### NSU College of Nursing and School of Allied Health
### Assessment Year 2017-2018

PROGRAM: **RN to BSN Program**

College: College of Nursing and School of Allied Health

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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:

(1) Data from assessment tools (both direct & indirect, quantitative & qualitative) are collected and sent to the program director.

(2) The program director enters the data in the Student Learning Outcomes (SLO) database.

(3) The results are shared with the Director of Assessment and analyzed at the RN to BSN Assessment Committee meeting. The committee discusses data analysis,

interpretation, actions, trends, results, and future plans to address needed improvements.

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

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

*Student Learning Outcomes:*

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

**Note[2]:** Assessment period. The RN to BSN assessment data is based on the calendar year, Jan – Dec. For clarity and to be consistent with university programs, we will label the 2016 year as 2016-2017 and 2017 year as 2017-2018.

**RN to BSN Course Map:**

NURB 3110: Pathophysiology for RNs
NURB 3122: Dimensions of Professional Nursing for RNs
NURB 3140: Informatics for RNs
NURB 3142: Gerontology for RNs
NURB 3223: Health Assessment for RNs
NURB 3224: Introduction Nursing Research for RNs
NURB 4191: Community Based Nursing Practicum for RNs
NURB 4291: Leader and Management Practicum for RNs

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

**Measure 1.1 (Indirect-Knowledge, Attitude)**

*Assessment Method:* Skyfactor™ question - "To what degree did the nursing program teach you to provide culturally competent care?" Scale (1=not at all; 7=extremely)
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**

**AY 2015-2016:**  NSU mean - 6.14        Carnegie mean - 5.91        Target Met
**AY 2016-2017:**  NSU mean - 6.28        Carnegie mean - 5.92        Target Met
**AY 2017-2018:**  NSU mean - 6.00        Carnegie mean - 5.96        Target Met

Trended Data: Cultural Competence Care

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
|  | N = 42 | N = 58 | N=76 | N=38 |
|  |  |  | Q079 | Q078 |
| NSU | 6.05 | 6.14 | 6.28 | 6.00 |
| Carnegie | 5.96 | 5.91 | 5.92 | 5.96 |

**Analysis:** Culturally competent care concepts are taught in all RN to BSN courses. Examples include: NURB 3223 students utilize biological variations to assess diverse populations, NURB 3142 students identify and integrate culturally sensitive nursing practice for older adults for patient-centered care, NURB 4191 students integrate cultural awareness across diverse cultural groups in the community setting, and NURB 4291 students assess and analyze their hospital environment and managerial culture. In the 2016-2017 AY, the RN to BSN program met the expected criteria of meeting or exceeding the Carnegie mean score of 5.92 on the Skyfactor™ survey. The RN to BSN mean score was 6.28 on a seven-point scale, indicating that students felt that the program taught them to provide culturally competent care. The mean score for this item showed a three-year upward trend from 2014-2015 through 2016-2017, meeting the expected outcome for the past three years. The plan for the 2017-2018 AY was to enhance learning in NURB 3122, NURB 4191, and NURB 4291 by 1) posting extra resources for students, 2) revising rubrics to be more specific on requirements regarding culturally competent care assignments, and 3) including discussion forums on cultural competence.

During the 2017-2018 AY, the above changes were implemented. Student feedback indicated that the resources were very helpful with assignments and faculty were helpful and available. In the 2017-2018 assessment year, the Skyfactor™ RN to BSN mean score was 6.0, which exceeded the Carnegie mean score of 5.96. Though the RN to BSN mean score met the expected outcome, it was a decrease of 0.28 from the 2016-2017 assessment year. Based on analysis of the results, the plan for the 2018-2019 AY will be to: 1) incorporate an assignment/discussion forum on cultural competence in NURB 3140; 2) add a discussion forum on cultural competence related

to illness presentation, disease assessment, and response to medications, and other treatments related to ethnicity in NURB 3142; and 3) include criteria on the Evidence-Based Practice Research Utilization project rubric for students to address cultural considerations for the clinical implications found in students' projects in NURB 3224.

**Decision**: In the 2017-2018 AY, the RN to BSN mean score was 6.0, which met the expected outcome of meeting or exceeding the Carnegie level of 5.96. However, the RN to BSN mean score decreased from the previous year by 0.28 points and lower than the mean scores of the past three years. Based on analysis of the results, the plan for the 2018-2019 AY will be to: 1) incorporate an assignment/discussion forum on cultural competence in NURB 3140; 2) add a discussion forum on cultural competence related to illness presentation, disease assessment, and response to medications, and other treatments related to ethnicity in NURB 3142; and 3) include criteria on the Evidence-Based Practice Research Utilization project rubric for students to address cultural considerations for the clinical implications found in students' projects in NURB 3224. It is expected that these measures will offer more learning opportunities for students to improve cultural competence.

**Measure 1.2 (Direct-Knowledge/Skills)**
*Assessment Method*: Home Visit assignment in NURB 4191
*Expected Outcome*: 75% of students will achieve a score of 80% or better

**Findings**

| | | | |
|---|---|---|---|
| **AY 2016-2017:** | 97% | Expected outcome – 80% | Target Met |
| **AY 2017-2018:** | 90% | Expected outcome – 80% | Target Met |

NURB 4191-Home Visit Assignment Trended Data

| Home Visit Semester | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | | | 88% 21/24 |
| Summer | 76% 28/37 | 94% 33/35 | 100% 10/10 |
| Fall | 95% 40/42 | 100% 29/29 | 89.7% 26/29 |
| Annual Total | 86% 68/79 | 97% 62/64 | 90% 57/63 |

**Analysis:** The Home Visit assignment in NURB 4191 specifically asks students to provide education to a patient and/or family. Prior to the Home Visit assignment, students must complete a scenario-driven exercise in which they are required to analyze and develop a personal safety plan with evidence-based strategies to ensure their safety while visiting an unfamiliar home and neighborhood. Also, before the visit, students develop an individualized teaching plan for the patient/family that is guided by the student's mentor and approved by faculty. The plan must contain relevant, justifiable, feasible, and actionable recommendations based on the information

presented. A family genogram is designed based on a three-generation family genetic history. A home safety assessment is conducted during the home visit and education is provided to address a potential knowledge-deficit that is validated during the home visit. Evidence-based content is included in the teaching plan.

During the 2016-2017 AY, faculty revised the RN to BSN curriculum, resulting in the integration of NURB 4190 (3 credit hours) Community Based Nursing for Registered Nurses (RNs) and NURB 4191 (4 credit hours) Community Based Nursing Practicum for RNs into one course – NURB 4191(5 credit hours) Community Based Nursing Practicum for RNs. The resulting clinical course incorporated content from both the didactic and practicum courses.

In the 2016-2017 AY, 97% of RN to BSN students achieved a score of 80% or higher on the Home Visit assignment which met the expected outcome of 75% of students achieving a score of 80% or better. There was a significant increase in the percentage of students meeting the outcome from 2015-2016 (86%) to 2016-2017 (97%). Based on the analysis for the 2016-2017 AY, the plan for the 2017-2018 AY was to restructure the Home Visit assignment to ensure integration of course objectives from both courses in the most effective way. The new plan required students to identify a nursing diagnosis, develop goals for education and evidence-based interventions, and evaluate the care provided. In addition, the assignment reflected an increase in rigor with the expected outcome of increased student learning.

In the 2017-2018 AY, the above plan was implemented. In the 2017-2018 AY, 90% of students scored at least 80% on the Home Visit assignment, which met the expected outcome of 75%. The result of 90% was a decrease from the 2016-2017 AY (97%). However, faculty felt that the updated assignment reflected the expectations of a BSN student. During 2017-2018, the rubric for the Home Visit assignment was revised to provide more clarity and guidance for the students and a new faculty was assigned to the course. Factors contributing to the decrease in percent of students achieving a score or 80% or better included: 1) all NURB 4191 sections being offered online only, and 2) consistency in grading and use of rubrics by faculty. The overall expected outcome continued to exceed 75% of students achieving a score of 80% or better.

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

**Decision**: In the 2017-2018 AY, 90% of students scored at least 80% on the Home Visit assignment, exceeding the expected outcome. Based on the analysis of the results, the plan for the 2018-2019 AY is for faculty to: 1) add a cultural assessment specific to the family for the Home Visit assignment, 2) provide students with exemplars for this assignment, 3) provide a formatted template as a sample paper; and 4) identify students early in the semester who may need additional assistance related to writing skills and APA format.

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

### Measure 2.1 (Indirect-Knowledge/Skills)

*Assessment Method:* Skyfactor™ survey; Institution Specific Question; "How prepared are you to apply the nursing process using critical thinking, communication, assessment, and technical skills?"
*Expected Outcome*: 80% of graduates will respond either "Very Prepared" or "Prepared."

