Standard 6 (2017 Standards)	
Criterion 1: The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.	
Expected Level of Achievement: 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: Annually in February and September Reviewed 4/19/17	**Assessment Methods:** Review the end of program survey results for both quantitative and qualitative data for questions that reflect each student learning outcome.

Cohort # 18 – will complete last night of last course of program completion (December/2017) & will be under the 2017 SPE standards

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

Results of Data Collection/Analyses

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

Professional Role (SLO.1/Q.7)
SA=46.67%
A = 50%
Total SA/A = 96.67

Advocate for the Profession (SLO.2/Q.8)
SA = 51.72%
A=48.28%
Total SA/A = 100%

Demonstrate Leadership & Management (SLO.3/Q9)
SA = 53.33%
A = 46.67%
Total SA/A = 100%

Appraise Research (SLO.4/Q.10)
SA = 51.72%
A = 44.83%
Total SA/A = 96.55

Evaluate Info Technology (SLO.5/Q.11)
SA = 53.33%
A = 46.47%
Total SA/A = 100%

Contribute to Growth
SA = 60%
A = 20%
Total SA/A = 80%

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

Results of Data Collection/Analyses

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

Results of Data Collection/Analyses

Cohort # 15
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:

2016-2017: Updates criterion 1 to reflect new 2017 Standards. Reviewed end of program questionnaire and realized a question that specifically related to Contribution to Growth of the Profession was omitted from previous surveys. Action to add the question to future surveys. Added IT content to Contemporary Nursing course offered for the first time in Sp 2017. Evaluate for changes to IT question.

 ELA met. All End of Program SLO's were met at 80% or greater, as benchmarked. SLO 1-5 rated from 96.55-100% SLO 6 rated at the 80% ELA. Action: Will discuss at next scheduled RN to BSN meeting and continue to trend.

Standard 6 (2013 Standards)
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: ELA revised and approved on 11.4.16 Annual review in February Next review 2.17	**Assessment Methods:** Review of the entire SPE for the BSN program

Results of Data Collection:
2013-2014 *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. 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 1. RSU BSN program PO, SLO and competencies are present in the SPE. 2. 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 ELA not met. 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. Not all criterion present on the 2013-2014 SPE. 2014-2015 ELA not met. No entries on SPE. Not all criterion present on the 2014-2015 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 (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 – ELA approved (minutes 11-4-16 p.2) and 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.

Standard 6 (2013 Standards)	
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: ELA revised and approved on 11.4.16 Annual review in February Next review 2.17	**Assessment Methods:** Review of the entire SPE for the BSN program
Results of Data Collection:	

2013-2014
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.

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
1. RSU BSN program PO, SLO and competencies are present in the SPE.
2. 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 ELA not met. 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. Not all criterion present on the 2013-2014 SPE. 2014-2015 ELA not met. No entries on SPE. Not all criterion present on the 2014-2015 SPE.

2015-2016
6. Review of SPE 2014-2015: determined that weekly meetings would need to be held to determine meaningful ELA's for 2015-2016 year (Minutes 10/8/15, p.3).
7. ACEN recommendations reviewed from site visit; faculty agreed to complete 2014-2015 SPE with information available (minutes 10-12-15, p.4-5).
8. 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).
9. Standards 4-6 were reviewed by criterion to determine the feasibility of accurate measurement – ELA approved (minutes 11-4-16 p.2) and the newly evolved document was edited following the discussion (minutes 12-9-15, p.2).
10. 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 RSU 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:	**Assessment Methods**: Review of Total Program & Program
ELA revised and approved on 11.4.16	Completion Surveys, IDEA forms, Faculty meeting minutes, and

Semiannually in November and April Next review 11.16	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

ELA rewritten to reflect criterion. Approved 11.4.15. 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 meetings**; **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.**

(Bolded information reflects data collected and revision made as a result of the data discussed in Action section.)

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, ELA not met.

