

**SYSTEMATIC PLAN of EVALUATION FOR RSU RN-to-BSN PROGRAM  
FY 2015-2016**

**Standard 6**

**Criterion 1:** The systematic plan for evaluation of the nursing education unit emphasizes the ongoing assessment and evaluation of each of the following:

- Student learning outcomes;
- Program outcomes;
- Role-specific graduate competencies; and
- The ACEN Standards.

The systematic plan of evaluation contains specific, measurable expected levels of achievement; frequency of assessment; appropriate assessment methods; and a minimum of three years of data for each component within the plan.

**Expected Level of Achievement:** 1-Assessment and evaluation of SLO, PO, and role-specific competencies are present in the SPE. 2-100% of the ACEN 2013 Standards and Criteria contain measurable ELA, frequency, appropriate assessment methods and a minimum of 3 years of data.

**Frequency of Evaluation:** Annually in May

**Assessment Methods:** Review of the entire SPE for the BSN program

**Results of Data Collection:**

**2014-2015**

*Components*, as per the SPE prior to fall of 2015, do not directly reflect each criterion and estimated levels of achievement lack specificity to the criterion.

**2015-2016**

RSU BSN program PG, SLO and competencies are present in the SPE. 100% of the Standards and criteria are evident in the SPE. Each criterion has its own measurable ELA, frequency of evaluation, assessment method, results of data collection and an ongoing plan for development, maintenance and revision.

**Actions for Program Development, Maintenance, or Revision:**

**2013-2014**

The 2013 ACEN Standards were first implemented during the 2013 summer as the self-study for the BS/N continuing accreditation site visit was being written. Faculty have worked with the 2013 ACEN Standards' SPE throughout the self-study preparation. **ELA Met**, continue to implement SPE.

**2014-2015**

No entries on SPE

**2015-2016**

1. Review of SPE 2014-2015: determined that weekly meetings would need to be held to determine meaningful ELA's for 2015-2016 year

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(Minutes 10/8/15, p.3).

2. ACEN recommendations reviewed from site visit; faculty agreed to complete 2014-2015 SPE with information available (minutes 10-12-15, p.4-5).
3. Standards 1 through 3 were reviewed by criterion to determine the feasibility of accurate measurement – the newly evolved document was edited following the discussion (minutes 12-2-15, p.2).
4. Standards 4-6 were reviewed by criterion to determine the feasibility of accurate measurement – the newly evolved document was edited following the discussion (minutes 12-9-15, p.2).
5. ELA course evaluation objectives & methods for academic year 2015-16 were reviewed & compared with ACEN Standards 4.5-4.7 (minutes 3-28-16, p.2)

**ELA met.** Modify ELA as needed to match with data collection methods. Assure modified ELA are documented in faculty minutes.

**Criterion 2:** Evaluation findings are aggregated and trended by program option, location, and date of completion and are sufficient to inform program decision-making for the maintenance and improvement of the student learning outcomes and the program outcomes.

**Expected Level of Achievement:** 1-Both quantitative and qualitative data from the RN-to-BSN *program end of instruction and alumni surveys (reflective of program goals)* are aggregated and trended. 2-Findings are used in decision making for the program.

**Frequency of Evaluation:** Semiannually in November and April

**Assessment Methods:** Review of Total Program & Program Completion Surveys, IDEA forms, Faculty meeting minutes, and additional surveys when needed.

**Results of Data Collection:**

**2013-2014**

1-End of Instruction, 6-12 month and 3 year alumni survey on program satisfaction and program goals are aggregated and trended. Additional aggregated findings on program outcomes located in 6.4.2-6.4.5

2-None noted

**2014-2015**

1-6-12 month survey on program goals results reported to Stakeholders and University Assessment, no trended/aggregated data available

2-None noted.

**2015-2016**

End of instruction program goals results reported to faculty; discussed findings where students disagreed with an item at a rate greater than 30%. No quantitative aggregated or trended data. Data collected on individual surveys supported offering Pathophysiology online, and supported offering a section of RN-to-BSN program on the Bartlesville campus. *Qualitative data thematic results:* student representatives to attend all faculty meeting; student's perception of repetitive content in Community & Public Health I & II, inadequate turn-around-time for intra-library loan & inadequate number of field experience sites.

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**Actions for Program Development, Maintenance, or Revision:**

**2013-2014**

April 9, 2014: 3yr Survey results, Alumni survey results and current student survey results addressing satisfaction, job placement, program completion along with qualitative feedback reflecting curriculum, program and classroom instruction was shared during Stakeholder meeting (Stakeholders' Meeting Minutes 04/09/2014). **ELA Met**

**2014-2015**

None noted

**2015-2016**

End of instruction survey findings indicated decreased participation in the profession. Faculty and students attended Legislative Day in February with greater than 50% participation in Cohort 15. Starting in January of 2016, students invited to attend faculty meetings every month. (Previous representation was annually.) Representatives from Cohorts 13 & 14 attended 100% for January – March, no meeting in April, and May meeting held after the close of the semester. Curriculum revision underway for adding Nursing Informatics and decreasing Community-based content from 11 credit hour to 7 credit hours; Met with VPAA and clinical partner leaders in Bartlesville to discuss offering a section of RN-to-BSN in the area. CNO plans to survey current staff. **ELA not met.** Need to develop process for **reporting** aggregated and trended results of program goals and student learning outcomes at 6 to 12 months and 3 years. Data consistently collected.