### Findings

**AY 2016-2017:** 98.2% of graduates "Very Prepared" or "Prepared"  Target Met
**AY 2017-2018:** 97.3% of graduates "Very Prepared" or "Prepared"  Target Met

Skyfactor™ Survey Trended Data: Graduate Preparedness

| Skyfactor™ | 2015-2016 | | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 56 | | N=55 | N=38 |
| | | | | |
| Very Prepared | 62.5% (35/56) | | 70.9% (39/55) | 73.7% (28/38) |
| Prepared | 35.7% (20/56) | | 27.3% (15/55) | 23.7% (9/38) |
| Somewhat Prepared | 1.8% (1/56) | | 1.8% 1/55 | 2.6% 1/38 |
| Not Prepared | 0 | | 0 | 0 |
| Total | 98.2% (55/56) | | 98.2% (54/55) | 97.3% (37/38) |

**Analysis:** Students are taught to use the nursing process using critical thinking, communication, assessment, and technical skills throughout the RN to BSN program in assignments such as readings, discussion forums, the video presentation of staff development project (NURB 4291), the voice-over PowerPoint for the Professional Issue Topic (NURB 3122), the electronic poster presentation for their Evidence-Based Practice Research project (NURB 3224), and the Database Search Strategy assignment and Website Critique (NURB 3140). In the 2016-2017 AY, 98.2% of students responding to the Skyfactor survey responded that they felt "very prepared" or "prepared" to apply the nursing process using critical thinking, communication, assessment, and technical skills. This result exceeded the expected outcome of 80%. The outcome for the 2016-2017 AY (98.2%) was equal to the results from 2015-2016 (98.2%). These results are evidence that students believed that they were prepared to apply the nursing process using critical thinking, communication, assessment, and technical skills. Based on the analysis of the results, the plan for the 2017-2018 AY was for faculty to: 1) work individually with students to meet their professional learning objectives related to informatics, specifically information literacy, and to advise students

to seek assistance from the NSU Help-Desk when needed for technical support in NURB 3140; 2) include a discussion assignment related to the difference in the professional role as a BSN nurse, as compared to the role of an ASN nurse, in NURB 3142; and 3) include updated assignments using simulation and assessments where students demonstrate critical thinking and written communication in NURB 3223.

In the 2017-2018 AY, the above plan was implemented. Feedback from students included beginning students lacking basic computer literacy skills, the unavailability of assistance during night hours from the Student Help Desk, and difficulty or challenges related to creating and posting videos in Moodle for class assignments. In the 2017-2018 AY, 97.3% of students met the expected outcome of 80% of students responding with either "very prepared" or "prepared." This finding was a 0.9% decrease from the 2016-2017 AY. Based on the analysis of the results, the plan for the 2018-2019 AY is for faculty to: 1) post information related to skills needed for class assignments in NURB 4191 and 4291, 2) ensure a minimum of 15 hours of a mentored clinical experience in NURB 4191 and NURB 4291 where students complete several assignments under the guidance of an experienced nurse leader in the community and in a health care agency, 3) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

**Decision**: In the 2017-2018 AY, 97.3% of students met the expected outcome of 80% of students responding with either "very prepared" or "prepared." Based on the analysis of the results, the plan for the 2018-2019 AY is for faculty to: 1) post information related to skills needed for class assignments in NURB 4191 and 4291, 2) ensure a minimum of 15 hours of a mentored clinical experience in NURB 4191 and NURB 4291 where students complete several assignments under the guidance of an experienced nurse leader in the community and in a health care agency, 3) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

**Measure 2.2 (Indirect-Knowledge/Skills)**

*Assessment Method:* Employer Survey
Each semester senior students enrolled in NURB 4291 receive a survey link to forward to their employer. This Employer Survey asks the employer to evaluate their employee. One item in the Employer Survey asks the employer to rate the student in their ability to: "Apply the nursing process using critical thinking, communication, assessment, and technical skills." Answer choices are Excellent (4 points), Good (3 points), Fair (2 points), and Poor (1 point).
*Expected Outcome:* Average of 3.0 or greater on this item.

**Findings**

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

Employer Survey Trended Data: Knowledge & Performance

| Employer survey: | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| | | | |
| Spring | 3.81 | 3.76 | 3.70 |
| | 26/47<br>55% | 23/60<br>38% | 10/48<br>21% |
| Fall | 3.5 | 3.6 | 3.57 |
| | 10/21<br>48% | 13/13<br>100% | 7/23<br>30% |
| Annual Total | 3.7 | 3.68 | 3.64 |
| Response rate | 36/68<br>53% | 36/73<br>49.3% | 17/71<br>24% |

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

In the 2016- 2017 AY, the average score for this item on the Employer Survey was 3.68 on a 4-point scale. This met the expected outcome of an average of 3.0 or greater. The average of 3.68 indicates that employers felt the students were able to apply the nursing process using critical thinking, communication, assessment, and technical skills. Based on the analysis of the results, the plan for the 2017-2018 AY was for faculty to: 1) work individually with students to meet their professional learning objectives related to informatics (in NURB 3140), specifically information literacy, and advise students to seek assistance from NSU Help-Desk when needed for technical support; 2) include a discussion assignment in NURB 3142 related to the difference in the professional role as a BSN nurse as compared to the role of an ASN nurse; and 3) include updated assignments in NURB 3223 using simulation and assessments where student demonstrate critical thinking and written communication.

In the 2017-2018 AY, the above plan was implemented. Feedback from students included beginning students lacking basic computer literacy skills, the unavailability of assistance during night hours from the Student Help desk, and difficulty or challenges related to creating and posting videos in Moodle for class assignments. In the 2017-2018 AY, the average for this item on the Employer Survey was 3.64, which was a 0.04 point decrease from 2016-2017. Faculty also assessed that the response rate for the 2017-2018 AY (24%) decreased from the 2016-2017 AY (49%). As low response rates can affect the results of a survey, plans will be made to increase the response rate on this survey. Based on the analysis of the results, the plans for the 2018-2019 AY is for faculty to: 1) revise the NURB 4291 course grade calculation to include the completion and return of the Employer Survey (will count as a percentage of the professionalism grade), 2) post reminders in Moodle to complete the Employer's survey, 3) post information related to skills needed for class assignments in NURB 4191 and NURB

4291, 4) ensure a minimum of 15 hours of a mentored clinical experience in NURB 4191 and in NURB 4291 where students complete several assignments under the guidance of an experienced nurse leader in the community, and 5) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

**Decision**: In the 2017-2018 AY, the average for this item on the Employer Survey was 3.64, which was a 0.04 point decrease from 2016-2017. The response rate for the 2017-2018 AY was 24%, which was a decrease from the 2016-2017 AY response rate of 49%. Based on the analysis of the results, the plan for the 2018-2019 AY is for faculty to: 1) revise the NURB 4291 course grade calculation to include the completion and return of the Employer Survey (will count as a percentage of the professionalism grade), 2) post reminders in Moodle to complete the Employer's survey, 3) post information related to skills needed for class assignments in NURB 4191 and NURB 4291, 4) ensure a minimum of 15 hours of a mentored clinical experience in NURB 4191 and in NURB 4291 where students complete several assignments under the guidance of an experienced nurse leader in the community, and 5) advise students to take NURB 3140 Informatics for RNs as the first introductory course in the RN to BSN program.

**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 (Indirect-Knowledge/Skills)**

*Assessment Method:* Skyfactor™ question - "To what degree did the nursing program teach you to "work with interprofessional teams?"
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**

**AY 2016-2017:** NSU mean - 6.25    Carnegie mean score - 5.92    Target Met
**AY 2017-2018:** NSU mean - 5.87    Carnegie mean score - 5.81    Target Met

Skyfactor™ Survey Trended Data: Interprofessional Teams

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
|  | N = 42 | N = 55 | N=77 | N=38 |
| NSU | 5.98 | 6.11 | 6.25 | 5.87 |
| Carnegie | 5.72 | 5.69 | 5.92 | 5.81 |

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

In 2016-2017 AY, the NSU mean score was 6.25, which met the expected outcome of meeting or exceeding the Carnegie mean score of 5.92. The results show a

three-year upward trend from 2014-2017. This mean score is evidence that students believed that the RN to BSN program taught them to work with interprofessional teams. Based on the analysis of the results, the plan for 2017-2018 AY was to enhance student learning by: 1) adding an assignment in NURB 4191 and 4291 on interprofessional collaboration, and 2) adding specific content related to interpersonal collaboration in the Evidence-Based Practice Research Utilization assignment in NURB 3224.

