Rogers State University  
Bachelor of Science- Nursing (BS/N)  
Analysis of Evidence of Student Learning 2012-2013

Student learning outcomes, assessment measures, performance standards (criteria for success), number of students assessed, and sampling measures are presented in the columns below. A brief analysis and conclusion of each assessment measure is also provided along with an indication of whether or not the standard was met. Student learning outcomes were developed by the nursing faculty and represent expectations for the RN-BS/N graduate.

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<th>A. Student Learning Outcomes</th>
<th>B. Assessment Measures</th>
<th>C. Performance Standards</th>
<th>D. Sampling Methods</th>
<th>E. Sample Size (N)</th>
<th>F. Results</th>
<th>G. Conclusions</th>
<th>H. Performance Standards Met (Y/N)</th>
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| 1. Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of individuals, families, local, and global community population. | 1a. Family, Community & Public Health I: Family Assessment Paper from NURS 4224 which addresses designing and coordinating safe nursing care of persons, families groups and communities. | 1a. 90% of the students in NURS 4224 will be included in the sample. | 1a. Fall/12  
N= 13  
Cohort # 8 | 1a. Fall/12  
100% of NURS 4224 Students scored 74% or higher on the Family Assessment Paper. A= 13 | 1a. Spring/13  
100% of NURS 4224 Students in Cohort 9a (N=9) scored 74% or higher on the Family Assessment paper. A=7  
B=2 | 1a Conclusion:  
100% of the students (in both courses) made 74% or higher on the Family Assessment. Assessment Performance Standard met both times the course was offered during 2012-13. Continue assessment measure for the upcoming academic year. | Y |
|                              |                        |                          | Spring/13  
N= 9  
Cohort # 9a |                      |               |               |                              |
|                              |                        |                          | Spring/13  
N=9  
Cohort #9b |                      |               |               |                              |

Strengths: Students are able to design and coordinate care for persons, families groups and communities as demonstrated by assessment papers and “just in time” conversations
1b. Community Capstone Project (paper and poster presentation) assigned in NURS 4234 which addresses assessing a community epidemiologically, selecting a community health educational need, designing and implementing an educational plan to address the identified need.

1b. 90% of students in NURS 4234 Family Community & Public Health Nursing II will score 74%/ 2.0/C average or higher,) on Capstone Project.

1b. Using a program approved grading criteria rubric for this assignment, course faculty observed and listened to the students’ community presentation. Simple pre- and post-tests were given to the community members participating to measure affectedness of presentation. The capstone paper and poster presentation summarizing.

1b. Fall 12 Cohort # 8
N =12
Spr 13 Cohort # 9
N = 9

1b. Fall 12: Grade of: A 12
Spr 13: Grade of A 8; F 1

between faculty and students and within the student group to learn about different families and communities how they function.

**Weakness:** The rubric needs to be reconstructed to include firmer expectations regarding APA format, grammar, spelling & punctuation.

