

Student Learning Outcomes:

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:

2021: 94% (155/165)

2020: 99% (98/99)

2019: 88% (69/78)

Analysis. The Home Visit assignment includes a teaching plan, three-generation genogram, a home safety assessment, and a home visit contract signed by the family member ensuring they approve the home visit. 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 conducts a home safety assessment and provides individualized evidence-based education based on identified safety concerns. 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 2020, the target was met with 99% (98/99) of students scoring 80% or higher on the Home Visit assignment. Based on the analysis of the 2020 results, in 2021, faculty updated evidence-based resources in each module, reviewed due dates for assignments in NURB 4191 and 4291 and determined students had adequate time to complete assignments in both courses without needing to stagger due dates as done in 2020. The faculty also updated the grading rubric, directions, and provided an updated exemplar for the Home Visit assignment. In 2021, the target was met, yet there was a downward trend to 94% (155/165) for the Home Visit assignment from 2020 where 99% (98/99) of students scored 80% or higher. There was a substantial increase in the number of students in NURB 4191 in 2021 which may have contributed to the downward trend. In 2020, there were 99 students registered for the course compared to 165 students in 2021. It is important to note that during the shorter time frame offered in the summer semester, there were 73 students registered in the course. Eight students requested an incomplete grade and four of those students did not complete assignments resulting in an F-grade for those four students (lowering the percentage for 2021).

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) identify updated evidence-based resources to add to the Home Visit module related to cultural sensitivity, as this is a contemporary societal concern worldwide; 2) ensure all modules and resources are accessible with the assistance of ECE colleagues; 3) add an assignment checklist in each module for students to use and stay on track; 4) add the point value and due date for each assignment to the checklist; 5) provide APA format for each resource in each module; and 6) recommend to the program coordinator to assign one adjunct faculty member to each section (25 students or less) and have lead professor monitor all students' work.

Measure 1.2.

Assessment Method: Cultural Competence assignment in NURB 3142 (Gerontology for RNs)

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

Finding. Target was met.

Trending:

2021: 94% (195/208)

2020: 97% (146/151)

2019: 98% (97/99)

Analysis. The Cultural Competence assignment requires students to research a culture different from their own. Students utilize current healthcare literature to increase their knowledge about cultural diversity, communication, biocultural ecology, health risks, nutrition, religious and spiritual traditions, and healthcare practices. To be successful in this assignment, students need to utilize their liberal arts education and research skills to develop a comprehensive, holistic picture of their chosen culture.

In 2020, the Cultural Competence assignment was changed to a discussion forum and entitled Cultural Competence, with these lesson objectives: 1) Recognize the impact of cultural beliefs on attitudes of aging; and 2) Develop gerontological nursing interventions aimed at reducing health disparities in culturally diverse populations. Students chose an ethnicity different than their own and identified related health risks for the elderly and evidence-based nursing interventions. Students reflected on how their cultural background impacted their experiences in delivering care to the elderly of different ethnicities. Students' answers were supported with their clinical experiences and evidence from the literature and responded to at least one classmate's forum. Most students identified language barriers as the most challenging cultural issue hindering therapeutic communication. Students' feedback identified the need to utilize interpreters when available and translator software for communication and comprehension. In 2020, the target was met with 97% (146/151) of students scoring 80% or higher on the Cultural Competence assignment in NURB 3142.

Based on the analysis of the 2020 results, in 2021, faculty reviewed students' course evaluations and learned that using the online resources in place of a required textbook

was satisfactory in completing the assignments in each module. NURB 3142 received acceptance as a Quality Matters online course in Moodle by the ECE department at NSU. The following recommendations for QM were added to the course in 2021: 1) checklist and audio overview for each module were added to keep students on track. The checklist included all of the resources in APA format. The audio overview provided students with an explanation of how each resource pertained to the lesson; 2) All resources were checked and corrected for accessibility. The audio overviews had closed captioning added for accessibility; and 3) course objectives were added to each module related to student learning outcomes and alignment with resources and assignments.

In 2021, 94% (195/208) of students achieved a score of 80% or higher on the Cultural Competence assignment. The target was met, yet there was a downward trend from 97%. It is important to note is there was an increase in total students in the course in 2021 (208) compared to 2020 (151). Also, students reported concerns related to COVID-19 in 2021. Eight students requested an incomplete grade and two of the students did not successfully complete the assignments resulting in a grade of "F".