In the 2017-2018 AY, the above plan was implemented. Faculty felt that the changes made to the courses facilitated student learning on interprofessional collaboration. In 2017-2018, the NSU mean score of 5.87 met the expected outcome of meeting or exceeding the Carnegie mean score of 5.81. Although the NSU mean score exceeded the expected outcome for the last four years, there was a decrease in the mean score from 2016-2017 (6.25) to 2017-2018 (5.87). Also noted was the decrease in the number of students completing the Skyfactor survey from 2016-2017 (N=77) to 2017-2018 (N=38). Based on the analysis of the results, the plans for the 2018-2019 AY are for faculty to: 1) add a discussion forum in NURB 3142 related to interviewing a professional colleague in planning the care for a geriatric patient, and 2) include a specific item in the Evidence-Based Practice Research Utilization project related to interprofessional collaboration in NURB 3224. By implementing these actions, faculty will continue to improve student learning related to collaborating with clients and members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

**Decision**: In 2017-2018 AY, the RN to BSN mean score of 5.87 met the expected outcome of meeting or exceeding the Carnegie mean score (5.81). Although the RN to BSN mean score exceeded the expectation for the last four years, the 2017-2018 mean score decreased from 2016-2017 (6.25) to 2017-2018 (5.87). Based on the analysis of the results, the plans for the 2018-2019 AY are for faculty to: 1) add a discussion forum in NURB 3142 related to interviewing a professional colleague in planning the care for a geriatric patient, and 2) include a specific item in the Evidence-Based Research Utilization Project related to interprofessional collaboration in NURB 3224. By implementing these actions, faculty will continue to improve student learning related to collaborating with clients and members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

**Measure 3.2. (Indirect-Knowledge/Skills)**

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

*Assessment Method:* Mentor End of Semester Evaluation of Student's Clinical Experience
*Expected Outcome:* Average of 3.0 or greater (Scale 0-4)

**Findings**

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

NURB 4291 Trended Data: End of Clinical Evaluations

| Mentor Eval: Question 4 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| Spring | 3.9 | 3.86 | 3.79 | 3.7 |
| | 36/36 100% | 47/47 100% | 60/60 100% | 48/48 100% |
| Fall | 3.825 | 3.9 | * | 3.8 |
| | 16/16 100% | 21/21 100% | * | 23/23 100% |
| Annual Total | 3.86 | 3.88 | 3.79 | 3.75 |
| Response rate | 52/52 100% | 68/68 100% | 60/60 100% | 71/71 100% |

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

In 2016-2017 AY, the average score for question four was 3.79 which met the expected outcome of 3.0. In the last four years, mentor evaluations regarding "How well did the student identify interdisciplinary health care team strategies to promote quality health care?" exceeded the expected outcome with results ranging from 3.79 to 3.88. Though there was a 0.08 point decrease in the average from last year, the average score of 3.79 out of 4.0 is very high and is evidence that mentors felt their student were able to identify interdisciplinary health care team strategies to promote quality health care. Based on the analysis for the 2016-2017 AY, the plan for the 2017-2018 AY was to enhance student learning by: 1) adding a student assignment in NURB 4191 and 4291 on interprofessional collaboration, and 2) adding specific content related to interpersonal collaboration in the Evidence-Based Practice Research Utilization project assignment in NURB 3224.

In the 2017-2018 AY, the above plan was implemented. Faculty felt that the changes made facilitated the students' ability to collaborate with other healthcare professionals. In the 2017-2018 AY, the average score on question four was 3.75, which met the expected outcome of 3.0. The average of 3.75 was a 0.04 decrease from the 2016-2017 AY and shows a downward trend over the past two years. Based on the analysis of the results, the plans for the 2018-2019 AY will include: 1) adding a discussion forum in NURB 3142 related to interviewing a professional colleague in

planning the care for a geriatric patient, and 2) including a specific item in the Evidence-Based Practice Research Utilization project related to interprofessional collaboration (NURB 3224). By implementing these actions in NURB 3142 and 3224, students are expected to be better able to work with interprofessional teams when they take NURB 4191 and NURB 4291.

**Decision**: In the 2017-2018 AY, the average score on question four was 3.75, which met the expected outcome of 3.0. The average of 3.75 was a 0.04 decrease from the 2016-2017 AY and shows a downward trend over the past two years. Based on the analysis of the results, the plans for the 2018-2019 AY will include: 1) adding a discussion forum in NURB 3142 related to interviewing a professional colleague in planning the care for a geriatric patient, and 2) including a specific item in the Evidence-Based Practice Research Utilization project related to interprofessional collaboration (NURB 3224). By implementing these actions in NURB 3142 and 3224, students are expected to be better able to work with interprofessional teams when they take NURB 4191 and NURB 4291.

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

**Measure 4.1. (Indirect-Knowledge/Skills)**

*Assessment Method:* Skyfactor™ question - "To what degree did the nursing program teach you to "use appropriate technologies to assess patients?"
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**

**AY 2016-2017:**  NSU mean - 6.19      Carnegie mean score - 5.93      Target Met
**AY 2017-2018:**  NSU mean - 5.87      Carnegie mean score - 5.75      Target Met

Skyfactor™ Survey Trended Data: Appropriate Technologies

| Skyfactor™ | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
|  | N = 58 | N = 77 | N=38 |
| NSU | 5.96 | 6.19 | 5.87 |
| Carnegie | 5.69 | 5.93 | 5.75 |

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

In the 2016- 2017 AY, the RN to BSN mean score was 6.19, which met the expected outcome of meeting or exceeding the Carnegie mean score of 5.93. The mean score of 6.19 was an increase from the 2015-2016 mean score of 5.96. A score of 6.19 on the 7-point scale is evidence that RN to BSN students believed that the RN to BSN program taught them to use appropriate technologies to assess patients. Based on the analysis of results, the plan for the 2017-2018 AY was to 1) include additional lessons on health care technologies utilized in the 21st century for patient assessment in NURB 3140, 2) include a discussion forum assignment related to the new technologies used to assess geriatric patients in NURB 3142, and 3) included multiple simulated learning assignments using Shadow Health technology in NURB 3223.

In the 2017-2018 AY, the above plan was implemented without issues. Students expressed some frustration initially with using Shadow Health, reporting that it was challenging. A few former students who graduated and enrolled in graduate school reported back that Shadow Health was a great preparation for graduate school. In the 2017-2018 AY, the NSU mean score was 5.87 which met the expected outcome of the Carnegie mean score of 5.75. Based on the analysis of the results, the plans for the 2018-2019 AY are for faculty to: 1) update lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in the healthcare settings in NURB 3140; and 2) add a discussion forum in NURB 3142 specific to new technologies in assessment and interventions for nursing care of the elderly.

**Decision**: In the 2017-2018 AY, the NSU mean score was 5.87 which met the expected outcome of the Carnegie mean score of 5.75. Based on the analysis of the results, the plans for the 2018-2019 AY are for faculty to: 1) update lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in the healthcare settings in NURB 3140; and 2) add a discussion forum in NURB 3142 specific to new technologies in assessment and interventions for nursing care of the elderly.

**Measure 4.2. (Direct-Knowledge/Skills)**

*Assessment Method:* Database Search Strategy Assignment
*Expected Outcome:* 75% of students will achieve a score of 80% or higher

**Findings**

**AY 2016-2017:**     97.7%        Expected outcome: 80%    Target Met
**AY 2017-2018:**     95.5%        Expected outcome: 80%    Target Met

NURB 3140 Trended Data: Database Search Strategy Assignment

| Data Base Search Assignment | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | 97% (31/32) | 93% (28/30) | 29/30 97% |
| Summer | 94% (16/17) | 100% 22/22 | 14/14 100% |

| | | | |
|---|---|---|---|
| Fall | 85% (17/20) | 100% 44/44 | 42/45 89% |
| Annual Total | 93% (64/69) | 97.7% 94/96 | 95.5% 85/89 |

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

In 2016-2017 AY, 97.7% of students achieved a score of 80% or better on the Database Search assignment, which exceeded the expected outcome of 75% students achieving a score of 80% or better. This was an increase from the 2015-2016 assessment year (93%). Based on the analysis of the 2016-2017 results, the plan for 2017-2018 was for faculty to 1) add a discussion forum on the importance of privacy and security for electronic data in NURG 3140, and 2) advise students to take NURB 3140 Informatics for RNs as the introduction course in the RN to BSN program.

