RN to BSN Program

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Northwestern State University's (NSU) Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

NSU College of Nursing's Mission. Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

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. Course reports are completed by lead faculty at the end of each semester that a course is taught. Course reports include relevant SLO measures and their trends.

2. Course reports are reviewed by the program coordinator. SLO measures and trends are reported to Non-traditional BSN Program Assessment Committee through the program assessment report.

3. Significant findings are reported in the Administrative Council meetings.

Note: During the 2020 Assessment Cycle, the COVID-19 virus forced Northwestern State University to reevaluate how to execute its mission. Through deliberate planning, the College of Nursing substantially modified courses, programs, facilities, services, and resources to enhance learning while protecting the health and safety of students, faculty, and staff.

Assignments and student learning assessments were modified to maximize the principles of equitable evaluation and assure the highest quality in-person classes, online delivery of courses, and hybrid face-to-face and virtual studies. Technological equipment and resources were updated and expanded to provide high academic quality and flexibility while using lower bandwidth.

Student learning outcomes guide the design and delivery of instruction to ensure student learning. While the assessment process continues, it would be naïve to assume this academic program assessment has not been affected – the degree of which is based on individual courses and student. However, because of the tireless efforts of the faculty and staff, we continue strive to provide extraordinary academic and experiential student learning opportunities despite these trying times.

Student Learning Outcomes:

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

Measure 1.1.
Assessment Method: Home Visit assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding: Target was met.

Trending:
2020: 99% (98/99)
2019: 88% (69/78)
2018: 84% (57/68)

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

In 2019 the target was met with 88% (69/78) of students scoring 80% or higher. During 2019 faculty allowed more time for the measure assignment, clarified the rubric, and provided exemplar assignments for students to review. Based on the analysis of the 2019 results, in 2020, the plan had been to provide updated evidence-based resources and to stagger assignment due dates in NURB 4191 and NURB 4291, since many

students take these courses at the same time. In 2020, faculty reviewed the due dates for assignments in NURB 4191 and 4291. It was determined that students had adequate time to complete assignments in both courses without needing to stagger due dates. Faculty also updated evidence-based resources, the rubric, directions, and provided an exemplar for the Home Visit assignment. As a result, in 2020, the target was met with upward trending for the Home Visit assignment with 99% (98/99) of students scoring 80% or higher.

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

Decision. In 2020, the target was met. Based on analysis of the 2020 results, in 2021, faculty plan to: 1) provide current online resources to students in lieu of textbook; and 2) add a criterion to the Home Visit rubric for students to reflect on their experience.

Measure 1.2.
Assessment Method: Cultural Competence assignment in NURB 3142 (Gerontology for RNs)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending:
2020: 97% (146/151)
2019: 98% (97/99)

Analysis. The Cultural Competence assignment requires students to research a culture different from their own. Students utilized the course textbook, current healthcare literature, and the STAT! Ref database to discuss the heritage, communication, biocultural ecology, health risks, nutrition, religious and spiritual traditions, and healthcare practices. To be successful in this assignment, students needed to utilize their liberal arts education and their research skills to develop a comprehensive, holistic picture of their chosen culture.

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

Based on the analysis of the 2019 results, in 2020, the Cultural Competence assignment was changed to a discussion forum and entitled Cultural Competence, with these lesson objectives: 1) Recognize the impact of cultural beliefs on attitudes of aging; and 2) Develop gerontological nursing interventions aimed at reducing health disparities in culturally diverse populations. Students chose an ethnicity different than their own and identified related health risks for the elderly and evidence-based nursing interventions. Students reflected on how their cultural background impacted their experiences in delivering care to the elderly of different ethnicities. Students' answers were supported with their clinical experiences and evidence from the literature and responded to at least one classmate's forum. Most students identified language barriers as the most challenging cultural issue hindering therapeutic communication. Students' feedback identified the need to utilize interpreters when available and translator software for communication and comprehension. In 2020, the target was met with 97% (146/151) of students scoring 80% or higher on the discussion forum.

Students' positive feedback reinforced that student learning outcomes were achieved:
- "I used the cultural awareness assignment to better develop my skills in communicating with the Hispanic population in Texas;"
- "I feel many assignments were geared toward helping me to communicate better with geriatric patients."
- "A nursing strategy to overcome barriers to stereotyping would be to attend workshops on cultural blindness. Education is the key to increasing awareness and knowledge regarding the elderly from ethnicities different than the caregiver."
- "Nurses need to be considerate of individual and community health paradigms and be willing to learn how health is viewed by others."

