

| <b>Standard 1 – [Mission &amp; Administrative Capacity] October Review – Next Review 10.2020</b>   |   |
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| <b>Minutes: <a href="\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\10.1.2020 Standard 1.docx">\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\10.1.2020 Standard 1.docx</a></b>  |   |
| <b><u>Helpful Links of Evidence: Located Below Each Standard</u></b>   |   |
| <b>Criterion 1:</b> The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.   |   |
| <b>Expected Level of Achievement:</b> 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.   |   |
| <b>Frequency of Evaluation:</b><br>Annually in October, or sooner with change  | <b>Assessment Methods:</b> University mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook- side by side comparison or website                           |
| <b>Results of Data Collection: REVIEW for RN to BSN</b><br><b>2020-2021: Review combined with total faculty – ELA Met</b><br>2019-2020 The university mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook were congruent for ADN, Traditional BSN & RN to BSN programs<br>2018-2019 The university mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook remain congruent<br>2017-2018 The university mission statement in RSU Bulletin, RSU Nursing Philosophy statement in Student Handbook remain congruent |   |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2020-2021: ELA Met – Next review October 2021</b><br>2019-2020: ELA Met – Next Review: 10.2020<br>2018-2019: Continue to review ADN & RN to BSN Handbooks and Bulletin to remain congruent.<br>2017-2018: Continue to review Handbooks & Bulletin to remain congruent.   |   |
| <b>Criterion 2:</b> 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.  |   |
| <b>Expected Level of Achievement:</b> 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.   |   |
| <b>Frequency of Evaluation:</b><br>Annually in October or sooner with change   | <b>Assessment Methods:</b> Review of University faculty committee list, Academic Council minutes, Nursing Faculty Governance Committee meeting minutes with student representation & input. |
| <b>Results of Data Collection:</b><br><b>2020-2021 – Combined with all nursing programs – ELA Met</b><br><br><u>2019-2020:</u>   |   |

1. > 80% of full-time faculty participate - 10 faculty positions held across campus (See faculty minutes/date & 2019-2020 RSU Committee List)
2. Faculty Senate representative = Dr. Richards
3. Department Head serves on Academic Council

#### 2018-2019 REVIEW

1. > 80 % of full-time faculty participate - 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. Department Head TF - University Academic Council.
3. At least one RN-to-BSN student participated in Faculty Governance Committee meeting for all but one meeting.

#### 2017-2018 REVIEW

1. > 80 & of full-time faculty participate - 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. Department Head LK on University Academic Council.
3. At least one RN-to-BSN student participated in Faculty Governance Committee meeting for all but two meetings.

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

**2020-2021:** ELA Met with all faculty from both nursing programs.

2019-2020: Faculty continue to understand the importance of & participation in committee participation & input across campus. Nursing Administrator continues to provide input at Academic Council meetings; ADN & RN to BSN students participate in faculty meetings – ELA Met – Next Review October, 2020

2018 -2019: 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 ADN & BSN students continue to be represented by a student representative at two Faculty Governance Committee meetings. ELA met.

2017 – 2018: Faculty continue with a high level of participation in the campus community. Administrator continues with a high level of participation in the campus community. 3 ADN & RN-to-BSN students continue to be represented by a student representative at two Faculty Governance Committee meetings. ELA met.

**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 ADN & RN to BSN program attend Stakeholders meetings.  
2- Programmatic decisions are made as a result of input from agencies where graduates from the ADN & RN

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| to BSN   |  |
| <b>Frequency of Evaluation:</b> annually<br>Annually in October  | <b>Assessment Methods:</b> Review of Stakeholder's minutes |
| <b>Results of Data Collection:</b><br><b>2020-2021: Stakeholders meeting schedule for November/2020 – ELA will be met!</b><br><u>2019-2020:</u> Stakeholders Meeting held 11-21-2019 – ELA Met – Next Review October, 2020<br>2018-2019: A spring Stakeholders meeting to be held in Spring 2019. This did not happen – ELA Not Met – Review in October 2020<br>2017-2018: A spring 2018 Stakeholders meeting was held on 4/12/18. Five employers of graduates from the AND & RN-to-BSN programs attended the stakeholders meeting & provided input. ELA met |  |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2019-2020:</b> After review with Program Director – Stakeholders meeting was immediately scheduled – November meeting was a great indication of input from stakeholders & will be a priority with the new PD – ELA Met – Review October 2020<br>2018-2019: <b>ELA Not Met</b> – will review with new Program Director coming<br>2017-2018: ELA Met   |  |

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| <b>Criterion 4:</b> Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.   |  |
| <b>Expected Level of Achievement:</b> This criterion does not apply to the program as there are no partnerships between nursing education and outside units/agencies as defined by the ACEN Accreditation Glossary. |  |
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| <b>Criterion 5:</b> The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and who is doctoral prepared.  |   |
| <b>Expected Level of Achievement:</b> The Department Head for Health Science/Nursing holds a doctoral degree in nursing or in a related field.   |   |
| <b>Frequency of Evaluation:</b><br>October or when there is a change in the person holding the position<br>Annually in October   | <b>Assessment Methods:</b> Review of Administrator's transcript |
| <b>Results of Data Collection:</b><br><b>2020-2021: Dr. Lynch holds a doctorate degree – ELA Met</b><br><br>2019-2020: Nurse Administrator holds a doctorate degree – ELA met<br>2018-2019: Nurse Administrator holds a doctorate degree – ELA met |   |

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| 2017-2018: Nurse Administrator holds a doctorate degree – ELA met   |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2020-2021: ELA Met</b>  |
| 2019-2020: Nursing Administrator is academically qualified for the position. ELA met. Continue to uphold the requirements for the nurse administrator. ELA met. – Next Review – October, 2020 |
| 2018-2019 Nursing Administrator is academically qualified for the position. ELA met. Continue to uphold the requirements for the nurse administrator. ELA met.                                |
| 2017-2018 Nursing Administrator is academically qualified for the position. ELA met. Continue to uphold the requirements for the nurse administrator. ELA met.                                |

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| <b>Criterion 6:</b> The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.   |  |
| <b>Expected Level of Achievement:</b> 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. |  |
| <b>Frequency of Evaluation:</b><br>When there is a change in the person holding the position and/ or every October.   | <b>Assessment Methods:</b> Review of Administrator’s CV and OBN Faculty Qualification Record |
| <b>Results of Data Collection:</b><br><b>2020-2021: Dr. Lynch holds a doctorate degree and is an experienced educator.</b>  |  |
| 2019-2020: Nurse Administrator holds a doctorate degree – ELA met   |  |
| 2018-2019: Interim Nurse Administrator holds a doctorate degree – ELA met   |  |
| 2017-2018: Nurse Administrator holds a doctorate degree – ELA met   |  |
| <b>Actions for Program Development, Maintenance, or Revision</b>  |  |
| <b>2019-2020</b> – ELA Met – Continue to review when change in Administrative Leadership  |  |
| 2018-2019: ELA Met – Continue to review when changes in Leadership  |  |
| 2017-2018: ELA Met – Continue to review when necessary  |  |

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| <b>Criterion 7:</b> When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.  |   |
| <b>Expected Level of Achievement:</b> Nurse Program Coordinator holds doctorate degree and is experientially qualified   |   |
| <b>Frequency of Evaluation:</b><br>When there is a change in the person holding the position and/ or<br>Annually in October  | <b>Assessment Methods:</b> Review of Coordinator's CV and Transcript in HR. |
| <b>Results of Data Collection:</b>   |   |
| <b>2020-2021: Coordinator holds a doctorate degree and has 30 years' experience as an educator.</b>  |   |
| 2019-2020: Nurse Program Coordinator holds a PhD from OSU & was the interim Program Director in 2018-2019.<br>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<br>2017 -2018 FQR on file with the OBN on 9.2017 and CV on file in office and HR.  |   |
| <b>Actions for Program Development, Maintenance, or Revision:</b>  |   |
| <b>2020-2021: ELA Met</b>  |   |
| 2019-2020: 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.<br>2018-2019: 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.<br>2017-2018: 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. |   |