1b. Community Capstone Project required students to pull together all that they have learned in the BS/N program and to assess a community, determine a health need, design and implement a health program that addresses the assessed need and then evaluate the process. Students had to demonstrate critical thinking, problem solving, collaboration, and team-building skills in addition to communicating orally and in written format. This assignment
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<td>the community presentation were graded. 100% of NURS 4234 students are included in the sample.</td>
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|   | Professional nursing behaviors on Field Experience Evaluation tool for NURS 4224. | 1c. 90% of students enrolled in NURS 4224 Family Community Public Health Nursing I, will provide professional nursing care as evidenced by site checks made by faculty (observation), journaling, preceptor evaluations, & achievement of passing the professional nursing behavioral components on the Field Experience Evaluation form. This is a pass or fail component of the course. | 1c. Using a program approved Field Experience Evaluation tool, course faculty assess students' demonstration of professional nursing behaviors* during their field experiences through observation, student journaling, and preceptor feedback. 100% of NURS 4224B students will be included in the sample. | 1c. Fall/12: N=12 Cohort #8  
Spring/13: 100% of students enrolled in both Spring NURS 4224B courses (N = 18) provided professional nursing care. Passed = 9 +9 =18 | 1c. Fall/12: 92% of students enrolled in NURS 4224B (n=12) provided professional nursing care. Passed = 12 | Degree Program Outcome Met: Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of safe nursing care of persons, families, groups and communities. | | | 1c. Students considered individual and cultural differences, environmental influences, legal and ethical rights and societal values for persons, families, groups and communities with a variety of health needs, problems, and issues within diversified health care settings. |
journaling, & preceptor evaluations of all students enrolled in 4224. **Interpretation of results** demonstrates all students enrolled provided professional nursing behaviors* during their field experiences, therefore made a passing score. **Strength:** Students are experiencing multiple layers of the community by going to a variety of sites during field hours. Appreciating the complexity of communities & how they function is a critical step toward understanding public health today. **Weakness:** The experience/knowledge gained is largely dependent on the mentoring/sharing received from the preceptor. **Degree Program Outcomes Met:** Expand his/her professional role as a provider of care to incorporate nursing theory into the design and coordination of
| 2a. Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes. | 2a. Professional Nursing behaviors evaluated using Field Experience Evaluation tool for NURS 4214 which evaluates the student’s ability to relate organization philosophy and theory to nursing practice, compares/contrasts leadership and management principles in a healthcare setting, analyze a HCO using leadership, management and change theories as they relate to nursing practice. | 2a. 90% of students enrolled in NURS 4214 Management & Leadership in Nursing, will be able to relate the objectives to field experience sites as evidenced by site checks made by faculty (observation), journaling, preceptor evaluations, & achievement of passing score the professional nursing behavioral components on the Field Experience. | 2a. 100% of NURS 4214 students will be included in the sample. | 2a. Fall 12 Cohort # 8 N = 13  
Spr 13 Cohort # 9 N = 15 | 2a. Fall 12: Pass/Fail no grade assigned  
Pass 13  
Spr 13: Pass/Fail no grade assigned  
Pass 14  
Incomplete 1 | 2a. Application of students’ comprehension of management and leadership theory was demonstrated through the students’ ability to focus on organization philosophy and theory and compare this to nursing practice, identify leadership and management principles in a healthcare setting, analyzing a HCO using leadership, management and change theories as they relate to nursing practice settings, apply decision-making and problem solving. | Y |
settings, apply decision-making and problem solving process to nursing practice and healthcare setting, analyze basic management methods, tools, strategies, and skills, and describe concepts of resource management.

Surveys:

Evaluation form. This is a pass or fail component of the course.

| 2b. 100% of students completing the upper division | 2b. Fall/12 N=13 (Cohort #8) | 2b. Fall/12 84.6% = Strongly Agree 7.7% = Agree | processes to nursing practice and healthcare settings, analyzing basic management methods, tools, strategies, and skills, and describe concepts of resource management. Strengths: The diversity of the nursing leadership opportunities available for the BSN students give them opportunities to observe a variety of management approaches based on the mission & philosophy of the organization.

Degree Program Outcomes Met: Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes.

Demonstrate leadership and management competencies Y
### 2b. Graduate survey (Program Completion Survey)

2b. 90% of BS/N graduates completing the graduate survey (program completion survey) during their last upper division nursing course will report that they advocate for the provision of ethical professional nursing care which focuses on culturally competent cost-effective quality outcomes.

Graduate/program survey was developed by BS/N faculty. Survey questions correspond to program outcomes; course objectives, student learning outcomes and national nursing accreditation standards.

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade of:</th>
<th>57.1% = Strongly Agree</th>
<th>42.9% = Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Fall 12 Cohort #8</td>
<td>A : N = 13</td>
<td>N=13 (cohort #8)</td>
<td>N=15 (Cohort #9)</td>
</tr>
</tbody>
</table>

### 3a. Fall 2012 Cohort #8

N=13 (cohort #8)

### 3b. Conclusion:

>90% of students reported they agree or strongly agree in both cohorts.

### 2b. Strength:

Data is now available to allow for evidence-based decision making.

### 2b. Weakness:

Needs to be integrated with the online campus survey system.

### 2b. Degree Program Outcome Met:

End of program surveys provide students with an opportunity for feedback related to their perception of what they have learned and provide data for faculty and stakeholders to
managements competencies including professional growth in critical thinking, problem solving, effective communication, and collaboration skills.

3a. The students will read, present discuss, and be graded with a rubric on The Institution of Medicine, Robert Woods Johnson Foundation *The Future of Nursing*. The student will assess the role of the RN in transformation of practice, research, education, and leadership. The student will apply the emerging role of the RN as applied to new health care legislation such as the Affordable Care Act on web assignments. Grading will be accomplished by use of a rubric as well as class discussions.