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-Univeristy Assessment Committee

Frequency of Evaluation: ELA revised and approved on 11.4.16 Annually in February Next review 2.17	**Assessment Methods**: Minutes from Stakeholders meeting indicating attendance. Recommendation report from University Assessment Committee Program review.

Results of Data Collection:

2013-2014

No data

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

Actions for Program Development, Maintenance, or Revision:

2013-2014 No data. ELA not met.

2014-2015

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. SPE reformatted.

2016-2017

Stakeholders met with faculty during the Fall of 2016. Minutes reflected XXXXX

2017-2018

Stakeholders met with faculty Spring/2018 (4/12/2018). Minutes reflected in the 4/25/2018 minutes.

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 (including summers) (150% of time). 2- 85% of the students will _graduate_ within 11 semesters (including summers) 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_).

2016-2017 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: ELA revised and approved on 11.4.16 Annually in February Next review 2.17	**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/Spring2013	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	Due Fall 2020

Actions for Program Development, Maintenance, or Revision:
2013-2014
ELA Met according to ELA set at that time, which did not include graduation. Reassess May 2014, Continue to monitor/trend until Fall 2014 to reassess for possible new benchmark.
2014-2015
ELA Met according to ELA set at that time, which did not include graduation. Continue to monitor/trend.
**2015-2016**
The results were well below the expected level of expectation. ELA not met when graduation and NURS course completion were calculated for completion at the same time. The data was reviewed with a new ELA set for measurement to be used starting this academic year. *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.

2016-2017
Results were reviewed with trending, new measurements demonstrated results demonstrated: **Measurement 1:** Cohorts # 12 – 17, the

results were met with 3 of 5 cohorts. **Measurement 2:** Cohorts # 12 – 17, the results were not met. See trending below. Cohorts # 13-17 have not experienced 11 semesters as yet. Will continue to observe & trend for upward trend to ELA 85%.
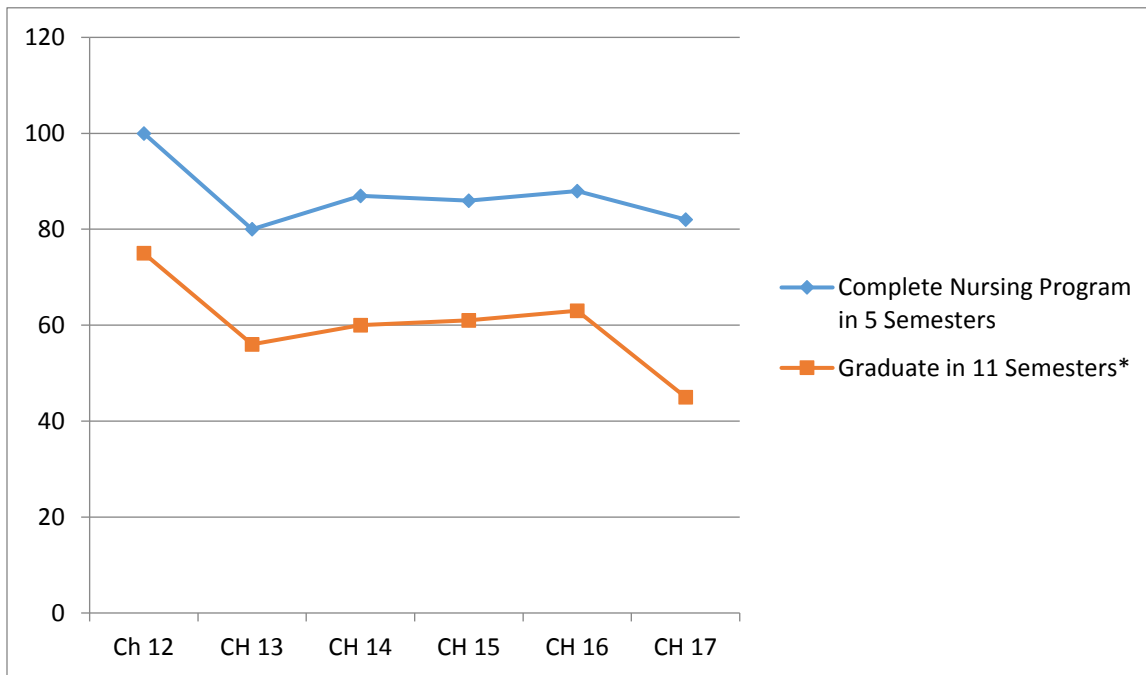
Measurement # 1: 85% will complete program in 5 semesters. (**ELA Met**)