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| <b>Criterion 8:</b> 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. |
| <b>Expected Level of Achievement:</b>  |
| 1-The results of the faculty survey will yield a score of at least 80% of strongly agree or agree on the question, "The nurse administrator has the authority to develop and administer the RSU ADN program."  |
| 2-The results of the faculty survey will yield a score of at least 80% of strongly agree or agree 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 at least 80% of strongly agree or agree on the question, "The nurse administrator has the resources to fulfill the responsibilities of the role."    |

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| <b>Frequency of Evaluation:</b><br>Annually in October   | <b>Assessment Methods:</b> Review of results from annual faculty survey |
| <b>Results of Data Collection:</b><br><br><b>2020-2021: - ELA Met</b><br>Q1. = 100%<br>Q2 = 88.88% Strongly Agree & Agree<br>Q3 = 100% Strongly Agree & Agree<br>Q 4 = 100% Strongly Agree & Agree<br>Q5 = 77.77% Strongly Agree & Agree<br>Q6 = 100% Strongly Agree & Agree<br>Q7 = 88.89% Strongly Agree or Agree (RN2BSN Specific)<br>Q8 = 100% Strongly Agree or Agree<br>Q9 = 100% Strongly Agree & Agree<br>2019-2020:<br>Q 1 = 100% Strongly Agree<br>Q 2 = 100% Strongly Agree<br>Q 3 = 75% Strongly Agree & 25% Agree<br>Q 4 = 75% Strongly Agree & 25% Agree<br>Q 5 = 25% Strongly Agree & 75% Agree<br>Q 6 = 75% Strongly Agree & 25% Agree<br>Q 7 = 50% Strongly Agree & 50% Agree<br>Q 8 = 50% Strongly Agree & 50% Agree<br><br>2018-2019 REVIEW<br>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.<br>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.<br>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 4.25 on a Likert scale of 5. ELA met.<br>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 10.19

#### 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.

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

**2020-2021:** ELA Met

2019-2020: ELA Met – Review October 2020 – While the % meets ELA ; the results will be used in developing the upcoming budget since the lower % points have to do with building & instructional resources.

2018-2019: ELA Met – recalculate into % in 19-20.

2017-2018: ELA Met – Will continue to survey annually

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| <b>Criterion 9:</b> The nurse administrator has the authority to prepare and administer the program budget with faculty input.  |   |
| <b>Expected Level of Achievement:</b> 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.”   |   |
| <b>Frequency of Evaluation:</b><br>Annually in October  | <b>Assessment Methods:</b> Review of results from annual faculty survey |
| <b>Results of Data Collection:</b><br><b>2020-2021: Q 4 – 100% Strongly Agree &amp; Agreed – ELA Met</b><br><br>2019-2020: Q 4 = 75% Strongly Agree & 25% Agree – ELA Met<br>2018 -2019<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.<br><b>2017 -2018</b><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. |   |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2020-2021:</b> ELA Met<br><br>2019-2020: ELA Met – will continue to review annually in October.<br>2018-2019: ELA Met – will continue to review annually & recalculate into % for 2019-2020<br>2017-2018: ELA Met – will continue to review annually  |   |

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| <b>Criterion 10:</b> 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.   |  |
| <b>Expected Level of Achievement:</b> 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. |  |
| <b>Frequency of Evaluation:</b><br>Annually in October  | <b>Assessment Methods:</b> Review of RSU Academic Policies & Procedures Handbook, Nursing Faculty Handbook |
| <b>Results of Data Collection:</b>  |  |



**2020-2021:** Side by side comparison demonstrate consistency with similar terms and phrases. Exception for Nursing specific

2019-2020: Side by side demonstrates congruency with similar terms and phrases.

2018-2019: 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.

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:**

**2020-2021: ELA Met**

2019-2020: ELA Met – will review October, 2020

2018 -2019: Continue to Review – ELA Met

2017-2018: Continue to review – ELA Met

**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:**

Annually in October

**Assessment Methods:** Review of a comparison table of the university, CTL and nursing mission/philosophy statements.

**Results of Data Collection:**

**2020-2021: ELA Now Met!**

2019-2020: CTL does not have a mission. ELA Not met – reported to Program Director to develop.

2018-2019: 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 10.19

2017 – 2018: A side by side review of RSU, Nursing, and CTL reveal similar terms and phrases existing in all documents. – ELA Met

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

**2020-2021: ELA Met!**

2019-2020: ELA Not Met – ELA Not met – reported to Program Director of CTL to develop and share: Follow up: We now have a Distance Learning Philosophy & it is in the new Bulletin for 2020-2021 – Yea!

2018-2019 – ELA Met

2017-2018 – ELA Met

## Helpful Links:

1. RN2BSN Student Handbook: <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\Student Hand book\RN 2 BSN Handbook 20 -21.pdf>
2. RSU Website: <https://www.rsu.edu/academics/schools-departments/school-professional-studies/department-of-health-sciences/rn2bsn-online/>
3. RSU Bulletin 2000-2021: University Mission Statement/pp2; Department Mission Statement/pp133; Health Sciences Mission Statement/pp145; BSN Nursing Mission Statement/pp148; RN2BSN Mission Statement/pp 150)  
<https://www.rsu.edu/academics/academic-resources/bulletin/>
4. Comparison Table of Policies: <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 3\Stand 3 2020-21\SPE 3.1 RN to BSN.xlsx>
5. Annual RN2BSN Faculty Survey: <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 1\Standard 1 2020.2021\Annual Faculty Survey 2020-2021.docx>
6. Campus Committee Assignments: <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 1\Standard 1 2020.2021\2020-2021 Univ.Committee Assignments.xlsx>

| <b>Standard 2 – [Faculty &amp; Staff] May 2020 Review - Next Review May 2021</b><br><b>Meeting Minutes May 6, 2020: <a href="\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2019-2020\5.6.20.Standard 2.docx">\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2019-2020\5.6.20.Standard 2.docx</a></b><br><b>Help Links of Evidence: Located Below Each Standard</b>   |   |
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| <b>Criterion: 1</b> 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.  |   |
| <b>Expected Level of Achievement:</b> 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.  |   |
| <b>Frequency of Evaluation:</b> With each new hire and annually in May.<br>Annually in May  | <b>Assessment Methods:</b> Review of transcripts (on file in HR) and Faculty Profile Table. |
| <b>Results of Data Collection: Review</b><br><b>2019-2020:</b> Only one full time faculty member. The faculty member holds a PhD in Nursing Research and Education. Two part-time are supporting the program. One member (AR) holds a PhD in Nursing Research and Education. The other member (MH) holds a Masters in Nursing and is in a doctoral program.<br><u>2018-2019:</u> Two full time faculty hold an MSN as well as one of the two a Ph.D (MS) and the other an Ed.D (TB) - ELA Met<br>2017-2018: Two full time faculty hold an MSN as well as one of the two a Ph.D (MS) and the other an Ed.D(TB) - ELA Met |   |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2019-2020: ELA Met</b> – will be hiring a new full time faculty member for this program. Doctoral prepared will be a requirement. – Next Review: May 2021<br>2018-2019: ELA Met – continue to hire doctoral prepared or student in doctoral program – ELA Met – next review – 5.20<br>2017-2018: ELA met. Continue to employ people who are qualified to teach.   |   |
| <b>Criterion: 2</b> 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.   |   |
| <b>Expected Level of Achievement:</b> 100% of the part-time faculty who teach in the RN-to-BSN program hold a graduate degree with a major in nursing.  |   |
| <b>Frequency of Evaluation:</b> With each new hire and annually in May.   | <b>Assessment Methods:</b> Review of transcripts and Faculty Profile Table.                 |
| <b>Results of Data Collection:</b><br><b>2019-2020:</b> Only one full time faculty member. The faculty member holds a PhD in Nursing Research and Education. Two part-time are supporting the program. One member (AR) holds a PhD in Nursing Research and Education. The other member (MH) holds a Masters in Nursing and is in a doctoral program.<br>2018-2019: Full-time faculty only including ADN Faculty that is teaching extra courses (AR & VR) & Nursing Coordinator - all doctoral prepared.<br>2017-2018: Full-time faculty only – ELA Met  |   |