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) identify and post updated evidence-based resources related to cultural considerations in caring for the elderly; 2) ensure all modules and resources are accessible (with the assistance of ECE colleagues); 3) update the assignment checklist in each module for students to use and stay on track; 4) rename the Cultural Competence discussion forum assignment "Cultural Considerations", with these lesson objectives: a) Discuss how cultural beliefs affect attitudes in geriatric care; and b) Describe barriers to patient-centered care related to cultural competence. This was done based on feedback from ECE for a QM course.

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.

Finding. Target was met.

Trending:

2021: 3.81

2020: 3.92

2019: 3.90

Analysis. 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 evaluate the 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 assessments (NURB 3223).

Based on the analysis of the results in 2019, in 2020, the RN-BSN coordinator emailed each employer individually with the student’s name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2020 semester yielded a 66% return rate, the summer 84%, and the fall 91% (average 80% response rate). The low spring return rate is most likely related to the COVID 19 pandemic when employers were overwhelmed with nursing and supply shortages, among other uncertainties and demands. As a result, the target was met with the average of 3.92 on the inquiry.

Based on the analysis of the 2020 results, in 2021, faculty continued to email each employer individually and 1) provided the student’s name in the subject line, 2) notified students when surveys had been sent, and 3) sent reminder emails. Information regarding our graduates was also solicited from advisory council meetings that are held twice yearly. As a result, in 2021, the target was met with the average of 3.81 on the inquiry.

Although the target was met, the result was lower than the last two years. The spring 2021 return rate was 73% (32/44) with an overall satisfaction rate of 3.85; the summer 2021 return rate was 76% (25/33) with an overall satisfaction rate of 3.76; and the fall 2021 return rate was 63% (26/41) with an overall satisfaction rate of 3.81. In the fall semester, Dr. Morris assumed the position of Senior Director of Nursing and began training Sheri Wilson as the Non-traditional BSN Program Coordinator. As a result of this transition, reminder emails were not consistently sent in the fall semester. Another possible contributing factor could be the number of graduates. In 2019, there were 61 graduates; in 2020, there were 95; and in 2021, there were 118 graduates.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to ensure the reminder emails are sent to employers. If necessary, students can be asked to provide a secondary person to complete the survey on their behalf. Students can provide the name of their shift supervisor, unit supervisor, or unit manager to speak to their abilities. By having more people to speak to their abilities, the response rate should be higher. In addition, changes to assignments described in our 2022 plans should increase critical thinking (NURB 3142, 3224, 4191, and 4291),

communication (NURB 3142 and 4291), assessment (NURB 3223), and technical skills (NURB 3223) of our students.

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:

2021: 91% (160/175)

2020: 94% (149/159)

2019: 86% (73/85)

Analysis. 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 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.

Based on the analysis of the results in 2019, in 2020, the documentation modules in Shadow Health were added in lieu of the two sample documentations that were previously provided in Moodle. The Shadow Health documentation modules involve the same simulated patient that students complete head to toe assessments on. In 2020, 94% of students achieved a score of 80% or higher. Therefore, the target was met.

Based on the analysis of the 2020 results, in 2021, links to assessment videos using human (not virtual) patients were added to the course shell for some components of a head-to-toe assessment (4 shorter videos) and a complete head-to-toe assessment. In 2021, 91% of students achieved a score of 80% or higher. Therefore, the target was met. Positive student feedback reflects the value of this measure: "The sims were interesting, and I'll be able to take the information with me everywhere I go." and "My assessment skills were refreshed and improved from the head to the toes". The 2021 results are a decline from the 2020 results of 94% but are well above the 2019 results of 86%. Also, the expected outcome has been achieved each year, despite significant increase in the number of students enrolled in NURB 3223.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the 2022 plan will be to add more short instructional videos in the Moodle shell to correlate with the remaining content of the Shadow Health weekly assignments.

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.

2021: 3.90

2020: 3.87

2019: 3.86

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, 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 asks: "How well did the student identify interdisciplinary health care team strategies to promote quality health care?" Response options are A (4 points) Almost always; B (3 points) More than ½ of the time; C (2 points) About ½ of the time; D (1 point) Less than ½ the time; and F (0 points) Hardly ever.

In 2020, faculty updated assignments and student learning resources related to interdisciplinary collaboration in NURB 3122 (Dimensions of Professional Practice) and NURB 4191 (Community Based Nursing Practicum). As a result, in 2020 average score was 3.87 and the target was met.

Based on the analysis of the 2020 results, in 2021, faculty updated the Home Visit assignment in NURB 4191 (Community Health) to include a grading item related to identifying another member of the interdisciplinary healthcare team that would be a valuable resource to address a home safety concern, such as falling (Physical Therapist), activities of daily living (Occupational Therapist), or a community outreach resource, such as Meals on Wheels. As a result, in 2021, the average score was 3.90 and the target was met. Student feedback included, "I like the fact that this class allowed me to assess things outside of my unit and work with other teams."