Decision. In 2020, the target was met. The plan for 2021 is to update online reading resources for the forum since the textbook will be discontinued in the spring of 2021. Also, the online database, STATRef, will no longer be available at the NSU library in Spring 2021.

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

Measure 2.1.
Assessment Method*:* RN to BSN Employer Survey Question in NURB 4291 (Leadership and Management Practicum for Registered Nurses). Question: "Please check the column that best describes your estimation of our RN to BSN graduate's

ability to: Apply the nursing process using critical thinking, communication, assessment, and technical skills."

Expected Outcome*:* Average of 3.0 or greater.

Finding. Target was met.

Trending:
2020: 3.92
2019: 3.9
2018: 3.86

Analysis. RN to BSN Employer Survey Question is completed in NURB 4291 at the end of the RN-BSN program. Employers of each RN-BSN student evaluates their employee on their ability to "Apply the nursing process using critical thinking, communication, assessment, and technical skills." Answer choices are Excellent (4 points), Good (3 points), Fair (2 points), and Poor (1 point).

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

In 2019, faculty decided to incentivize the survey in the spring of 2019 to see if this would encourage the student to follow up on whether the survey was completed. Students were awarded 5 points if the survey was completed, and the response rate increased from 47% (spring 2019) to 78% (fall 2019). The target was met with a mean score of 3.9 on the survey. Based on the analysis of the results in 2019, in 2020, the RN-BSN coordinator emailed each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2020 semester yielded a 66% return rate, the summer 84%, and the fall 91% (average 80% response rate). The low spring return rate is most likely related to the COVID 19 pandemic when employers were overwhelmed with nursing and supply shortages, among other uncertainties and demands. As a result, the target was met with the average of 3.92 on the inquiry.

Positive employer feedback included: "I believe the program is well structured and offers the students the opportunities to have a well-rounded experience" and "I'm very satisfied with this program's curriculum."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to continue to mail each employer individually and to: 1) provide the student's name in the subject line, 2) notify students when surveys have been sent, and 3) to send reminder emails. Information regarding our graduates will also be gathered from advisory council meetings that are held twice yearly.

Measure 2.2.
Assessment Method: Comprehensive Assessment in Shadow Health Assessment in NURB 3223 (Health Assessment for RNs)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending:
2020: 94% (149/159)
2019: 86% (73/85)

Analysis. Throughout the semester, students utilize a virtual patient simulation platform by Shadow Health. Students are assigned portions of a head-to-toe assessment on a virtual simulated patient, so that they may utilize the nursing process to master critical thinking, communication, assessment, and technical skills in a safe environment. Students are allowed multiple attempts to improve their performance and are given feedback. Students complete the comprehensive assessment at the end of the semester. In 2019, the target was met with 86% of students achieving a score of 80% or higher on the comprehensive Assessment in Shadow Health.

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

Positive student feedback reflects the value of this measure: "This class sharpened my nursing skills better than expected" and "Helped me better my assessment skills."

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the 2021 plan will be to add short instructional videos in the Moodle shell to correlate with the content of the Shadow Health weekly assignments.

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

Measure 3.1.
Assessment Method: Mentor End of Semester Evaluation of Student's Clinical Experience in NURB 4291 (Leadership and Management Practicum for Registered Nurses. "How well did the student identify interdisciplinary health care team strategies to promote quality health care?"
Expected Outcome: Average of 3.0 or greater (Scale 0-4)

Finding. Target was met.

Trending.
2020: 3.87
2019: 3.86
2018: 3.75

Analysis. Each student is required to collaborate with a nurse mentor in a clinical setting. Along with faculty, the mentor guides the student's learning through all clinical course assignments, including several interprofessional assignments. The mentor provides feedback on the student's personal clinical objectives, facilitates project development, and gives feedback to faculty on student performance. At the end of the semester, mentors complete an "Evaluation of Student and Clinical Experience." One question asks: "How well did the student identify interdisciplinary health care team strategies to promote quality health care?" Responses options are: A (4 points); B (3 points); C (2 points); D (1 point); and F (0 points).

In 2019 the target was met. Based on the, the analysis of the 2019 results, in 2020, faculty updated assignments and student learning resources related to interdisciplinary collaboration in NURB 3122 (Dimensions of Professional Practice) and NURB 4191 (Community Based Nursing Practicum). As a result, in 2020 average score was 3.87 and the target was met.