In the 2017-2018 AY, the plan above was implemented. Students expressed difficulty in identifying research designs, critiquing research studies, and summarizing research findings narratively. Faculty worked with students needing additional help to facilitate student understanding on organizing and formatting professional papers and writing for clarity, meaning, and relevancy. In the 2017-2018 AY, 95.5% of students scored at least an 80% or higher on the Database Search assignment, exceeding the expected outcome of 75%. Based on an analysis of 2017-2018 data, plans for 2018-2019 will be for faculty to: 1) restructure the Database Search Strategy assignment by streamlining each component and build sequential assignments weekly (scaffolding) to result in the finished project, and 2) restructure the Evidence-Based Practice Research Utilization Project in NURB 3224 to by streamlining each component and build sequential assignments weekly (scaffolding) to result in the finished project

**Decision**: In the 2017-2018 AY, 95.5% of students scored at least an 80% or higher on the Database Search Strategy Assignment, exceeding the expected outcome of 75%. Based on an analysis of 2017-2018 data, the plan for 2018-2019 will be for faculty to: 1) restructure the Database Search Strategy assignment by streamlining each component and build sequential assignments weekly (scaffolding) to result in the finished project, and 2) restructure the Evidence-Based Practice Research Utilization Project in NURB 3224 to by streamlining each component and build sequential assignments weekly (scaffolding) to result in the finished project

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

**Measure 5.1 (Indirect-Knowledge/Skill)**

*Assessment Method:* Skyfactor™ Question: To what degree did the nursing program teach you to "apply research findings to promote evidence-based nursing practice?"
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**

**AY 2016-2017:** NSU - 6.40      Carnegie mean score - 5.80      Target Met
**AY 2017-2018:** NSU - 6.03      Carnegie mean score - 5.97      Target Met

Skyfactor™ Survey Trended Data: Integrate Research

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 |
|---|---|---|---|
| | N = 57 | N = 77 | N=38 |
| NSU | 6.25 | 6.40 | 6.03 |
| Carnegie | 5.95 | 5.80 | 5.97 |

**Analysis:** Evidence-based practice lessons are included in all nursing courses. Examples include: 1) discussion forum on meaning of evidence-based practice in NURB 3140, 2) Evidence-based Practice Research Utilization project in NURB 3224, 3) evidence-based interventions for Geriatric Assessment assignment in NURB 3142, 4) evidence-based interventions for Home Visit assignment in NURB 4191, and 5) evidence-based practice considerations for all assignments in NURB 4291. In the 2016-2017 AY, the NSU mean score of 6.4 exceeded the expected outcome of the Carnegie mean score of 5.8. This was an increase from the 2015-2016 mean score of 6.25. This data is evidence that students believe that the RN to BSN program taught them to apply research findings to promote evidence-based nursing practice. Based on the analysis of 2016-2017 results, the plan for the 2017-2018 AY were to: 1) add a lesson on how evidence-based practice is used in each student's workplace in NURB 3140, 2) include an evidence-based practice lesson on expectations currently practiced in the students' places of employment in NURB 3224, and 3) include evidence-based criteria for the Community Assessment assignment in NURB 4191 and Leadership Analysis assignment in NURB 4291.

In the 2017-2018 AY the above plan was implemented. Students were able to demonstrate the expectations of those assignments. In 2017-2018 the NSU mean score for this measure was 6.03 which met the expected outcome of the Carnegie mean score of 5.97. However, it was a decrease from the 2016-2017 mean score of 6.4 and the 2015-2016 mean score of 6.25. Feedback from students included their difficulty in identifying research designs, critiquing research studies, and summarizing research findings narratively. Faculty worked with students needing additional help to facilitate student understanding on how to organize and format professional papers and write for clarity, meaning, and relevancy. Based on the analysis of the results, the plan for 2018-2019 will be to: 1) add a discussion forum on summarizing literature in NURB 3140 and NURB 3142, 2) add a discussion forum on how evidence-based practice is currently used by the RN student in NURB 3122, and 3) include additional resources on research designs with research study exemplars in NURB 3224.

**Decision**: In 2017-2018 the NSU mean score was 6.03 which met the expected outcome of the Carnegie mean score of 5.97. Based on the analysis of the results, the plan for 2018-2019 will be to: 1) add a discussion forum on summarizing literature in NURB 3140 and NURB 3142, 2) add a discussion forum on how evidence-based practice is currently used by the RN student in NURB 3122, and 3) include additional resources on research designs with research study exemplars in NURB 3224.

**Measure 5.2 (Direct-Knowledge/Skills)**

*Assessment Method:* Evidence-Based Practice Research Utilization Project in NURB 3224
*Expected Outcome:*   75% of students will achieve an 80% or higher

**Findings**

**AY 2016-2017:** NSU - 86.9%        Expected Outcome 75%    Target Met
**AY 2017-2018:** NSU - 85.0%        Expected Outcome 75%    Target Met

NURB 3224 Trended Data: Evidence-Based Research

| Evidence Based Research Utilization Project | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | 88% | 84% | 82% |
| | 30/34 | 30/32 | 31/38 |
| Fall | 78% | 86% | 92% |
| | 39/50 | 30/37 | 22/24 |
| Annual Total | 82% | 86.9% | 85% |
| | 69/84 | 60/69 | 53/62 |

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

   In the 2016-2017 AY, 86.9% of students achieved a score of 80% or better on the Evidence-Based Research Utilization Project, which met the expected outcome. This is higher than the 2015-2016 result of 82%. Though the expected outcome was met, faculty have developed measures to enhance student learning on evidence-based research. Based on the analysis of the results, the plans for 2017-2018 are to 1) include additional resources on development of the PICO question in NURB 3140 Informatics for RNs, and 2) add a lesson on the differences between research designs and levels of evidence in NURB 3224.

In 2017-2018 the above plan was implemented. Some students found the writing assignments challenging due to poor writing skills and a poor understanding of APA format. Students also had difficulty in summarizing and analyzing research literature. In the 2017-2018 assessment year 85% of students achieved a score of 80% or better on the Evidence-Based Practice Research Utilization assignment, meeting the expected outcome of 75%. This result was a slight decrease from 2016-2017 (86.9%) but higher than the 2015-2016 result (82%). During 2017-2018, faculty worked with students to improve their skills in professional writing and APA formatting. In addition, faculty-initiated discussions regarding the importance of writing in preparation for graduate school. Students were individually counseled and coached with opportunities for papers to be reviewed by faculty for feedback on content and proper formatting. Based on the analysis of the results, the plans for 2018-2019 are for faculty to: 1) encourage the use of the *NSU Academic Center for Success* for tutoring related to professional writing, 2) develop an APA checklist and post to courses where professional writing is essential, and 3) restructure the Evidence-Based Practice Research Utilization project in NURB 3224 to streamline each component and build sequential assignments that build upon the previous ones to culminate in an end project.

**Decision:** In the 2017-2018 assessment year 85% of students achieved a score of 80% or better on the Evidence-Based Practice Research Utilization assignment, meeting the expected outcome of 75%. Though 85% was a slight decrease from 2016-217 (86.9%), the expected outcome has been met for the past three years. Based on the analysis of the results, the plans for 2018-2019 are for faculty to: 1) encourage the use of the *NSU Academic Center for Success* for tutoring related to professional writing, 2) develop an APA checklist and post to courses where professional writing is essential, and 3) restructure the Evidence-Based Practice Research Utilization project in NURB 3224 to streamline each component and build sequential assignments that build upon the previous ones for the final 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 (Indirect-Knowledge)**

*Assessment Method:* Skyfactor™ question: To what degree did the nursing program teach you "to act as an advocate for vulnerable patients?"
*Expected Outcome:* > Carnegie mean score

**Findings**

**AY 2016-2017:** NSU mean - 6.30          Carnegie mean score – 6.05          Target Met
**AY 2017-2018:** NSU mean - 6.25          Carnegie mean score – 6.15          Target Met

Skyfactor™ Survey Trended Data: Vulnerable Patient Advocacy

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=77 | N=36 |
| NSU | 6.19 | 6.24 | 6.30 | 6.25 |
| Carnegie | 6.13 | 6.08 | 6.05 | 6.15 |

**Analysis:** The RN to BSN program teaches students to advocate for vulnerable populations throughout the program. Examples of assignments that specifically address advocating for vulnerable patients include: 1) health policy brief assignment in NURB 3122, 2) cultural discussion forum and Geriatric Assessment in NURB 3142, 3) NIH Protection of Human Subjects tutorial and certificate assignment in NURB 3224, and 4) political letter assignment and community assessment assignment in NURB 4191.

In the 2016-2017 AY, the NSU mean score was 6.3 which met the expected outcome of the Carnegie mean score of 6.05. The result of 6.3 showed a three year upward trend on this measure from 2014 through 2017. A score of 6.3 on the seven-point Skyfactor scale is evidence that students believe that the RN to BSN program taught them to act as an advocate for vulnerable patients. Based on the analysis of the results, the plan for the 2017-2018 AY was for faculty to: 1) include a discussion forum on addressing legal ethical issues in NURB 3142, and 2) include a discussion forum in NURB 4291 on addressing economic, legal, ethical issues in practice for vulnerable populations.