**Criterion 3:** Evaluation findings are shared with communities of interest.

**Expected Level of Achievement:** 90% of the faculty participate in sharing evaluations findings with one or more of the communities of interest: including (but not excluded to) 1- Stakeholders, 2-University Assessment Committee

**Frequency of Evaluation:** Annually in the fall for Stakeholders & Spring for University Assessment Committee.

**Assessment Methods:** Minutes from Stakeholders meeting indicating attendance. Recommendation report from University Assessment Committee Program review.

**Results of Data Collection:**

**2014-2015**

1-100% of RN-to-BSN faculty attended Stakeholders meeting spring 2015 and shared findings of results from Standard 6.4.2-6.4.5.

2-100% of the RN-to-BSN faculty attended University Assessment Committee (UAC) meeting shared findings of results from SPE.

**2015-2016**

1-100% of the faculty attended the fall 2015 Stakeholders meeting and shared findings from Standard 6.4.2 through 6.4.5.

2-100% RN-to-BSN faculty attended University Assessment Committee meeting and shared findings of results from SPE 2014-2015. No

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recommendations from assessment data. Committee document was cumbersome and difficult to follow.

**2016-17**

**Actions for Program Development, Maintenance, or Revision:**

**2014-15**

The Stakeholder meeting was not well attended by communities of interest, 9 attended plus faculty. The report was shared but there was very little input from the stakeholders. No actions noted by UAC. **ELA Met.**

**2015-2016**

Personal invitations were sent to community stakeholders. Attendance improved. Student outcome evaluations shared with quantitative & qualitative trended data. Long discussion followed the sharing of information that reflected heightened interest in area of content regarding management & leadership. The University Assessment Committee reviewed the entire SPE, including the SLO data, & suggested the faculty re-look at the ELA for rural employment, consider reformatting for easier readability. **ELA Met** Explore leadership and management opportunities with clinical partners present at the Stakeholders meeting.

**2016-17:**

**Criterion 4** The program demonstrates evidence of achievement in meeting the program outcomes.

**Criterion 4.1:** Performance on licensure exam: the program's three-year mean for the licensure exam pass rate will be at or above the national mean for the same three-year period.

**Expected Level of Achievement:** This criterion does not apply as students in this program are already licensed.

**Criterion 4.2:** Program completion: Expected levels of achievement for program completion are determined by the faculty and reflect student demographics and programs options.

**Expected Level of Achievement:**

**2014-2015:** ~~85% of the students will complete the nursing program from the time they complete NURS 4224B (Family, Community, & Public Health I) within 5 semesters (150%).~~

**2015-2016:** 1-85% of the students, who are still enrolled 2 weeks after the first NURS class, will complete the required nursing courses within 5 semesters (150% of time). 2- 85% of the students will graduate within 11 semesters from the date of completion of the NURS courses (150% of the time at a part time rate of 6 credit hours per semester, calculated for the working adult).

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**Frequency of Evaluation:** Annually in May

**Assessment Methods:** Review of data for program completion and graduation

**Results of Data Collection:**

COHORT #/ Entry date	N	% OF COURSE COMPLETION *	GRADUATION
CH # 7/Fall 2011	N = 18	95%	**
CH # 8/Spring 2012	N = 11	100%	**
CH # 9/Fall 2012	N = 14	89%	**
CH # 10/Spring 2013	N = 9	100%	**
CH # 11/Fall 2013	N = 18	100%	**
CH # 12*/Spring 2014	N = 13	92%	58%
CH # 13/Fall 2014	N = 22	98%	36%

\*Prior to CH # 12, the measurement began with Family, Community, & Public Health I. The BSN faculty changed the measurement to begin the measurement with the very first course of the program. ELA: 85% of the students will complete the program & graduate within 150% of the time or 3 semesters.

\*\* Prior to CH # 12, the Program Completion was only measured the nursing program & not completion to graduation.

COHORT #/Entry date	N	% OF COURSE COMPLETION *	BS/N GRADUATION***
CH # 14/Spring 2015	N = 15	93%	Due Fall 2019
CH # 15/Fall 2015	N = 29	97%	Due Spring 2020
CH # 16/Spring 2016	N = 24		Due December/2016

**Actions for Program Development, Maintenance, or Revision:**

**2013-2014**

**ELA Met** Reassess May 2014, Continue to monitor/trend until Fall 2014 to reassess for possible new benchmark.

**2014-2015**

**ELA Met** Continue to monitor/trend.

**2015-2016**

The data was reviewed with a new ELA set for measurement to be used starting this academic year. The results were well below the expected

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level of expectation. A review of the specific student grouping found the populations to be have unique needs and the ELA should be written as 2 separate ELA's to allow the information to be more meaningful. This program is designed for the student who works full time. Additionally, students are allowed to complete all NURS courses prior to completing general education requirements. Will monitor for graduation as there is a high rate of NURS program completion.