Decision: In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the Professional topic PowerPoint will be updated to include a grading item

related to identifying 2 strategies for increasing the interdisciplinary collaboration related to the professional topic of the student's choice.

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.

2021: 94% (155/165)

2020: 99% (98/99)

2019: 94% (75/80)

Analysis: In NURB 4191, students work with their mentor to identify a health issue that is significant to their community's population. Students develop a service-learning project that incorporates education, action, and resource provision for 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 of their project.

In 2020, the Service-Learning Project in NURB 4191 was updated to include a community partner or interdisciplinary colleague to plan and deliver the project. In Spring, Summer, and Fall of 2020, the COVID-19 pandemic impacted students' opportunities to collaborate with community partners and/or interdisciplinary colleagues in person when access was limited. Students changed their face-to-face projects to virtual presentations, such as Zoom and pre-recorded video presentations. Extensions were provided on an as-needed-basis due to the working conditions RNs faced in the clinical agencies. Students reported that the change to virtual presentations took more time, yet they were successful in providing health education to targeted populations. As a result, in 2020, 99% of students achieved a score of 80% or higher.

Based on the analysis of the 2020 results, in 2021, the reading resources were updated, a new exemplar for the assignment was provided, and directions and the grading rubric for the Service-Learning Project were edited for clarity. Additionally, the option for virtual presentations was maintained to accommodate COVID-19 restrictions. As a result, in 2021, 94% (155/165) of students achieved a score of 80% or higher.

In 2021, examples of student feedback included:

- "This project has really opened my eyes. For my job, I learned it is important to educate from the moment the patient hits the door. As a labor and delivery nurse, I learned that educating mothers about positioning their newborn may be *grazed over* if it is a mother's second born child. Positioning does not need to be left undiscussed. We cannot assume mothers just know these things. I will start discussing this matter in more detail with each of my patients because it is important and necessary."

- “For my project, I was able to talk with 28 mothers (5 were pregnant with their second child but the remaining 23 were new, expectant mothers). I was able to provide education on safe sleeping to these mothers to decrease sudden infant death syndrome. Honestly, I enjoyed this project. Yes, it was an assignment for school, but it opened my eyes to see a need. I have the desire to go back and see if I can talk to more mothers and provide more education for infants safe sleeping.”

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to: 1) update reading resources, exemplars, directions, and the grading rubric for the Service-Learning Project; 2) maintain the option for virtual presentations to accommodate COVID-19 restrictions; and 3) make a recommendation to the program coordinator to add adjunct faculty in each section of 25 or less students to meet the increasing enrollment in the course.

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.

2021: 97% (198/205)

2020: 97% (268/275)

2019: 100% (95/95)

2018: 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 then conduct a CINAHL search based on the keywords from the PICO question and find one research study to reference in APA format. Students then reflect on what they learned through this search process and how to improve future searches.

In 2020, faculty collaborated with the NSU nursing librarian to add additional resources, such as updated tutorials for searching the literature utilizing healthcare databases, library and LibGuide tutorials for students. Additionally, resources and tutorials for the 7th edition of APA format were updated, and a discussion forum on telehealth and privacy was added. In 2020, the target was met with 97% (268/275) of students achieving a score of 80% or higher on the Database Search Strategy assignment.

Based on the analysis of the 2020 results, in 2021, 1) updates were made for reading resources, exemplars, and directions for the Database Search Strategy assignment; 2) the assignment to learn the database search steps was moved from Week 6 to Week 3 based on student feedback; 3) all resources in NURB 3140 were made accessible based on feedback from ECE to meet Quality Matters Criteria; and 4) module checklists and audio overviews were added for each module to assist students to successfully stay on track. NURB 3140 was approved for Quality Matters by ECE in 2021. As a result, in 2021, 97% (198/205) of students scored 80% or higher on the Database Search Strategy assignment. Students' feedback in 2021 is noted below.

- "Prior to this course, I was not familiar with CINAHL and other healthcare databases. This course helped enhance my knowledge and skills in searching for studies related to topics of interest. The information learned opened up a whole new world of searching for me."
- "This assignment allowed me to discover ways to properly search for EBP by way of keywords and filtering my results for a narrow pool of resources."
- "I used the nursing databases on the school's website before, but never with as much attention to detail and comprehension as before. This assignment helped me learn how to filter between databases and related articles and become more competent and better with searching."

