SYSTEMATIC PROGRAM EVALUATION PLAN FOR RSU RN-TO-BSN PROGRAM
FY 2018-2019

| Standard 1 |
|---|
| **Criterion 1:** The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization. |
| **Expected Level of Achievement**:  After a side-by-side comparison of both the university's mission statement and the nursing program's mission statement, similar terms and phrases exist in both documents. |

| **Frequency of Evaluation**:<br>Annually in October, or sooner with change<br>Reviewed 10- 18.<br>Next review 10.19 | **Assessment Methods**: University mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook- side by side comparison |
|---|---|

| **Results of Data Collection:  REVIEW** |
|---|
| 2017-2018 The university mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook were congruent<br>2018-2019 The university mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook remain congruent |
| **Actions for Program Development, Maintenance, or Revision**:<br>17 - 18 Have submitted to the university Curriculum Committee a non-substantive change in order classes are taken by the students. Awaiting results.  This in no way changes the congruency of the university mission statement in the RSU Bulletin, nor the RSU Nursing Philosophy statement in Student Handbook. Both remain congruent. ELA met.<br>18 – 19 Submit to the University Curriculum Committee a request to drop chemistry and physiology requirements and give the student the options of choosing Medical Sociology or Medical Economics. Curriculum Committee approved. Also approval from the Board of Regents given to begin fall semester 2019 admissions as a completely online degree program with no change other than the method of delivery and change in the chemistry and physiology requirements. Currently the plan is to continue the blended method of delivery for the spring 2019 admissions.  This in no way changes the congruency of the university mission statement in the RSU Bulletin, nor the  RSU Nursing Philosophy statement in Student Handbook. Both remain congruent. ELA met.<br>Next review 10 – 20. |

| **Criterion 2:** The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities. |
|---|
| **Expected Level of Achievement:** 1-80% of the full-time faculty annually participate in one or more university committee.  2-The nurse administrator annually participates in no less than one university committee.  3- RN-to-BSN students annually attend no less than 2 Faculty Governance Committee meetings. |

| **Frequency of Evaluation**:<br>Annually in October or sooner with change<br>Reviewed 6-18<br>Reviewed 10- 18 | **Assessment Methods**: Review of University faculty committee list, Academic Council minutes, Nursing faculty council minutes |
|---|---|

| Review November 2019 | |
|---|---|

**Results of Data Collection:**
2017-2018  REVIEW
1. 17-18 Faculty member MS- Faculty Senate, Higher Learning Commission Committee, Distance Education Committee; Faculty member TB- Faculty senate and chaired the Faculty Development Committee = 100% of faculty participate in university committees,
2. 2.Department Head LK on University Academic Council.
3. 3.  At least one RN-to-BSN student participated in Faculty Governance Committee meeting for all but two meetings.

2018-2019  REVIEW
1. 18-19 Faculty member MS- Faculty Senate, Higher Learning Commission Committee, Distance Education Committee; Faculty member TB- Faculty senate and chaired the Library Committee = 100% of faculty participate in university committees,
2. 2.Department Head TF - University Academic Council.
3. 3.  At least one RN-to-BSN student participated in Faculty Governance Committee meeting for all but one meeting.

**Actions for Program Development, Maintenance, or Revision**:
17 – 18:  1-Faculty continue with a high level of participation in the campus community.  2-Administrator continues with a high level of participation in the campus community.   3 RN-to-BSN students continue to be represented by a student representative at two Faculty Governance Committee meetings.  ELA met.
18 -19: 1-Faculty continue with a high level of participation in the campus community.  2-Administrator continues with a high level of participation in the campus community.   3 RN-to-BSN students continue to be represented by a student representative at two Faculty Governance Committee meetings.  ELA met. Next review 10 –20.

| **Criterion 3:** The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into the program processes and decision making. | |
|---|---|
| **Expected Level of Achievement:**  1- Employers of graduates from the RN-to-BSN program attend Stakeholders meetings.   2- Programmatic decisions are made as a result of input from agencies where graduates from the RN-to-BSN program are commonly employed. | |
| **Frequency of Evaluation**:  annually<br>Next review 10.18<br>Next review 6-19 | **Assessment Methods**: Review of Stakeholder's minutes, faculty meeting minutes |
| **Results of Data Collection:**<br>2017-2018 REVIEW | |

| | |
|---|---|
| 1. A spring 2018 Stakeholders meeting was held on 4/12/18. Five employers of graduates from the RN-to-BSN program and 4 from the RN-to-BSN faculty attended the Stakeholder's Meeting. <br> 2. Input was received for RN-to-BSN students to continue life-long learning and discussion of ease for non-BSN holding   students to enter program. <br> 3. Program outcomes were not evaluated in 2017-2018, and therefore not shared with communities of interest <br> <u>2018 – 2019 REVIEW</u> <br> 1. A spring Stakeholders meeting to be held in Spring 2019. See minutes to be taken at that meeting | |
| **Actions for Program Development, Maintenance, or Revision**: <br> **17-18:**  Recruitment visits to other schools with information on RSU's RN-to-BSN's program by faculty members/department chair being done. ELA met. Will review again spring 2019. Program outcomes will be evaluated in 2018 -1019.  ELA not met. | |

| Criterion 4: Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community. | |
|---|---|
| **Expected Level of Achievement:**  The RN-to-BSN program participates in local, statewide and national nursing education entities which share information on excellence in nursing education, enhance the profession and benefit the community. | |
| **Frequency of Evaluation**: <br> Annually in October <br> Reviewed 6.18 <br> Next review 10.18 | **Assessment Methods** <br> Review of attendance records of local and statewide education communities.  Review of faculty meeting minutes. |
| **Results of Data Collection:** <br> <u>2017-2018</u> <br> Program participation in 2 national, 4 statewide, and 40 local organizations by RN-to-BSN faculty and students. <br> 2018-2019 <br> Program participation in 12 regional meetings (Region 2 ONA), 10 state meetings (ONA) and 2 ONA Conventions (faculty) and 5 ONA Convention (students) | |
| **Actions for Program Development, Maintenance, or Revision**: <br> **17-18** ELA met. Will review again 10-20 | |

| Criterion 5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and who is doctorally prepared. | |
|---|---|
| **Expected Level of Achievement:**  The Department Head for Health Science/Nursing holds a doctoral degree in nursing or in a related field. | |

| Frequency of Evaluation: When there is a change in the person holding the position | Assessment Methods: Review of Administrator's transcript |
|---|---|

| Results of Data Collection: |
|---|
| 2017-2018 REVIEW |
| Nurse Administrator holds a doctorate degree |
| 2018-2019 REVIEW |
| Nurse Administrator holds a doctorate degree |

| Actions for Program Development, Maintenance, or Revision: |
|---|
| **17-18** Nursing Administrator is academically qualified for the position.  ELA met. Continue to uphold the requirements for the nurse administrator. ELA met. |
| **18-19** Nursing Administrator is academically qualified for the position.  ELA met. Continue to uphold the requirements for the nurse administrator. ELA met. |
| Next review 10-20 |

| **Criterion 6:** The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role. |
|---|
| **Expected Level of Achievement:** The Department Head for Health Sciences has a Faculty Qualification Record (FQR) on file with the Oklahoma Board of Nursing which indicates she has an unencumbered Oklahoma license to practice as a registered nurse, has a minimum of 2 years of clinical practice prior to the first appointment to a faculty role, and has at least one year of teaching experience as a full-time faculty member. The RSU Department Head is oriented to the role and has an assigned mentor. |

| Frequency of Evaluation: When there is a change in the person holding the position and/ or even years for conformation of license renewal. | Assessment Methods: Review of Administrator's CV and OBN Faculty Qualification Record |
|---|---|

| Results of Data Collection: |
|---|
| 2017-2018: FQR on file with the OBN on 9.2015. CV on file in office and HR. Oriented and mentored in role from 9.15 to 12.15 by previous Department Head |
| 2018 -2019: FQR on file with the OBN on 9.2015. CV on file in office and HR and has an unencumbered Oklahoma license to practice as a registered nurse, has 7 years of clinical practice prior to the first appointment to a faculty role, and has at least 24 years of teaching experience as a full-time faculty member. |

**Actions for Program Development, Maintenance, or Revision**: **17-18** ELA met. Continue with review when there is a change in the person holding the position and/ or even years for conformation of license renewal.
**18-19** ELA met. Continue with review when there is a change in the person holding the position and/ or even years for conformation of license renewal.


.

| **Criterion 7:** When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified. |
|---|
| **Expected Level of Achievement**: Nurse Program Coordinator holds doctorate degree and is experientially qualified |

| **Frequency of Evaluation**:<br>When there is a change in the person holding the position and/ or even years for conformation of license renewal. | **Assessment Methods**: Review of Administrator's CV, academic transcripts, and OBN Faculty Qualification Record |
|---|---|

**Results of Data Collection:**
**2017 -2018** FQR on file with the OBN on 9.2017 and CV on file in office and HR.
**2018 – 2019** Nurse Program Coordinator holds a MS with Nursing Major from the University of Oklahoma and an PhD in Nursing from the Oklahoma City University and is experientially qualified

**Actions for Program Development, Maintenance, or Revision**:
17-18 ELA met. Continue with review when there is a change in the person holding the position and/ or even years for conformation of license renewal.
18-19 ELA met. Continue with review when there is a change in the person holding the position and/ or even years for conformation of license renewal.

| **Criterion 8:** The nurse administrator has authority and responsibility for the development and administration of the program and has sufficient time and resources to fulfill the role responsibilities. |
|---|
| **Expected Level of Achievement:** 1-The results of the faculty survey will yield a score of 3.5 or higher on the question, "The nurse administrator has the authority to develop and administer the RSU RN-to-BSN program." 2-The results of the faculty survey will yield a score of 3.5 or higher on the question, "The nurse administrator has adequate time to fulfill the responsibilities of the role." 3-The results of the |

faculty survey will yield a score of 3.5 or higher on the question, "The nurse administrator has the resources to fulfill the responsibilities of the role." Likert scale 0-5 used on the survey tool.

| **Frequency of Evaluation**: Reviewed annually in September Next review 11.18 | **Assessment Methods**: Review of results from annual faculty survey |
|---|---|

**Results of Data Collection:**

2017-2018 REVIEW

1 Q1 The nurse administrator has the authority to develop and administer the RSU BSN program. Results: The results of the faculty survey yielded a score of 3.5 on a Likert scale of 5. ELA met.