**Criterion 4.3:** Graduate program satisfaction: Qualitative and quantitative measures address graduates six to twelve months post-graduation.

**Expected Level of Achievement:** 80% of the alumni report being *satisfied* or *very satisfied* with their nursing educational experience at RSU.

**Frequency of Evaluation:** Annually in August

**Assessment Methods:** Total program survey results, Faculty Meeting Minutes

**Results of Data Collection:**

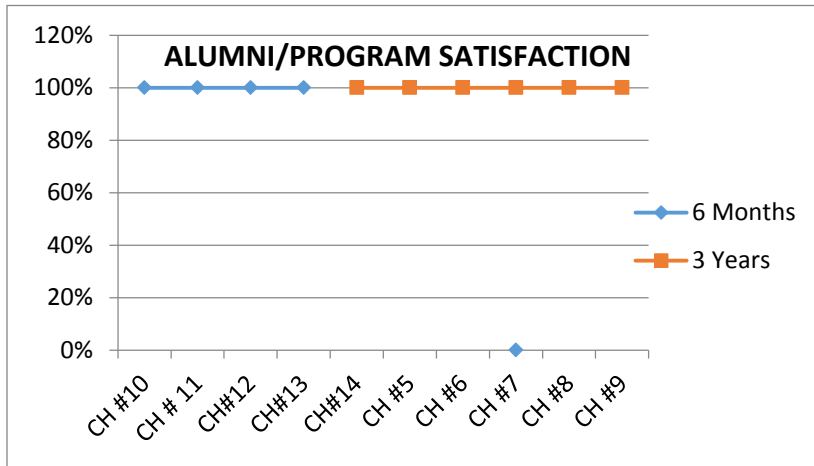
<p align="center"><b>Program Completion Satisfaction</b></p> <table border="1"> <caption>Program Completion Satisfaction Data</caption> <thead> <tr> <th>CH</th> <th>Satisfaction (%)</th> </tr> </thead> <tbody> <tr><td>CH 7</td><td>90</td></tr> <tr><td>CH 8</td><td>100</td></tr> <tr><td>CH 9</td><td>85</td></tr> <tr><td>CH 10</td><td>100</td></tr> <tr><td>CH 11</td><td>100</td></tr> <tr><td>CH 12</td><td>95</td></tr> <tr><td>CH 13</td><td>100</td></tr> <tr><td>CH 14</td><td>85</td></tr> <tr><td>CH 15</td><td>90</td></tr> </tbody> </table>	CH	Satisfaction (%)	CH 7	90	CH 8	100	CH 9	85	CH 10	100	CH 11	100	CH 12	95	CH 13	100	CH 14	85	CH 15	90	<p align="center"><b>CH # 15: Thematic Analysis</b></p> <p><u>Strengths:</u> small classes, one night per week, educated professors</p> <p><u>Areas for Growth:</u> Decrease the field experience hours, APA too rigorous, increase blended non-nursing classes</p>
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<p align="center"><b>CH # 12: Thematic Analysis</b></p> <p><u>Strengths:</u> Doctorate educators, Newspaper discussions, APA</p> <p><u>Areas for Growth:</u> Consider more on-line non-nursing classes</p>	<p align="center"><b>CH # 16: Thematic Analysis</b></p>																				
<p align="center"><b>CH # 13: Thematic Analysis</b></p> <p><u>Strengths:</u> student focused, small classes, 5 week classes, ability to complete in 1 year</p> <p><u>Areas for Growth:</u> finding field experience sites, too many hours required, unnecessary general education classes (history &amp; geology), lack of timely feedback from some faculty</p>	<p align="center"><b>Thematic Summary – Strengths: CH 12-15</b></p> <p>Small classes, educators, APA</p> <p align="center"><b>Thematic Summary – Areas for Growth: CH 12-15</b></p> <p>Field experiences, increase on-line courses</p>																				

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**CH # 14: Thematic Analysis**

Strengths: small classes, research, APA preparation, educators

Areas for Growth: too many field experience hours, too many



**Please note: 6 month post-alumni response rates:**

CH # 10 = 10 invitations with 9 respondents = 90% rate of return  
 CH # 11 = 16 invitations with 8 respondents = 50% rate of return  
 CH # 12 = 12 invitations with 6 respondents = 50% rate of return  
 CH # 13/A = 10 invitations with 6 respondents = 60% rate of return  
 CH # 13/B = 12 invitations with 6 respondents = 50% rate of return  
 CH # 14 = 15 invitations with 5 respondents = 33% rate of return

**6 months - Thematic Analysis 14-16:**

Strengths: Research & investigative tools, professional writing & presentations

Areas for Growth: Management

**3 years – Thematic Analysis 9-12:**

Strengths: adaptation,

Areas for Growth: none,

**6 months Thematic Analysis 10-13:**

Strengths: empowerment, educators, leadership

Areas for Growth: # of field experience hours not beneficial, incorporate all the degree requirements into one night per week, leadership, Press-Ganey Surveys