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, the 2022 plan will be to: 1) discuss with PCC the option to omit the textbook requirement and utilize open resources for NURB 3140; 2) update the audio presentation to perform CINAHL searches; and 3) post educational sessions presented by NSU Nursing Librarian.

Measure 4.2.

Assessment Method: Evidence-Based Practice (EBP) assignment in NURB 3224 (Nursing Research for Registered Nurses)

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

Finding. Target was met.

Trending.

2021: 94% (118/126)

2020: 93% (85/91)

2019: 100% (76/76)

Analysis. After completing the EBP assignment, students participate in a discussion forum to disseminate EBP project findings. In the forum, students post the review of literature summary table and answer questions related to the evidence found in their project. Students also respond to another classmate's forum posting.

In response to the COVID-19 restrictions in 2020, the electronic poster assignment was changed to a Review of Literature Summary Table presented in a discussion forum. Creating an electronic poster was a challenging assignment that required new

technological skills and additional time. Since students designed a Review of Literature Summary Table as part of the EBP assignment, the table was used to disseminate evidence to classmates and colleagues without an additional poster depicting the same information. Students shared their Review of Literature Summary Table in the discussion forum, explained what database(s) were used to identify three research studies to answer their PICO question, identified evidence from each study, and shared how they planned to use their EBP competencies in clinical practice.

In 2020, the target was met with 93% (85/91) of students achieving 80% or higher on the dissemination discussion forum. This was a downward trend from 100% in 2019, yet feedback from students was positive related to their learning outcomes. It is important to note that seven students requested an incomplete due to COVID and hurricane issues. Four of the students were not able to complete the assignments resulting in a grade of "F" which negatively affected rate of success on this assignment.

Based on the analysis of the 2020 results, in 2021, 1) the assessment method for Measure 4.2 was maintained as a discussion forum instead of the electronic poster to disseminate evidence identified in the students' EBP assignments, and 2) audio messages via Stream were added to each module related to the lesson's objectives and assignment. As a result, in 2022 the target was met with 94% (118/126) of students scoring 80% or higher. In 2021, six students requested an incomplete grade due to COVID and personal reasons. Four students completed the course, and two students received an F grade. Trending continues in the 90% range and lower numbers relate to students not completing the course within the semester timeframe and requesting Incomplete grades.

Feedback from students in 2021 was unanimously positive related to their learning outcomes as noted in the Critical Reflection Questions at the end of the course, as well as in students' NSU course evaluations.

- "I plan to disseminate my EBP Project by incorporating the evidence in my bedside care. On my unit, we hold infection control meetings and focus on CLABSI's. This will be an ideal time for me to share my project with the interdisciplinary care team."
- "My workplace already has weekly meetings on various topics that we can improve on. We go around the room and give the floor to anyone who can be supported by EBP. I can and will use that time to present my project to my colleagues."

Decision: In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to: 1) add a question to the Disseminate Evidence forum related to a practical and feasible method to disseminate evidence in the workplace; 2) update all documents to be accessible to meet Quality Matters criteria; 3) add assignment checklists to all modules with a weekly audio overview to keep students on track; 4) update resources in each module based on ECE's recommendations to meet course alignment criteria for module objectives; 5) add an optional discussion forum for students to give feedback to their classmates on the first draft of the

Review of Literature Summary Table to encourage student engagement as recommended for QM by the ECE staff; and 6) encourage students to disseminate their evidence at their healthcare facility and local research meetings and/or conferences.

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:

2021: 94% (118/126)

2020: 93% (85/91)

2019: 84% (64/76)

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 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 2020, 93% (85/91) of students achieved a score of 80% or better on the Evidence-Based Practice Project.

Students' feedback in 2020 included:

- "Before this class I did not know what a PICO question was. Now I know how to form a PICO question and search for answers with evidence from the literature."
- "The way the assignments were structured and ordered made the process of writing a literature review as logical and painless as possible. Based on the assignments, I believe I am ready and more prepared and knowledgeable about

EBP.”

Based on the analysis of the 2020 results, in 2021, the textbook was eliminated and open resource materials were posted for each module; 2) each module covered specific steps in the research and EBP processes; 3) Individual Research Critique assignment was omitted from the course requirements since students critiqued 3 studies in the EBP Project paper (as approved by PPC); 5) weekly video instruction (by faculty) posted for three lessons instead of each lesson; and 6) mid-semester phone conferences were held with most students to discuss their progress in the course. In 2021, the target was met with 94% (118/126) of students achieving a score of 80% or better on the Evidence-Based Practice Project.