Decision: In 2020, the target was met. Based on the analysis of the 2020 results, in 2021, the Home Visit assignment will be updated to include a grading item related to identifying another member of the interdisciplinary healthcare team that would be a valuable resource to address a home safety concern, such as falling (Physical Therapist), activities of daily living (Occupational Therapist), or a community outreach resource, such as Meals on Wheels.

Measure 3.2.
Assessment Method: Service-Learning Project in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

Expected Outcome: 75% will score 80% or higher

Finding. Target was met.

Trending.
2020: 99% (98/99)
2019: 94% (75/80)

Analysis. In NURB 4191, students work with their mentor to identify a health issue that is significant to their community's population. Students develop a service-learning project that incorporates education, action, and resource provision for health promotion, disease prevention, or symptom management of their selected health issue. The evidence-based education is delivered to the target population and students write a reflection paper of their project.

In 2019 the target was met. Based on the analysis of the 2019 results, in 2020, the Service-Learning Project in NURB 4191 was updated to include a community partner or interdisciplinary colleague to plan and deliver the project. In Spring, Summer, and Fall of 2020, the COVID-19 pandemic impacted students' opportunities to collaborate with community partners and/or interdisciplinary colleagues in person when access was limited. Students changed their face-to-face projects to virtual presentations, such as Zoom and pre-recorded video presentations. Extensions were provided on an as-needed-basis due to the working conditions RNs faced in the clinical agencies. Students reported that the change to virtual presentations took more time, yet they were successful in providing health education to targeted populations. As a result, in 2020, 99% of students achieved a score of 80% or higher.

In 2020, examples of student feedback included: "I chose a topic that I am passionate about, shared my knowledge with my community, and worked on my presentation skills. This project made me get out of my comfort zone. I was surprised at how easy it was to just make learning fun. Through this service-learning project, I was able to incorporate everything I learned in this course and provide a service to a community of people in need by going into the community and collaborating with a team of medical professionals to promote health and provide services for a group of elderly people in the community. This project also helped re-establish to me why I became a nurse and showed me again how blessed I am to get to help people and be a part of changing people's lives for the better on a daily basis." "The hands-on CPR class was a success even though attendance was because of the pandemic. The parents who were able to attend were grateful for the class because many informed me that they never had a CPR class and would not have known what to do if an emergency happened."

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the 2021 plan will be to: 1) update reading resources, exemplars, directions, and the grading rubric for the Service-Learning Project; and 2) maintain the option for virtual presentations to accommodate COVID-19 restrictions.

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

Measure 4.1.
Assessment Method: Database Search Strategy assignment in NURB 3140 Informatics for RNs
Expected Outcome: 75% of students will achieve a score of 80% or higher.

Finding. Target was met.

Trending.
2020: 97% (268/275)
2019: 100% (95/95)
2018: 97% (84/87)

Analysis. The Database Search Strategy Assignment requires students to develop a PICO question related to a nursing specialty. (PICO = Problem/patient/population; Intervention/ Indicator; Comparison; Outcome). Students conduct a CINAHL search based on the keywords from the PICO question and find one research study to reference. Students then reflect on what they learned through this search process and how to improve future searches.

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

Based on the analysis of the 2019 results, in 2020, faculty collaborated with the NSU nursing librarian to add additional resources, such as updated tutorials for searching the literature utilizing healthcare databases, library and LibGuide tutorials for students. Additionally, resources and tutorials for the 7th edition of APA format were updated and a discussion forum on telehealth and privacy was added.

As a result, in 2020, 97% (268/275) of students made an 80% or higher on the Database Search Strategy assignment. Students' Feedback in 2020 included this response: "Information provided for the Database Search strategy assignment gave me a good baseline for identifying keywords for searching the literature using CINAHL. I will use the method taught in this course to keep refining my searching skills to find new information in my nursing practice. This assignment was helpful because I can continue practicing what I learned. I now understand how to use AND/OR when searching databases and the importance of keywords and limiters to narrow my searches."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the 2021 plan will be to: 1) update reading resources, exemplars, and directions for the Database Search Strategy assignment, and 2) move the assignment from Week 6 to Week 3 based on student feedback suggesting that learning the database search steps would be more helpful if they occurred earlier in the course.