**3 year – Thematic Analysis 5-9:**

Strengths: empowerment, educators, community, research, APA preparation, cultural competence

Areas for Growth: # of field experience hours not beneficial, improve pathophysiology, less papers

**Thematic Summary – 6 months 10-14**

Strengths: educators, research, writing

Areas for Growth: field experiences, management

**Thematic Summary – 3 years 5-9**

Strengths: Educators, research, writing

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**CH # 15 =**

**Please note: 3 year post-alumni demonstrates  
decreased response:**

CH # 5 = 9 invitations with 3 respondents = 33% rate of return  
CH # 6 = 7 invitations with 3 respondents = 43% rate of return  
CH # 7 = 18 invitations with 5 respondents = 28% rate of return  
CH # 8 = 11 invitations with 3 respondents = 27% rate of return  
CH # 9 = 14 invitations with 9 respondents = 64% rate of return

**CH #10**

Graduate satisfaction over 3 years

2010-2012 100% + 93% + 92% = 95 %  
2011-2013 93% + 92% + 94% = 93%  
2012-2014 92% + 94% + 96% = 94%  
2015-2017 83% + 88% + **XX = XX**

Alumni Satisfaction at 6-12 months over 3 years

2010-2012 100% + 100% + 100% = 100 %  
2011-2013 100% + 100% + 100% = 100 %  
2012-2014 100% + 100% + 100% = 100 %  
2015-2017 100% + 100% + **XX + XX%**

Alumni Satisfaction at 3 years over 3 years

2010-2012 100% + 100% + 100% = 100 %  
2011-2013 100% + 100% + 100% = 100 %  
2012-2014 100% + 100% + 100% = 100 %  
2015-2017: 100% + 100% + **XX% = XX**

**Actions for Program Development, Maintenance, or Revision:**

**2013-2014**

**ELA Met** Continue to monitor. Consider setting new benchmark as alumni results consistently at or above 90%. Consider electronic surveys



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through Survey Monkey to send via email to improve ROR.

**2014-2015**

**ELA Met** Continue to monitor. Rate of return poor for cohorts 5, 6 and 7 on 3 year survey, and for cohorts 11, 12 and 13 for 6-12 month survey. Data obtained from Survey Monkey results and added quantitative data as thematic analysis identified and reported. Dedicated class time to improve rate of response for graduate surveys.

**2015-2016**

**ELA Met :** Committee believes that texting by cellphone might increase the ROR.

**Criterion 4.4:** Employer program satisfaction: Qualitative and quantitative measures address employer satisfaction with graduate preparation for entry-level position six to twelve months post- graduation.

**Expected Level of Achievement:** 80% of the employers report being *satisfied* or *very satisfied* with the RSU RN-to-BSN alumni performance

**Frequency of Evaluation:** Annually in August

**Assessment Methods:** Employer survey results

**Results of Data Collection:**



6 Months  
 CH # 12: N = 12, 6 responded = ROR 50%  
 CH # 13/A: N = 10, 6 responded = ROR 60%  
 CH # 13/B: N = 12, 6 responded = ROR 50%  
 CH # 14: N = 15, 5 responded = ROR 33%

3 Years  
 CH # 5: N = 9, 3 responded = ROR 33%  
 CH # 6: N = 7, 3 responded = ROR 43%  
 CH # 7: N = 18, 5 responded = ROR 33%  
 CH # 8: N = 11, 3 responded = ROR 27%  
 CH # 9: N = 14, 9 responded = ROR 64%

<p><b>Thematic Analysis 10-12</b></p> <p><u>Areas of Focus for a BSN to Know at 6-12 Months:</u> Management of human &amp; other resources, therapeutic interventions for cultural issues, changes in health care policy &amp; what impact it has on patient care</p> <p><u>Areas of Focus for a BSN to Know at 3 Years:</u></p> <p>Learning to balance resources, policies that impact how a hospital does business</p>
<p><b>Thematic Analysis 13-15</b></p> <p><u>Areas of Focus for a BSN to Know at 6-12 Months:</u> Time management of the team, leading teams to improve productivity &amp; satisfaction</p> <p><u>Areas of Focus for a BSN to Know at 3 Years:</u></p> <p>Learning to balance resources, policies that impact how a hospital does business</p> <p><b>Note: CH 15 will be surveyed December 2016</b></p>

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**Thematic Summary – 6 months 10-15**

Areas of Focus for a BSN to Know at 6-12 Months: Time & resource management, health care policy, leadership

**Thematic Summary – 3 years 5-9**

Areas of Focus for a BSN to Know at 3 Years: None, great nurses

**Actions for Program Development, Maintenance, or Revision:**

**2013-2014**

**ELA Met** Continue to monitor. Consider setting new benchmark as employer results consistently at or above 90%. Consider electronic surveys through Survey Monkey to send via email to improve ROR.