Students' feedback in 2021 was positive in the Critical Reflection Questions at the end of the semester, as well as in the NSU course evaluations. Examples of feedback are noted below.

- “The research studies used to answer my PICO question were invaluable in this class. I am more aware of the research process and how to analyze scientific literature to identify evidence for practice.”
- “I appreciated how the research steps were done as building blocks into building the bigger paper. I work closely with surgical residents who are also doing research projects and I am now able to understand what they need and how I am able to help them with their research as a surgical nurse.”
- “I found the assignments to be very beneficial in furthering my knowledge and skills in utilizing EBP by way of repetition in searching for sufficient resources to meet rubric criteria.”

During end of semester course review, faculty discussed the desire to follow the same students throughout the semester to improve communication with students and increase faculty-student engagement. Additionally, in the Critical Reflection Feedback from students, one student recommended that they would like to communicate with the same faculty the whole course.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to: 1) make all documents accessible according QM criteria; 2) update each module to organize specific steps in the research and EBP processes; 3) change discussion forums to assignments to minimize time needed to complete and grade each assignment; 4) add weekly assignment checklist and video instruction for each module; 5) schedule mid-semester phone conferences to discuss students' progress in the course; 6) add module for students to submit a rough draft of their EBP Project for feedback before turning in the final project; and 7) have the same faculty follow assigned students throughout the semester to increase faculty-student communication.

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.

2021: 92% (110/120)

2020: 97% (93/96)

2019: 98% (63/64)

Analysis. 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, and the teaching methodology. The presentation must include relevant and current research to help participants address their knowledge deficit. A five to 10 minute recording of the presentation is shared with classmates. After presentation of the project, students submit a self-evaluation of the project as a whole.

In 2020, faculty updated reading resources and exemplars were provided to students. As a result, in 2020, 97% of students scored 80% or higher.

Based on the analysis of the 2020 results, in 2021, faculty updated directions and rubrics for the assignment. As a result, in 2021, 92% of students earned 80% or higher. Although the target was met, it was lower than in the two previous years. Student feedback included: "My recommendation is providing a brief video by the instructor that explains details of assignments."

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the 2022 plan is to provide short instructional videos for the staff development project.

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.

2021: 94% (155/165)

2020: 99% (98/99)

2019: 94% (75/80)

Analysis: 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 2020 faculty updated reading resources and assignments in NURB 3140 (informatics) and NURB 4291 (leadership) to reflect contemporary issues related to economic, legal, ethical, and political factors. In the spring semester of 2020, the Political letter was due on April 20. During this time RN to BSN nursing students were working in the beginning of the COVID-19 pandemic. Professional nursing organizations reached out to politicians related to the lack of personal protective equipment (PPE) and provided political letter formats for nurses to sign and send to their congressional leaders. The political letter template was shared with students for mass support. In the 2020, the target was met with 99% (98/99) students scoring 80% or higher on the Political Letter. Student feedback included:

- “The political letter allowed an outlet for my knowledge of economic, legal and political factors to advocate for patients.”
- “I advocated for safer nurse-staff ratios by writing a political letter.”

Like in 2020, in 2021 many RN to BSN nursing students worked on the front lines in healthcare settings during the continuing COVID-19 pandemic. Professional nursing organizations reached out to politicians related to the lack of personal protective equipment (PPE) and provided political letter formats for nurses to sign and send to their congressional leaders.

Based on the analysis of the 2020 results, in 2021, the faculty: 1) updated the discussion forum for the Political Letter to include online reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors related to nursing practice during the pandemic; 2) identified health-related concerns to present as examples for the Political Letter assignment; 3) provided examples of political letters for the Political Letter assignment; and 4) shared a political letter template with students.

As a result, in the 2021 assessment year, the target was met with 94% (155/165) of students scoring 80% or higher on the Political Letter. The outcomes continue to trend in the 90% range. Though 94% is down from 99% in 2020, it is equal to the result of 2019. Additionally, the expected outcome has been met despite the substantial increase in enrollment of this course.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan is to identify contemporary issues for students to consider focusing on for the political letter.

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.

2021: 91% (156/172)

2020: 92% (111/121)

2019: 77% (57/74)

Analysis. 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 2020, students were encouraged to address contemporary issues or issues that affected them in their workplace to increase their interest in health policy. In 2020, 92% of students earned 80% or higher and the target was met. Student feedback included: "I loved all the extra resources provided under each assignment. This made the assignments easy to follow and not get confused" and "Through the printed examples and the extra materials to read for each assignment made the assignments much easier to process and do."