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

**2019-2020:** ELA Met – next review May-2021

2018-2019: Continue to only hire doctoral or in doctoral program – ELA Met – Next Review – 5.20

2017-2018: ELA met – review 5.19

**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:**

With each new hire and annually in May,

**Assessment Methods:** Transcripts (on file in HR) and Faculty Profile Table

**Results of Data Collection:**

**2019-2020:** Only one full time faculty member. The faculty member holds a PhD in Nursing Research and Education. Two part-time are supporting the program. One member (AR) holds a PhD in Nursing Research and Education. The other member (MH) holds a Masters in Nursing and is in a doctoral program.- ELA Met

2018-2019: Only doctoral prepared faculty teaching 2018-2019

2017-2018: 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:**

**2019-2020:** Only one full time faculty member. The faculty member holds a PhD in Nursing Research and Education. Two part-time are supporting the program. One member (AR) holds a PhD in Nursing Research and Education. The other member (MH) holds a Masters in Nursing and is in a doctoral program. – ELA Met – Next Review: May, 2021

2018-2019 : All faculty doctoral prepared – ELA Met – Next review – 5.20

2017-2018: ELA met. Continue to employ 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:**

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.

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| <p>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” (<i>American Nurses Association, Leadership</i>).</p>  |   |
| <p><b>Frequency of Evaluation:</b><br/>         ELA rewritten and approved 11.4.16<br/>         ELA rewritten &amp; approved 5.6.2020</p>   | <p><b>Assessment Methods:</b> 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</p> <p><b>New Assessment Methods:</b> All field experience packets/journals turned in will be reviewed &amp; contain a signed agreement, by a minimum of a BSN RN Leader, for each student.</p> |
| <p><b>Results of Data Collection:</b><br/> <b>2019-2020:</b> 50% of student’s journals, in fall/2019, were sampled and verified with the OBN website. The new assessment Method was reviewed and approved to meet the needs of the fully online program students that do not live in Oklahoma. The first course to use the new assessment method began May 11<sup>th</sup>, 2020 and will be reviewed when course has ended. ELA Met<br/>         2018-2019: 40% sampled &amp; found 100% of RN leader field experience preceptor’s agreements &amp; licensure current with 100% of students meeting SLO Field Objectives. ELA Met<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.</p>   |   |
| <p><b>Actions for Program Development, Maintenance, or Revision:</b><br/> <b>2019-2020:</b> ELA Met with old assessment. New assessment method will apply to students that are currently in a field experience course that requires a minimal of a BSN RN Leader and will be reviewed as the course ends and in May/2021<br/>         2018-2019: 40% sample of <i>Leadership</i> journals reviewed for RN leadership licensure, degree, &amp; current contract &amp; Field Experience SLO’s met. Transitioning will continue with fully on-line program. – ELA Met – Next review: 5.20<br/>         2017:-2018: 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.</p> |   |

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| <b>Criterion: 5</b> The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.   |   |
| <b>Expected Level of Achievement:</b> 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.  |   |
| <b>Frequency of Evaluation:</b> Annually in May,   | <b>Assessment:</b> Class rosters in Roles & Community |
| <p><b>Results of Data Collection:</b></p> <p><b>2019-2020:</b></p> <p>Fall/2019 Professional Nursing Roles Course: 5 students and 1 faculty<br/> Spring/2020 Professional Nursing Roles Course: 2 Sections- 501: 25 students and 1 faculty/502: 19 students and 1 faculty<br/> Summer/2020 Professional Nursing Roles Course: 25 students enrolled and 1 faculty (Course begins in June,2020)<br/> Fall/2019 Community Course: No fall course offered.<br/> Spring/2020 Course: 2 Sections: - 501: 25 students and 1 faculty /502: 21 students and 1 faculty<br/> Summer/2020 Course: 25 students and 1 faculty (course in progress).</p> <p>2018-2019:</p> <p>Fall Professional Nursing Roles class: 0 students: 0 faculty (Did not have fall roles course offered).<br/> Spring Professional Nursing Roles class: 18 students : 2 faculty (2 sections)<br/> Spring Family and Community Health I class: 19 students : 2 faculty (2 sections)<br/> Summer Family and Community Health I class: 5 students: 1 faculty</p> <p>2017-2018:</p> <p>- Fall Professional Nursing Roles class: 22 students : 2 faculty (2 sections)<br/> Spring Professional Nursing Roles class: 7 students : 1 faculty<br/> Spring Family and Community Health I class: 19 students : 2 faculty (2 sections)<br/> Summer Family and Community Health I class: 7 students: 1 faculty</p> |   |
| <p><b>Actions for Program Development, Maintenance, or Revision:</b></p> <p><b>2019-2020:</b> ELA Not Consistently Met – Will continue to monitor. Next Review May/2021<br/> 2018-2019: Will continue to monitor fall and spring courses. Starting fully online RN to BSN Program with class limit to be determined. ELA Met – Next Review: 5.20<br/> 2017-2018: Will continue to monitor fall and spring courses. ELA Met. Next review: 5.19</p> <p><b>Review/redo</b></p>  |   |

ELA rewritten to reflect current standards. ELA not met. Next review: 5.18. 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

**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.~~ ELA #3 was rewritten to reflect online program of teaching. 3- Every member teaching in the RN2BSN Program will retain Quality Matters Certification to demonstrate implementation of scholarship and evidence-based teaching.

**Frequency of Evaluation:** Annually in May.

ELA rewritten and approved 11.4.15

ELA #3 rewritten and approved May 20, 2020

Annually in May,

**Assessment Methods:** Faculty Profile Table that includes professional scholarly development, teaching strategies, New assessment methods addition: & Quality Matters Certification.

