing practice.****Measure 5.1.**

**Assessment Method:** Evidence-Based Practice Project in NURB 3224 (Nursing Research for RNs)

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

**Finding.** Target was met.

**Trending:**

**2019:** 84% (64/76)

**2018:** 92% (58/63)

**2017:** 85% (53/62)

**Analysis.** Students in NURB 3224 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 Project*. A rubric is provided that guides the student through each phase of the project. Weekly lessons are scaffolded to build content for the final project and poster. 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 online healthcare databases through the NSU Library for 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 2018 assessment year the target was met. Based on the analysis of the results in 2018, in 2019 faculty updated reading assignments, updated the Discussion Forum grading rubric consistent with all RN to BSN nursing courses, and updated the EBP Project grading rubric for specific expectations on the assignment. Students experiencing problems with APA format and professional writing skills were encouraged to use the Academic Success Center. As a result, in 2019, 84% of students achieved a score of 80% or better on the Evidence-Based Practice Project.

Students' Feedback included: "The assignments and the readings in this course taught me the steps in the nursing research process. From formulating my PICO question to reviewing the literature, to analyzing the data, all of these steps I learned by reading the chapters and by completing the assignments;" and "I found the assignments only to be difficult due to lack of experience on my part but with help from my instructor and librarian, I was able to succeed. The assignments and grading rubrics were well thought out and I don't feel the need to change it."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to advise students to seek writing assistance from the NSU Academic Success Center earlier in the research process. Students will also be encouraged to review the tutorial on the updated 7<sup>th</sup> edition of APA and to meet with course faculty throughout the research process through frequent WebEx, phone, and email communications.

**Measure 5.2.**

*Assessment Method:* Staff Development Project in NURB 4291 (Leadership & management Practicum for Registered Nurses)

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

**Finding.** Target was met.

**Trending.**

**2020:**

**2019:** 98% (63/64)

**Analysis.** This is a new measure for the 2019 year, taking the place of a Skyfactor question. Trending data is not available. The Staff Development Project is completed in the student's work setting. Students first identify an educational need for their colleagues in the Healthy Workplace assignment. Then students collaborate with their mentor to complete a lesson plan that includes objectives for the presentation, outline content, time frame for each objective, teaching method, summary of the evaluation provided by the participants, and a self-evaluation of the project. The presentation must include relevant and current research to help participants address their knowledge deficit. A 5-minute videotape of the presentation is shared with classmates. In 2019, 98% of students scored an 80% or higher, exceeding the expected outcome.

Students' Feedback included: "This assignment brought to my attention the different aspects it takes to be a leader. Leaders have nothing if they don't respect and take care of their employees. I have a very strong personality and N.F. helped me further tone it down and be more approachable to others. During this assignment, I was really able to break down how N.F. functions and how she was able to obtain a leadership position and what it takes to be a leader. Being a manager does not automatically make you a leader, and I learned that from this assignment that it takes a special person to make a great leader and N.F. has proven herself worthy of the name."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, the 2020 plan is to update reading resources and to provide an exemplar to reflect APA 7<sup>th</sup> edition.

**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:* Political Letter assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

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

**Finding.** Target was met.

**Trending.**

**2019:** 94% (75/80)

**2018:** 97% (64/66)

**2017:** 91% (48/53)

**Analysis:** This measure was previously 6.2. In NURB 4191, students are exposed to the political process and its relevancy to community and population health nursing. The Political Letter assignment in NURB 4191 prompts students to write a political letter to an elected official related to a community health issue identified in the Community Assessment/Windshield Survey assignment. Guidelines, templates, a rubric, and exemplars are provided to help students complete this assignment.

In the 2018 assessment year, the target was met. Based on the analysis of the results in 2018, in 2019, faculty identified contemporary ideas to consider for the Political Letter assignment. Discussion forums were updated in NURB 3142 (related to ethics and advocacy for geriatric patients) and NURB 3122 (advocating for vulnerable groups). As a result, in 2019, 94% students achieved a score of 80% or better on the Political Letter assignment. Students' Feedback included: "The political letter allowed an outlet for my knowledge of economic, legal and political factors to advocate for patients;" and "I advocated for safer nurse-staff ratios by writing a political letter."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the faculty plan to update reading resources and assignments in NURB 3140 (informatics) and NURB 4291 (leadership) to reflect contemporary issues related to economic, legal, ethical, and political factors.