**2014-2015**

**ELA Met** Continue to monitor. Data obtained from Survey Monkey results and added quantitative data as thematic analysis identified and reported. Designated faculty member to seek out employer feedback by making face-to-face appointments. This is very time consuming and labor intensive. Evaluate effectiveness of intervention. Employers continue to be very satisfied with graduates a 6-12 months and at 3 years after graduation.

**2015-2016**

**ELA Met** Continue to monitor. Face-to-face employer visits continue as value added information obtained. No changes to ELA.

**Criterion 4.5:** Job placement rates: Expected levels of achievement are determined by the faculty and are addressed through quantified measures six to twelve months post-graduation.

**Expected Level of Achievement:** 1-40% of the sampled graduates from the RN-to-BSN programs are employed in a rural health care setting within 3 years from completing the nursing coursework. 2- 40% of the sampled graduates from the RN-to-BSN program advance in their career within 3 years from completing their nursing coursework. 3- 30% of the sampled alumni are enrolled/or have graduated from a program of advanced education (e.g. higher ed., certification)

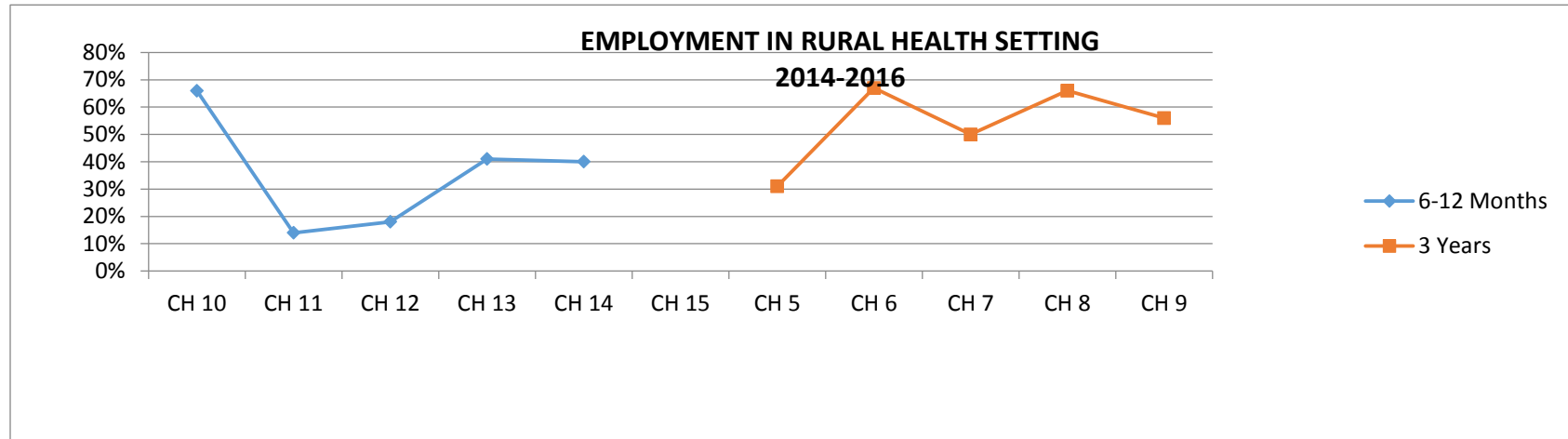
**Frequency of Evaluation:** Annually in August

**Assessment Methods:** Total program survey results

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**Results of Data Collection:**

Reminder: this is a program geared to working RN. Data are collected at 6-12 months and at 3 years after completing the nursing program. Many student have remaining general education coursework to complete after completing NURS coursework, which is the indication for collecting data on the effect of their baccalaureate education at 3 years.



**1-Employment in a rural setting 3 years after completing NURS coursework, aggregated over 3 years**

Cohorts 5, 6 and 7 = 30% + 68% + 50% = 49%

Cohorts 6, 7, and 8 = 68% + 50% + 66% = 61%

Cohorts 7, 8 and 9 = 50% + 66% + 56% = 57%

**2-Advance career 3 years after completing NURS coursework**

Cohort 5, N = 12, 6 responses, 50% rate of return, 50% working at a higher level

Cohort 6, N= 7, 3 responses, 43% rate of return, 67% working at a higher level

Cohort 7, N= 18, 8 responded, 44% rate of return, 50% working at a higher level

Cohort 8, N = 11, 3 responded, 27% rate of return, 33% working at a higher level

Cohort 9, N = 14, 9 responded, 64% rate of return, 44% working at a higher level

**2-Advance career 3 years after completing NURS coursework, aggregated over 3 years**

Cohorts 5, 6 & 7 = 50% + 67% + 50% = 56%

Cohorts 6, 7 & 8 = 67% + 50% + 33% = 50%

Cohorts 7, 8 & 9 = 50% + 33% + 44% = 42%

**3-After 3 years have enrolled/Graduated in advanced education**

Cohort 5, no data collected

Cohort 6, N= 7, 3 responses, 43% rate of return, 33% advanced education

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Cohort 7, N= 18, 8 responded, 44% rate of return, 38% advanced education  
Cohort 8, N = 11, 3 responded, 27% rate of return, 67% advanced education  
Cohort 9, N = 14, 9 responded, 64% rate of return, 56% advanced education