In the 2017-2018 AY the above plan was implemented. During the discussion forum in NURB 4191, some students were unable to put aside personal political views, which hindered them in completing the political forum assignment. In 2017-2018 AY, the NSU mean score of 6.25 met the expected outcome of meeting the Carnegie mean score of 6.15. The 6.25 mean score was a slight decrease from the 2016-2017 AY, and essentially equal to the score from 2015-2016. Based on analysis of the results, the plans for the 2018-2019 assessment year are to: 1) revise discussion forums to facilitate the RN to BSN student's understanding of their role in advocating for geriatric patients in NURB 3142, and 2) revise NURB 4191 discussion forums to facilitate the student's understanding of their role in advocating for vulnerable populations.

**Decision**: In 2017-2018 AY, the NSU mean score of 6.25 met the expected outcome of meeting the Carnegie mean score of 6.15. The 6.25 mean score was a slight decrease from the 2016-2017 AY, and essentially equal to the score from 2015-2016. Based on analysis of the results, the plans for the 2018-2019 assessment year are to: 1) revise discussion forums to facilitate the RN to BSN student's understanding of their role in advocating for geriatric patients in NURB 3142, and 2) revise NURB 4191 discussion forums to facilitate the student's understanding of their role in advocating for vulnerable populations.

**Measure 6.2 (Direct-Knowledge/Skills)**

*Assessment Method:* Political Letter assignment in NURB 4191
*Expected Outcome:* 75% of students will achieve an 80% or higher for the political forum and the Political Letter assignment.

**Findings**
**AY 2016-2017:** 78%    Expected Outcome 75%    Target Met
**AY 2017-2018:** 91%    Expected Outcome 75%    Target Met

NURB 4191 Trended Data: Political Letter

| Political Forum | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | | | 88% 21/24 |
| Summer | 65% (24/37) | 62.86% 22/35 | * |
| Fall | 88% (37/42) | 97% 28/29 | 93.1% 27/29 |
| Annual Total | 77% (61/79) | 78% 50/64 | 91% 48/53 |

*Assignment not completed this semester. New faculty

**Analysis:** The Political Letter assignment in NURB 4191 prompts students to write a political letter to a congressional member on the Affordable Care Act or Paris Climate Change. Guidelines, templates, a rubric, and exemplars are provided to help students complete this assignment. In the 2016 -2017 AY, 78% of students met the expected outcome of achieving a score of 80% or better on the Political Letter assignment in NURB 4191. This outcome was a slight increase from the percentage of students achieving this goal in the 2015-2016 assessment year (77%). Based on the analysis of the results, the plan for the 2017-2018 AY were to: 1) add a Health Policy Brief assignment in NURB 3122 related to caring for vulnerable populations, and 2) add contemporary political topics that focus on vulnerable populations for the Political Letter assignment in NURB 4191.

In the 2017-2018 AY, the above plan was implemented. In NURB 4191, students wrote relevant political letters on topics such as teenage pregnancy, suicide in adolescents and the elderly, and cyber-bullying. Feedback included their appreciation for learning more about the social issues surrounding these public health concerns.

The data for the summer of 2017 was not collected due to the Political Letter assignment being replaced with a discussion forum on the politics of nursing in NURB 4191 when a new faculty member taught the course. After the omission was discovered, the faculty was oriented to the need and rationale for this assignment. In 2017-2018 AY, 91% of students achieved a score of 80% or higher. This met the expected outcome of 75% achieving a score of 80% or higher and extended the upward trend on this measure with a significant increase from the 2017-2018 result. Based on an analysis of the results for 2017-2018 AY, the plans for the 2018-2019 AY are to: 1) include a discussion forum related to nursing ethics and advocacy for patients in nursing homes in NURB 3142, and 2) Include a discussion forum related to advocating for vulnerable groups in NURB 4291.

**Decision:** In 2017-2018 AY, 91% of students achieved a score of 80% or higher. This met the expected outcome of 75% achieving a score of 80% or higher. Based on an analysis of the results for 2017-2018 AY, the plans for the 2018-2019 AY are to: 1)

include a discussion forum related to nursing ethics and advocacy for patients in nursing homes in NURB 3142, and 2) Include a discussion forum in leadership course related to advocating for vulnerable groups in NURB 4291.

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

**Measure 7.1 (Indirect-Knowledge/Skills/Attitudes)**

*Assessment Method:* Skyfactor™ question: To what degree did the nursing program teach you "to act as an advocate for vulnerable patients?"
*Expected Outcome:*     $\geq$ Carnegie mean score

**Findings**
**AY 2016-2017:** NSU - 6.30          Carnegie mean score - 6.19          Target Met
**AY 2017-2018:** NSU - 6.25          Carnegie mean score - 6.15.         Target Met

Skyfactor™ Survey Trended Data: Advocate for vulnerable patients

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=77 | N=36 |
| NSU | 5.95 | 6.24 | 6.30 | 6.25 |
| Carnegie | 5.6 | 6.08 | 6.19 | 6.15 |

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

In the 2016-2017 AY, the NSU mean score was 6.3 which met the expected outcome of the Carnegie mean score of 6.05. The result of 6.3 showed a three year upward trend on this measure from 2014-2015 through 2016-2017. A score of 6.3 on the seven-point Skyfactor scale is evidence that students believed that the RN to BSN program taught them to act as an advocate for vulnerable patients. Based on the analysis of the results, the plans for the 2017-2018 AY were for faculty to: 1) include a discussion forum on addressing legal ethical issues in NURB 3142, and 2) include a discussion forum in NURB 4291 on addressing economic, legal, ethical issues in practice for vulnerable populations.

In the 2017-2018 AY the above plan was implemented. During the discussion forum in NURB 4191, some students were unable to put aside personal political views, which hindered them in completing the political forum assignment. In 2017-2018 AY, the NSU mean score of 6.25 met the expected outcome of meeting the Carnegie mean score of 6.15. The 6.25 mean score was a slight decrease from the 2016-2017 AY, and essentially equal to the score from 2015-2016. Based on analysis of the results, the plans for the 2018-2019 assessment year are to: 1) include a discussion forum in NURB 3142 related to nursing ethics and advocacy for patients in nursing homes, and 2)

include a discussion forum in NURB 4291 related to advocating for vulnerable populations.

**Decision**: In 2017-2018 AY, the NSU mean score of 6.25 met the expected outcome of meeting the Carnegie mean score of 6.15. The 6.25 mean score was a slight decrease from the 2016-2017 AY, and essentially equal to the score from 2015-2016. Based on analysis of the results, the plans for the 2018-2019 assessment year are to: 1) include a discussion forum in NURB 3142 related to nursing ethics and advocacy for patients in nursing homes, and 2) include a discussion forum in NURB 4291 related to advocating for vulnerable populations.

**Measure 7.2 (Direct-Knowledge/Skills)**

*Assessment Method*: Leadership Analysis Paper in NURB 4291
*Expected Outcome:*   75% of the students will achieve a score of 80% or higher

**Findings**

| | | | | |
|---|---|---|---|---|
| **AY 2016-2017:** | 85% | Expected outcome: 75% | | Target Met |
| **AY 2017-2018:** | 96% | Expected outcome: 75% | | Target Met |

Trended Data: Leadership Analysis Assignment

| Leadership Analysis | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | 89% (42/47) | 79.6% (47/59) | 95.8% 46/48 |
| Fall | 53% (11/21) | 100% 20/20 | 95.6% 22/23 |
| Annual Total | 78% (53/68) | 85% 67/79 | 96% 68/71 |

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

In the 2016 -2017 AY, 85% of students achieved a score of 80% or better, which met the expected outcome. This result was higher than the 2015-2016 result of 78%. This data is evidence that students were able to write a professional paper which demonstrated their ability to assess and evaluate a person's leadership characteristics.

Based on the analysis of the results, the plans for the 2017-2018 assessment year were to: 1) add discussion forums/assignments related to leadership in community and public health nursing in NURB 4191, and 2) update forums related to leadership and management skills in NURB 4191. In addition, faculty continued to work with students on writing skills and APA format.

In the 2017-2018 AY, the above plan was implemented. Feedback from the students was positive regarding the forums on leadership and management skills with students sharing that many wanted to move into management and thought this was helpful. In the 2017-2018 assessment year, 96% of students achieved a score of 80% or better, which met and exceeded the expected outcome and the results from the past two years. Based on the analysis of results from the 2017-2018 AY, the plan for the 2018-2019 AY is to revise the Leadership Analysis assignment instructions related to leadership styles in health care settings.

**Decision**: In the 2017-2018 assessment year, 96% of students achieved a score of 80% or better, which met and exceeded the expected outcome and the results from the past two years. Based on the analysis of results from the 2017-2018 AY, the plan for the 2018-2019 AY is to revise the Leadership Analysis assignment instructions related to leadership styles in health care settings.