2. The nurse administrator has adequate time to fulfill the responsibility of the role. The results of the faculty survey yielded a score of 3.6 on a Likert scale of 5. ELA met.

3. Q3 The nurse administrator has the resources to fulfill the responsibilities of the role. Results: The results of the faculty survey yielded a score of 3.6 on a Likert scale of 5. ELA met.

4. Q4 The nurse administrator has the authority to prepare and administer the program budget with faculty input. Results: The results of the faculty survey yielded a score of 3.4 on a Likert scale of 5. ELA met.

5. Q5 The Physical resources in the Health Sciences building meet your instructional needs. Results: The results of the faculty survey yielded a score of 3.8 on a Likert scale of 5. ELA met.

6. Q6 The faculty have input into the selection of learning resources. Results: The results of the faculty survey yielded a score of 3.8 on a Likert scale of 5. ELA met.

7. Q7 The available learning resources meet your instructional needs. Results: The results of the faculty survey yielded a score of 5 on a Likert scale of 5. ELA met.

8. Q8 Learning resources are accessible to meet your instructional needs. Results: The results of the faculty survey yielded a score of 3.8 on a Likert scale of 5. ELA met.

2018-2019 REVIEW

1 Q1 The nurse administrator has the authority to develop and administer the RSU BSN program. Results: The results of the faculty survey yielded a score of 4 on a Likert scale of 5. ELA met.

2. The nurse administrator has adequate time to fulfill the responsibility of the role. The results of the faculty survey yielded a score of 3.75 on a Likert scale of 5. ELA met.

3. Q3 The nurse administrator has the resources to fulfill the responsibilities of the role. Results: The results of the faculty survey yielded a score of4.25 on a Likert scale of 5. ELA met.

4. Q4 The nurse administrator has the authority to prepare and administer the program budget with faculty input. Results: The results of the faculty survey yielded a score of 4.25 on a Likert scale of 5. ELA met.

5. Q5 The Physical resources in the Health Sciences building meet your instructional needs. Results: The results of the faculty survey yielded a score of 4 on a Likert scale of 5. ELA met.

6. Q6 The faculty have input into the selection of learning resources. Results: The results of the faculty survey yielded a score of 4.75 on a Likert scale of 5. ELA met.

7. Q7 The available learning resources meet your instructional needs. Results: The results of the faculty survey yielded a score of 4.25 on a Likert scale of 5. ELA met.

8. Q8 Learning resources are accessible to meet your instructional needs. Results: The results of the faculty survey yielded a score of 4.25 on a Likert scale of 5. ELA met. Next review 11-20.

| |
|---|
| **Actions for Program Development, Maintenance, or Revision**: ELA met. Will review in November 2019 |

| Criterion 9: The nurse administrator has the authority to prepare and administer the program budget with faculty input. | |
|---|---|
| **Expected Level of Achievement:** The results of the faculty survey will yield a score of 3.5 or higher on the question, "The nurse administrator has the authority to prepare and administer the program budget with faculty input." | |
| **Frequency of Evaluation**:<br>Annually in May<br>Reviewed 11.16<br>Next review 5.18<br> Next review 11-19<br>Next review 11-20 | **Assessment Methods**: Review of results from annual faculty survey |
| **Results of Data Collection:**<br>**17 -18**<br>Q4 The nurse administrator has the authority to prepare and administer the program budget with faculty input. Results: The results of the faculty survey yielded a score of 3.8 on a Likert scale of 5. ELA met.<br><br>**18 -19**<br>Q4 The nurse administrator has the authority to prepare and administer the program budget with faculty input. Results: The results of the faculty survey yielded a score of 4.25 on a Likert scale of 5. ELA met. | |
| **Actions for Program Development, Maintenance, or Revision**: **REVIEW 17-18** ELA met.  Continue to evaluate annually  in November with the faculty survey.<br>**18 -19**<br> ELA met.  Continue to evaluate annually  in November with the faculty survey. | |

| | |
|---|---|

**Criterion 10:** Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

**Expected Level of Achievement:** After a side-by-side comparison of the RSU nursing program's policies and the policies of RSU, there are similar terms and phrases in both documents. Differences in health requirements exist related to the contractual obligations of the participating clinical agencies.

| **Frequency of Evaluation**: | **Assessment Methods**: Review of RSU Faculty Handbook, Nursing Faculty Handbook |
|---|---|
| Annually in May | |
| Next review 5.18 | |

2017-2018 The RSU Faculty policies as found in the Faculty Handbook are congruent with university policies and similar in terms and phrases. Difference in health requirements exist as they relate to the contractual obligations of the participating clinical agencies.

**Actions for Program Development, Maintenance, or Revision**:
17-18  Plan to present table and data at the October faculty meeting
18 -19 Information compared for the RSU Faculty policies as found in the Faculty Handbook and are congruent with university policies and similar in terms and phrases. ELA met.
Next review in May 2020.

**Criterion 11:** Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

**Expected Level of Achievement:** A side-by-side comparison of the RSU mission statement, the Center for Teaching and Learning's mission statement and the RSU nursing program's mission statement, similar terms and phrases exist in both documents.

| **Frequency of Evaluation**: | **Assessment Methods**: Review of a comparison table of the university, CTL and nursing mission/philosophy statements. |
|---|---|
| Annually in May | |
| Next review 5.18 | |
| Next review 5 -19 | |

**Results of Data Collection:**
2017-2018 100% of RN-to-BSN Nursing Faculty associated with distance education are certified in the Quality Matters training program
2018-2019 100% of RN-to-BSN Nursing Faculty associated with distance education are certified in the Quality Matters training program. A side-by-side comparison of the RSU mission statement, the Center for Teaching and Learning's mission program's mission statement, similar terms and phrases exist in both documents. and the RSU nursing program's mission statement found similar terms and phrases exist in both documents.  ELA met. Next review 5-20.

| Standard 2 | |
|---|---|
| **Criterion: 1** Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. | |
| **Expected Level of Achievement:** 1-100% of the full-time faculty who teach in the RN-to-BSN program hold a graduate degree with a major in nursing. 2-No less than 25% of the full-time faculty hold an earned doctorate or are currently enrolled in doctoral study. | |
| **Frequency of Evaluation**: With each new hire and annually in May. Reviewed 5.13.13 Next review May of 2018 | **Assessment Methods**: Review of transcripts (on file in HR) and Faculty Profile Table. |
| **Results of Data Collection: Review** <br> 2017-2018 <br> Two full time faculty hold an MSN as well as one of the two a Ph.D (Smith) and the other of the two (Bycroft) an Ed.D (See 2.1 Full Time Faculty Transcripts) | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18**: ELA met. Continue to employee people who are qualified to teach. | |

| Criterion | |
|---|---|
| **Criterion: 2** Part- time faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. | |
| **Expected Level of Achievement:** 100% of the part-time faculty who teach in the RN-to-BSN program hold a graduate degree with a major in nursing. | |
| **Frequency of Evaluation**: With each new hire and annually in May. Reviewed 5.13.13 Next review in May of 2018 | **Assessment Methods**: Review of transcripts and Faculty Profile Table. |
| **Results of Data Collection:** <br> 2017-2018 Two part- time faculty hold an MSN as well as both of the two a Ph.D (See 2.1 Part-Time Faculty Transcripts) | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18:** ELA met | |

| | |
|---|---|
| **Criterion: 3** Non-nurse faculty teaching courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses. | |
| **Expected Level of Achievement:** 100% of the faculty who teach in the RN-to-BSN program have a minimum of a graduate degree in nursing. | |
| **Frequency of Evaluation**: <br> With each new hire and annually in May, <br> Reviewed 5.13.13 <br> Next review May 2018 | **Assessment Methods**: Transcripts (on file in HR) and Faculty Profile Table |
| **Results of Data Collection:** <br> 2017-2018 <br> All faculty hold at least a MSN (See adjunct faculty transcripts) and are licensed RNs in the State of Oklahoma (license confirmed every even year). | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18:** ELA met. Continue to employee people who are qualified to teach | |

| | |
|---|---|
| **Criterion: 4** Nurse Leaders, when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities. | |
| **Expected Level of Achievement:** <br> 100% of the sampled files of *RN Leaders* (see below) used in the RN-to-BSN field experiences have a bachelor's degree, are licensed in Oklahoma, acknowledge receipt and review of the RN Leader Packet for the field experience, and have a faculty member to monitor the experience via signed contract between the student and RN Leader, monitored through the student journal. <br><br> RN Leaders are defined as "a leader within a health care organization who represents the interests of the nursing profession, a seasoned nurse or health care administrator interested in refining skills to differentiate them from the competition or to advance to the next level of leadership" (*American Nurses Association, Leadership*). | |
| **Frequency of Evaluation**: Semiannually in November <br> ELA rewritten and approved 11.4.16 <br> Next review 11.18 | **Assessment Methods**: Review of sample of 20% of the preceptor agreements from each previous semester, OBN website license verification, review student journals for student meeting objectives/monitoring leader |
| **Results of Data Collection:** <br> 2017-2018 Random sample verified that RN leaders hold a current OBN license. Signed contracts with RN Leaders have self-verification of BSN or higher degree. Written receipt from of the RN Leader Packet in field experience for each student. 100% of sampled journals indicated the presence and support of their RN leader. | |