Measure 4.2.
Assessment Method: Evidence-based Practice (EBP) Poster Project in NURB 3224 (Nursing Research for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2020: 93% (85/91)

2019: 100% (76/76)

Analysis. After completing the EBP Project, students designed an electronic poster at the end of the semester utilizing a free online poster template to display a visual summary of their EBP Project assignment.

In 2019, students used the EBP poster to disseminate their findings to colleagues, members of the interdisciplinary healthcare team, and patients. Students were encouraged to submit their posters at local research meetings and/or conferences. In 2019, 100% of students scored an 80% or higher.

Based on the analysis of the 2019 results, in 2020, faculty added resources, such as updated tutorials for searching the literature, utilizing healthcare databases, library, and LibGuide tutorials. In response to the COVID-19 restrictions in 2020, the electronic poster assignment was changed to a Review of Literature Summary Table presented in a discussion forum. Creating an electronic poster was a challenging assignment that required new technological skills and additional time. Since students designed a Review of Literature Summary Table as part of the EBP Project, the table was used to disseminate evidence to classmates and colleagues without an additional poster depicting the same information. Students shared their Review of Literature Summary Table in the discussion forum, explained what database(s) were used to identify three research studies to answer their PICO question, identified evidence from each study, and shared how they planned to use their EBP competencies in clinical practice. In 2020, 93% (85/91) of students scored an 80% or higher, which was a downward trend from 2019, though students' feedback were unanimously positive related to their learning outcomes. Additionally, the change in the project could be a factor in the decrease also.

Student feedback in 2020 included: "I will share what I learned from my EBP Project during our shift change huddle with anyone directly caring for burn patients and with my patients. I already talked with my colleagues about my project and evidence found. We already talked with management about some changes needed when COVID-19 restrictions are over. I've already presented my project to my coworkers. We discussed ways to implement EBP. I can get with other members of the multidisciplinary team to come up with ways to incorporate EBP into the care provided at our hospital. As for the patient, I will be able to teach them new ways to promote compliance."

Decision: In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to maintain the discussion forum for students to post their Review of Literature Summary Table to disseminate their findings from their EBP Projects and share how they plan to use the evidence in clinical practice.

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

Measure 5.1.
Assessment Method: Evidence-Based Practice Project in NURB 3224 (Nursing Research for RNs
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending:
2020: 93% (85/91)
2019: 84% (64/76)
2018: 92% (58/63)

Analysis. Students in NURB 3224 are introduced to the research process and its application to evidence-based nursing practice. Students are taught to examine the link between nursing theory, nursing research, and evidence-based practice (EBP). The main assignment in this course is the *Evidence-Based Practice Project.* A rubric guides the student through each phase of the project. Weekly lessons are scaffolded to build content for the final project and poster. Students use their information literacy skills to develop a PICO question based on their specialty area of nursing practice or a personal health-related question. Students review online healthcare databases through the NSU Library for current scientific literature and select three research studies to answer their PICO question. The studies are critically analyzed for usability and summarized based on criteria delineated in the rubric. Clinical implications for practice are identified for EBP interventions and questions for future research are included in the project. Once the paper is graded and individual feedback given, an electronic poster is designed by the student to disseminate findings to classmates, colleagues, and patients. Students are encouraged to present their posters at a research conference and/or regional nursing meetings, when appropriate. In 2020, 93% (85/91) of students achieved a score of 80% or better on the Evidence-Based Practice Project.

Students' Feedback in 2020 included: "Before this class I did not know what a PICO question was. Now I know how to form a PICO question and search for answers with evidence from the literature. The way the assignments were structured and ordered made the process of writing a literature review as logical and painless as possible. Based on the assignments, I believe I am ready and more prepared and knowledgeable about EBP. The EBP Project was helpful in learning more about the research process."

Decision. The target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) eliminate the textbook in lieu of open resource materials, such as healthcare and library databases; 2) design each module to cover specific steps in the research and EBP processes; 3) direct students to identify specific criteria in their selected research study in discussion forums prior to the Research Critique and EBP Project assignments; 4) move the Research Critique assignment from Week 8 to Week 6 based on feedback from students; 5) provide weekly video instruction (by faculty) for

each lesson; and 6) schedule mid-semester phone conferences to discuss students' progress in the course.