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

**Measure 8.1. (Indirect-Knowledge/Skills)**

*Assessment Method:* Skyfactor™ question: "To what degree did the nursing program teach you to incorporate nursing standards into practice?"
*Expected Outcome:* > Carnegie mean score

**Findings**

**AY 2016-2017:** NSU - 6.43          Carnegie mean score - 5.51          Target Met
**AY 2017-2018:** NSU - 6.13          Carnegie mean score - 6.16          Target Not Met

Skyfactor™ Survey Trended Data: Incorporate Nursing Standards Into Practice

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=77 | N=38 |
| NSU | 6.19 | 6.28 | 6.43 | 6.13 |
| Carnegie | 6.11 | 6.10 | 5.51 | 6.16 |

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

Standards for Community Health Nursing as a BSN nurse; and 6) NURB 4291: Standards from QSEN competencies for nursing as a BSN Leader/Manager.

In the 2016-2017 AY, the NSU mean score was 6.43, which met the expected outcome of the Carnegie mean score of 5.51. The 2016-2017 mean score continued the upward trend in this measure. This high mean score is evidence that the RN to BSN students believed that the RN to BSN program taught them to incorporate nursing standards into practice. Based on the analysis of the results, the plans for the 2017-2018 assessment year were to: 1) include nursing professional standards in the professionalism forum in NURB 3122, 2) include additional lesson in NURB 3140 related to nursing standards for informatics as a BSN nurse, and
3) include additional lesson in NURB 3142 related to nursing standards for gerontological nursing.

In the 2017-2018 assessment year, the plans from 2016-2017 were implemented. The Skyfactor results for the 2017-2018 assessment year showed the NSU mean score of 6.13, which did not meet the Carnegie mean score of 6.16. Not only did NSU's mean score decrease significantly, the Carnegie mean score also increased significantly. Faculty reflected on potential reasons for the decrease in scores and believe that professional standards may not have been stressed as much as they should have, due to the assumption that students are practicing RNs and should already possess that knowledge. Based on the analysis of the results, the plan for the 2018-2019 assessment year is to update the directions for discussion forums related to professional standards in NURB 3140, NURB 3142, and NURB 3122, to assure accountability, value, clarity, meaning, and importance.

**Decision**: In the 2017-2018 assessment year, the NSU mean score was 6.13, which did not meet the Carnegie mean score of 6.16. Not only did NSU's mean score decrease significantly, the Carnegie mean score also increased significantly. Based on the analysis of the results, the plan for the 2018-2019 assessment year are to update the directions for discussion forums related to professional standards in NURB 3140, NURB 3142, and NURB 3122, to assure accountability, value, clarity, meaning, and importance.

**Measure 8.2 (Indirect-Knowledge/Attitudes)**

*Assessment Method:* Skyfactor™ question – "To what degree did the nursing program teach you to: support fairness in the delivery of care?"
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**
**AY 2016-2017:** NSU mean - 6.29        Carnegie mean score - 6.05        Target Met
**AY 2017-2018:** NSU mean - 6.08        Carnegie mean score - 6.02        Target Met

Skyfactor™ Survey Trended Data: Taught Fairness

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=76 | N=38 |
| NSU | 6.12 | 6.16 | 6.29 | 6.08 |
| Carnegie | 5.99 | 5.93 | 6.05 | 6.02 |

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

In the 2016-2017 AY, the NSU mean score was 6.29, which met the expected outcome of the Carnegie mean score of 6.05. The result was a continuation of the three-year upward trend in this measure. In addition, the Carnegie mean score also increased. This three year upward trend, in which all NSU mean scores met the expected outcome, is evidence that the students believed that the RN to BSN program taught them to support fairness in the delivery of care. Based on the analysis of the results, the plans for 2017-2018 were to: 1) include both the Political Letter and political forum assignments in NURB 4191, and 2) include a discussion forum in NURB 4291 on addressing power, staffing, structure, and fiscal management related to delivery of care as a nursing leader/manager.

In the 2017-2018 assessment year, the above plan was implemented. The NSU mean score, however, decreased to 6.08, which still met the expected outcome of meeting the Carnegie mean score of 6.02. Based on analysis of the results and the decrease in results from 2017-2018, the plans for the 2018-2019 assessment year are to: 1) update the Website Critique assignment to add focus on fairness issues in the literature in delivery of care considerations in NURB 3140, 2) include a lesson in NURB 3142 related to nursing ethics and fairness in the delivery of care in geriatrics, 3) update the Evidence-based Practice Research Utilization project in NURB 3224 to add a grading change for ethical considerations in the delivery of care related to healthcare issues, and 4) review and update assignments in NURB 4191 and NURB 4291 specific to the delivery of care and include a fairness for treatment component.

**Decision**: In the 2017-2018 assessment year, NSU's mean score was 6.08, which met the expected outcome of meeting the Carnegie mean score of 6.02. Based on the analysis of the results, the plan for the 2018-2019 assessment year is to: 1) update the Website Critique assignment to add focus on fairness issues in the literature in delivery of care considerations in NURB 3140, 2) include a lesson in NURB 3142 related to nursing ethics and fairness in the delivery of care in geriatrics, 3) update the Evidence-based Practice Research Utilization project in NURB 3224 to add a grading change for ethical considerations in the delivery of care related to healthcare issues, and 4) review and update assignments in NURB 4191 and NURB 4291 specific to the delivery of care and include a fairness for treatment component.

**Measure 8.3. (Indirect-Knowledge/Attitudes)**

*Assessment Method:* Skyfactor™ question - To what degree did the nursing program teach you to: demonstrate accountability for your own actions?
*Expected Outcome:* $\geq$ Carnegie mean score

**Findings**
**AY 2016-2017:** NSU mean - 6.40     Carnegie mean score - 6.05     Target Met
**AY 2017-2018:** NSU mean - 5.97     Carnegie mean score - 6.16     Target Not Met

Skyfactor™ Trended Data: Taught Accountability

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=77 | N=38 |
| NSU | 6.24 | 6.19 | 6.40 | 5.97 |
| Carnegie | 6.16 | 6.11 | 6.05 | 6.16 |

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

In the 2016-2017 AY, the NSU mean score was 6.4, which met the expected outcome of meeting or exceeding the Carnegie mean score of 6.05. To enhance student learning regarding accountability, the plan for the 2017-2018 assessment year was to update syllabi based on the Quality Matters criteria. The criteria include expectations for the course, the program, behavior related to professionalism, and accountability for one's actions.

In the 2017-2018 assessment year, the syllabi for NURB courses 3140, 3142, 3224, 4191, and 4291 were updated to meet Quality Matters criteria. However, the NSU mean score for this measure decreased to 5.97, which did not meet the expected outcome of meeting or exceeding the Carnegie mean score of 6.16. It was also noted that there were fewer students responding to the survey than in the past years and the Carnegie mean score increased. Based on the analysis of the results, the plan for the 2018-2019 assessment year is to: 1) include a graded component on professionalism in NURB 3140, 3142, 4191, 4291, and 2) give a point incentive to encourage students to complete the Skyfactor survey in NURB 4291, and 3) encourage students to complete the Skyfactor survey through, emails, posts on Moodle, and video.

**Decision**: In the 2017-2018 assessment year, the NSU mean score for this measure decreased to 5.97, which did not meet the expected outcome of meeting or exceeding the Carnegie mean score of 6.16. It was also noted that there were fewer students responding to the survey than in the past years and the Carnegie mean score increased. Based on the analysis of the results, the plan for the 2018-2019 assessment year is to: 1) include a graded component on professionalism in NURB 3140, 3142, 4191, 4291, and 2) give a point incentive to encourage students to complete the Skyfactor survey, and 3) encourage students to complete the Skyfactor survey through, emails, posts on Moodle, and video.

**Measure 8.4 (Indirect-Knowledge/Skills/Attitudes)**

*Assessment Method:* Employer Survey sent to students' employers in NURB 4291. "Demonstrates professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society." Please check the column that best describes your estimation of our RN to BSN graduates. Choices included: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point):
*Expected Outcome:* Average of 3.0 or greater

**Findings**

**AY 2016-2017:** Average - 3.76   (63% return rate)         Target Met
**AY 2017-2018:** Average - 3.81   (24% return rate)         Target Met

Employer Survey Trended Data: Professional Behaviors

| Employer survey | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| Spring | 3.81 | 3.77 | 3.84 | 3.90 |
| | 16/35 48% | 26/47 55% | 23/60 38% | 10/48 21% |
| Fall | 4.0 | 3.7 | 3.69 | 3.71 |
| | 11/16 69% | 10/21 48% | 13/13 100% | 7/23 30% |
| Annual Total | 3.9 | 3.7 | 3.76 | 3.81 |
| | 27/51 53% | 36/68 53% | 46/73 63% | 17/71 24% |

**Analysis:** RN to BSN faculty teach nursing standards throughout the program. Courses that include content related to standards of nursing practice include: 1) NURB 3140: Standards for Informatics in Nursing based on QSEN competencies and resources for lifelong learning and professional development; 2) NURB 3122: ANA Scope and Standards of Practice based on the ANA Code of Ethics and LSBN Nurse Practice Act; 3) NURB 3223: Standards for physical assessment as a BSN nurse based on Joint Commission Standards National Patient Safety Goals; 4) NURB 3142: ANA's Gerontological Nursing: Scope and Standards of Practice (2010) recommended competencies for older adults; 5) NURB 4191: Standards for Community Health Nursing as a BSN nurse, ethical and legal considerations for the home visit, and the Leadership Analysis paper in NURB 4291; and 6) NURB 4291: Standards from QSEN competencies for nursing as a BSN Leader/Manager.