**Actions for Program Development, Maintenance, or Revision**:
ELA met. RN Leader packet will continue to be given. Continue to randomly sample 20% of all RNs acting as RN leaders to the students and verified that these RN Leaders hold a current OBN license. Confirm signed contracts with RN Leaders determining self-verification of BSN or higher degree by faculty member conducting course. Confirm written receipt from RN Leader of the RN Leader Packet in field experience for each student experience with a RN leader by faculty member conducting course.  Monitoring of field experience confirmed by students' journaling demonstrating the objectives were met with the presence of their nurse leader.  Field hour expectation video posted on YouTube and link provided to RN Leaders.

| | |
|---|---|
| **Criterion: 5** The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved. | |
| **Expected Level of Achievement:**  The full-time faculty to student ratio for the RSU RN-to-BSN program, Professional Nursing Roles class courses do not exceed 1:15. The full-time faculty to student ratio for the RSU RN-to-BSN field experience courses, Family and Community Health I do not exceed 1:15. | |

| **Frequency of Evaluation**: Annually in August<br>ELA rewritten and approved 11.4.15<br>Next review 10.18 | **Assessment Methods**:  Re-do ~~Review of Professional Nursing Roles class roster chosen as this is the first didactic course in fall and spring semesters (admission semesters) and has the largest enrollment with the exception of Professional Nursing Practice Seminar, the last class. The first course with field hours, Family, Community, and Public Health Nursing I which is a combination of the entire class.  Review of Family and Community Health I roster for student enrollment~~. |

**Results of Data Collection:**

2017-2018 **Fall Professional Nursing  Roles class**: __ students : __ faculty

       **Spring Professional Nursing  Roles class**: __ students : __faculty

       **Spring Family and Community Health I class**: __ students : __  Faculty

       **Summer Family and Community Health I class**: __  students: __Faculty

2018-2019

**Actions for Program Development, Maintenance, or Revision**: **2017-2018**: ELA Met?

 **Review/redo**

<table>
<tr><td>ELA rewritten to reflect current standards. ELA not met.   The last course in the RN to BSN program is Professional Nursing Practice Seminar. In this course, knowledge transfer is dependent on a Group Dynamics Framework. Therefore, all of the students in a cohort are combined. This frequently increases the student: faculty ratio above 15:1. The faculty is aware of this exception and plan to continue this practice. ELA changed to increase the number of students : faculty, August 2016</td></tr>
</table>

| **Criterion: 6** Faculty (Full-time and part-time) maintains expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices. |
|---|
| **Expected Level of Achievement:** 1-At least every 2 years 100% of the full-time faculty participate in professional development related to their area of teaching.  2-At least every 4 years 100% of the part-time faculty members will participate in professional development.  3-100% of the faculty's annual classroom performance observation demonstrates the implementation of scholarship and evidence-based teaching strategies. |

| **Frequency of Evaluation**: Annually in May.<br>ELA rewritten and approved 11.4.15<br>Next review May 2018 | **Assessment Methods**: Reviewed  Faculty Profile Table and  Faculty Teaching Strategy Table |
|---|---|

| **Results of Data Collection:**<br>2017-2018 1. 100% of FT faculty participate in professional development r/t area of teaching<br>          2. 100% of FT faculty participate in professional development r/t area of teaching<br>          3. 100% faculty implement scholarship and EBP in while teaching in the classroom. |
|---|
| **Actions for Program Development, Maintenance, or Revision**: **17-18** ELA met. Department Head to continue to visit all classes, develop a, evidence-based teaching strategies table, and review classroom observations with faculty. |

| **Criterion: 7** The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program. |
|---|
| **Expected Level of Achievement:**<br>The nursing department will employ no less than one FTE Administrative Assistant (AA) to assist the faculty with non-educational duties. |

| **Frequency of Evaluation**: Annually in May<br>ELA rewritten and approved 11.4.15<br>Next review May 2018 | **Assessment Methods**: Review timesheets/employment records for AA employed in Health Sciences |
|---|---|

| **Results of Data Collection:**<br>2017-2018 Two FTEs (one AA and one Accreditation Records Specialist) |
|---|

| |
|---|
| **Actions for Program Development, Maintenance, or Revision**: **17-18**: ELA Met. Staff within the nursing education unit are sufficient to achieve the program goals and outcomes. Continue at current non-nurse staffing level. |

| | |
|---|---|
| **Criterion: 8** Faculty (full-time or part-time) are oriented and mentored in their areas of responsibility. | |
| **Expected Level of Achievement:** 1- Upon hire, 100% of the full-time faculty participate in the RSU orientation program for new faculty sponsored by Academic Affairs.  2- Upon hire, 100% of the full-time faculty are assigned a mentor. 3- Upon hire, 100% of the part-time faculty members participate in an orientation to their role.  4- Upon hire, 100% of the part-time faculty are assigned a mentor. | |
| **Frequency of Evaluation**: Annually in May<br>ELA rewritten and approved 11.4.15<br>Next review 5.18 | **Assessment Methods**: Review RSU orientation records, new faculty orientation attendance records, full time faculty mentor list, part time mentor list |
| **Results of Data Collection:**<br>2017-2018 1. No new hire FT Faculty<br>            2. No new hire FT Faculty<br>            3. No new PT Faculty<br>            4. No new PT faculty | |
| **Actions for Program Development, Maintenance, or Revision**:  **17-18** ELA met. Continue to monitor. | |

| | |
|---|---|
| **Criterion: 9 Faculty** (full-time and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility. | |
| **Expected Level of Achievement:** 1- 100% of the full-time faculty members are reviewed according to RSU policy, and earn a level of *proficient* or higher in areas of teaching, scholarship and service to the profession, institution and public.  2- The IDEA raw Summary Evaluation scores for part time faculty members will be a minimum of a 3.5 on a 5 point Likert Scale. | |
| **Frequency of Evaluation**: Semi-annually in October and February.<br>Next review October 2018 and February of 2019 | **Assessment Methods**: Review of annual faculty evaluation records; IDEA survey results |
| **Results of Data Collection:**<br>2017-2018  Teresa to do<br>Fall semester __ | |

| Spring Semester__ |
|---|
| **Actions for Program Development, Maintenance, or Revision**: **17-18:** ELA met? |

| Criterion: 10 Faculty (full-time and part-time) engage in ongoing development and receive support for instructional and distance technologies. | |
|---|---|
| **Expected Level of Achievement:** 1-100% of full-time and faculty annually participate in professional development reflective of either/or effective instruction or distance learning. 2-100% of part-time and faculty biannually participate in professional development reflective of either/or effective instruction or distance learning. | |
| **Frequency of Evaluation**: Annually in May, ELA rewritten and approved 11.4.15 Next review May 2018 | **Assessment Methods**: Review of Faculty Profile Table, Faculty CV, certificates |
| **Results of Data Collection:** 2017-2018 __update 1- 100% of full time and part-time faculty were IYOC Quality Matters certified 2 One part-time faculty member scheduled for IYOC Quality Matters certification 3- All faculty members receive support/classes from Center for Teaching and Learning | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18 ELA met** | |

| Standard 3 |
|---|

| **Criterion: 1** Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly assessable, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes. |
|---|
| **Expected Level of Achievement:** After a side-by-side comparison of the BSN Faculty Handbook and RSU Student Handbook policies, there are similar terms and phrases in both documents.  Differences exist due to the increase in rigor of the program and contractual requirements. |

| **Frequency of Evaluation**: <br> Annually in November <br> Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Review of  RSU Student Handbook, RSU Nursing Student Handbook, Comparison table |
|---|---|

| **Results of Data Collection:** <br> 2017-2018  Review <br> Consistent policies:  Non-discrimination, Withdrawal, Financial Aid, Complaints/Resolutions/Grievances, Graduation Requirements. <br> Nursing Policies that differ from RSU Policies:  Admission and Progression, Re-admission, Grading, Health Screenings, Drug Testing, Criminal Background Screening, and CPR Training. <br> Differences are due to the specific requirements of the nursing program in comparison to the University. |
|---|
| **-Actions for Program Development, Maintenance, or Revision**:   **17-18**  Continue to assess when changes in policy occur. |

| **Criterion: 2** Public information is accurate, clear, consistent, and accessible, including the programs accreditation status and the ACEN contact information. |
|---|
| **Expected Level of Achievement:**  1-After a side-by-side comparison of the BSN advising material and online materials, the content of the materials do not deviate from each other.   2- 100% of the materials contain the accreditation status of the program and ACEN contact information. |

| **Frequency of Evaluation**: <br> Annually in November <br> Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole.  Review of RN-to-BSN advising materials, Comparison table |
|---|---|

| **Results of Data Collection:** <br> 2017-2018 <br> 1-100% of the information related to the nursing program is accurate and accessible on the RSU Website under Assessment and Accreditation. <br> 2-100% of all University documents pertaining to the nursing program contain the name, address, and phone number to ACEN, and when applicable, to OBN.  Contact information is listed clearly. The accreditation status is documented on Page viii of the RSU Bulletin and on the RSU website. |
|---|
| **Actions for Program Development, Maintenance, or Revision**:  **17-18**  ELA Met.  Continue to assess annually. Add to the website the new ACEN requirements for publishing outcomes. |

| | |
|---|---|
| **Criterion: 3** Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner. | |
| **Expected Level of Achievement**: 1-100% of the sampled RN-to-BSN students' online tracking contain the RSU nursing programs' *Policy Agreement Form* dated within 4 weeks of entry into the first NURS course.  2-100% of changes in policies and procedures will be electronically communicated to the students within 4 weeks of the update. | |
| **Frequency of Evaluation**: <br> Annually in November <br> Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Randomly select 20% of students' records from each class to verify online acceptance of Policy Agreement Form; Copy of the email sent with the entire class listed class indicating a change in policy/BSN Meeting Minutes |

**Results of Data Collection:**

2017-2018:
  1.  Random sampling of 20% of the students' record verified online acceptance of Policy Agreement Forms.
  2.  No changes in policy made during 2017-2018.