Measure 5.2.
Assessment Method: Staff Development Project in NURB 4291 (Leadership & management Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2020: 97% (93/96)
2019: 98% (63/64)

Analysis. The Staff Development Project is completed in the student's work setting. Students first identify an educational need for their colleagues in the Healthy Workplace assignment. Then students collaborate with their mentor to complete a lesson plan that includes objectives for the presentation, outline content, time frame for each objective, and the teaching methodology. The presentation must include relevant and current research to help participants address their knowledge deficit. A 5 to10 minute videotape of the presentation is shared with classmates. After presentation of the project, students submit a self-evaluation of the project as a whole.

In 2019, 98% of students scored an 80% or higher. Based on the analysis of the 2019 results, in 2020, faculty updated reading resources and exemplars were provided to students. As a result, in 2020, 97% (93/96) of students earned an 80% or higher. Student feedback included: "The assignments and coursework were beyond what I expected" and "The assignments were thought-provoking and interesting." Students also shared that they would appreciate more clarity on directions for assignments in this course.

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the 2021 plan is to: 1) review directions and rubrics for assignments, and 2) provide short instructional videos for assignments.

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

Measure 6.1.
Assessment Method: Political Letter assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2020: 99% (98/99)
2019: 94% (75/80)
2018: 97% (64/66)

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

In 2019, faculty identified contemporary ideas to consider for the Political Letter assignment. Discussion forums were updated in NURB 3142 (related to ethics and advocacy for geriatric patients) and NURB 3122 (advocating for vulnerable groups). As a result, in 2019, 94% students achieved a score of 80% or better on the Political Letter assignment, meeting the expected outcome.

Based on the analysis of the 2019 results, in the 2020 faculty updated reading resources and assignments in NURB 3140 (informatics) and NURB 4291 (leadership) to reflect contemporary issues related to economic, legal, ethical, and political factors. In the spring semester of 2020, the Political letter was due on April 20. During this time RN to BSN nursing students were working in the beginning of the COVID-19 pandemic. Professional nursing organizations reached out to politicians related to the lack of personal protective equipment (PPE) and provided political letter formats for nurses to sign and send to their congressional leaders. The political letter template was shared with students for mass support. In the 2020 assessment year, the target was met with 99% (98/99) students scoring 80% or higher on the Political Letter. Therefore, the target was met. Student feedback included: "The political letter allowed an outlet for my knowledge of economic, legal and political factors to advocate for patients;" and "I advocated for safer nurse-staff ratios by writing a political letter."

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, in 2021, the plan is to: 1) update the discussion forum for the Political Letter to include online reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors, and 2) identify health-related concerns to present as examples for the Political Letter assignment.

Measure 6.2.
Assessment Method: Health Policy Brief in NURB 3122 (Dimensions of Professional Nursing)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2020: 92% (111/121)
2019: 77% (57/74)

Analysis. The Health Policy Brief assignment is an advocacy document that proposes an action plan to develop or refine health policies. The Health Policy Brief assignment in NURB 3122 includes reading assignments, a video, and examples on how to write a health policy brief. After reviewing assigned resources, students address a health-related issue by identifying the advantages and disadvantages for the policy.

In 2019, 77% of students scored 80% or higher. Based on the analysis of the 2020 results, in 2020, students were encouraged to address contemporary issues or issues that affected them in their workplace to increase their interest in health policy. In 2020, 92% of students earned 80% or higher and the target was met. Student feedback included: "I loved all the extra resources provided under each assignment. This made the assignments easy to follow and not get confused" and "Through the printed examples and the extra materials to read for each assignment made the assignments much easier to process and do."

Decision. In 2020, the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to update the Professional Issue PowerPoint that students view prior to this assignment to include at least one slide related to the student's Health Policy Brief.

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

Measure 7.1.
Assessment Method: Leadership Analysis assignment in NURB 4291 (Leadership and Management Practicum for Registered Nurses)
Expected Outcome: 75% of the students will score of 80% or higher.

Finding. Target was met.

Trending.
2020: 96% (92/96)
2019: 94% (60/64)
2018: 95% (38/40)

Analysis. During NURB 4291, senior students complete a Leadership Analysis assignment on their own nurse manager. The student analyzes the nurse leader on each of the following skills: overall leadership style, problem-solving and decision-making skills, conflict resolution skills and strategies, written and oral communication skills, power base and how power is used, interprofessional communication and collaboration for improving patient health outcomes, priorities and cost containment

related to fiscal planning, perceptions, and responsibilities for quality control, and acting as a change agent. These elements are discussed within the context of leadership and management theories, and the conclusions must be supported by current research.