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

In the 2016- 2017 AY, the employer's evaluation of the RN to BSN students was 3.76 on a four-point scale. This was slightly higher than the 2015-2016 year. There was also a good return rate, with 63% of employers responding to the survey. Based on

the analysis of the results, the plans for the 2017-2018 assessment year were to: 1) add a discussion forum in NURB 3140 on HIPAA and HITECH, 2) add a discussion forum in NURB 3142 on ethical behavior and advocacy for vulnerable populations, and 3) include a discussion forum in NURB 4291 on standards of nursing practice for professional nurses based on the ANA Code of Ethics and the LSBN Nurse Practice Act.

In the 2017-2018 assessment year, the above plan was implemented. The results for this measure was the average score of 3.81 on a four-point scale. This score was higher than the past two years. However, the response rate was only 24%. Since low response rates can influence scores, they faculty plan to offer an incentive for students to complete this activity in the next assessment year. Based on the analysis of the results, the plan for 2018-2019 will be to tie points to this survey in NURB 4291 in the professionalism grade for course,

**Decision**: In the 2017-2018 assessment year, the results for this measure was the average score of 3.81 on a four-point scale. This score was higher than the past two years. However, the response rate was only 24%. Since low response rates can influence scores, they faculty plan to offer an incentive in the next assessment year. Based on the analysis of the results, the plan for 2018-2019 will be to tie points to this survey in the grade for professionalism in NURB 4291.

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

**Measure 9.1 & 9.2 (Indirect-Knowledge/Attitude)**

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

Measure 9.1
*Assessment Method:* Skyfactor™ question - To what degree did the nursing program teach you to assume responsibility for professional development and lifelong learning? Choices included: Very prepared; prepared, somewhat prepared, and not prepared.
*Expected Outcome:* Eighty percent (80%) of respondents will respond with "very prepared" or "Prepared."

**Findings**

**AY 2016-2017:** 100%   Expected outcome: 80%      Target Met
**AY 2017-2018:** 97.4%  Expected outcome: 80%      Target Met

Skyfactor™ Survey Trended Data: Development & Lifelong learning

| Skyfactor™ | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|---|
| | N = 42 | N = 58 | N=55 | N=38 |
| | | | 0Q9 | |
| Very prepared | 66.7% 28/42 | 65.5% 38/58 | 78.2% 43/55 | 73.7% 28/38 |
| Prepared | 33.3% | 32.8% | 21.8% | 23.7% |

| | 14/42 | 19/58 | 12/55 | 9/38 |
|---|---|---|---|---|
| Somewhat prepared | | 1.7% 1/58 | 0 | 2.6% 1/38 |
| Not prepared | | | 0 | 0 |
| Total Prepared | 100% 42/42 | 98.2% 57/58 | 100% 55/55 | 97.4% 37/38 |

Measure 9.2

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

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

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

**Findings**

**AY 2015-2016:** 3.71      (53% response rate)      Target Met
**AY 2016-2017:** 3.80      (80% response rate)      Target Met
**AY 2017-2108:** 3.86      (24% response rate)      Target Met

Employer Survey Trended Data: Professional Development and Life Long Learning

| Employer survey | 2015-2016 | 2016-2017 | 2017-2018 |
|---|---|---|---|
| Spring | 3.85 | 3.65 | 3.90 |
| | 26/47 55% | 16/23 69% | 10/48 21% |
| Summer | | | |
| | | | |
| Fall | 3.8 | 3.77 | 3.71 |
| | 10/21 48% | 13/13 100% | 7/23 30% |
| Annual Total | 3.8 | 3.71 | 3.86 |
| Response rate | 36/68 53% | 29/36 80% | 17/71 24% |

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

In the 2016-2017 AY, the result for Measure 9.1 (Skyfactor question) showed that 78.2% of students felt "very prepared" and 21.8% felt "prepared" to assume responsibility for professional development and lifelong learning. This totals 100% of

students, which met the expected outcome of 80%. The data is evidence that all students felt the program prepared them to assume responsibility for professional development and lifelong learning.

In the 2016-2017 AY, the result for Measure 9.2 on the Employer Survey was 3.71 on a scale of one to four (1-4), which met the expected outcome of an average of three (3.0). This average was a slight decrease from the 2015-2016 AY average of 3.8. This data is evidence that the student's employers felt that the student assumed responsibility for professional development and lifelong learning. Also, during this year, the return rate on this survey was 80% which shows a high rate of participation. This assignment is optional, and students receive "bonus" points if their employer completes the survey. Program enhancements planned for 2017-2018 aimed at promoting professional development included: 1) adding a lesson in NURB 3224 related to nursing ethics and professionalism in nursing research, and the delivery of care. Students were encouraged to participate in a nursing research conference to present their research projects at local or state seminars/conference; 2) including multiple discussion forums in NURB 4191 addressing professional development and lifelong learning; and 3) posting the Employer Survey in the NURB 4291Moodle shell and sending additional reminders to the students encouraging participation in this survey.

In the 2017-2018 assessment year, the above plan was implemented. Seven students participated in NSU Research Day presenting research posters. The students reported enjoying the presentation, exposure, and experience. In the 2017-2018 AY, Measure 9.1 shows that 73.7 % of students felt "very prepared" and 23.7% of students felt "prepared" to assume responsibility for professional development and lifelong learning. This totals 97.4% of students, which met the expected outcome of 80% and was a slight decrease from last year's results of 100%. One student responded that they felt "somewhat prepared" for this responsibility. The data is evidence that most students felt that the program prepared them to assume responsibility for professional development and lifelong learning.

The 2017-2018 results for Measure 9.2 shows an average of 3.8 on a four-point scale, which met the expected outcome of 3.0. Though this was a slight increase in the average from the 2016-2017 AY (3.71), there was only a 24% response rate, which was a significant decrease from the response rate of 80% for the 2016-2017 AY. Students who did not complete the survey reported that they did not need extra points in the course and therefore, did not forward the survey to their employer. Since low response rates can affect the validity of the results, the faculty will add an action plan into the next AY. Based on the analysis of results, the plans for the 2018-2019 AY are to: 1) focus modules in NURB 3140 and NURB 3224 on the relationship of information literacy and evidence-based practice to lifelong learning; 2) review and update PowerPoints developed by the textbook publisher to add a conclusion slide as the topic relates to professionalism and lifelong learning (NURB 3122, 3142, 4191, and 4291); 3) add a discussion forum in NURB 4291 on the importance of continuing education, becoming a member of a professional organization, and advancing education for lifelong learning; and 4) link the Employer Survey completion to the professionalism component grade in

NURB 4291 to increase the response rate. By implementing these actions, faculty expect the response rates on the Employer Survey to increase and the average scores for these two measures to remain high or increase.

**Decision:** In the 2017-2018 AY, the results for Measures 9.1 and 9.2 met and exceeded the expected outcomes with both students and employers responding that the RN to BSN program taught the students to assume responsibility for professional development and lifelong learning. Based on the analysis of 2017-2018 AY, the plans for the 2018-2019 AY are to: 1) focus modules in NURB 3140 and NURB 3224 on the relationship of information literacy and evidence-based practice to lifelong learning;, 2) review and update PowerPoints developed by the textbook publisher to add a conclusion slide as the topic relates to professionalism and lifelong learning (NURB 3122, 3142, 4191, and 4291); 3) add a discussion forum in NURB 4291 on the importance of continuing education, becoming a member of a professional organization, and advancing education for lifelong learning; and 4) link the Employer Survey completion to the professionalism component grade in NURB 4291 to increase the response rate. By implementing these actions, faculty expect the response rates on the Employer Survey to increase and the average scores for these two measures to remain high or increase.

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

In the 2017-2018 assessment year, the RN to BSN program implemented many plans to improve student learning and facilitate the achievement of student learning outcomes. Below are actions catalogued in this report and other interventions implemented to aid in student learning and student success.