**Actions for Program Development, Maintenance, or Revision**:  **17-18:  ELA Met**

| | |
|---|---|
| **Criterion: 4** Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery. | |
| **Expected Level of Achievement:** The RSU BSN *Total Program Survey* results yield no less than 80% on the responses regarding Academic Advisement, Career Placement, Financial Aid, and Student Health. | |
| **Frequency of Evaluation**: <br> Annually in November <br> Next review 11.18 | **Assessment Methods**:  Review of Annual End of Program Survey data results, Faculty meeting minutes of BSN program |

**Results of Data Collection:**

**2017-2018:**  Of the 19 students who were sent the survey, 100% responded.

**Academic Advisement**: 7-Strongly Agree 36.84%; 9-Agree 47.37%; 3-Strongly Disagree 15.79%

**Financial Aid Services Access**: 8-Strongly Agree 42.11%; 9-Agree 47.37%; 2-Strongly Disagree 10.53%

**Student Health Services**: 7-Strongly Agree 36.84%; 9-Agree 47.37%; 2-Disagree 10.53%; 1-Strongly Disagree 5.26%

Career Placement was not included in the survey in error.  The survey has been revised and now includes Career Placement as a survey component

for distribution with the 2018-19 school year.

| | |
|---|---|
| **Actions for Program Development, Maintenance, or Revision**:  **17-18 ELA was not met.** | |

| | |
|---|---|
| **Criterion: 5** Student educational records are in compliance with the policies of the governing organization and state and federal guidelines. | |
| **Expected Level of Achievement:** Within 1 year of initial enrollment, 100% of the sampled nursing students' files in the Registrar's Office contain information required by RSU, the State of Oklahoma, and the federal government, e.g. application, high school transcript indicating EOI completion date, transfer transcripts, etc. | |
| **Frequency of Evaluation**:<br>ELA rewritten and approved 11.4.15<br>Next review 3.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole.  Annually reach out to the Registrar for compliance reports. |
| **Results of Data Collection:**<br>2017-2018:   100% compliant, audit by the State of Oklahoma Review | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18:**   ELA met. Continue to request audit reports. | |

| | |
|---|---|
| **Criterion: 6** Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits. | |
| **Criterion: 6.1** A written, comprehensive student loan repayment program addressing student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available. | |
| **Expected Level of Achievement**:  100% of the RSU RN-to-BSN nursing students who take out a loan participate in exit counseling at studentloans.gov. | |
| **Frequency of Evaluation**:<br>Annually in November<br>Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Ask the Financial Aid Office of the students' level of participation in exit counseling. |
| **Results of Data Collection:**<br>2017-2018 100% participated in exit counseling Review | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18:**  ELA met. Continue to request updates from the Financial Aid office. | |

| |
|---|
| **Criterion: 6.2** Students are informed of their ethical responsibilities regarding financial assistance. |
| **Expected Level of Achievement:** 100% of the RSU RN-to-BSN nursing students who receive financial aid agree to his/her rights and responsibilities prior to receipt of funds. |

| **Frequency of Evaluation**:<br>Annually in November<br>Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Ask the Financial Aid Office about the students' level of participation in their rights and responsibilities. |
|---|---|
| **Results of Data Collection:**<br>2017-2018 100% participation in Rights and Responsibilities prior to disbursement Review | |
| **Actions for Program Development, Maintenance, or Revision**: **17-18** ELA Met Continue to request updates from the Financial Aid office. | |

| **Criterion: 6.3** Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines. ||
|---|---|
| **Expected Level of Achievement:**  100% of the RN-to-BSN RSU nursing students' records in the RSU Financial Aid Office are maintained according to the policies required by RSU, the State of Oklahoma, and the federal government. ||
| **Frequency of Evaluation**<br>Annually in November<br>Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Letter from the Financial Aid Office indicating the procedures for maintain student files |
| **Results of Data Collection:**<br>2017-2018 100% of the files are maintained according to policy  Review ||
| **Actions for Program Development, Maintenance, or Revision**:  **17-18**. Continue to request updates from the Financial Aid office. ||

| **Criterion: 7** Records reflect that program complaints and grievances receive due process and including evidence of resolution. ||
|---|---|
| **Expected Level of Achievement:**  100% of formal program complaints and written grievances are handled according to RSU Nursing Program's Grievance Policy. ||
| **Frequency of Evaluation**:<br>Annually in November<br>Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Review of formal student complaints |
| **Results of Data Collection:**<br>2017-2018 No formal program complaints received. ||
| **Actions for Program Development, Maintenance, or Revision**:   **17-18** ELA met. Continue to monitor complaints. ||

| **Criterion: 8** Orientation to technology is provided, and technological support is available to students. ||
|---|---|
| **Expected Level of Achievement:**   1-100% of the students are offered a structured orientation to the course learning management system used by RSU.  2-100% of RN-to-BSN students' syllabi contain statements regarding technical requirements and resource numbers for IT. ||
| **Frequency of Evaluation**:<br>Annually in November | **Assessment Methods**: Attendance records for LMS orientation, randomly select 50% of the syllabi from the BSN courses to evaluate |

| | |
|---|---|
| Next review 11.18 | for the presence of statements regarding technical requirement and resource numbers for IT. |

**Results of Data Collection:**
2017-2018
1-100% of the students are given an overview of the LMS during orientation to the BSN program. No structured orientation is currently in place.
2-100% of the syllabi reviewed have technical requirements and IT resource numbers listed as well as on the home page of *Ecampus*

**Actions for Program Development, Maintenance, or Revision**: **17-18** ELA Met. Center for Teaching and Learning distributed an email at the beginning of the school year to all students on an orientation to the new LMS.

| | |
|---|---|
| **Criterion: 9** Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible. | |
| **Expected Level of Achievement:** 100% of the selected RN-to-BSN students' records indicate receiving and understanding the technological requirements by approval of the *Program Policy Agreement*, which contains the policies for online learning. | |
| **Frequency of Evaluation**: Annually in November Next review 11.18 | **Assessment Methods**: Each standard is assigned to a faculty member and reported to the faculty of the whole. Check results of online quiz |

**Results of Data Collection:**
2017-2018: 91% of RN to BSN student files randomly selected have a signed *Program Policy Agreement. Review*

**Actions for Program Development, Maintenance, or Revision**: **17-18:** Agreeing to the online quiz assures receipt of the information in the Program Policy Agreement. Monitor for completion of the quiz at 1-week and 2-week intervals post start of class.

SYSTEMATIC PROGRAM EVALUATION PLAN FOR RSU RN-TO-BSN PROGRAM
FY 2018-2019

| Standard 4 |
|---|

| **Criterion 1:** The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.. |
|---|
| **Expected Level of Achievement:** -1-At least one of the RN-to-BSN student learning outcomes is directly associated with at least one of the BSN Essentials Competencies, as established by the AACN.  2- ACEN Standards for BSN education, specifically Standard 4, criteria 4-10, are incorporated throughout the curriculum and reviewed annually for inclusion.  3- The State of Oklahoma guidelines for BSN education are directly associated with at least one of the BSN SLO. |

| **Frequency of Evaluation**: Annually in January<br>ELA modified 9.16 to reflect ACEN reviewer's input<br>Next review 1.18 | **Assessment Methods**: Review of Table Inclusion of SLO with BSN Essentials as per the AACN, and OBN Guidelines; Review of ACEN Standard 4, criteria 4-10 |
|---|---|

| **Results of Data Collection:**<br>2017-2018<br>1-Each BSN SLO is reflected in at least one of the BSN Essentials Competencies.<br>2-<br>3- |
|---|
| **Actions for Program Development, Maintenance, or Revision**: 2017-2018 ELA met per review of inclusion Table Review |


| **Criterion 2:** The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities. |
|---|
| **Expected Level of Achievement:** 2017-2018:  ELA met.   Each course objective is directly linked to one SLO, has an instructional method, learning activities and a method of evaluation.   Review |

| **Frequency of Evaluation**: Annually in January<br>ELA modified 9.16<br>Next review 1.18 | **Assessment Methods**: Review table of Student Learning Outcomes Guide the Curriculum |
|---|---|

| **Results of Data Collection:**<br>2017-2018<br>100% of the course objectives have a corresponding SLO, instructional method, and method of evaluation |
|---|
| **Actions for Program Development, Maintenance, or Revision**:<br>**17-18** ELA met. |