Measurement # 2: 85% will graduate in 11 semesters. (**ELA Not Met**)

*Graduate in 11 months – end date for Cohorts not at 11 semesters measure:
  - Cohort # 13 = Spring/2018

- Cohort # 14 = Summer/2018
- Cohort # 15 = Spring/2019
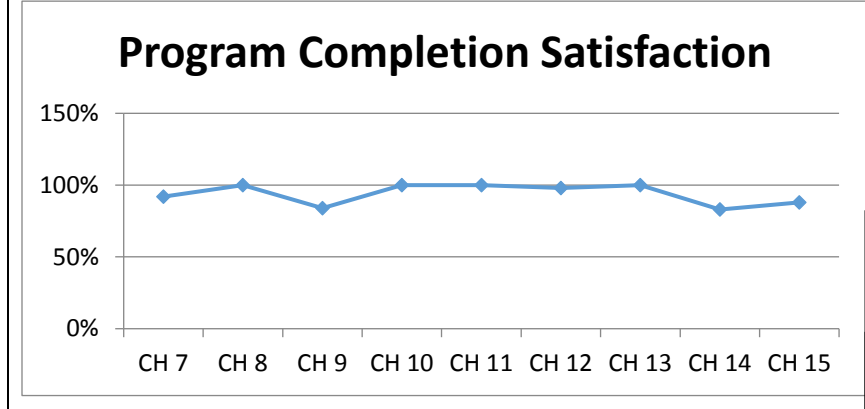- Cohort # 16 = Summer/2019
- Cohort # 17 = Spring/20

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: ELA revised and approved on 11.4.16 Annually in February Next review 2.17	**Assessment Methods**: Total program survey results, Faculty Meeting Minutes

Results of Data Collection:

Program Completion Satisfaction

(Line chart showing Program Completion Satisfaction ranging from 0% to 150%, with data points for CH 7, CH 8, CH 9, CH 10, CH 11, CH 12, CH 13, CH 14, CH 15 all near 100%)

CH # 12: Thematic Analysis

Strengths: Doctorate educators, Newspaper discussions, APA

Areas for Growth: Consider more on-line non-nursing classes

CH # 13: Thematic Analysis

Strengths: student focused, small classes, 5 week classes, ability to complete in 1 year

Areas for Growth: finding field experience sites, too many hours required, unnecessary general education classes (history & geology), lack of timely

CH # 15: Thematic Analysis

Strengths: small classes, one night per week, educated professors

Areas for Growth: *Decrease the field experience* hours, APA too rigorous, increase blended non-nursing classes

CH # 16: Thematic Analysis

Thematic Summary – Strengths: CH 12-15

Small classes, educators, APA

Thematic Summary – Areas for Growth: CH 12-15

Field experiences, increase on-line courses

6 months - Thematic Analysis Cohorts 14-16:

Strengths: Research & investigative tools, professional writing & presentations
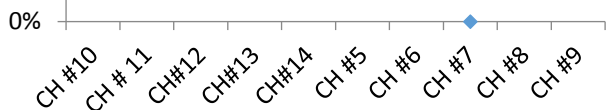
Areas for Growth: Management

3 years – Thematic Analysis Cohorts 9-12:

CH # 14: Thematic Analysis

Strengths: small classes, research, APA preparation, educators

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

0%

CH #10 CH # 11 CH#12 CH#13 CH#14 CH #5 CH #6 CH #7 CH #8 CH #9

==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
==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

==Thematic Summary== – 6 months Cohorts 10-14

Strengths: educators, research, writing

Areas for Growth: *field experiences*, management

==Thematic Summary== – Cohorts 3 years 5-9

Strengths: Educators, research, writing

Areas for Growth: *field experiences,* management

6 months Thematic Analysis Cohorts 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 Cohorts 5-9:

Strengths: empowerment, educators, community, research, APA preparation, cultural competence
Areas for Growth: # of field experience hours not beneficial, improve pathophysiology, less papers

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 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   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.

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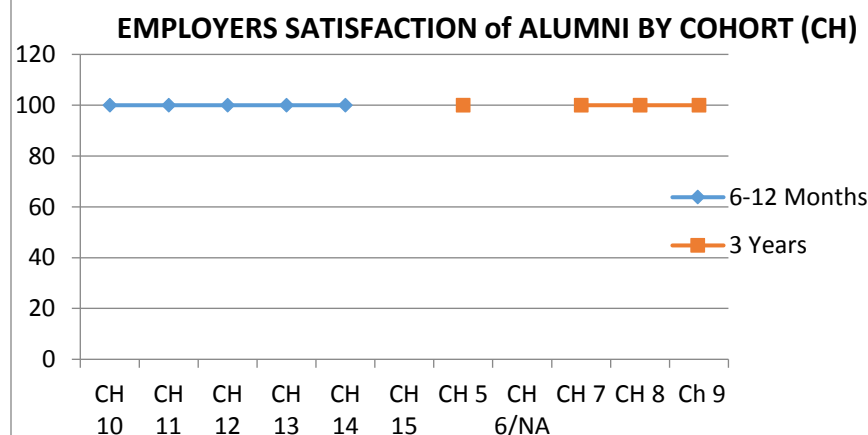
Expected Level of Achievement: 80% of the employers report being *satisfied* or *very satisfied* with the RSU RN-to-BSN alumni performance

Frequency of Evaluation:	**Assessment Methods**: Employer survey results
ELA revised and approved on 11.4.16 Annually in February Next review 2.17	

Results of Data Collection:

EMPLOYERS SATISFACTION of ALUMNI BY COHORT (CH)

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 =   ROR50%
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 = ROR27%

Thematic Analysis Cohorts 10-12
Areas of Focus for a BSN to Know at 6-12 Months: Management of human & other resources, therapeutic interventions for cultural issues, changes in health care policy & what impact it has on patient care

Areas of Focus for a BSN to Know at 3 Years:

Learning to balance resources, policies that impact how a hospital does business

Thematic Analysis Cohorts 13-15
Areas of Focus for a BSN to Know at 6-12 Months: Time management of the team, leading teams to improve productivity & satisfaction

Areas of Focus for a BSN to Know at 3 Years:

Learning to balance resources, policies that impact how a hospital does business

Note: CH 15 will be surveyed December 2016

Thematic Summary – 6 months Cohorts 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 Cohorts 5-9