3-Enrolled/graduated from advanced education, aggregated over 3 years  
Cohorts 5, 6 & 7 = No data, + 33% + 38% = unreliable aggregate data  
Cohorts 6, 7 & 8 = 33% + 38% + 67% = 46% advanced education  
Cohorts 7, 8 & 9 = 38% + 67% + 56% = 52% advanced education

**Actions for Program Development, Maintenance, or Revision:  
2014-15**

**1-ELA not met** by 3 cohorts of aggregate data. Continue to monitor/trend and determine if benchmark is reasonable. Review student demographics. Outcome may not reflect student demographics and should therefore be deleted.

**2015-16**

**1-ELA trending at 6 months is upwardly trending and met last 2 cohorts. 3 year data demonstrates ELA met last 4 cohorts. Will continue to monitor.**

**2016**

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**Please Note: All BSN courses are blended; therefore classroom, field experience, and on-line performances will be measured.**

A. Student Learning Outcomes	B. Assessment Measures	C. Performance Standards	D. Sampling Methods	E. Sample Size (N)	F. Results	G. Conclusions  Update all UAC data into the following
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 Family, Community, & Public Health Nursing will score 74% or higher on the Family Assessment papers using the grading criteria from the rubric.  <b><u>This is an online measurement.</u></b>	1a. 100% of NURS 4224 students will be included in the sample.	Fall/15 Not offered in the fall  Spring/16 N=23  Summer/16 N=28  Fall/13 N=14  Spring/14 N=10  Summer/14 Not offered  Fall/12 N= 13  <u>Spring/13</u> N= 18	Spring/16 = 100% A=17 B=5 C=1  Summer/16 = 100% A=18 B=4 C=1  Fall/13: 100%  Spring/14: 100%  Fall/12 100% Scored 74% or higher on the Family Assessment Paper.  <u>Spring/13</u> : 100% scored 74% or higher on the	SLO Met: 100% met criteria, Will continue to monitor & wait for feedback from UAC Committee. <b><u>Plan: To trend by grade earned.</u></b>  100% of the students made 74% or higher on the Family Assessment. Continue assessment measure for the upcoming academic year.  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 between faculty and students and within the student group to