| Criterion: 3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency. | |
|---|---|
| **Expected Level of Achievement:** 100% of the full time RN-to-BSN faculty participate in review of the curriculum to ensure integrity, rigor and currency. | |
| **Frequency of Evaluation**: Annually in January<br>Next review 1.18 | **Assessment Methods**: Review of attendance noted on BSN Faculty Committee Meeting Minutes |
| **Results of Data Collection:**<br>2017-2018 100% participate in curriculum development | |
| **Actions for Program Development, Maintenance, or Revision**:<br>**2017-2018**: ELA Met | |

| Criterion: 4 The curriculum includes general education courses that enhance professional nursing knowledge and practice. | |
|---|---|
| **Expected Level of Achievement:**<br>100% of the sampled students' files students who graduate from RSU with a degree in nursing will have on their application for graduation courses in Communication, the Social and Behavioral Sciences, Humanities and Global Studies. | |
| **Frequency of Evaluation**: Annually in January<br>Next review 1.18 | **Assessment Methods**: Sample 100% of the graduating student application for graduation containing the above mentioned course work. Review comparison table of BSN Essentials Liberal Arts Education/RN-to-BSN curriculum/SLO |
| **Results of Data Collection:**<br>2017-2018 100% of the sampled files had courses in Communication, the Social and Behavioral Sciences, Humanities and Global Studies. Review | |
| **Actions for Program Development, Maintenance, or Revision**:<br>**17-18:** Comparison table reviewed. ELA met? **Review** | |

| Criterion: 5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national or global perspectives. | |
|---|---|
| **Expected Level of Achievement:**<br>The concepts of sociological and cultural factors, especially those of the rural community, are reflected in one or more of the courses objectives for the RN-to-BSN program. | |
| **Frequency of Evaluation**:<br>Annually in January | **Assessment Methods**: Review comparison table of RN-to-BSN Course Objectives and sociological and cultural concepts. |

| | |
|---|---|
| Next review 1.18 | |

**Results of Data Collection:**

2017-2018 NURS 4113 Rural Nursing does reflect sociological and cultural factors.

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

**17-18 ELA Met.** Evaluate again with any changes in the curriculum or as per the evaluation schedule. Review

---

**Criterion: 6** The curriculum and instructional processes reflect educational theory, inter-professional collaboration, research, and current standards of practice.

**Expected Level of Achievement:** The concepts of collaboration, evidence-based practice and the role of the nurse in contemporary practice are present in one or more of the course objectives for each course in the RN-to-BSN program.

| | |
|---|---|
| **Frequency of Evaluation**: Annually in January<br>Next review 1.18 | **Assessment Methods**: Review comparison table of BSN Course Objectives and concepts including collaboration, evidence-base practice and the role of the nurse in contemporary practice |

**Results of Data Collection:**

2017-2018 100% of the courses contain concepts of collaboration, evidence-based practice and the role of the nurse in contemporary practice

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

**17-18 ELA Met** Evaluate again with any changes in the curriculum or as per the evaluation schedule. Review

---

**Criterion: 7** Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program learning outcomes.

**Expected Level of Achievement:** 1-Multiple evaluation methodologies are present in each course syllabi for the RN-to-BSN program. 2-Each SLO has a corresponding method of evaluation.

| | |
|---|---|
| **Frequency of Evaluation**: Bi-annually in January and May<br>Next review 1.18 | **Assessment Methods:** Review table of Student Learning Outcomes Guide the Curriculum, Review syllabi |

**Results of Data Collection:**

2017-2018
1. Each course lists 4 or more methods of evaluation.
2. 100% of the SLO from each course in the RN-to-BSN program are met by one or more assignment.

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

**17-18** Table of SLO to guide the curriculum developed.  Each SLO has a corresponding method of evaluation.  Multiple methods of evaluation are listed and reflect the adult RN-to-BSN student.

**Criterion: 8 T**he total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified, end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.

**Expected Level of Achievement:** Students complete the RN-to-BSN program in no less than 124 credit hours.

| **Frequency of Evaluation**: Annually in January<br>Next review 1.18 | **Assessment Methods**: Sample of 20% of applications for graduation for each class for number of credit hours completed.  If variances occur, sample an additional 20% of applications for graduation for compliance. |
|---|---|

**Results of Data Collection:**
2017-2018 100% of the students sampled Applications for Graduation reflected at least 124 credit hours.

**Actions for Program Development, Maintenance, or Revision**: 17-18:  ELM met?

**Criterion 9: Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.**

**Expected Level of Achievement:** 100% of the RN-to-BSN students' journal entries from their field experiences include clinical learning objectives, which are a direct reflection of student learning outcomes.

| **Frequency of Evaluation**: Semiannually in December and May<br>Next review: 5.18 | **Assessment Methods**: Sample 20% of the student's field work in the spring classes for statements to correlate field experiences and SLO. If variances are evident, sample an additional 20% of student fieldwork. Table of correlation statements for each spring class. |
|---|---|

**Results of Data Collection:**
2017-2018
2018-2019

**Actions for Program Development, Maintenance, or Revision**:
**17-18** ELA met?  **C**ontinue to review as per the frequency of evaluation.

**Criterion 10:** Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

SYSTEMATIC PROGRAM EVALUATION PLAN FOR RSU RN-TO-BSN PROGRAM
FY 2018-2019

| | |
|---|---|
| **Expected Level of Achievement:** 100% of the RN-to-BSN students' journal entries for their field experiences include at least one entry that addresses concepts of evidence-based practice, and one entry that addresses at least one the most current national patient health and safety goals, as per the Joint Commission. | |
| **Frequency of Evaluation**: Annually in January<br>Next review 1.18 | **Assessment Methods**: Sample 20% of the student's field work in each spring class for statements to correlate EBP and NPSG.  If variances are evident, sample an additional 20% of student work. Table of correlation statements for each spring class. |
| **Results of Data Collection:**<br>2017-2018<br>2018-2019 | |
| **Actions for Program Development, Maintenance, or Revision**:<br>**17-18:  ELA met?**  Review at least 5 journals for a more representative sample. | |

| | |
|---|---|
| **Criterion 11:** Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with end-of-program student learning outcomes. | |
| **Expected Level of Achievement:** 100% of the contracts in use for the RN-to-BSN students' field experience are up-to-date, articulate the expectations of the agency, the student and RSU, and include language that protects the students. | |
| **Frequency of Evaluation**: Annually in February<br>Next review 2.18 | **Assessment Methods:** Sample 100% of the clinical contracts for currency, expectations of the agency, students and RSU, and language to protect the student |
| **Results of Data Collection:**<br>2017-2018<br>2018-2019 | |
| **Actions for Program Development, Maintenance, or Revision**:<br>**17-18:**  ELA Met. Continue to review as per the frequency of evaluation. | |

| Standard 5 |
|---|
| **Criterion 1:** Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program. |
| **Expected Level of Achievement:**  1-The score on the faculty survey is 70% or greater on the question, "The RN-to-BSN program has the resources to meet the PO and the SLO."  2- The budget for the RN-to-BSN program provides for the maintenance of qualified faculty to teach in the program and commensurate with the resources of the governing organization |

| **Frequency of Evaluation**: Annual review in December Next review 12-19 | **Assessment Methods:** Review annual faculty survey results; Faculty retention table; Comparison table of annual nursing faculty salaries to annual salaries of other programs at RSU |
|---|---|

**Results**

**2017-2018** "The RN-to-BSN program has the resources to meet the PO and the SLO." The POs were removed from the program in 2-17-2018.
2- The budget for the RN-to-BSN program provides for the maintenance of qualified faculty to teach in the program and commensurate with the resources of the governing organization. 100% agreed.

**2018-2019** "The RN-to-BSN program has the resources to meet the PO and the SLO." The POs have been added back as each course was taught and has been completed  Spring 2019.
 2- The budget for the RN-to-BSN program provides for the maintenance of qualified faculty to teach in the program and commensurate with the resources of the governing organization. 100% agreed.

**Actions for Program Development, Maintenance, or Revision**: **17-18:** ELA  not meet. Plan: will add POs back into evaluations for 2018-2019
18 -19: In order to capture both cohorts (Fall 18 and Spring 19) , the evaluation will be moved to August 2019. Pos are being added back to each course as they are taught and should be completed Spring 2019.