In 2019, 94% of students scored 80% or higher on the Leadership Analysis assignment. Based on the analysis of the 2019 results, in 2020, the resources and exemplar were updated to reflect current literature and APA 7th edition. Students were also allowed to complete the assignment on their mentor instead of manager. In 2020, 96% (92/96) of students earned 80% or higher. Student feedback included: "The class provided tools to strengthen my style as a leader to project my vision for quality patient care" and "I found this class to be very informative of the BSN role vs the ASN." Students also shared that they would like more clarity with assignment directions: "Not always knowing exactly what to do and having to reach out for clarification" and "I also think that a WebEx meeting regarding the projects and the expectations would have been helpful."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) update assignment directions and rubrics, and 2) make short videos explaining the assignment to help decrease confusion.

Measure 7.2.
Assessment Method: Environmental Health Action Plan in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

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

Finding. Target was met.

Trending.
2020: 99% (98/99)
2019: 89% (71/80)

Analysis. The Environmental Health Action Plan forum relates to clinical, political, or research priorities in the community that students examined for their Community Assessment/Windshield Survey completed earlier in the course. Short-term, medium-term, and long-term measurable goals are identified that are time-oriented, practical, feasible, and evidence-based, and indicate their nurse role (educator, advocate, caregiver, policy maker, leader, manager, researcher, etc.).

In 2019, 89% (71/80) of students scored 80% or higher. Based on the analysis of the 2019 results, in 2020, faculty posted updated exemplars of Environmental Health Action plans and updated the assignment rubric and resources. In 2020, 99% (98/99) of students scored 80%or higher on the assignment. Student feedback on what they learned included: "Staying involved in the community is important specifically in the instance of a disaster of some type;" and "Make the community aware of your presence as a point of contact in case there is a disaster in the area."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: 1) update online resources related to contemporary environmental issues, and 2) provide sample political letters provided by professional nursing organizations.

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

Measure 8.1.
Assessment Method: RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) question: "Demonstrates professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society." Please check the column that best describes your estimation of our RN to BSN graduates. Choices included: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point):
Expected Outcome: Average of 3.0 or higher

Finding. Target was met.

Trending
2020: 3.91
2019: 3.92
2018: 4.00

Analysis: RN to BSN faculty teach nursing standards throughout the program. Courses and content related to standards of nursing practice include: 1) NURB 3140 [Standards for Informatics in Nursing]; 2) NURB 3122 [American Nurses Association (ANA) Scope and Standards of Practice, ANA Code of Ethics, and Louisiana State Board of Nursing Nurse Practice Act]; 3) NURB 3223 [Joint Commission Standards and National Patient Safety Goals]; 4) NURB 3142 [Gerontological Nursing: Scope and Standards of Practice]; 5) NURB 4191 [Standards for Community Health Nursing]; and 6) NURB 4291 [Standards from Quality and Safety Education for Nurses competencies]. The Employer Survey is administered in NURB 4291, at the end of the RN-BSN program.

In 2019, 89% (71/80) of students scored 80% or higher. Based on the analysis of the 2019 results, in 2020, the RN-BSN coordinator emailed each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2020 semester yielded a 66% return rate, the summer 84%, and the fall 91% (average 80% response rate). The low spring return rate is most likely related to the COVID 19 pandemic where employers were overwhelmed with nursing and supply shortages, among other uncertainties. Employer feedback included: "The RN to BSN program is great as is for allowing students completion while also working as a nurse. The current program highlights the

essentials for BSN education while providing the flexibility ASNs need to succeed" and "I know many RN's who have made the transition and some now in the process. All seem to have the knowledge base required and the making of strong nurses in management to make great leaders and maintain professionalism. The program is great."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the plan for 2021 will be to: 1) maintain the assignments related to standards, 2) continue to send personalized emails and reminders to elicit responses from employers, and 3) solicit feedback from employers at advisory council meetings.

Measure 8.2.
Assessment Method: Legacy Map in the Professional Portfolio assignment in NURB 3122 (Dimensions of Professional Nursing)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending
2020: 94% (114/121)
2019: 97% (72/74)

Analysis. In NURB 3122, students develop their Professional Portfolio that includes their resume', legacy map, philosophy of nursing, brief biography, cover letter for a job promotion, and an optional professional photo. The Legacy Map component reflects the student's nursing legacy, addressing such questions: What do you want to accomplish as a nurse? What impact do you want to have on the profession and people/public? What changes do you want to make? How do you want to be remembered? The legacy map is a visual sequence/map (i.e., graphical/pictorial representation) of the necessary steps to achieve the goal(s) for their career and legacy.