**Results of Data Collection:**

**2019-2020:** 100% of #'s 1, 2, & the newly written 3 are 100%

2018-2019: 1. 100% of FT faculty participate in professional development r/t area of teaching  
2. 100% of FT faculty participate in professional development r/t area of professional development  
3. 100% faculty implement scholarship and EBP in while teaching in the classroom.  
ELA Met – next review 5.20

2017-2018: 1. 100% of FT faculty participate in professional development r/t area of teaching  
2. 100% of FT faculty participate in professional development r/t area of professional development  
3. 100% faculty implement scholarship and EBP in while teaching in the classroom.  
ELA Met – next review 5.19

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

**2019-2020:** ELA #3 was re-written and approved to reflect fully online teaching in lieu of classroom observation. All areas of ELA were Met – Next Review: May, 2021

2018-2019: ELA Met – Department Head visited all classes and Faculty Table reflects professional development  
 2017-2018 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:**

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

**Assessment Methods:** Review timesheets/employment records for AA employed in Health Sciences

**Results of Data Collection:**

**2019-2020: 2 AA's remain**

2018-2019: 2 AA's remain – ELA Met – Next Review: May/2021

2017-2018: Two FTEs (one AA and one Accreditation Records Specialist)

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

**2019-2020:** 2 AA's currently – ELA Met – Next review – 5/2021

2018-2019: 2 AA's with 1 student worker is sufficient☺ - ELA Met – New review – 5.20

2017-2018: 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

**Assessment Methods:** Review RSU orientation records, new faculty orientation attendance records, full time faculty mentor list, part time mentor list

**Results of Data Collection:**

**2019-2020:** No new hires – New fulltime faculty to begin August/2020

2018-2019: No new hires – will post a position when able to forecast needs with online RN to BSN program. ELA Met – Next review 5.20

2017-2018: No new hires – ELA Met

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

2019-2020: Orient new faculty member to begin August/2020-ELA Met – Next Review May/2021



2018-2019: Continue to monitor and expect new hire after TB retires and new faculty hired – Next review – 5.20  
2017-2018 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 **Course Survey** Evaluation scores for faculty members will be a minimum of a 3.5 on a 5 point Likert Scale.

**Frequency of Evaluation:**  
**ELA and Assessment Method rewritten to reflect change in course survey feedback.** The survey brand IDEA was changed to course survey,  
Annually in May,

**Assessment Methods:** Review of annual faculty evaluation records; IDEA- **course** survey results that are kept with administrator

**Results of Data Collection:**

**2019-2020:** MS is only faculty member. Yearly evaluation conducted. Survey feedback results demonstrate greater than moderate results  
2018-2019: TF retiring so MS was the only one required to submit evaluation. IDEA results >3.5 for all courses in program. – ELA Met – next review 5.20  
2017-2018: ELA Met. TF & MS met proficient or higher and IDEA survey results were greater than 3.5 in all courses.

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

**2019-2020:** ELA rewritten to reflect new student survey feedback on faculty. – ELA Met – Next Review May/2021.  
2018-2019: Faculty position to be posted when able to forecast needs of new online program – ELA Met – Next review – 5.20  
2017-2018: TB & MS are the only fulltime faculty & each met the ELA – review for 2018-2019 next May.

**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

**Assessment Methods:** Review of Faculty Profile Table, Faculty CV, certificates

**Results of Data Collection:**

**2019-2020:** See profile - All faculty teaching in program have had at least one QM course – see faculty profile. ELA Met  
2018-2019: See profile – All faculty teaching in program have had at least one QM course – see faculty profile. ELA Met  
2017-2018

- |   |
|---|
| 1- 100% of full time and part-time faculty were IYOC Quality Matters certified<br>2 One part-time faculty member scheduled for IYOC Quality Matters certification<br>3- All faculty members receive support/classes from Center for Teaching and Learning |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br>2019-2020: ELA Met – Next review – May/2021<br>2018-2019: ELA Met – next review – 5.20<br>17-18 ELA met – review 5.19  |

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

2019-2020: ELA Met – Next review – May/2021

2018-2019: ELA Met – next review – 5.20

17-18 ELA met – review 5.19

**Helpful Links:**

1. Faculty Table & Teaching Strategies:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 2\Standard 2 19.20\Fac Table and Teaching Strategies.2019-2020.docx>

2. Non-nursing Support Staff:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 2\Standard 2 19.20\SPE 2.7.docx>

| <b>Standard 3 – [Students] November 2020 Review – Next Review November 2021</b><br><b>Meeting Minutes – 11-5-2020</b> <a href="\\rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\11.5.2020_Standard 3.docx">\\rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\11.5.2020_Standard 3.docx</a><br><b>Helpful Links of Evidence: Located Below Each Standard</b>   |  |
|--|--|
| <p><b>Criterion: 1</b> 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.</p>  |  |
| <p><b>Expected Level of Achievement:</b> After a side-by-side comparison of the BSN Student 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.</p>   |  |
| <p><b>Frequency of Evaluation:</b><br/>Annually in November</p>  | <p><b>Assessment Methods:</b> Review of RSU Student Handbook, RSU Nursing Student Handbook, Comparison table</p> |
| <p><b>Results of Data Collection:</b></p> <p><b>2020-2021 Review:</b> The RSU Student Handbook and Nursing Student Handbook were reviewed for public accessibility and can be found on the website &amp; under Course Resources in the first nursing course. The Harassment &amp; Discrimination Policy &amp; Complain Process are found in the RN2BSN Student Handbook and are listed on page 19; Student Representation, Notification of Changes, Financial Aid Information, &amp; Emergency Loans are listed on page 21; The American Nurses’ Association Code of Ethics for Nurses (page 16); The Essentials of Bachelor’s Education for Professional Nursing Practice (page 17); align with The RN-BSN Program Student Learning Outcomes (page 18) of the RN2BSN Student Handbook. The differences of comparison between the RSU Student Handbook were found due to nursing policy requirements. The differences between the Traditional Nursing Student Handbook and the RN2BSN Student Handbook were due to the difference in field versus clinical requirements. (See RN/BSN Policies under 2019-2020 Review).</p> <p>2019-2020 Review: Policies remain consistent with the RSU Student Handbook for: Non-discrimination, Withdrawal, Financial Aid, Complaints/Resolutions/Grievances, &amp; Graduation Requirements. Nursing Policies that differ from RSU Policies: Admission and Progression, Re-admission, Grading, Health Screenings, Drug Testing, Criminal Background Screening, and CPR Training. Differences are due to the specific requirements of the nursing program in comparison to the University.</p> <p><b>RN/BSN Policies:</b> This year the online student will not utilize the in-house clinic for field experience clearance unless they do not have a place of employment that would meet the needs of the leadership course objectives. The RN to BSN Student handbook is posted on the RSU nursing website &amp; the first course orientation policies to review &amp; accept.</p> <p>2018-2019: All listed below remain consistent within the department. Field experiences require policies specific to nursing and not across campus.</p> <p>2017-2018 Review<br/>Consistent policies: Non-discrimination, Withdrawal, Financial Aid, Complaints/Resolutions/Grievances, Graduation Requirements.</p> |  |

Nursing Policies that differ from RSU Policies: Admission and Progression, Re-admission, Grading, Health Screenings, Drug Testing, Criminal Background Screening, and CPR Training.

Differences are due to the specific requirements of the nursing program in comparison to the University.

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

**2020-2021: EL Met – next review 11/2021**

2019-2020: ELA Met – next review 11.20

2018-2019: ELA Met – next review 11.19 Expecting some changes with comparison of nursing programs policies with RN to BSN to begin online.

2017-2018: 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:**

Annually in November

**Assessment Methods:** Review of RN-to-BSN Handbook, advising materials & Web-site link

**Results of Data Collection:**

**2020-2021:** The Handbook, website, and advising materials do not deviate and contain accreditation status.

2019-2020: The handbook, website, and online advising materials were reviewed and found the advertising flyers information was inaccurate in that ACEN was not posted on the flyer. Changes made with ACEN logo added & sent to the printers.

2018-2019: Same as below- ELA met – next review 11.19

2017-2018

1-100% of the information related to the nursing program is accurate and accessible on the RSU Website under Assessment and Accreditation.