# 2018 -2019 Standard 5 Survey, Criterion 1

The budget for the RN-to-BSN program  provides  for  the  maintenance  of  qualified faculty  to  teach  in the program and commensurate with  the resources  of the governing  organization.

| Strongly  agree | Agree | No Opinion | Disagree |
|---|---|---|---|
| | 4 of 4 | | |

The RN-to-BSN program  has the  resources  to  meet  the  PO  and  the  SLO

| Strongly  agree | Agree | No Opinion | Disagree |
|---|---|---|---|
| | 4 of 4 | | |

| **Criterion 2:** Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students. | | | |
|---|---|---|---|
| **Expected Level of Achievement** 1- 85% of the students from each cohort indicate on the Total Program Survey *agree* or *strongly agree* on the questions related to physical resources.  2- The score on the faculty survey is 70% or higher on the question, "The physical resources in the Health Science building meet your instructional needs." | | | |
| **Frequency of Evaluation**: Annual review in December<br>Reviewed 12.20.13<br>ELA rewritten and approved  11.4.15<br>Next review 12.18 | **Assessment Methods:** Review of annual faculty survey results; Total program survey results | | |
| **Results of Data Collection:**  Questions related to physical resources on the Total Program Survey<br>2017-2018 | | | |

| **Student Criteria** | Strongly Agree or Agree %:<br>Class of 2017-2018 | Strongly Agree or Agree %:<br>Class of 2018-2019 | Strongly Agree or Agree %:<br>Class of 20__ |
|---|---|---|---|
| 1. The nursing classrooms are adequate for student learning. | 93.75% | | |
| 2. Lighting in the classroom is adequate. | 87.5% | | |
| 3. The room temperature in the classrooms is comfortable. | 87.5% | | |
| 4. Audio in the classrooms is adequate. | 82.5% | | |
| 5. Seating in the classroom is adequate. | 87.25% | | |
| 6. The nursing laboratory facilities for Health Assessment/ Promotion are adequate for student learning. | 93.75% | | |
| 7. Nursing classrooms and laboratories are clean and well maintained. | 93.75% | | |
| 8. Restrooms are clean and well maintained | 81.25% | | |
| Aggregated data (total of all percentages by year divided by the total number of questions per year)<br>2017-2018 ELA met. Continue to monitor. | | | |
| | | | |
| **Results from Faculty Survey FY 17-18** | | | |
| The physical resources in the Health Sciences Building meet your instructional needs | Strongly Agree | Agree | No Opinion |

| | | 100% | |
|---|---|---|---|

**Results from Faculty Survey FY 18-19**

| The physical resources in the health Sciences Building meet your instructional needs | Strongly agree | Agree | **No opinion** |
|---|---|---|---|
| | 25% | 75% | |
| **Actions for Program Development, Maintenance, or Revision**: 17-18: None<br>18-19: ELA met. Reevaluate in December 2019 | | | |

**Criterion 3:** Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

**Expected Level of Achievement:** 1- The score on the faculty survey is 70% or higher on the question, "The faculty have input into the selection of learning resources."  2- The score on the faculty survey is 70% or higher on the question, "The available learning resources meet your instructional needs."  3- The score on the faculty survey is 70% or higher on the question, "Learning resources are accessible to meet your instructional needs."

| **Frequency of Evaluation**:<br>Annual review in August 2019<br>In order to capture both cohorts (Fall 18 and Spring 19) , the evaluation will be moved to August 2019. Ps are being added back to each course as they are taught and should be completed Spring 2019. | **Assessment Methods:** Review of annual faculty survey results; |
|---|---|

**Results of Data Collection:**
2017-2018
100% of the faculty strongly agreed "The faculty have input into the selection of learning resources."
75% of the faculty strongly agreed and 25% of the faculty agreed "The available learning resources meet your instructional needs."
75% of the faculty strongly agreed  and 25% of the faculty agreed  "Learning resources are accessible to meet your instructional needs."
2018-2019
100% of the faculty strongly agreed or agreed "The faculty have input into the selection of learning resources."
100% of the faculty strongly agreed or agreed "The available learning resources meet your instructional needs."
100% of the faculty strongly agreed or agreed  "Learning resources are accessible to meet your instructional needs."

**Actions for Program Development, Maintenance, or Revision**:  17-18:  ELA met. Continue to evaluate for changes.
18-19:  To be completed in August 2019 to capture the input of both cohorts.. Re-evaluate in August 2020.

| | |
|---|---|
| **Criterion 4:** Fiscal, physical, technological, and learning resources are sufficient to meet the needs of the faculty and students engaged in alternative methods of delivery. | |
| **Expected Level of Achievement:** 1- 85% of the students from each cohort indicate on the Total Program Survey *agree* or *strongly agree* on the questions related to physical resources.  2- The score on the faculty survey is 70% or higher on the question, "The physical resources in the Health Science building meet your instructional needs." 3-The score on the faculty survey is 70% or greater on the question, "The RN-to-BSN program has the resources to meet the PO and the SLO." | |
| **Frequency of Evaluation**:<br>Annual review in December<br>Next review 12.18. The evaluation will be moved to August 2019 to allow capture of both cohort's input. | **Assessment Methods:** Review annual faculty survey results; Total Program Survey results |
| **Results of Data Collection:**<br>2017-2018 1- 85% of the students from each cohort indicate on the Total Program Survey *agree* or *strongly agree* on the questions related to physical resources.  2- The score on the faculty survey is 70% or higher on the question, "The physical resources in the Health Science building meet your instructional needs." Results: 89 .6%  agreed or strongly agreed 3-The score on the faculty survey is 70% or greater on the question, "The RN-to-BSN program has the resources to meet the PO and the SLO." | |
| **Actions for Program Development, Maintenance, or Revision**:  17-18 The RN-to-BSN program is a blended program, meaning approximately 70% face-to-face and 30% on-line.  The results from the surveys are for a blended program and therefore are exactly the same. | |

| Standard 6 |
|---|
| **Criterion 1:** The program demonstrates evidence of students' achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome. |
| **Expected Level of Achievement:** 1-Assessment and evaluation of PSLO are present in the SPE. 2-100% of the ACEN 2017 Standards and Criteria contain measurable ELA, frequency, appropriate assessment methods and a minimum of 3 years of data. 3 - No less than 80% of the students from each cohort report that they agree or strongly agree to each of the six end-of program student learning outcome questions. |

| **Frequency of Evaluation**: | **Assessment Methods:** 1 – Graduate & one-year survey that include (quant & qual) questions related to each end-of-program student learning outcomes. |
|---|---|
| ELA revised and approved on 8.9.2018 | |
| Reviewed: 8/18 | 2 - Review of Standard 6/ SPE for the BSN program including quantitative & qualitative data with discussion/decision-making of any needed plans for improvement. |
| Annual review in January & August | |
| Next review: January, 2019 | 3 – Continued trending of data (3-year minimum) to view incremental improvements or plans of action of continued problem identified exists. |
| | 4 – Quantitative data will be reflected in the SPE document & qualitative information will be demonstrated with discussion/decision-making in the meeting minutes. |

---

**Results of Data Collection/Analyses: ELA Met**

<div align="center">

**Cohort # 19**
**N=19**
**ROR = 100%**
**Note: Thematic Analysis at End of Reporting**

</div>

| Professional Role (SLO.1/Q.7) | Advocate for the Profession (SLO.2/Q.8) |
|---|---|
| SA=80% | SA = 68% |
| A = 15% | A= 32% |
| Total SA/A = 95% | SA/A = 100% |

Demonstrate Leadership & Management (SLO 3/Q9)
SA = 71%
 A = 24%
Total SA/A = 95%

Evaluate Info Technology (SLO.5/Q.11)

SA = 39%
A = 39%
Total SA/A = 78%

Appraise Research (SLO 4/Q 10)
 SA = 70%
 A = 20%
 Total = 90%

Contribute to Growth of the Nursing
 Profession (SLO 5/Q12)
SA = 83%
 A = 17%
Total SA/A = 100%

**Cohort # 18**
**N=16 (ROR = 100%)**

**Results of Data Collection/Analyses: ELA Met**

Professional Role (SLO.1/Q.7)
SA=75%
A = 25%
Total SA/A = 100%

Advocate for the Profession (SLO.2/Q.8)
 SA = 75%
 A= 25%
 SA/A = 100%

Demonstrate Leadership & Management (SLO 3/Q9)
SA = 80%
 A = 20%
Total SA/A = 100%

Appraise Research (SLO 4/Q 10)
 SA = 86.67%
 A = 13.33%
 Total = 100%

Evaluate Info Technology (SLO.5/Q.11)

SA = 87.5%
A = 12.5%
Total SA/A = 100%

Contribute to Growth of the Nursing
 Profession (SLO 5/Q12)
 SA = 68.75%
 A = 31.25%
 Total SA/A = 100%

**Results of Data Collection/Analyses: ELA Met**

**Cohort # 17**
**N=30 (ROR = 100%)**

| | | |
|---|---|---|
| Professional Role (SLO.1/Q.7) (SLO.3/Q9) | Advocate for the Profession (SLO.2/Q.8) | Demonstrate Leadership & Management |
| SA=46.67% | SA = 51.72% | SA = 53.33% |
| A = 50% | A=48.28% | A = 46.67% |
| Total SA/A = 96.67 | Total SA/A = 100% | Total SA/A = 100% |

| | | |
|---|---|---|
| Appraise Research (SLO.4/Q.10) | Evaluate Info Technology (SLO.5/Q.11) | Contribute to Growth |
| SA = 51.72% | SA = 53.33% | SA = 60% |
| A = 44.83% | A = 46.47% | A = 20% |
| Total SA/A = 96.55 | Total SA/A = 100% | Total SA/A = 80% |

A= Agree     SA= Strongly Agree   D= Disagree     SD= Strongly Disagree     ND= No data

**Results of Data Collection/Analyses: ELA Met**

**Cohort # 16**
**N = 21 (ROR = 100%)**

| | | |
|---|---|---|
| Professional Role | Advocate for the Profession | Demonstrate leadership and management |
| Cohort 16 N= 21  (grad 12/16) | Cohort 16 | Cohort 16 |
| SA/A N= 21 | SA/A = 21 | SA/A = 21 |

| | | |
|---|---|---|
| Appraise research | Evaluate Information Technology | Contribute to Growth |
| Cohort 16 | Cohort 16 | Cohort 16 |
| SA/A = 19, D= 2 | SA/A = 19, D= 2 | ND |

A= Agree     SA= Strongly Agree   D= Disagree     SD= Strongly Disagree     ND= No data

**Cohort # 15**

**Results of Data Collection/Analyses: ELA Met**  **N = 26 (ROR = 100%)**

| Professional Role | Advocate for the Profession | Demonstrate leadership and management |
|---|---|---|
| Cohort 15 N= 26  (grad 8/16) | Cohort 15 | Cohort 15 |
| SA/A N= 26 | SA/A = 26 | SA/A = 26 |
| | | |
| Appraise research | Evaluate Information Technology | Contribute to Growth |
| Cohort 15 | Cohort 15 | Cohort 15 |
| SA/A = 26 | SA/A = 26 | ND |

A= Agree     SA= Strongly Agree   D= Disagree     SD= Strongly Disagree     ND= No data

**Actions for Program Development, Maintenance, or Revision**:
**17-18** ELA met.  Modify ELA as needed to match with data collection methods.  Assure modified ELA are documented in faculty minutes.