Based on the analysis of the 2020 results, in 2021, a health policy template was provided to students. This template helps students in the formatting and organization of their policy brief. Student feedback included, "there were resources such as handouts and examples provided for each assignment." As a result, in 2021, 91% (156/172) of students achieved a score of 80% or higher on the Health Policy Brief. This maintains an actual outcome close to the 92% from 2020.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to provide a brief video describing the Health Policy Brief assignment.

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 80% or higher.

Finding. Target was met.

Trending.

2021: 87% (104/120)

2020: 96% (92/96)

2019: 94% (60/64)

Analysis. 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 2020, the resources and exemplar were updated to reflect current literature and APA 7th edition. Students were also allowed to complete the assignment on their mentor instead of manager. In 2020, 96% (92/96) of students earned 80% or higher. Student feedback included: “The class provided tools to strengthen my style as a leader to project my vision for quality patient care” and “I found this class to be very informative of the BSN role vs the ASN.” Students also shared that they would like more clarity with assignment directions: “Not always knowing exactly what to do and having to reach out for clarification” and “I also think that a WebEx meeting regarding the projects and the expectations would have been helpful.”

Based on the analysis of the 2020 results, in 2021, the assignment directions and rubric were updated. Student feedback included, “I enjoyed learning more about the management side of nursing units. I learned a good deal.” As a result, in 2021, 87% (104/120) of students achieved a score of 80% or higher. Although the target was met, it was lower than in previous years. Of the 16 students that did not score 80% or higher, four students scored in the 60-69% range, 8 scored in the 70-76% range, and 4 scored 0% as they did not complete the assignment at all. The total course enrollment also increased, almost doubling from 2019 (64 to 120 students).

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the plan for 2022 will be to post a short video explaining the Leadership Analysis assignment. In the video, faculty will remind students that office hours are available for questions regarding assignments.

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.

2021: 94% (155/165)

2020: 99% (98/99)

2019: 89% (71/80)

Analysis. 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 2020, faculty posted updated exemplars of Environmental Health Action plans and updated the assignment rubric and resources. The target was met with 99% (98/99) of students scoring 80% or higher on the assignment. Student feedback included:

- “Staying involved in the community is important specifically in the instance of a disaster of some type.”
- “Make the community aware of your presence as a point of contact in case there is a disaster in the area.”

Based on the analysis of the 2020 results, in 2021, faculty updated online resources related to contemporary environmental issues, posted exemplars of the Environmental Health Action plan, updated the rubric and resources for the module specifically focused on the COVID-19 pandemic. As a result, in 2021, 94% (155/165) of students scored 80% or higher. These results are down five percent from 2020, but up five percent from 2019. Additionally, the enrollment in this course increased significantly in 2021 (from 99 in 2020 to 165 in 2021).

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to: 1) update online resources related to contemporary environmental issues; and 2) make all documents in course accessible based on ECE feedback.

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

2021: 3.84

2020: 3.91

2019: 3.92

Analysis: RN to BSN faculty teach nursing standards throughout the program. Courses and 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.

Based on the analysis of the 2019 results, in 2020, the RN-BSN coordinator emailed each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2020 semester yielded a 66% return rate, the summer 84%, and the fall 91% (average 80% response rate). The low spring return rate is most likely related to the COVID 19 pandemic where employers were overwhelmed with nursing and supply shortages, among other uncertainties. Employer feedback included: "The RN to BSN program is great as is for allowing students completion while also working as a nurse. The current program highlights the essentials for BSN education while providing the flexibility ASNs need to succeed" and "I know many RN's who have made the transition and some now in the process. All seem to have the knowledge base required and the making of strong nurses in management to make great leaders and maintain professionalism. The program is great." In 2020, the average score for this measure was 3.84, which met the target.

As the nursing standards did not change in 2021, no necessary changes were needed to their related assignments in the aforementioned courses. Based on the analysis of the 2020 results, in 2021, the RN-BSN coordinator continued to email each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2021 return rate was 73% (32/44) with an overall score of 3.72; the summer 2021 return rate was 76% (25/33) with an overall score of 3.88; and the fall 2021 return rate was 63% (26/44) with an overall score of 3.92. The aggregate mean score for the year was 3.84, which met the expected outcome. In the fall semester, Dr. Morris assumed the position of Senior Director of Nursing and began training Sheri Wilson as the Non-traditional BSN Program Coordinator. As a result of this transition, reminder emails were not consistently sent in the fall semester. Although the fall return rate was lower than spring and summer, the overall score was higher. Another possible contributing factor to the

lower response rate could be the number of students. In 2019, there were 61 students in NURB 4291; in 2020, there were 95; and in 2021, there were 118.