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:**

**2020-2021: ELA Met – Next Review 11/2021**

2019-2020: Flyer aligned with handbook and website – Next review: 11-20

2018-2019: Continue to work on new materials for the RN to BSN online program keeping in mind the student's right to know of our accreditation. – ELA Met – next review – 11.19

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:**

Annually in November

**Assessment Methods.** 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:**

**2020-2021:** The first week's assignment of the first course has an orientation and sign off of the student handbook regarding understanding and agreement. There were no policy changes since 2019-2020 handbook that required an email being sent to the students.

2019-2020: An assignment with bonus points is offered to the student in the 1<sup>st</sup> two weeks of the 1<sup>st</sup> course must read the nursing handbook & sign off on the understanding and agreement clause. 100% of the students completed the paperwork for online quiz and bonus points. All students were sampled with this assessment method.

2018-2019: Random sampling provided 100% of student's record with online acceptance of Policy Agreement Forms – no changes since the student handbook for the RN to BSN Program written.

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:**

**2020-2021: ELA Met**

2019-2020: ELA Met

2018-2019: ELA Met

2017-2018: ELA Met

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| <b>Criterion: 4</b> Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.  |  |
| <b>Expected Level of Achievement:</b> The RSU BSN <i>Total Program Survey</i> results yield no less than 80% on the responses regarding Academic Advisement, Career Placement, Financial Aid, and Student Health. |  |
| <b>Frequency of Evaluation:</b><br>Annually in November   | <b>Assessment Methods:</b> Review of Annual End of Program Survey data results, Faculty meeting minutes of BSN program |
| <b>Results of Data Collection:</b>  |  |
| 2020-2021: (Fall/20 & Spring/21) to be completed & reviewed after summer/2021 student's complete program.   |  |
| <b>2019-2020: ELA Met</b>   |  |
| <b>Academic Advisement:</b>   |  |
| Summer 2020 (N=33 & ROR = 75%): 54.55% Strongly Agree 45.45% Agree  |  |
| Fall/2019 (N=6 & ROR = 100%): 66.67% Strongly Agree 33.33% Agree  |  |
| <b>Financial Aid Services Access:</b>   |  |
| Summer 2020 (N=33 & ROR = 75%): 51.52% Strongly Agree 45.45% Agree 3.03% Disagree   |  |
| Fall/2019 (N=6 & ROR = 100%): 66.67% Strongly Agree 16.67% Agree 16.67% Strongly Disagree   |  |
| <b>Student Health Services:</b>   |  |
| Summer 2020 (N=33 & ROR = 75%): 54.55% Strongly Agree 45.45% Agree  |  |
| Fall/2019 (N=6 & ROR = 100%): 66.67% Strongly Agree 16.67% Agree 16.67% Strongly Disagree   |  |
| <b>Career Placement:- Survey states Counseling Services:</b>  |  |
| Summer 2020 (N=33 & ROR = 75%): 53.13% Strongly Agree 46.88% Agree  |  |
| Fall 2019 (N=6 & ROR = 100%): 66.67% Strongly Agree 33.33% Agree  |  |
| 2018-2019: (Fall/18 & Spring/19 N= 14 students)- 100% response  |  |
| <u>Academic Advisement:</u> Strongly Agree: 28.75%/75% Agree: 64.29%/25% Disagree 7.14%/0%  |  |
| <u>Financial Aid Services Access:</u> Strongly Agree: 35.71%/62.50% Agree: 64.29%/37.50% Disagree: 0/0  |  |
| <u>Student Health Services:</u> Strongly Agree: 42.86%/75% Agree: 57.14%/25% Disagree: 0/0  |  |
| <u>Career Placement:</u> Question: Currently hired for a R.N. position?   |  |
| Yes – 91.67%/100% No – 0 Other – 8.33%/0 (8.33 represents student going to graduate school)   |  |
| 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- Disagree 15.79%

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

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

2020-2021: Will review results when available

2019-2020: ELA Met

2018-2019: Career placement added to survey & results reviewed. ELA Met – next review 11.29

2017- 2018: **ELA was not met.** LK will work with perceived negative adviser behavior – next review: 11.18

**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:** Annually in November  
ELA rewritten and approved 11.4.15  
Next review: 11.20

**Assessment Methods:** Annually reach out to the Registrar for compliance reports.

**Results of Data Collection:**

**2020-2021: Met with VP of Enrollment Management** – “The University’s financial auditors review financial aid compliance on an annual basis as a part of the fiscal audit”.

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2019-2020: 100% compliant - Met with Registrar – Compliance Met.  
 2018-2019: Received email from Dr. H regarding audit see folder = 100% compliant- ELA met – Next Review November/2020  
 2017-2018: 100% compliant, audit by the State of Oklahoma Review

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

2020-2021: ELA Met  
 2019-2020: ELA Met  
 2018-2019: ELA Met. Will continue to request audit report feedback.  
 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:**

Annually in November  
 Next review 11.20

**Assessment Methods:** Ask the Financial Aid Office of the students' level of participation in exit counseling.

**Results of Data Collection:**



**2020-2021: Met with VP of Enrollment Management** – “We follow US Department of Education guidelines for the awarding and disbursement of funds. Additionally, federal guidelines require specific disclosures relative to fiscal responsibility. The University’s financial auditors review financial aid compliance on an annual basis as a part of the fiscal audit”.

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2019-2020: Met with Financial Aid Director – Federal & State audits demonstrate compliance.

2018-2019: E-mail from Dr. H with audit results from state. ELA Met. Will continue to request audit report feedback. Next Review: 11:20

2017-2018 100% participated in exit counseling Review

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

**2020-2021: ELA Met**

2019-2020: ELA Met – next review November/2020

2018-2019: ELA Met. Will continue to request audit report feedback.

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:**

Annually in November

**Assessment Methods:** Ask the Financial Aid Office about the students’ level of participation in their rights and responsibilities.

**Results of Data Collection:**

**2020-2021: Met with VP of Enrollment Management** – “We follow US Department of Education guidelines for the awarding and disbursement of funds. Additionally, federal guidelines require specific disclosures relative to fiscal responsibility. The University’s financial auditors review financial aid compliance on an annual basis as a part of the fiscal audit”.

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**2020-2021: ELA Met**

2019-2020: Email received from the Director of Financial Aid – Federal & State Compliance Audit demonstrated 100%

2018-2019: Received email from Dr. H – see folder with state audit results. 100% participation in Rights and Responsibilities prior to disbursement Review

2017-2018 100% participation in Rights and Responsibilities prior to disbursement Review

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

**2019-2020:** ELA Met – Next Review November/2020

2018-2019: ELA Met. Will continue to request audit report feedback. Next Review: 11:20

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**

Annually in November

Next review 11.20

**Assessment Methods:** Letter from the Financial Aid Office indicating the procedures for maintain student files

**Results of Data Collection:**

**2020-2021: Met with VP of Enrollment Management** – “We follow US Department of Education guidelines for the awarding and disbursement of funds. Additionally, federal guidelines require specific disclosures relative to fiscal responsibility. The University’s financial auditors review financial aid compliance on an annual basis as a part of the fiscal audit”.

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2019-2020: Received email from Director of Financial Aid stating 100% compliance in this area per Federal & State Audits.

2018-2019: Received the email from Dr. H with state audit results – see folder. 100% participation in Rights and Responsibilities prior to disbursement Review

2017-2018 100% of the files are maintained according to policy Review

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

**2020-2021: ELA Met**

2019-2020: ELA Met – Next Review November 2020

2018-2019: ELA Met. Will continue to request audit report feedback. Next Review: 11:20

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:**  
Annually in November

**Assessment Methods:** Review of formal student complaints

**Results of Data Collection:**

**2020-2021:** There were no formal complaints filed with the RN2BSN Program this academic year.

2019-2020: No formal complaints with the RN2BSN Program – (worked with Program Director & revised the process in the Handbook)

2018-2019: No Formal Complaints with the RN to BSN Program

2017-2018 No formal program complaints received.