**Measure 6.2.**

*Assessment Method:* Health Policy Brief in NURB 3122 (Dimensions of Professional Nursing)

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

**Finding.** Target was met.

**Trending.**

**2020:**

**2019:** 77% (57/74)

**Analysis.** This is a new measure for the 2019 assessment year, taking the place of a Skyfactor question. Trending data is not available. The Health Policy Brief assignment is an advocacy document that proposes an action plan to develop or refine health policies. The Health Policy Brief assignment in NURB 3122 includes reading assignments, a video, and examples on how to write a health policy brief. After reviewing assigned resources, students address a health-related issue by identifying the advantages and disadvantages for the policy. In 2019, 77% of students scored 80% or higher and the target was met. Student feedback included: "This semester has been very interesting. I have learned a lot about my own professional issue which was patient safety. The health policy brief gave me some great insight into the safety of our community, too. I do realize that patient safety is a huge issue in healthcare. With the additional education that I am receiving, I am going to make myself more aware of my patients' abilities and their surroundings so I can provide a better care environment for them" and "I was able to analyze situations in the health field that require attention and initiate proper resources that suit the patient's needs in the health policy brief assignment. I have also been an advocate for patient health during this course by implementing safety screenings for all that enter the OGH facility to prevent the spread of communicable diseases to others within the facility."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to update the Health Policy Brief to address contemporary issues to increase students' interest in health policy. Faculty will also update the Professional Issue PowerPoint that students view prior to this assignment to include at least one slide related to the student's Health Policy Brief.

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

**Measure 7.1.**

*Assessment Method:* Leadership Analysis assignment in NURB 4291 (Leadership and Management Practicum for Registered Nurses)

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

**Finding.** Target was met.

**Trending.**

**2019:** 94% (60/64)

**2018:** 95% (38/40)

**2017:** 96% (68/71)

**Analysis.** This measure was previously 7.1. During NURB 4291, senior students complete a Leadership Analysis assignment on their own nurse manager. The student analyzes the nurse leader on each of the following skills: overall leadership style, problem-solving and decision-making skills, conflict resolution skills and strategies,

written and oral communication skills, power base and how power is used, interprofessional communication and collaboration for improving patient health outcomes, priorities and cost containment related to fiscal planning, perceptions and responsibilities for quality control, and acting as a change agent. These elements are discussed within the context of leadership and management theories, and the conclusions must be supported by current research.

In the 2018 assessment year, the target was met. Based on the analysis of the results in 2018, in 2019 faculty completed the following: 1) updated discussion forums/assignments for students to identify their personal leadership strengths and weaknesses, 2) created new forums related to specific leadership and management skills in NURB 4291, and 3) worked with students on professional writing skills and APA format preparing for graduate education. As a result, in 2019, 94% of students scored 80% or higher on the Leadership Analysis assignment. Students' feedback included: "My ability to apply the nursing process allowed me to integrate theory by using evidence-based practices to support my leadership analysis;" and "My communication with other members of the healthcare team in plan of care meetings, total quality meetings, and staff meetings increased. I have better communication skills when discussing issues with patients and how to resolve these issues".

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) update the discussion forums based on current literature and relevant resources related to principles of leadership, and 2) update the exemplar to reflect APA 7<sup>th</sup> edition.

### **Measure 7.2.**

*Assessment Method:* Environmental Health Action Plan in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

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

**Finding.** Target was met.

### **Trending.**

**2020:**

**2019:** 89% (71/80)

**Analysis.** This is a new measure for the 2019 assessment year, taking the place of a Skyfactor question. Trending data is not available. The Environmental Health Action Plan forum relates to clinical, political, or research priorities in the community that students examined for their Community Assessment/Windshield Survey completed earlier in the course. Short-term, medium-term, and long-term measurable goals are identified that are time-oriented, practical, feasible, and evidence-based, and indicate their nurse role (educator, advocate, caregiver, policy maker, leader, manager, researcher, etc.). In 2019, 89% (71/80) of students scored 80% or higher. Students feedback included: "Staying involved in the community is important specifically in the instance of a disaster of some type;" and "Make the community aware of your presence as a point of contact in case there is a disaster in the area."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) post exemplars of Environmental Health Action plans, and 2) update the assignment rubric and resources.

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

**Measure 8.1.**

*Assessment Method:* RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) question: “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 higher

**Finding.** Target was met.

**Trending**

**2019:** 3.92

**2018:** 4.00

**2017:** 3.81

**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) 2) NURB 3122 (American Nurses Association (ANA) Scope and Standards of Practice, ANA Code of Ethics, and Louisiana State Board of Nursing Nurse Practice Act); 3) NURB 3223 (Joint Commission Standards and National Patient Safety Goals); 4) NURB 3142 (Gerontological Nursing: Scope and Standards of Practice) 5) NURB 4191 (Standards for Community Health Nursing) and 6) NURB 4291 (Standards from Quality and Safety Education for Nurses competencies). The Employer Survey is administered in NURB 4291, at the end of the RN-BSN program.