Decision. In 2021 the target was met. Based on the analysis of the 2021 results, the plan for 2021 will be to: 1) review the standards for updates and make any necessary changes to courses, 2) continue to send personalized emails and reminders to elicit responses from employers, and 3) solicit feedback from employers at advisory council meetings.

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

2021: 98% (167/171)

2020: 94% (114/121)

2019: 97% (72/74)

Analysis. 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 questions such as: 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 2020, faculty updated the reading resources for professional development and lifelong learning. In 2020, 94% (114/121) of students scored 80% or higher. Although the target was met, it was slightly lower than the 2019 target. There was an increase in enrollment in this course, which may account for the difference. Regardless, spring 2021 data will be analyzed to ensure this is not the start of a downward trend for this measure. Student feedback included: "The website and document links were helpful in learning the required information", "there were always examples and extra learning materials posted to help guide you through assignments", and "the material was relevant to my current career."

Based on the analysis of the 2020 results, in 2021, faculty surveyed the students on their community and professional engagement to make them cognizant of the impact they were already achieving and to inspire them to increase their engagement. Even with the COVID pandemic (students are working Registered Nurses), the students were still able to find ways to engage in their community or profession. Another change was

moving from a traditional textbook to an open resource textbook. As a result, in 2021, 98% (167/171) of students achieved a score of 80% or higher on the Legacy Map assignment. This is an increase from 97% in 2019 and 94% in 2020, despite the increasing number of students enrolled.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, the 2022 plan will be to provide new assignment resources describing the importance and impact of a professional and personal legacy.

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.

2021: 3.84

2020: 3.92

2019: 3.92

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 2020, faculty updated resources for professional development and lifelong learning on discussion forums for NURB 3122 and NURB 4291. Available scholarship opportunities were posted in the RN to BSN Program link in Moodle. Faculty wrote recommendation letters for students wanting to advance their education (at NSU or other universities). As a result, in 2020, the average for this question was 3.92, meeting the expected outcome. Student feedback from the alumni survey reflects graduates continuing their education: “Currently enrolled in a AGACNP program” and “I am proudly currently continuing my education at NSU in the FNP program!”

Based on the analysis of the 2020 results, in 2021, virtual open houses were provided with the Directors of the Graduate Nursing programs here at NSU. The meetings were recorded and posted to the common Moodle shell, “RN to BSN Program Information” for

students. Faculty continued to write recommendation letters for students applying to graduate programs and to post available scholarship opportunities.

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2021, the plan will be to update resources and rubric for the Leadership Analysis assignment.

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.

2021: 3.42

2020: 3.14

2019: 3.25

Analysis. 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 2020, faculty: 1) posted available scholarship opportunities in the RN to BSN Program link in Moodle; 2) informed students about graduate and post-graduate educational opportunities at NSU in the RN to BSN Program link in Moodle; 3) wrote recommendation letters for students wanting to advance their education; and 4) collaborated with faculty teaching in RN to BSN programs across the country through the National RN-Baccalaureate Faculty Forum (NRFF) to share ideas and learn effective strategies for program improvement. In 2020, the average score for SLO 2.2 was 3.14, meeting the expected outcome.

Based on the analysis of the 2020 results, in 2021, the faculty updated the NURB 3122 textbook to an open resource textbook. This gave students an updated resource regarding nursing education. The Directors of NSU Graduate Nursing Programs were invited to town hall meetings to discuss available graduate degrees. The meeting recordings were posted to the “RN-BSN Program Information” Moodle shell. Student feedback included, “provided me with the tools needed to build a solid foundation for the next steppingstone as a professional nurse” and “it has helped to improve my leadership skills with the challenges that were presented as part of the curriculum.”

Decision. In 2021, the target was met. Based on the analysis of the 2021 results, in 2022, the plan will be to make this QEP question a stand-alone discussion forum. Currently, the QEP document asks students to reflect on 10 measures and students

usually reply briefly to each measure. By making this a stand-alone discussion forum, students will be asked to expand their answer and to reflect more deeply on this measure.

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

Advising of current students continued diligently to ensure student progression in the program. All RN-BSN students are licensed registered nurses, the majority of whom work full-time. Students were especially affected by the COVID-19 pandemic. Many worked extra shifts to help provide care to others and some became infected themselves. Faculty increased communication (phone, email, and WebEx) with students to improve student engagement and to gauge student well-being. Other accommodations included allowing students to submit late work without penalties and awarding an “incomplete” for course grades if they were unable to finish all work by the established deadline.