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	<p>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.</p>	<p>1b. 90% of students in NURS 4234 Family Community &amp; Public Health Nursing II will score 74%/ 2.0/ C average or higher.) on Capstone Project. <b><u>This is a field followed by a classroom presentation and written.</u></b></p>	<p>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 the community</p>	<p>Fall/15 N=28  Spring/16 N=27  Summer/16 Not offered in the Summer  1b: Fall/13 N= 9  Spring/14 N=18  Summer/14 Not offered  Fall 12 N =12  Spring/13 N = 9</p>	<p>Fall/15= 100% A= 18 B=8 C=2  Spring/2016=100% A=18 B=8 C=1  Fall/13:100% &gt;90%  Spring/14: 88% &gt;90%  Fall 12:  <u>Spr 13:</u></p>	<p>learn about different families and communities how they function.  <u>Weakness: The rubric needs to be reconstructed to include firmer expectations regarding APA format, grammar, spelling &amp; punctuation.</u>  SLO Met: 100% met criteria, Will continue to monitor &amp; wait for feedback from UAC Committee, <u>Plan: To trend by grade earned.</u>  <u>SLO Met: 100%/ met criteria Fall. Spring only 88% met criteria of 90%., Will continue to monitor &amp; wait for feedback from UAC Committed.</u>  <u>Student Learning Outcome Met:</u>  .Conclusion: Community Capstone Project required</p>
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			<p>presentation were graded. 100% of NURS 4234 students are included in the sample.</p>			<p>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.</p> <p>This assignment addresses many aspects of the BS/N program goals and student learning outcomes. It will be continued for the upcoming academic year.</p> <p>Strengths: Data gathering and analyzing skills were developed. Identification and defining persons, families groups and communities was explored. Critical thinking skills were utilized to complete this project successfully. The students were also exposed to community needs &amp; engaged to assess &amp; address the identified issues. In addition, the community has the opportunity to observe</p>
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	<p>1 c. Professional nursing behaviors on Field Experience Evaluation tool for NURS 4224).</p> <p>(*Professional behaviors are identified on the Field Evaluation form and include expectations that students consider: individual and cultural differences, environmental influences, legal and ethical rights and societal values for persons, families, groups and communities with a variety of health</p>	<p>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, &amp; achievement of passing the professional nursing behavioral components on the Field Experience Evaluation form.</p>	<p>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.</p>	<p>Fall/15 N=28</p> <p>Spring/16 Not offered in the Spring</p> <p>Summer/16 N=28</p> <p>Fall/13 N= 9</p> <p>Summer/14 N= 12</p> <p>Fall/12: N=12 Cohort #8</p>	<p>Fall &gt; 90% This is a P/F objective during the field experience.</p> <p>Summer &gt; 90% This is a P/F objective during the field experience.</p> <p>Fall/13: 100%</p> <p>Summer/14: 100%</p> <p>Fall/12: 92% of students enrolled in NURS 4224B (n=12) provided</p>	<p>RSU/ BSN students' commitment to the community.</p> <p>Weakness: A 5-week time period to accomplish a capstone project of this magnitude is challenging for the students. The length of time for this assignment to be completed will be discussed during a curriculum review.</p> <p>.</p> <p>SLO met: &gt;90% met the objective of professional nursing behavior on the field experience evaluation that is measured by the preceptor in the field. Will continue to monitor.</p> <p>SLO Met: 100% met criteria, Will continue to monitor &amp; wait for feedback from UAC Committee.</p> <p>Conclusion: Students considered individual and cultural differences,</p>
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	<p>needs, problems, and issues within diversified health care settings.)</p>	<p>This is a pass or fail component of the course.</p> <p><b><u>This is a field experience measurement</u></b></p>		<p><u>Spring/13</u> N=18 Cohort # 9</p>	<p>professional nursing care. Passed = 12</p> <p><u>Spring/13:</u> 100% of students enrolled in both Spring NURS 4224B courses</p>	<p>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 as demonstrated by observation (site checks), review of journaling, &amp; preceptor evaluations of all students enrolled in 4224.</p> <p>Strength: Students are experiencing multiple layers of the community by going to a variety of sites during field hours. Appreciating the complexity of communities &amp; how they function is a critical step toward understanding public health today.</p> <p>Weakness: The experience/knowledge gained is largely dependent on the mentoring/sharing received from the preceptor.</p>
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<p>2a. Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes.</p>	<p>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 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.</p>	<p>2a. 90% of students enrolled in NURS 4214 Management &amp; Leadership in Nursing will be able to relate the objectives to field experience sites as evidenced by site checks by faculty, preceptor evaluations, journaling, &amp; achievement of passing score of the professional nursing behavioral components on the Field Experience Evaluation form. This is a pass/fail component of the course.</p> <p><b><u>This is a field experience measurement</u></b></p>	<p>100% of the students will be included in the sample.</p>	<p><b>Fall/15</b> N=28</p> <p><b>Spring/16</b> Not offered in the Spring</p> <p><b>Summer/16</b> N=27</p> <p>Fall/2013 N= 10</p> <p>Spring/14 Not offered</p> <p>Summer/14 N= 18</p> <p>Fall 12 N = 13</p> <p>Spring 13 N = 15</p>	<p>Fall &gt; 90% This is a P/F objective during the field experience.</p> <p>Summer &gt; 90% This is a P/F objective during the field experience.</p> <p>Fall/2013: 100%</p> <p>Summer/14: 100%</p> <p>Fall 12: Pass/Fail no grade assigned</p> <p>Spring 13: Pass/Fail no grade assigned Pass 14</p> <p>Incomplete 1</p>	<p>SLO met: &gt;90% met the field experience objective of ethically and legally using sound professional nursing care which focuses on achievement of cost-effective quality outcomes. on the field experience evaluation that is measured by the preceptor in the field. Will continue to monitor.</p> <p>SLO Met: 100% met criteria, Will continue to monitor &amp; wait for feedback from UAC Committee.</p> <p>Conclusion: 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</p>
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						<p>relate to nursing practice settings, apply decision-making and problem solving processes to nursing practice and healthcare settings, analyzing basic management methods, tools, strategies, and skills, and describe concepts of resource management.</p> <p>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 &amp; philosophy of the organization</p> <p><u>Student Learning Outcomes Met:</u> Advocate for the provision of ethical and legally sound professional nursing care which focuses on achievement of cost-effective, quality outcomes.</p> <p>Demonstrate leadership and management competencies including critical thinking, problem-solving, effective communication and collaboration skills.</p> <p>SLO met &gt; 90% of the</p>
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<p>3a. Demonstrate leadership and management competencies including professional growth in critical thinking, problem solving, effective communication, and collaboration skills.</p>	<p>3a. The students will read, present discuss, and be graded with a rubric on The Institution of Medicine, Robert Woods Johnson Foundation <i>The Future of Nursing</i>. 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 discussion</p>	<p>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.</p> <p><b><u>This is an on-line &amp; classroom measurement</u></b></p>	<p>3a.100% of the students will be included in the sample</p>	<p><b>Fall/15</b> N=28</p> <p><b>Spring/16</b> Not offered in the Spring</p> <p><b>Summer/16</b> N=27</p> <p>Fall/2013 (C.H.#10) N= 14</p> <p>Summer/14 (C.H. # 11) N=16</p> <p>Fall/12 N=13 Sum '13 N=15</p>	<p>Fall/15 100% &gt; 75% A=22 B=6</p> <p>Spring/16 100% &gt; 75% A=21 B=5 C=1</p> <p>Fall/2013 100% earned &gt;75%</p> <p>Spring/2014 Class not offered</p> <p>Summer/14 100% earned &gt;75%</p> <p>Fall/12 100% &gt;75% Summer/13 100% &gt;75%</p>	<p>students achieved a composite score of &gt;75% Will begin trending grades.</p> <p>Conclusion: This demonstrates that students have expanded their knowledge and are able to interpret the changing roles of nursing in the context of change.</p>
<p>4. Student will appraise research and evidence-based findings for nursing practice.</p>	<p>The students will review the great understandings link on-line to review what is and how to find a research article with <i>Descriptive &amp; Inferential Statistics</i>. The article will be</p>	<p>90% of students enrolled in NURS 4213 Nursing Science and Research will submit a critique using the 10-step method to critiquing a</p>	<p>100% of NURS 4213 students are included in the sample.</p>	<p>Fall/15 N=27</p> <p>Spring/16 N=23</p>	<p>Fall/15 100% &gt;75% A= 23 B=2 C=2</p> <p>Spring/16 100% &gt; 75% A=20</p>	<p>SLO met with new measurement that more closely aligns with the SLO. Will begin trending by Grades.</p>