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

**2019-2020:** No formal complaints made – ELA Met: Next Review:

2018-2019: No formal complaints made- ELA Met. Will continue to monitor.

20 17-2018 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:**

Annually in November

2019-2020: Assessment Method Rewritten & Approved to reflect online orientation and participation.

**Assessment Methods:** 1. Results of online quiz participation. 2.

Randomly select 50% of the syllabi from the BSN courses to evaluate for the presence of statements regarding technical requirement and resource numbers for IT.

**Results of Data Collection:**

**2020-2021:** The Orientation to the course platform (Jenzabar) is part of the assignment for the first course, first week (Bonus points for completion). There is also a tab listed as Institutional Resources that has a link for Computer Technology and Center for Teaching & Learning.

2019-2020: Orientation to technology worked well with our online students and is automatically listed in the LMS Tab regarding 1) Institutional Resources, under 2) Start Here Tab, and in 3) Syllabi with the orientation assignment that included where to locate resources for technological assistance. The policies are agreed to & uploaded to the course site as an assignment with bonus points.

2018-2019:

Overview is available in 2 places on the course site:

1). Orientation to LMS is tied to earned grade points

2) Institutional Resources available on every course site which includes Center of Teaching & Learning & I.T. support.

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 *E-Campus*

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

**2020-2021: ELA Met**

2019-2020: Assessment Rewritten & Approved - ELA Met

2018-2019: ELA Met

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

**Assessment Methods:** Results of online quiz

**Results of Data Collection:**

**2020-2021:** Orientation with online quiz reaffirming orientation to technology and where resources are located within the LMS demonstrates clear, consistent, and accessible information related to technology.

2019-2020: 100% of students signed program policy agreement with the online quiz tied to grade points. Orientation to technology worked well with our online students with the orientation assignment that included where to locate resources for technological assistance. The policies are agree to within the online orientation.

2018-2019: 100% of students signed program policy agreement the online quiz tied to grade points

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:**

**2020-2021: ELA Met**

2019-2020: ELA Met

2018-2019: ELA Met

2017-2018: 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.

**Helpful Links:**

1. RN2BSN Student Handbook:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\Student Hand book\RN 2 BSN Handbook 20 -21.pdf>

2. RSU Website:

<https://www.rsu.edu/academics/schools-departments/school-professional-studies/department-of-health-sciences/rn2bsn-online/>

3. RSU Bulletin 2000-2021:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 3\Stand 3 2020-21\Bulletin2020-2021updated101920.pdf>

4. Comparison Table of Policies:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 3\Stand 3 2020-21\SPE 3.1 RN to BSN.xlsx>

5. Criterion 3.4: Student Survey Links

Web Link for RN2BSN Nursing Survey – CH #22 Fall 2019

<https://www.surveymonkey.com/results/SM-TV6ZLGKH7/>

Web Link for RN2BSN Campus Services Survey – CH #22 Fall.2019

<https://www.surveymonkey.com/results/SM-XH7J8GKH7/>

6. Criterion 3.8 & 3.9:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 3\Stand 3 2020-21\3.8 and 3.9.docx>

**Standard 4 [Curriculum] – January 2020 Review**

Meeting Minutes: 1.9.2020 Link: <\\\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2019-2020\1.9.20. Standard 4.docx>

**Help Links of Evidence: Located Below Each Standard**

**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.

**Frequency of Evaluation:** Annually in January

**Assessment Methods:** ~~Review of Table Inclusion of SLO with BSN Essentials as per the AACN,~~

**1.9.2020:** New SLO's (combining all with the RN to BSN & Traditional BSN programs). Assessment Methods: 1) Faculty will review each course on the **Course Master** site from SLOs, BSNE's, Cos, and UO's to follow each SLO to demonstrate how each is supported.

**Results of Data Collection:**

**2019-2020:** Each course reviewed for supporting documentation throughout the curriculum of: SLO's, BSNE's, CO's, & UO's. This is accomplished via the LMS & was reviewed by all faculty to look at: Student Learning Outcomes, Course Outcomes, and Unit Outcomes to reviewed their alignment & support with BSN Essentials & OBN Guidelines. [1.9.2020 minutes]

2018-2019: Review of table inclusion of SLOs with BSN Essentials demonstrates how each course and unit/week's assignment is supported – On LMS – each SLO is supported by a BSN Essential & each Program Outcome and Unit Outcome is supported by each objective. Reviewed & Approved during faculty meeting on 11-29-18

2017-2018: Each BSN SLO is reflected in at least one of the BSN Essentials Competencies with at least one assignment tied to it.

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

**2019-2020: ELA Met Revision** for: Assessment Method. With RN to BSN Program completely on-line the faculty will review the course site on the LMS during January RN2BSN Meeting. – Next Review January, 2021

2018-2019: ELA Met – Next review.1.20

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:** Each course objective **outcome** is directly linked to one SLO, has an instructional method, learning activities and a method of evaluation.

**Frequency of Evaluation:** Annually in January

ELA modified 9.16.18

ELA Revised & Approved to reflect the change from objective to outcome. Approved 1.9.2020

Assessment Method Revised & Approved 1.9.2020

**Assessment Methods:** ~~Review table of Student Learning Outcomes Guide the Curriculum~~-(See below):

**1.9.2020:** New SLO's (combining all with the RN to BSN & Traditional BSN programs). Assessment Methods: 1) Faculty will review each course on the **Course Master** site from SLOs, BSNE's, Cos, and UO's to follow each SLO to demonstrate how each is supported. 2). Complete the SLO Table of measurements.

**Results of Data Collection:**

**2019-2020:** New SLO's were reviewed with a table developed to reflect: application of measurements, learning activities, and method of evaluation

2018-2019: 100% of the course objective have a corresponding SLO, Instructional method, and method of evaluation. – ELA Met

2017-2018: 100% of the course objectives have a corresponding SLO, instructional method, and method of evaluation

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

**2019-2020:** ELA & Assessment Methods Reviewed, Revised, & Approved with new table developed to measure SLOs, with instructional method, learning activities, and method of evaluation.

2018-2019: ELA Met – next review 1.20

2017-2018 ELA met.

**Criterion: 3** The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.



|  |  |
|--|--|
| <b>Expected Level of Achievement:</b> 100% of the full time RN-to-BSN faculty participate in review of the curriculum to ensure integrity, rigor and currency.   |  |
| <b>Frequency of Evaluation:</b> Annually in January  | <b>Assessment Methods:</b> Review of attendance & curriculum discussion noted on RN to BSN Faculty Committee Meeting Minutes |
| <b>Results of Data Collection:</b><br><b>2019-2020:</b> 100% of full and part-time faculty attended each meeting to discuss each new course as it was built for content that is supported by SLO through UO's, integrity, and rigor.<br><b>2018-2019:</b> 100% of faculty regularly attended and participated in curriculum discussion and decisions. This year we are sending recommendations to the campus curriculum committee and to the regents for curriculum changes to be made with the RN to BSN Program.<br>ELA Met<br><b>2017-2018</b> 100% participate in curriculum development |  |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2019-2020:</b> ELA Met – Next Review January, 2021.<br><b>2018-2019:</b> ELA Met – Next review: 1.20<br><b>2017-2018:</b> ELA Met  |  |

|   |  |
|---|--|
| <b>Criterion: 4</b> The curriculum includes general education courses that enhance professional nursing knowledge and practice.   |  |
| <b>Expected Level of Achievement:</b><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.   |  |
| <b>Frequency of Evaluation:</b> Annually in January   | <b>Assessment Methods:</b> Sample 100% of the graduating student application for graduation containing the above mentioned course work. Plan of Study Table requirements for general education courses that enhance foundational learning. |
| <b>Results of Data Collection:</b><br><b>2019-2020: ELA Met</b> - 100% of Graduation Applications were reviewed for general education course compliance. Next Review – January 2021<br><b>2018-2019:</b> 100% of sampled files had courses in required general education courses to enhance their professional nursing knowledge. ELA Met – See folder<br><b>2017-2018</b> 100% of the sampled files had courses in Communication, the Social and Behavioral Sciences, Humanities and Global Studies.<br>Review |  |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2019-2020:</b> 100% of Graduation Applications were reviewed for general education course compliance. Next Review – January 2021<br><b>2018-2019:</b> ELA Met – next review 1.20  |  |