---

**Criterion 2:** The program demonstrates evidence of graduates' achievement on the licensure examination.  This is not a measurement for this program since the students have already passed NCLEX.

| **Frequency of Evaluation**: Not Applicable | **Assessment Methods**: Not Applicable |
|---|---|

**Results of Data Collection: Not Applicable**

**Actions for Program Development, Maintenance, or Revision**:  Not Applicable

---

**Criterion 3:** The program demonstrates evidence of students' achievement in completing the nursing program.  The expected level of achievement for program completion is determined by the faculty and reflects student demographics.  There is ongoing assessment of the extent to which students complete the nursing program.  There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program. There is a minimum of the three (3) most recent years of annual program completion data, and the data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

**Expected Level of Achievement:  : Measurement 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 (including summers).  **Measurement 2:** 85% of the students will _graduate_ within 11 semesters (including summers) from the date of completion of the NURS courses.

| **Frequency of Evaluation**: | **Assessment Methods**: 1) Review of data for program completion and graduation. 2) When ELA unmet – individual reporting of students that did not complete program will be given for discussion/input. |
|---|---|
| ELA revised and approved on August 9, 2018<br>Reviewed: 8.18 – Not met<br>Annual review in January & August<br>Next review January/2019 | |

**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/Spring2013 | N = 9 | 100% | ** |
| CH # 11/Fall 2013 | N = 18 | 100% | ** |
| CH # 12*/Spring 2014 | N = 13 | 92% | 75% |
| CH # 13/Fall 2014 | N = 22 | 80% | 81% |

*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 IN 5 SEMESTERS | BS/N GRADUATION WITHIN 11 SEMESTERS |
|---|---|---|---|
| CH # 14/Spring 2015 | N = 15 | 87% | Due Fall 2018 (92%) |
| CH # 15/Fall 2015 | N = 29 | 86% | Due Spring 2019 (92%) |
| CH # 16/Spring 2016 | N = 24 | 88% | Due Summer 2019 (81%) |
| CH # 17/Fall 2016 | N = 37 | 82% | Due Spring 2020 (71%) |
| CH # 18/Spring 2017 | N = 19 | 79% | Due Summer 2020 (71%) |
| CH # 19/Fall 2017 | N = 20 | 100% | |

## Complete Nursing Program in 5 Semesters
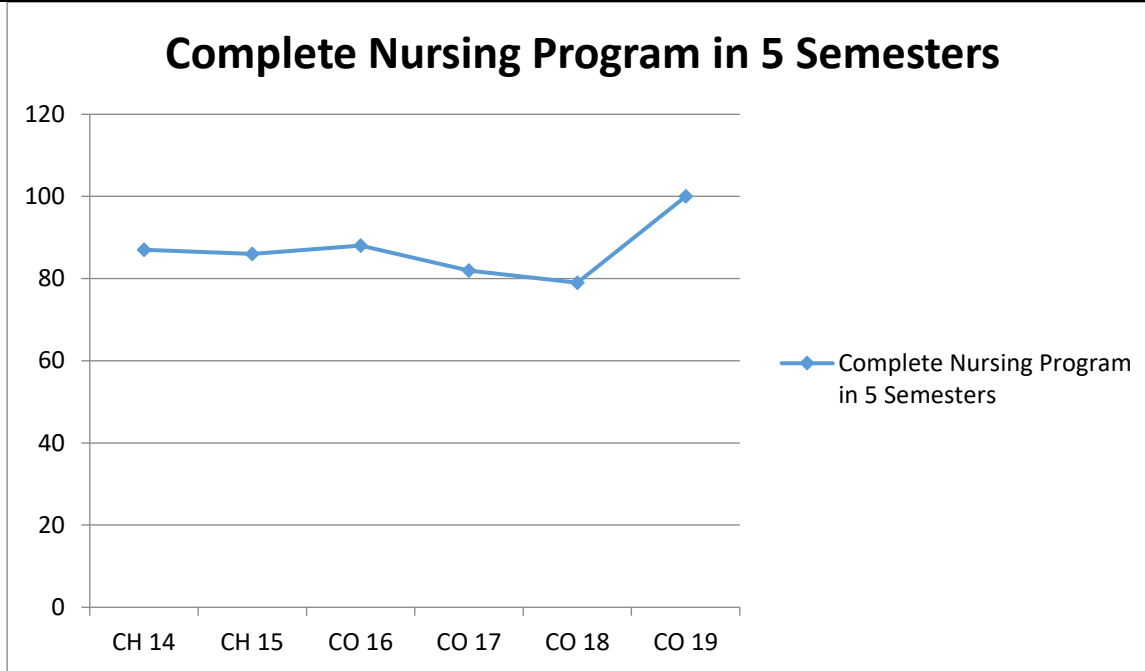


**Measurement # 1**: 85% will complete program in 5 semesters
ELA Met except for CH 18 @ 79%)

**Measurement # 2:** 85% will graduate in 11 semesters

**2017-2018 Summary:**
1. CH # 18 below standard by 6% (1 student had extensive surgery & 1 student had immigration issues) – will continue to trend
2. CH #19 @ 100%
3. 81% of the students in CH # 13 graduated in 11 semesters – work load has been redistributed between advisor & records specialist – will continue to trend.

**2016-2017 Summary:**
1. Only 79% completed the nursing program within 5 semesters.  Following spring review, fall faculty meeting was scheduled to address changing the sequencing of courses to allow sequencing of courses to enhance scaffolding.  **Minutes: 9/13/2017; Standard 4 Curriculum 1. Integrating course advancement by scaffolding.**
2. **CH # 12 data is 5% below the standard set.  Will continue to trend**

**Actions for Program Development, Maintenance, or Revision**:  See summary with actions by academic year
1. Continue to trend new measurements to see impact of advisor & records specialist changes.

---

**Criterion 6.4** The program demonstrates evidence of graduates' achievement in job placement. The expected level of achievement for job placement is determined by the faculty and reflects program demographics.  {For students who do not hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed.}  For students who hold a license as a registered nurse upon admission to the program, there is ongoing assessment of the extent to which graduates are employed. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.  There is a minimum of three (3) most recent years of available job placement data and the data are aggregated for the nursing program as a whole.

**Expected Level of Achievement:**  The expected level of achievement for job placement is determined by the faculty and reflects program demographics.  Measurement: 85% of the students who have completed the nursing program will be employed.

| **Frequency of Evaluation:** | **Assessment Methods**: Review of data for program completion and graduation. |
| --- | --- |
| ELA revised and approved on August 9, 2018<br>Annual review in January & August<br>Next review January/2019 | |

**Criterion 6.4: Measurement 1:** 85% of the students who have completed the nursing program will be employed.

| Cohort | Completed Nursing Program N = | Employed | Not Employed at This Time | % |
|---|---|---|---|---|
| 16 | N = 22 | 21 | 1 | 95.45% |
| 17 | N = 37 | 33 | 4 | 89.18% |
| 18 | N = 16 | 15 | 1 | 93.7% |
| 19 | N = 19 | 19 | 0 | 100% |

**2017-2018: Ela Met**
**2016-2017: ELA met**
**2015-2016: ELA Met**

**Actions for Program Development, Maintenance, or Revision**:
Report Annually at Stakeholders & Faculty Mtng

---

**Additional Criterion for Standard 6 as requested by faculty:**
1: Graduate program satisfaction: Qualitative and quantitative measures address graduates & six to twelve months post-graduation.

**Expected Level of Achievement:  1 – Quantitative:**  80% of the graduates & alumni report being *satisfied* or *very satisfied* with their nursing educational experience at RSU.  **2 – Qualitative:**  Strengths & Areas needing growth/improvement at RSU will be analyzed & trended for discussion & possible decision-making.

| **Frequency of Evaluation**: | **Assessment Methods**: Review data from graduate & alumni surveys. |
|---|---|
| ELA revised and approved on August 9, 2018<br>Reviewed: 8/18<br>Annual review in January & August<br>Next review January 2019 | |

**Actions for Program Development, Maintenance, or Revision**:
**17-18 ELA Met:  Plan -  Will** see impact of change in curriculum, field experience process, advising process, and records specialist.  Admitting process has been referred through appropriate channels.
**16-17 ELA Met:  Plan** curriculum changes sent to curriculum committee for approval for scaffold learning, follow-up on alumni survey data is still an issue.

**15-16 ELA Met**   Plan: consider collecting cell phone numbers and carriers as follow-up contact through text may increase ROR.  Field experiences are a recurrent theme and the faculty addressed this issue this with an evaluation of the curriculum.  Based on recurring theme and the curriculum review (minutes 1.20.16 p. 2), the faculty decided to start the process of a curricular modification, to combine Comm I and Comm II into one course.  This action will decrease the number of field hours that have consistently reported as being repetitive (minutes 2.17.16, p. 3).  The hours from the Comm II course will be used to increase policy and informatics in the curriculum, notably absent upon review of the curriculum.  The process of curricular change made its way through the University committees.  Next year will propose curricular change to ACEN and Oklahoma State Regents for Higher Education (OSHRE).  Proposal sent to OSHRE 5.16.  Will await approval from OSHRE before seeking ACEN approval.