In the 2018 assessment year, the target was met. Based on the analysis of the results in 2018, in 2019, the RN-BSN Coordinator sent personalized emails to employers asking that the survey be completed. Since employers are not obligated to complete the survey on the student’s behalf, faculty decided to incentivize the survey in the spring of 2019 to see if this would encourage the student to follow up on whether the survey was completed. Students were awarded 5 points if the survey was completed.

As a result, in 2019 the average rating was 3.92, which met the expected outcome. Students’ feedback included: “This program has given me a greater understanding of being able to see the bigger picture when it comes to leadership; and “While I may not always understand or agree with decisions leadership has made, I understand that I may not have all the information they have, and the decisions made are for the betterment of the employees and patients.”

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, course faculty will review the survey feedback regarding their strengths and weaknesses. The RN-BSN Coordinator and course faculty will email any student and their employer whose survey has not been completed every three weeks until completed.

**Measure 8.2.**

*Assessment Method:* Legacy Map in the Professional Portfolio assignment in NURB 3122 (Dimensions of Professional Nursing)

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

**Finding.** Target was met.

**Trending**

**2020:**

**2019:** 97% (72/74)

**Analysis.** This is a new measure for the 2019 assessment year, taking the place of a Skyfactor question. Trending data is not available. In NURB 3122, students develop their Professional Portfolio that includes their resume', legacy map, philosophy of nursing, brief biography, cover letter for a job promotion, and an optional professional photo. The Legacy Map component reflects the student's nursing legacy, addressing such questions: What do you want to accomplish as a nurse? What impact do you want to have on the profession and people/public? What changes do you want to make? How do you want to be remembered? The legacy map is a visual sequence/map (i.e., graphical/pictorial representation) of the necessary steps to achieve the goal(s) for their career and legacy.

In 2019, 97% of students scored 80% or higher. Students' feedback included: "This course has definitely taught me so much about nursing professionalism. I think that with the help of this course I will be able to apply and consider much more detail in my practice. I feel like we learned so much about ourselves throughout this course. I did not realize that I could complete such a wonderful professional portfolio showcasing myself. As a future BSN prepared nurse- I think I may give myself a little more credit now than what I have in the past."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, faculty will update the reading resources for professional development and lifelong learning in NURB 3122.

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

**Measure 9.1.**

*Assessment Method:* RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) 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 higher

**Finding.** Target was met.

**Trending.**

**2019:** 3.92

**2018:** 3.70

**2017:** 3.86

**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 (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 2018 assessment year, the target was met. Based on the analysis of the results in 2018, in 2019 faculty updated reading resources for professional development and lifelong learning in NURB 3140, 3122, and 4291. Faculty continued 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) update the Professional Organization assignment in NURB 3122 for students to choose one of two options and write a summary about a) professional nursing organization meeting they attended, or b) professional organization of interest related to the mission, purpose, activities, and benefits of membership. As a result, in 2019 the average for this question was 3.92.

Students' feedback included: "During the coursework of the RN to BSN program, I assumed responsibility for professional development and lifelong learning by not only finishing my BSN, but obtaining my certification as an OR nurse, CNOR;" and "My educator offered us the chance to become PALS certified and I did it. If I get the opportunity to work in L&D, I plan to pursue additional certifications related to that area as well;" and "At the beginning of this journey I had no plans to continue after my BSN. Now that I am at the end of this journey, I have begun to look for my next adventure. At this time, I am not sure if it will be MSN or CRNA, but I will continue in the near future."

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan is to: 1) update resources for professional development and lifelong learning on discussion forums for NURB 3122 and 4291; 2) post available scholarship opportunities in the RN to BSN Program link in Moodle; 3) inform students about graduate and post-graduate educational opportunities at NSU in the RN to BSN Program link in Moodle; and 4) write recommendation letters for students wanting to advance their education.

**Measure 9.2.**

*Assessment Method:* QEP SLO 2.2 asks “Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has changed your perceptions about education, and how you will use this experience as a foundation for personal growth and maturity.” This measure was assessed in NURB 4291 with students’ evaluations and QEP RN to BSN reflections.

*Expected Outcome:* Average of 3.0 or higher

**Finding:** Target was met.

**Trending.**

**2020:**

**2019:** 3.25

**Analysis.** This is a new measure for the 2019 assessment year, taking the place of a Skyfactor question. Trending data is not available. Students are asked to reflect on how they are achieving the College of Nursing Student Learning Objectives in NURB 4291, toward the end of the program.

In 2019, the average score for SLO 2.2 was 3.25. Students’ feedback included: “I dedicated my time to continuing my education in many ways that are not mandatory but will make me a better nurse in the long run. In the last six months, I have taken PALS, ACLS, triage class, CEN EXAM, and TNCC. I believe everything I learn will help me better prepare to save someone’s life and that makes it very important to continue learning all I can;” and “As an individual, I learned that I value nursing and that I can see myself being a leader. My future goal is to obtain my master’s degree as a nurse practitioner;” and “My future plans include obtaining my doctorate in nursing education and teaching college level courses;” and “I assumed responsibility for professional development and lifelong learning by acquiring the proper knowledge from the RN to BSN program. I have made plans to further my education in the BSN to DNP program.”