In 2019, 97% (72/74) of students scored 80% or higher. Based on the analysis of the 2019 results, in 2020, faculty updated the reading resources for professional development and lifelong learning. In 2020, 94% (114/121) of students scored 80% or higher. Although the target was met, it was slightly lower than the 2019 target. There was an increase in enrollment in this course, which may account for the difference. Regardless, spring 2021 data will be analyzed to ensure this is not the start of a downward trend for this measure. Student feedback included: "The website and document links were helpful in learning the required information", "there were always examples and extra learning materials posted to help guide you through assignments", and "the material was relevant to my current career."

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, the 2021 plan will be to: 1) survey students on their community and professional engagement to make them cognizant of the impact they are already achieving and to

inspire them to increase their engagement; and 2) utilize a new open resource textbook in lieu of the current textbook.

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

Measure 9.1.
Assessment Method: RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) Employers are asked to check the column that best describes their estimation of the RN to BSN student to: "Assume responsibility for professional development and lifelong learning." Choices include: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point).
Expected Outcome: Average of 3.0 or higher

Finding. Target was met.

Trending.
2020: 3.92
2019: 3.92
2018: 3.70

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

In 2019 faculty updated reading resources for professional development and lifelong learning in NURB 3140, 3122, and 4291. Faculty continued to: 1) encourage graduating students to advance their nursing education for graduate and doctorate degrees, 2) encourage graduating students to seek certification in their specialty areas of nursing, and 3) recommend graduates join professional nursing and specialty organizations. As a result, in 2019 the average for this question was 3.92.

Based on the analysis of the 2019 results, in 2020, faculty updated resources for professional development and lifelong learning on discussion forums for NURB 3122 and NURB 4291. Available scholarship opportunities were posted in the RN to BSN Program link in Moodle. Faculty wrote recommendation letters for students wanting to advance their education (at NSU or other universities). In 2020, the average for this question was 3.92, meeting the expected outcome. Student feedback from the alumni survey reflect graduates continuing their education: "Currently enrolled in a AGACNP program" and "I am proudly currently continuing my education at NSU in the FNP program!"

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to arrange two virtual open houses with NSU graduate faculty. Faculty will maintain the practice of posting scholarship information and writing letters of recommendation.

Measure 9.2.
Assessment Method: QEP SLO 2.2 asks "Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has changed your perceptions about education, and how you will use this experience as a foundation for personal growth and maturity." This measure was assessed in NURB 4291 with students' evaluations and QEP RN to BSN reflections.
Expected Outcome: Average of 3.0 or higher

Finding: Target was met.

Trending.
2020: 3.14
2019: 3.25

Analysis. Students are asked to reflect on how they are achieving the College of Nursing Student Learning Objectives in NURB 4291, toward the end of the program.

In 2019, the average score for SLO 2.2 was 3.25, meeting the expected outcome. Based on the analysis of the 2019 results, in 2020, the faculty: 1) posted available scholarship opportunities in the RN to BSN Program link in Moodle; 2) informed students about graduate and post-graduate educational opportunities at NSU in the RN to BSN Program link in Moodle; 3) wrote recommendation letters for students wanting to advance their education; and 4) collaborated with faculty teaching in RN to BSN programs across the country through the National RN-Baccalaureate Faculty Forum (NRFF) to share ideas and learn effective strategies for program improvement.

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

Decision. In 2020 the target was met. Based on the analysis of the 2020 results, in 2021, the plan will be to: utilize a new open resource textbook in NURB 3122 Dimensions of Professional Practice. This will give students an updated resource

regarding nursing education. NSU graduate nursing program administrators will be invited to attend student "town hall" meetings to provide information on educational opportunities beyond the BSN degree.

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

Although nine of the SLO measures were new in 2019 due to the discontinuation of the Skyfactor survey components, in the 2020 assessment year, the target was met for all 18 identified SLO measures.