Although some face-to-face recruiting events were cancelled due to the pandemic, recruitment to existing NSU Associate of Science students and some virtual events continued. Existing RN-BSN students also encouraged co-workers and friends to begin the program (word of mouth advertising). Since the existing coordinator assumed a new role in the fall semester of 2021, a new coordinator was hired and trained to assist with courses.

Below are actions catalogued in this report to facilitate student achievement of learning outcomes in 2021.

- Updated/added reading resources in NURB 3122, 3140, 3142, 3224, 4191, and 4291.
- Updated/added rubrics for assignments in NURB 3140, 4191, 4291.
- Student learning objectives, course objectives, module objectives, and resources were aligned (NURB 3142)
- Added module checklists and audio overviews to NURB 3140, 3142 and 3224.
- Moved assignments forward in NURB 3140 based on student feedback.
- Utilized current and free open educational resources in lieu of textbooks in NURB 3122, 3142, 3224 and 4191.
- Collaborated with librarian to identify updated literature search resources.
- Added health assessment videos using human (not virtual) patients to NURB 3223.
- Updated/added assignment templates or exemplars in NURB 3122, 3140, 3142, 4191.
- Utilized contemporary issues, like COVID-19, for assignments in NURB 3122, 3224, 4191, and 4291.

Additional Support Provided for Students

- Virtual office hours via WebEx for tutoring and assignment assistance.
- Mid-semester phone conferences with students.
- Encouragement to seek graduate education, professional organization membership, and nursing specialty certification.
- Information for potential scholarship opportunities.
- Recommendation letters for graduate education and scholarships.
- Updated resources on graduation, registration, courses, and academic matters in the RN-BSN program information shell in Moodle.
- Doctorly-prepared faculty: three (of ten) faculty with four additional faculty currently enrolled.
- Certified Nurse Educators (two of three full time faculty)
- Staggered due dates on large assignments to avoid overlap.
- Encouragement to inactive students to complete program.
- Updated program information on university website and in university catalog.
- Offered all courses at least once per semester.
- Encouraged current ASN students to begin general education RN-BSN courses
- Allowed current ASN students the ability to dual enroll in RN-BSN nursing courses once all general education courses were completed and with the Dean's permission (supported by policy).
- Updated course syllabi and Moodle format for consistency across courses.
- Quality Matters designation (NURB 3140 and 3142)
- Virtual open houses and recorded sessions with NSU graduate faculty regarding career opportunities and program information.

Additional Support Provided for Faculty

- Continuing education opportunities supported through Endowed Professorship funding.
- Moodle Boot Camp training (new adjunct faculty).
- New adjunct faculty assigned a faculty mentor.
- Monthly PCC meetings.
- Monthly National RN-BS Faculty Forum meetings and webinars.
- Full-time faculty serve as course stewards for all classes. Full-time faculty to be responsible for SLO tracking, syllabi, calendars, and grade reporting.

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 the effort to improve enrollment, retention, and graduation of students. Below are actions catalogued in this report to facilitate student achievement of learning outcomes in 2022.

- Update/add reading resources in NURB 3122, 3142, 3224, 4191 and 4291.
- Add module checklists to NURB 3142, 3224, and 4191.
- Add short instructional videos to NURB 3122, 3140, 3223, and 4291.
- Update assignments in NURB 3122, 3142, 4191 and 4291.
- Search for open resources in lieu of textbook for NURB 3140.
- Identify contemporary issues for the political letter assignment (NURB 4191).
- Solicit feedback from employers and other stakeholders at advisory council meetings.
- Review updated nursing standards and make necessary course changes.
- Utilizing a discussion forum format for the QEP so students can reflect more deeply on their answer (NURB 4291).

Additional Support Provided for Students

- Continuation of elements listed for 2021 support.
- Update articulation agreements as needed.
- Additional sections of courses to ensure a proper teacher: student ratio.
- Additional adjunct faculty as needed to ensure a proper teacher to student ratio.
- Face to face recruiting as able.
- Update courses to reflect Quality Matters criteria (NURB 3110, 3223, and 3224).
- Update RN Mentor criteria and agreement form.
- Ensure resources and assignments are ADA accessible (all courses).
- Encourage the presentation of student research at their work facilities, NSU research or continuing education seminars, or national seminars.

Additional Support Provided for Faculty

- Continuation of elements listed for 2021 support.
- Assignment to consistent courses from semester to semester.
- Access to Nurse Tim continuing education webinars.