**Decision.** In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the plan will be to: 1) post available scholarship opportunities in the RN to BSN Program link in Moodle; 2) inform students about graduate and post-graduate educational opportunities at NSU in the RN to BSN Program link in Moodle; 3) write recommendation letters for students wanting to advance their education; and 4) collaborate with faculty teaching in RN to BSN programs in the country to share ideas and learn effective strategies with the National RN-Faculty Forum (NRFF) for program improvement.

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

For the 2019 assessment year, the target was met for all 18 identified SLOs. However, nine of the SLOs were new this year, due to the discontinuation of the

Skyfactor survey components as measures of SLOs. As such, the RN-BSN coordinator will review all SLOs at the end of each semester (spring, summer, and fall) to track SLO achievement.

Advising of current students continued to be intrusive to ensure student progression in the program. Faculty increased communication (phone, email, and WebEx) with students to improve student engagement. Recruiting of potential students remained aggressive, resulting in an increase in enrollment (130 students in the fall of 2018 to 174 in the fall of 2019). Two new adjunct faculty were hired and trained to assist with the increased enrollment.

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

- Provided resources in multiple formats for the new edition of APA and the Academic Success Center.
- Updated/added exemplars to reflect the new edition of the APA manual
- Updated/added reading resources, discussion forums, and assignments.
- Updated/added rubrics for assignments and discussion forums
- Adjusted summer calendar of assignments
- Incentivized the Employer Survey to increase completion rates

#### Additional Support Provided for Students

- Petitioned university administration for a flat-rate tuition.
- Developed a program-wide late policy and discussion forum grading rubric to increase consistency between courses and instructors.
- Utilized virtual office hours via WebEx for tutoring and assignment assistance.
- Provided students an opportunity to pre-submit papers for review and feedback
- Encouraged students to seek graduate education, professional organization membership, and nursing specialty certification.
- Provided recommendation letters for students seeking graduate education and scholarships.
- Developed an RN-BSN program information shell in Moodle that includes resources on graduation, registration, courses, and academic matters.
- Explored and adopted (beginning summer 2020) a new textbook for NURB 3110 (Pathophysiology for RNs) that is more appropriate for undergraduate students.
- Four (of six) faculty are doctorally-prepared
- Two (of six) faculty are Certified Nurse Educators

#### Additional Support Provided for Faculty

- Attended continuing education opportunities.
- Completed Moodle Boot Camp training.
- Provided new faculty with a faculty mentor.
- Participated in monthly PCC meetings.
- Joined the National RN-BSN Faculty Forum
- Participated in scholarly practice

### Plan of action moving forward.

Faculty will continue to update course resources to reflect current, contemporary, and evidence-based information. Aggressive recruiting, intrusive advising, and frequent communication efforts will continue in an effort to improve enrollment, retention, and graduation of students. The new flat-rate tuition pricing will also begin in the Spring 2020 semester.

Below are actions catalogued in this report to facilitate student achievement of learning outcomes in 2020.

- Updating/adding exemplars to reflect the new edition of the APA manual.
- Updating/adding reading resources, discussion forums, and assignments.
- Updating/adding rubrics for assignments and discussion forums.
- Reviewing identified strengths and weaknesses with students from their employer survey.

### Additional Support Provided for Students

- Staggering due dates on large assignments to avoid overlap
- Contacting inactive students to encourage program completion
- Calculating seat time equivalencies for all RN-BSN nursing courses
- Reviewing all RN-BSN nursing courses in light of Quality Matters criteria
- Updating program information on university website and in university catalog
- Updating/adding articulation agreements as needed
- Offering NURB 3224 (Introduction Nursing Research for Registered Nurses) in summer semester so that all courses are offered at least once per semester
- Initiating use of new textbook and online resources for NURB 3110 (Pathophysiology for RNs)
- Encouraging current ASN students to begin general education RN-BSN courses
- Allowing current ASN students the ability to dual enroll in RN-BSN nursing courses once all general education courses are completed and with the Dean's permission (supported by policy)
- Updating course syllabi and Moodle format for consistency across courses.
- Updating RN Mentor criteria and agreement form.

### Additional Support Provided for Faculty

- Completing the Master Course Creator Series (full-time faculty)
- Assigning faculty to consistent courses from semester to semester
- Assigning full-time faculty as course stewards for all classes. Faculty to be responsible for SLO tracking, syllabi, calendar, and grade reporting.