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

Although some face-to-face recruiting events were cancelled due to the pandemic, recruitment to existing NSU Associate of Science students and some virtual events continued. Existing RN-BSN students also encouraged co-workers and friends to begin the program (word of mouth advertising). The new flat rate pricing of the online RN-BSN program began in the spring of 2020 and the program has seen an increase in enrollment (174 in the fall of 2019 to 274 in the fall of 2020).   A new adjunct faculty was hired and trained to assist with the increased enrollment. Existing adjunct faculty agreed to an increased workload and additional sections of courses were opened.

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

- Updating/adding exemplars to reflect the new edition of the APA manual in all 8 RN-BSN classes.

- Updating/adding reading resources in NURB 3122, 3140, 3142, 3224, 4191, and 4291.

- Updating/adding rubrics for assignments in NURB 4191.

- Utilizing current and free open educational resources in lieu of textbooks in NURB 3224 and NURB 4191.

- Collaborating with librarian to identify updated literature search resources.

- Adding nursing documentation modules to NURB 3223.

- Allowing virtual Service-Learning Projects due to social distancing restrictions during COVID-19 Pandemic.

- Changing the cultural competence assignment from a paper into a discussion forum so that students can benefit from learning about cultures researched by other students.

- Utilizing contemporary issues, like COVID-19, for assignments in NURB 3122, 3224, 4191, and 4291.

Additional Support Provided for Students

- Virtual office hours via WebEx for tutoring and assignment assistance.
- Encouragement to seek graduate education, professional organization membership, and nursing specialty certification.
- Information for potential scholarship opportunities.
- Recommendation letters for graduate education and scholarships.
- Updated resources on graduation, registration, courses, and academic matters in the RN-BSN program information shell in Moodle.
- Doctorally-prepared faculty- four (of seven) faculty with two additional faculty currently enrolled.
- Certified Nurse Educators (both full time faculty)
- Staggered due dates on large assignments to avoid overlap.
- Encouragement to inactive students to complete program.
- Updated program information on university website and in university catalog.
- Offered all courses at least once per semester.
- New textbook and online resources for NURB 3110.
- Encouragement to current ASN students to begin general education RN-BSN courses
- Ability to dual enroll in RN-BSN nursing courses once all general education courses were completed and with the Dean's permission for current ASN students (supported by policy).
- Updated course syllabi and Moodle format for consistency across courses.

Additional Support Provided for Faculty

- Continuing education opportunities supported through Endowed Professorship funding.
- Moodle Boot Camp training (new adjunct faculty)
- New adjunct faculty provided with a faculty mentor.
- Monthly PCC meetings.
- National RN-BSN Faculty Forum
- Quality Matters courses (two full-time faculty)
- Full-time faculty serve as course stewards for all classes. Full-time faculty to be responsible for SLO tracking, syllabi, calendar, and grade reporting.

Plan of action moving forward.

Faculty will continue to update course resources to reflect current, contemporary, and evidence-based information. Aggressive recruiting, intrusive advising, and frequent communication efforts will continue in the effort to improve enrollment, retention, and graduation of students. Below are actions catalogued in this report to facilitate student achievement of learning outcomes in 2021.

- Update/add reading resources in NURB 3224 and 4191.
- Update assignments in NURB 4191 and 4291.
- Add instructional videos for assignments in NURB 3223, 3224, and 4291.
- Add interprofessional collaboration opportunities in NURB 4191.
- Move assignment deadlines to facilitate learning in NURB 3140 and 3224.
- New open resource textbook for NURB 3122.
- Discontinuation of NURB 3142 textbook in lieu of open educational resources.
- Virtual open house meetings with MSN and DNP faculty.
- Utilizing mid-semester phone conferences related to Evidence Based Practice Project in NURB 3224.
- Utilizing contemporary or health-related issues for assignments in NURB 4191.
- Soliciting feedback at advisory council meetings.
- Utilizing a discussion forum format for Evidence Based Practice Projects so students can benefit from research conducted by other students.

Additional Support Provided for Students

- Continuation of elements listed for 2020 support.
- Update articulation agreements as needed.
- Additional sections of courses to ensure a proper teacher: student ratio.
- Additional adjunct faculty as needed to ensure a proper teacher to student ratio.
- Face to face recruiting as able.
- Update courses to reflect Quality Matters criteria.
- Update RN Mentor criteria and agreement form.

Additional Support Provided for Faculty

- Continuation of elements listed for 2020 support.
- Assignment to consistent courses from semester to semester.
- Access to Nurse Tim continuing education webinars.