<table>
<thead>
<tr>
<th>Surveys:</th>
<th>3a.90% of students enrolled in NURS 4214 Leadership and Management will demonstrate leadership and management competencies as evidenced by achievement of a composite score of 75% on presentations, discussions, and web assignments.</th>
<th>students will be included in the sample</th>
<th>N = 13</th>
<th>Grade of: A : N= 15</th>
<th>consider if learning did indeed occur as well as what could or should be done differently. Continue administering graduate program completion survey for student enrolled in the last upper division nursing course.</th>
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<tbody>
<tr>
<td>3b.100% of students completing the</td>
<td>3b. Fall’12 N=13 Cohort #8 76.9% = Strongly</td>
<td>Degree Program Outcomes Met: Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes. Demonstrate leadership and management competencies including critical thinking, problem-solving, effective communication and collaboration skills.</td>
<td>Y</td>
<td></td>
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</table>
3b. Graduate (Program Completion survey)

3b. 90% of BS/N graduates completing the graduate survey (program completion survey) during their last upper division nursing course will report that believe they demonstrate leadership & management competencies including professional growth in critical thinking, problem solving, effective communication, and collaboration skills.

Graduate/program survey was developed by BS/N faculty. Survey

upper division nursing courses during Fall 2012 were given a survey & will be included in the sample.

3b. 100% of students completing the upper division nursing courses during Sum 2013 were given a survey & will be included in the sample.

(Cohort #8)

Agree
15.4% = Agree

3b. Summer/13
Sum '13
N=15
Cohort #9
71.4% = Strongly Agree
28.6% = Agree

Appraise research and evidence-based findings for implementation with selected nursing practice functions. Evaluate the employment of information technology for the purpose of enhancing quality of nursing care.

3b Conclusion:
>90% of students reported they agree or strongly agree in both cohorts.

Strength:
Data is now available to allow for evidence-based decision making.

Weakness:
Needs to be integrated with the online campus survey system.

Degree Program Outcome Met:
End of program surveys provide students with an opportunity for
4. Student will appraise research and evidence-based findings for nursing practice.

<table>
<thead>
<tr>
<th>Questions correspond to program outcomes; course objectives, student learning, outcomes and national nursing accreditation standards.</th>
<th>Feedback related to their perception of what they have learned and provide data for faculty and stakeholders to consider if learning did indeed occur as well as what could or should be done differently. Continue administering graduate program completion survey for student enrolled in the last upper division nursing course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a. NURS 4213 Nursing Science and Research Nursing Poster Presentation</td>
<td>4. Conclusion: &gt;90% of students in NURS 4213 Cohort #9a scored satisfactory or higher level with their poster presentations. N= 9 A = 8 D = 1</td>
</tr>
<tr>
<td>4a. 90% of students enrolled in NURS 4213 Nursing Science and Research will submit and present a satisfactory Poster presentation that describes</td>
<td>100% of students in Y</td>
</tr>
<tr>
<td>4a. Using a program approved grading criteria rubric for this assignment, course faculty observed and listened to the students’ presentation. 100% of</td>
<td></td>
</tr>
<tr>
<td>Implementation of evidence-based findings as demonstrated by a score of 74% or higher.</td>
<td>NURS 4213 students are included in the sample. N=6 Cohort 9b (Spring/2013 N= 10 Cohort 10)</td>
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<tr>
<td>Strength: RSU RN-BSN students gain beginning skills in discerning valid research outcomes from invalid results. Additionally, students learn significance of practicing nursing that is evidence-based.</td>
<td>Weakness: 1 student did not perform at a satisfactory level. Will continue measuring to continue trend.</td>
</tr>
</tbody>
</table>
5. Evaluate how information technology enhances the quality of nursing care.

| 5a. Evaluation of the student’s use of specialized databases for nursing and health-related information as demonstrated by presentations & a written paper that requires a minimum of 5 research-based articles that are less than 5 years old. | 5a.90% of students enrolled in NURS 4003 will satisfactorily use professional electronic databases to identify, discuss, and apply informatics to collect appropriate & factual data for the required presentation &K written paper. (passing score = 74%/2.0/C) | 5a. Using a grading criteria rubric, faculty assess students; utilization of specialized databases to obtain appropriate nursing & health-related information as previously described. 100% of NURS 4003 students will be included in the sample. | 5a. The students were able to correctly retrieve professional nursing & health related information from professional databases. Strengths: Provides a new avenue for the student to open a window into evidence-based nursing practice. Weakness: APA is the universal professionally recognized writing format for nursing. This is the first class that requires papers written in APA format. Many students are not adequately prepared to write in APA format. Degree Outcome Met. |