Course Related:
- Enhanced learning in NURB 3122, NURB 4191, and NURB 4291 by posting extra resources for students, revising rubrics to be more specific on requirements regarding culturally competent care assignments, and included discussion forums on cultural competence.
- Included updated assignments in NURB 3223 using simulation and assessments where student demonstrate critical thinking and written communication skills.
- Included multiple simulated learning assignments using Shadow Health technology in NURB 3223.
- Added specific content related to interpersonal collaboration in the Evidence-Based Research Utilization assignment in NURB 3224.
- Revised project in NURB 3224. Students were required to conduct a literature review of research articles for answers to their healthcare question, summarize findings, and write a professional paper identifying clinical implications for evidence-based nursing practice.
- Added a lesson on the differences between research designs and levels of evidence in NURB 3224.
- Added a health policy brief assignment and forum on nursing professional

standards and professionalism in NURB 3122

- Included additional forums on health care technologies utilized in the 21ˢᵗ century for patient assessment, importance of information literacy and how it is used in each student's workplace, and nursing standards related to informatics (NURB 3140).
- Included discussion forums related to the new technologies used to assess geriatric patient and addressing legal ethical issues in NURB 3142.
- Included additional resources on development of the PICO question in NURB 3140.
- In NURB 4291, updated forums related to leadership and management skills, addressed power, staffing, structure, and fiscal management related to delivery of care as a nursing leader/manager, and addressed economic, legal, ethical issues in practice for vulnerable populations.
- In NURB 4191, added forums or assignments related to community assessment, public health nursing, and interprofessional collaboration.
- Restructured the Home Visit assignment in NURB 4191 to require students to identify a nursing diagnosis, goals for education, evidence-based interventions, and evaluate the care provided to ensure integration of course objectives from both courses. In addition, the assignment reflected an increase in rigor with the expected outcome of increased student learning.
- Worked individually with students to meet their professional learning objectives related to informatics (in NURB 3140), specifically information literacy, and advise students to seek assistance from NSU Help-Desk when needed for technical support.
- Added PowerPoints developed by the textbook publisher to complement readings and videos in NURB 3122, 3142, 3224, 4191, and 4291.
- Included an estimated time to complete each assignment in the syllabus assignment table so working students could allocate sufficient time to assignments.
- Posted exemplars in NURB 4191 to help students apply and understand community health principles.
- Implemented community café (4191) and dimensions dialogue (3122) group forums where students could 1) ask course-related questions that were not personal, 2) shared resources, and 3) develop a sense of an online community.
- Developed a calendar of topics and assignment due dates for courses.
- Added topic-relevant pictures were added in NURB 3122 and 4191 in weekly modules.
- Revised the service-learning project in NURB 4191: modified the nursing process to focus on community vs. a single patient. Students were expected to: 1) identify a population, 2) develop a community nursing diagnosis, 3) develop goals for the community, 4) plan for implementation of the project, and 5) implement interventions for education [evidence-based teaching], action [hands-on skills training], and resource provision [donated items].

General program related:

- Held individual WebEx sessions and phone conversations with students who required more assistance and support.
- New online students received individual assignments and "you can do this" advice to prepare them for the 100% online RN to BSN curriculum.
- Rubrics updated and reviewed to assure clarity for both teachers and students.
- Faculty provided students an opportunity to pre-submit their papers for review and feedback before TURNITIN when time allows.
- Faculty worked with ECE staff for each syllabus to meet Quality Matters criteria.
- Faculty worked closely with students for successful completion in each course through the program.
- New adjunct faculty, Dr. Staja Booker, hired Spring 2017. Mentored by Ann Deshotels.
- Developed an informative document specific for Graduation and Recognition Ceremonies.
- Incorporated faculty retreats for faculty to assess curriculum and plan for upcoming year
- All faculty attended MOODLE Bootcamp and ECE courses to enhance online teaching and course development.
- Dr. Potter and Ann Deshotels submitted a grant: Lead Project Shreveport Rotary Club, Grant purpose Stipend/Scholarships (not received/awarded)
- Dr. Potter and Ann Deshotels collaborated with book representative for free textbooks resulting in 12 RN to BSN required textbooks donated to the Watson Library.
- Dr. Potter and Ann Deshotels collaborated with NSU English Professor on how to support students in research and publishing.
- A weekly email with an update for the week and encouragement, and clarifications on any area needed to increase students' understanding.
- Contacted students at risk at midterm with ways the student could improve their grade.
- Individual advising through phone calls and emails.
- Two faculty have doctorates. One faculty ABD.
- All RN to BSN courses include student-learning activities with reflection/experiential learning.
- Special consideration for incomplete work is discussed with the Director of the RN to BSN program so that all students have an opportunity for successful completion of the program.
- Provide accommodations for special needs' students.
- Encourage the use of available student resources at NSU such as the Academic Success Center.

***Plan of action moving forward.***

The RN to BSN program is 100% online, and as such, the RN to BSN program will continue to utilize technology to facilitate student learning, increase student comfort with Moodle's information learning systems, and increase the amount and variety of reliable, credible, and evidence-based resources available. Books with a variety of learning resources will be reviewed and updated as deemed necessary for each RN to BSN course. E-books available through the NSU Shreveport Library will be adopted to decrease costs for students when applicable. During the 2018-2019 assessment year, the RN to BSN program will implement the university's Quality Enhancement Plan "Learning for Life" in the capstone courses, NURB 4191 and NURB 4291. Senior RN to BSN students in these courses will be participating in experiential learning to further enhance learning utilizing more in-depth reflection on the learning experience.

The 2018-2019 assessment year will be a time of in-depth review of the Student Learning Outcomes and measures to ensure a more concise and effective use of measures. Plans for the 2018-2019 assessment year as specified in this report include the following:

- NURB 3122 Dimensions of Professional Nursing for RNs: 1) include a specific item in the Evidence-Based Research Utilization Project related to interprofessional collaboration, 2) add a discussion forum on how evidence-based practice is currently used by the RN student.

- NURB 3140 Informatics for RNs: 1) incorporate an assignment/discussion forum on cultural competence; 2) update lessons on health care technologies utilized, such as telehealth, electronic health records, computerized charting, and future technology in students' work settings; 3) focus modules on the relationship of information literacy and evidence-based practice; 4) include a forum related to nursing ethics and advocacy for vulnerable patients; and 5) update website critique assignment to add focus on fairness issues

- NURB 3142 Gerontology for RNs: 1) add a discussion forum on cultural competence related to illness presentation, disease assessment, and response to medications, and other treatments related to ethnicity; 2) work individually with students to meet their professional learning objectives related to informatics specifically information literacy, and to advise students to seek assistance from the NSU Help-Desk when needed for technical support; 3) include a discussion assignment related to the difference in the professional role as a BSN nurse as compared to the role of an ASN nurse; 4) add a discussion forum related to interviewing a professional colleague in planning the care for a geriatric patient; 5) include an assignment focusing on the nurse's role to advocate for vulnerable elderly patients; 6) add a forum specific to new technologies for assessment and interventions for nursing care of the elderly, and 7) include a forum related to nursing standards, ethics and fairness, for gerontological nursing.

- NURB 3223 Health Assessment for RNs: 1) include updated assignments using simulation and assessments where students demonstrate critical thinking and written communication

- NURB 3224 Nursing Research for RNs; 1) include criteria on the Evidence-Based Research Utilization Project rubric for students to address cultural considerations for the clinical implications found in students' projects, 2) include a specific item in the Evidence-Based Research Utilization Project related to interprofessional collaboration, 3) restructure the Evidence-Based Practice Research Utilization Project to streamline each component and build sequential assignments that build on each other for a finished project as the end product, and 4) focus modules on the relationship of information literacy and evidence-based practice.

- NURB 4191 Community Based Nursing Practicum for RNs: 1) revise the NURB 4191 forum to facilitate the student's understanding of their role in advocating for vulnerable populations, 2) add a cultural assessment for specific/family/group /community to the Home Visit assignment, 3) provide formatted templates as a sample paper, and 4) identify students early in the semester who may need additional assistance related to writing skills and APA format.

- NURB 4291 Leadership and Management Practicum for RNs: 1) revise the course grade calculation to include the completion and return of the Employer Survey (will count as a percentage of the professionalism grade), 2) include a discussion forum related to advocating for vulnerable groups, 3) post reminders in Moodle to complete the Employer's survey, 4) update assignments specific to add fairness for treatment in delivery of care

Not Course Related:

- Give a point incentive to encourage students to complete the Skyfactor survey
- Encourage students to complete the Skyfactor survey through, emails, posts on Moodle, and video.
- Advise students to take NURB 3140 Informatics for RNs as the first introductory course for RN to BSN program
- Encourage the use of the *NSU Academic Center for Success* for tutoring related to professional writing.
- Develop an APA checklist and post to courses where professional writing is essential