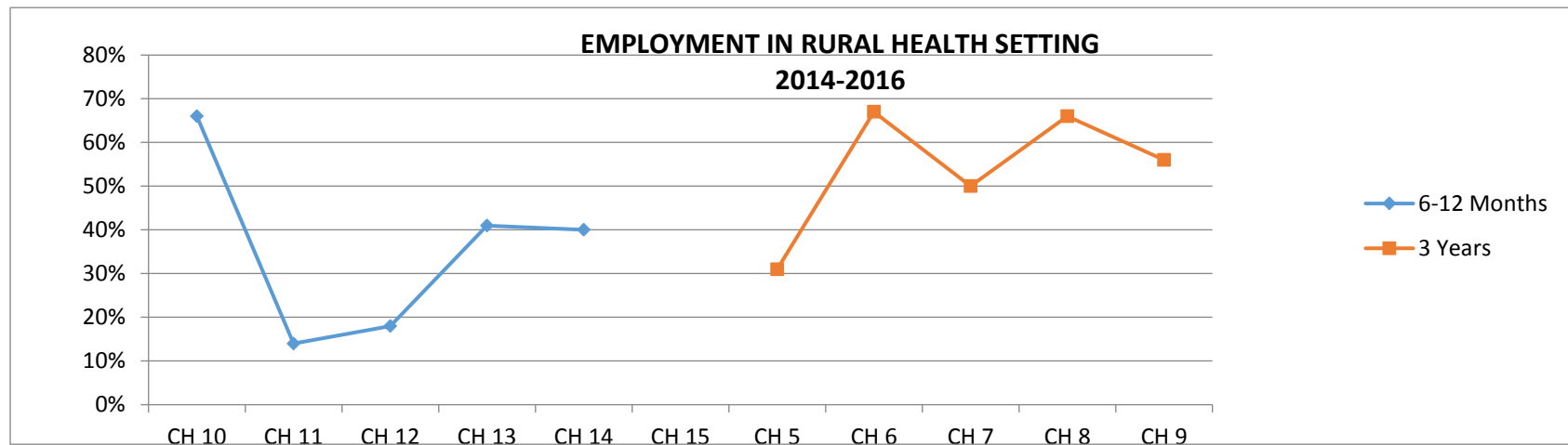Areas of Focus for a BSN to Know at 3 Years: None, great nurses

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. Faculty member given 3 hours of release time per semester to manage Standard 6.
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. Faculty member continues to receive 3 hours of release time per semester to manage Standard 6. No changes to curriculum based on employer feedback.
2015-2016
ELA Met Continue to monitor. Face-to-face employer visits continue as value added information obtained. Faculty member continues to receive 3 hours of release time per semester to manage Standard 6. No changes to ELA or curriculum based on employer feedback.

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)~~ (2.23.17) Greater than 80% of the students are working full time 6-12 months after completing the RN-to-BSN coursework.

Frequency of Evaluation:	Assessment Methods: Review of total program survey results
ELA revised and approved on 11.4.16 Annually in February Next review 2.17	

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-Employemnt in a rural setting 3 years after completing NURS coursework

Cohort 3, completed BSN coursework in summer of 2011, N= 10, ? responses, ? rate of return, 15.38%

Cohort 4, completed BSN coursework fall of 2011, no data

Cohort 5, completed BSN coursework summer of 2012, N = 12, 6 responses, 50% rate of return, 30% working in a rural setting

Cohort 6, completed BSN coursework fall of 2012, N= 7, 3 responses, 43% rate of return, 68% working in a rural setting

Cohort 7, completed BSN coursework summer of 2013, N= 18, 8 responded, 44% rate of return, 50% working in a rural setting

Cohort 8, completed BSN coursework fall of 2013, N = 11, 3 responded, 27% rate of return, 66% working in a rural setting

Cohort 9, completed BSN coursework summer of 2015, N = 14, 9 responded, 64% rate of return, 56% working in a rural setting

2-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%

3-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

4-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%

5-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
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

6-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:
2013-2014 (Cohorts 1-5) ELA not met. Continue to monitor. **2014-2015 (Cohort 3-7) ELA not met.** Continue to monitor. **2015-2016 (Cohorts 5-9) ELA met.** Additionally, aggregated 3 year data support greater than 40% of the BSN graduates are working in rural areas. Additionally, aggregated 3 year data support greater than 40% of the BSN graduates advance their career within 3 years. Additionally, aggregated 3 year data (excluding cohorts 5-7) support greater than 30% of the BSN graduates have graduated form a program of advanced education.
Continue to emphasize the importance of working in rural areas, career advancement, and advanced education throughout the program.