2017-2018: ELA met

**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:**

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:**

Annually in January

**Assessment Methods:** Review comparison table of RN-to-BSN Course Objectives and sociological and cultural concepts.

**Results of Data Collection:**

**2019-2020:** Comparison table review reflected sociological and cultural factors and aligned with course objectives and assignments.

**2018-2019:** Comparison review reflects sociological and cultural factors and aligned with course objectives and assignments. Reviewed & approved 11-29-18

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

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

**2019-2020:** ELA Met – next review January 2021

**2018-2019:** Comparison table reviewed and approved (11-29-18) to include social and cultural concepts ELA Met – next review 1.20 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 **outcomes** for each course in the RN-to-BSN program.

**Frequency of Evaluation:** Annually in January

**ELA and Assessment Method Reviewed & Revised to Reflect the change from Objectives to Outcomes.**

**Assessment Methods:** Review comparison table of BSN Course Objectives and concepts **Outcomes** include collaboration, evidence-base practice and the role of the nurse in contemporary practice

**Results of Data Collection:**

**2019-2020:** All courses reviewed with full and part time faculty & found 100% of the courses built reflected collaboration, evidence-based practice and the role of the nurse in contemporary practice

**2018-2019:** 100% of the courses reflect the concepts of collaboration, evidence-based practice and the role of the nurse in contemporary practice – ELA Met

**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:**

**2019-2020:** ELA Met – Next Review – January 2021

2018-2019: Comparison table reviewed (11-29-18) to review the inclusion of evidence-base practices and the role of the nurse in contemporary practice. ELA Met – next review – 1.20  
 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:** Annually in January

**Assessment Methods:** Review table of Student Learning Outcomes Guide the Curriculum, Review syllabi

**Results of Data Collection:**

2019-2020: Fall & Spring courses to be built were reviewed for a minimum of 4 methods of evaluation.

2018-2019: A minimum of 4 methods of evaluate are listed/demonstrated in each course. All SLOs are met by one or more assignment in each course. See faculty minutes 11.29.18 – ELA Met

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:**

**2019-2020:** ELA Met – Will review entire curriculum of program at next review in January 2021.

2018-2019: Areas reviewed: SLO tied to at least one assignment & at least 4 methods of evaluation are present. ELA Met – Next review 1.20  
 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** The 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 120 credit hours.

**Frequency of Evaluation:** Annually in January

**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:**

**2019-2020:** 100% of student graduation applications were reviewed & each had a minimum of 120 hours.

2018-2019: 100% of student's graduation applications were sampled & found to have a minimum of 120 hours completed. ELA Met – see evidence folder.

2017-2018 100% of the students sampled Applications for Graduation reflected at least 124 credit hours.

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

**2019-2020:** ELA rewritten and approved to reflect change made in 2017-2018 – decreasing the ELA from 124 to 120 credit hours – ELA Met – Next Review – January 2021

2018-2019: ELA Met – next review 1.20

2017-2018: ELA 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 **outcomes**, which are a direct reflection of student learning outcomes.

**Frequency of Evaluation:** Semiannually in December and May  
**ELA Reviewed, rewritten & approved to reflect the change of wording from objectives to outcomes.**

**Assessment Methods:** Sample 20% of the student's field work in the community & leadership courses 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:**

**2019-2020:** 2019-2020: Full and part time faculty reviewed 100% of field experience reflective journals – ELA Met

2018-2019: 100% of journals audited among (3 professors). ELA Met

2017-2018: 100% of journals audited. ELA Met

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

2019-2020: 100% Reviewed – ELA Met – Next Review January 2021

2018-2019: 100% reviewed for SLO that were present. See evidence folder. ELA Met next review 1.20

2017-2018 ELA met. Continue 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.~~ Students will observe in the facility where they are employed. If not currently working, a 1:1 agreement with the student and institution will be developed.

**Expected Level of Achievement:** 20% of student leadership course journals will be checked for current clinical contact/agreement.

|   |  |
|---|--|
| <p><b>Frequency of Evaluation:</b> Annually in January<br/> <b>ELA &amp; Assessment Methods</b> were changed to reflect fully online program that may have some students in other states. Handbook also updated to reflect change.</p>  | <p><b>Assessment Methods:</b> 20% of student leadership course journals will be checked for current clinical contract/agreement. Review all students that are not employed at an institution to review contract-</p> |
| <p><b>Results of Data Collection:</b><br/> <b>2019-2020:</b> : 100% of leadership clinical/field hours were with a current clinical contract/agreement facility. ELA Met<br/> 2018-2019: 100% of leadership clinical/field hours were with a current clinical contract/agreement facility. See evidence folder. ELA Met<br/> 2017-2018: 100% of leadership clinical/field hours were with a current clinical contract/agreement facility.</p> |  |
| <p><b>Actions for Program Development, Maintenance, or Revision:</b><br/> <b>2019-2020:</b> ELA Met with ELA &amp; Assessment. New ELA &amp; Assessment rewritten to reflect the Student Handbook and New Field Experience Guidelines. Next Review January 2021 under new ELA &amp; Assessment Methods<br/> 2018-2019: ELA Met – next review 1.20<br/> 2017-2018: ELA met</p>   |  |

|  |   |
|--|---|
| <p><b>Criterion 11:</b> Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with end-of-program student learning outcomes.</p>  |   |
| <p><b>Expected Level of Achievement:</b> 100% of syllabi will be reviewed for SLO's supported by : Learning activities, instructional materials, and evaluation methods</p>  |   |
| <p><b>Frequency of Evaluation:</b> Annually in January<br/> <b>Assessment Method # 2</b> added to assessment. 1.9.2020 minutes</p>   | <p>1. <b>Assessment Methods: 1).</b> Syllabi review unit assignments with faculty minutes. 2) Assessment Method: Program SLO's will be applied to the course &amp; unit assignments for continuity in a continuum of learning for students throughout the program using a new form that includes SLO, Instructional Method, &amp; Method of Evaluation.</p> |
| <p><b>Results of Data Collection:</b><br/> <b>2019-2020:</b> All new courses built were reviewed by all full &amp; part-time faculty teaching in program. Learning activities, instructional materials, and evaluation methods support the SLOs of the nursing program.<br/> 2018-2019: Syllabi reviewed at faculty meeting with focus on SLOs &amp; BSN Essentials being supported by weekly unit assignments to instructional materials and evaluation methods. ELA met<br/> 2017-2018: Syllabi reviewed at faculty meeting with focus on unit assignments to instructional materials and evaluation methods &amp; supported by SLO &amp; BSN Essentials – ELA Met</p> |   |

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

2019-2020: ELA Met – Next Review January 2021 when all the new courses will be built.

2018-2019: 100% review of syllabi. ELA Met – next review 1.20

17-18: ELA Met. Continue to review as per the frequency of evaluation.