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	<p>used to complete the 10-step method to critiquing quantitative research.</p>	<p>quantitative research article using an appropriate article that uses Descriptive and Inferential Statistics. Demonstrated by a score of 74% or higher</p> <p><b><u>This is an on-line measurement</u></b></p>		<p>Summer/16 Not offered</p> <p><u>Fall/2013</u> N=7 100% scored &gt;74%</p> <p><u>Spring/2014</u> N= 11 100% &gt;74%</p> <p><u>Summer/14</u> Not offered</p> <p><u>Fall/2012</u> N=15</p> <p><u>Spring/ 2013</u> N= 10 (Cohort 10)</p>	<p>B=1 C=2</p> <p><u>Fall/2013</u> 100% scored &gt;74%</p> <p><u>Spring/2014</u> 100% &gt;74%</p> <p><u>Fall/2012</u> 96% of the students in NURS 4213 scored satisfactory or higher level with their poster presentations.</p> <p><u>Spring 2013</u> Students scored at the satisfactory or higher level with their poster presentations.</p>	<p>SLO Met Will review with SLO Committee Fall/2015</p> <p>&gt;90% of students in NURS 4213 Cohort # 9a scored satisfactory or higher level with their poster presentations.</p> <p>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.</p> <p>Weakness: 1 student did not perform at a satisfactory level. Will continue measuring to continue trend.</p>
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<p>5. Evaluate how information technology enhances the quality of nursing care.</p>	<p>5a. Evaluation of the student's use of specialized databases for nursing and health-related information as demonstrated by presentations &amp; a written paper that requires a minimum of 5 research-based articles that are less than 5 years old.</p>	<p>5a.90% of students enrolled in NURS 4003 will satisfactorily use professional electronic databases to identify, discuss, and apply informatics to collect appropriate &amp; factual data for the required presentation &amp;K written paper. (passing score = 74%/2.0/C)</p> <p><b><u>This is a classroom measurement</u></b></p>	<p>5a. 100% of NURS 4003 students are included in the sample.</p>	<p>Fall/15 N=27</p> <p>Spring/16 N=24</p> <p>Summer/16 Not offered</p> <p><u>Fall/2013</u> N=10</p> <p><u>Spring/2014</u> N=12</p> <p><u>Summer/14</u> Not offered</p> <p><u>Fall/12</u> N=10 Cohort #9</p> <p><u>Spring/13</u> N=11 Cohort #10</p>	<p>Fall/15 100% earned &gt; 74% A = 27</p> <p>Spring/16 100% earned &gt; 74% A=22 B=2</p> <p><u>Fall/2013</u> 100% earned &gt; 74%</p> <p><u>Spring/2014</u> 100% earned &gt;74%</p> <p>Fall/12 100% earned &gt;75%</p> <p>Spring/13 100% earned &gt;74%</p>	<p>SLO met. Will begin trending by Grades.</p> <p><u>SLO Met</u></p> <p>Will review with SLO Committee Fall/2015</p> <p>Conclusion: The students were able to correctly retrieve professional nursing &amp; health related information from professional databases.</p> <p>Strengths: Provides a new avenue for the student to open a window into evidence-based nursing practice.</p> <p>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.</p>
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1) Names and signatures of all faculty members who contributed to this report and indicate their respective roles:

Faculty Members	Roles in the Assessment Process (collect data, analyze data, prepare report, review report)	Signatures
Dr. Teri Bycroft	collect data, analyze data, review report	
Dr. Lynn Korvick	collect data, analyze data, review report	
Dr. Marla Smith	collect data, analyze data, prepare report, review report	<i>Marla Smith, Ph.D., R.N.</i>

2) Reviewed by:

Titles	Names with Credentials	Signatures	Date
Department Head	Lynn Korvick, PhD, MS, RN, CNE		
Dean	Susan Willis, PhD		