**14-15 ELA Met:  Plan** Electronic survey data more helpful – follow-up with alumni will be initiated.

**13-14 ELA Met:  Plan** Continue to monitor. Consider setting new benchmark as alumni results consistently at or above 90%.  Consider electronic surveys through Survey Monkey to send via email to improve ROR.  **14-15 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.

**Analysis of CH # 19**
**Nursing Program Only**
**Thematic Analyses in Color by Cohort**

**Q 21:  What do you consider to be the strengths of the Rogers State University's Nursing Program? (16 responses)**

1. Professors = # 1 listed more times than anything else – focused on adult learners & willingness to answer student's questions.
2. Ability to work full-time while attending the program – flexibility – convenient for AND students and for a working nurse – 5-week classes one class at a time
3. The Program as a whole – encouraged independent learning and organization - integrity and prestige

CH 18:  Professors, small classes

CH 17 (Q 26): Faculty

CH 16 (Q 25): Faculty, Flexibility

**Q 22:  What do you consider to be areas of growth needed for the Rogers State University's Nursing Program? (16 responses)**

1. Lack of organization and lack of urgency in getting us the information for background checks to complete field hours

2. Lack of professionalism – condescending, sarcastic, no support for APA, afraid to voice my opinion without judgement, only a month to get 32 hours done due to background checks and clearance was a high load of stress
3. Classes need to be taken in a different order – research first
4. Lack of organization outside the classroom with Records Specialist, enrollment, admissions, etc.

CH 18: Field Experience Hours too difficult to obtain, required classes not online, shadow health, functional computers

CH 17 (Q27): Testing Center

CH 16 (Q 26): Clinical field experiences, organization

**Q 23: For which aspects of your current nursing position do you feel the Rogers State University's RN to BSN Nursing Program prepared you very well? (16 responses)**

1. Culturally competent (# 1) – research, encouragement in community and leadership opportunities, manager position and up, to continue my education

CH 18: leadership, communication, cultural competencies

CH 17 (Q 28) Nursing Practice, Leadership, Researching

CH 16 (Q 27): Research, Leadership, Nurse Advancement

**Q24: Are there aspects of your current nursing position for which you feel the Rogers State University's RN to BSN Nursing Program did not prepare you? (14 responses)**

1. Feel prepared (#1) – No – feel prepared to work in a leadership/management position and feel I have the tools to become politically active and more involved in the nursing field. Assisting nurses in coping with the difficult life of a nurse with more emotional education on how to deal with nurses bullying new nurses on the floor

CH 18: No

CH 17 (Q 29): No

CH 16 (Q 28): No

**Q 24**: Are you planning to enroll in a master's nursing program within the next 12 months? = 63% said yes

CH 18: 31% said yes

CH 17 (Q 32): 50% said yes

CH 16 (Q 31): 29% said Yes

**Analysis of CH # 19**
**Total Campus**
**Thematic Analyses in Color by Cohort (Q 20 & 21)**

**Q 10:** 26% believe the room temperature in the classrooms is not comfortable.
**Q 16:** 16% do not believe the library maintains current and comprehensive resources for nursing students.

Q 17: 21% do not believe the library hours are adequate to provide access for nursing students.

Q 18: 17% do not believe the intra-library loan system meets educational needs in a timely manner.

Q 19: 16% do not believe the library search capabilities meet educational needs.

Q 20: What do you consider the strengths of RSU? (15 responses)

Instructors (#1),
Smaller class size, friendly, clean campus, library, writing center, great environment
CH 18: Professors, Offered in the evening
CH 17: Class size, Professors
CH 16: Professors, Willing to help

**Q 21: What areas of growth have you identified for RSU?**

Admissions (#1) Admission process could use some growth – things are not always in order and many were left feeling lost in the process and many classes were repeated that were not necessary – admissions makes me feel they are more interested in my money than my education – need more support in the admissions office in all areas – often was not given an answer when I had questions or a problem to be solved – needs assistance with the registration department, files were lost – had to pay $120 for a $40 grad check – the admission and registration department are horrible, the overall experience during the time I have been at RSU has been terrible.  I would recommend RSU to other students for the Nursing Program but unfortunately do not recommend the program because of the hassles of administration and registration, during every semester they are unable to adequately function, they never are organized and continually ask for information that have been given numerous times, Had I not been in the program and already paying for classes I personally would have withdrawn from the school and went to another. – they need more people in enrollment office, bursar's office and financial aid office

More online classes – more options – nursing students taking a science class is very difficult because they are only offered 1 or 2 different class options – TCC offers on line class availability

Library needs to be open for 24 hours, the communication methods of the nursing program do not coincide with the rest of the school with delayed and multiple answers outside of nursing – the small café is not open when BSN students are here

Admission – process of paperwork is more than what seems reasonable
RSU needs to become more organized – it would be nice if the other departments nursing students have to deal with were on the same page as the nursing department so there wouldn't be as much confusion and frustration
A list of grants available for RN to BSN working students
CH 18:  More online & evening classes
CH 17: Advisement communication, enrollment, field hours
CH 16:  More available class times on campus, fix myrsu

**Q 22:  Please rate your overall satisfaction with the entire RSU educational experience (campus wide)**
- Only 16% were extremely satisfied as compared to 37% in the nursing program only

**Trended by Cohort**



Extremely Satisfied by Cohort

Legend: RN/BSN Program — Campus-wide
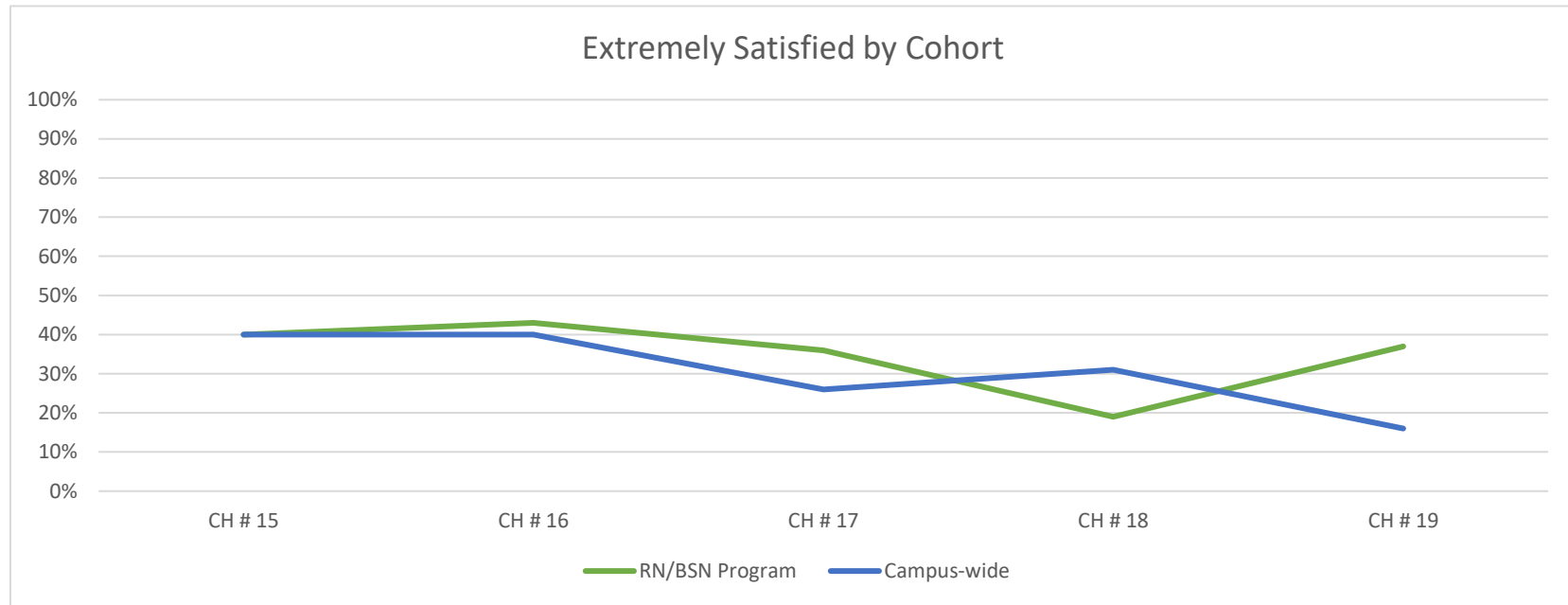
| Ex. Sat. & Sat Combined | | | |
|---|---|---|---|
| CH 19: | Fall/17 – Summer/18 | Campus/94.74% | Program/73.68 |
| CH 18: | Spring/17 – Fall/17 | Campus/93.75% | Program/100% |
| CH 17: | Fall/16 – Summer/17 | Campus/90.32% | Program/90% |
| CH 16: | Spring/16 – Fall/16 | Campus/100% | Program/100% |
| CH 15: | Fall/15 – Summer/16 | Campus/96% | Program/88% |

Question 25: While I was (or am) completing my RN to BSN, I would have taken more courses at RSU if they had been offered on-line.

Question 26:  While I was (or am) completing my RN to BSN, I would have taken more courses at RSU if they had been offered evenings or weekends.

Question 27:  I would have preferred attending this program –per week – Totally on-line rather than coming to campus 1 night per week.



Preference of Taking Courses