**Helpful Links:**

1. Criterion 2.4, 4.2, 4.9, & 4.10:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\2.4 4.2 4.9 4.10 for 19-20.docx>

2. PLOs & Measurements:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\PLOs and Measurements.Revised.6.20.20.docx>

3. Student Learning Outcomes Guide the Curriculum:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\Student Learning Outcomes Guide the Curriculum.docx>

4. Criterion 4.8 Credit Hours Completed:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\Standard 4.8 Credit Hours Completed.docx>

5. Online Nursing Curriculum:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\Online Nursing Curriculum.Description.8.6.19.docx>

6. Online Plan of Study:

<\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 4\2019-2020\Online Plan of Study6.2019.docx>

**Standard 5 – [Resources]**

Faculty Minutes Link: <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\8.31.20.Standard 5.docx>

Links of Evidence: Located Below Each Standard

**Full Faculty Minutes reflect this standard will be reviewed in April as a complete/whole department of Nursing.**

**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:**  
August

**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****2020-2021:**

- 1). 100% Strongly Agree
- 2). 100% Strongly Agree

## 2019-2020:

- 1). 100% Strongly Agree or Agree
- 2). 75% Strongly Agree or Agree with 25% Disagreeing

2018-2019 “The RN-to-BSN program has the resources to meet the PO and the SLO.” See chart below with results. 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. See table below

2017-2018 “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. 100% agreed. See table below.

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

2019-2020: ELA Met – See results below  
2018-2019: ELA Met  
2-17-2018: ELA Met

## Standard 5 Survey, Criterion 1

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   |
|-------------------|----------------|------------|------------|------------|
| <b>2020-2021:</b> | 2 out of 2     |            |            |            |
| 2019-2020         | 1 out of 4     | 2 out of 4 |            | 1 out of 4 |
| 2018-2019         | 4 out of 4     |            |            |            |
| 2017-2018         |                | 5 of 5     |            |            |

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

|                   | Strongly Agree | Agree      | No Opinion | Disagree |
|-------------------|----------------|------------|------------|----------|
| <b>2020-2021:</b> | 2 out of 2     |            |            |          |
| 2019-2020:        | 2 out of 4     | 2 out of 4 |            |          |
| 2018-2019         |                | 4 of 4     |            |          |
| 2017-2018:        |                | 5 of 5     |            |          |

**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 August  
ELA rewritten and approved 11.4.15

**Next review :** 8-2020 – To be written to reflect online education

**Assessment Methods:** Review of annual faculty survey results; Total student program survey results

**Results of Data Collection:** Questions related to physical resources on the Total Program Survey demonstrate 100% of the student population strongly agree. The last 6 students of the blended program participated. The online students do not come to campus. The faculty survey demonstrates 100% Strongly agree or Agree the physical resources are sufficient.

**2020-2021:** Faculty reviewed & determined this criterion was no longer applicable to follow/measure since the program is fully online.



| 2019-2020: ELA Met – see Table below<br>2018-2019: ELA Met<br>2017-2018 – ELA Met                           |  |  |   |
|---|--|--|---|
| <b>Student Criteria</b>   | Strongly Agree or Agree %:<br>Class of 2017-2018 | Strongly Agree or Agree %:<br>Class of 2018-2019<br>(N = 23) | Strongly Agree or Agree %:<br>Class of 2019-2020 N=6<br>(last blended course) |
| 1. The nursing classrooms are adequate for student learning.  | 93.75%   | 100%   | 100%  |
| 2. Lighting in the classroom is adequate.   | 87.5%  | 88.71%   | 100%  |
| 3. The room temperature in the classrooms is comfortable.   | 87.5%  | 90.84%   | 100%  |
| 4. Audio in the classrooms is adequate.   | 82.5%  | 80%  | 100%  |
| 5. Seating in the classroom is adequate.  | 87.25%   | 100%   | 100%  |
| 6. The nursing laboratory facilities for Health Assessment/<br>Promotion are adequate for student learning. | 93.75%   | 92%  | 100%  |
| 7. Nursing classrooms and laboratories are clean and well<br>maintained.                                    | 93.75%   | 100%   | 100%  |
| 8. Restrooms are clean and well maintained  | 81.25%   | 100%   | 100%  |
| <b>2019-2020: 6 months met – will rewrite for new online program</b>  |  |  |   |
| 2018-2019: ELA Met  |  |  |   |
| 2017-2018 ELA met. Continue to monitor.   |  |  |   |
| <b>Results from Faculty Survey 2019-2020:</b>   |  |  |   |
| The physical resources in the Health Science Building meet your instructional needs 100% agree.             |  |  |   |
| <b>Results from Faculty Survey FY -18-19</b>  |  |  |   |
| The physical resources in the Health Sciences Building meet your<br>instructional needs                     | Strongly Agree                                   | Agree  | No Opinion  |
|   | 25%  | 75%  |   |
| <b>Results from Faculty Survey FY 17-18</b>   |  |  |   |

|   |  |       |                   |
|---|--|-------|-------------------|
| The physical resources in the health Sciences Building meet your instructional needs  | Strongly agree   | Agree | <b>No opinion</b> |
|   |  | 100%  |                   |
| <b>Actions for Program Development, Maintenance, or Revision:</b><br><b>2020-2021:</b> ELA Met – this criterion will no longer be measured secondary to the program being fully online.<br><br>2019-2020: ELA Met – will review & potential rewrite due to program online.<br>2018-2019: ELA Met<br>2017-2018: None   |  |       |                   |
| <b>Criterion 3:</b> Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.   |  |       |                   |
| <b>Expected Level of Achievement:</b> 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) physical 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.”  |  |       |                   |
| <b>Frequency of Evaluation:</b><br>Annual review in August  | <b>Assessment Methods:</b> Review of annual faculty survey results |       |                   |
| <b>Results of Data Collection:</b><br><b>2020-2021:</b><br>1). 100% of the faculty strongly agreed or agreed “The faculty have input into the selection of learning resources.”<br>100% of the faculty strongly agreed or agreed “The physical resources meet your instructional needs.”<br>100% of the faculty strongly agreed or agreed “Learning resources are accessible to meet your instructional needs.”<br><br>2019-2020:<br>100% of the faculty strongly agreed or agreed “The faculty have input into the selection of learning resources.”<br>100% of the faculty strongly agreed or agreed “The available learning resources meet your instructional needs.”<br>100% of the faculty strongly agreed or agreed “Learning resources are accessible to meet your instructional needs.”<br>2018-2019<br>100% of the faculty strongly agreed or agreed “The faculty have input into the selection of learning resources.”<br>100% of the faculty strongly agreed or agreed “The available learning resources meet your instructional needs.”<br>100% of the faculty strongly agreed or agreed “Learning resources are accessible to meet your instructional needs.”<br>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.”

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

**2020-2021: ELA Met** - ELA question # 2 was rewritten to reflect the exact wording of the survey to clarify meaning and response

2019-2020: ELA Met

18-19: ELA Met

2017-2018: ELA Met

**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:**

Annual review in August

**Assessment Methods:** Review annual faculty survey results; Total Program Survey results

**Results of Data Collection:**

**2020-2021:** ELA Question # 1 is no longer measureable due to program being fully online; therefore Total Program Results are unnecessary to answer this criterion.

2. 100% Strong Agree or Agree.

3. 100% Strongly Agree

2019-2020:

1. CH 22 = 100% (last of blended courses)

2. Faculty = 100% Agree

2018-2019: 1- 100% of CH #22 & 92.85% of CH # 21 indicate on the Total Program Survey they agree or strongly agree on all questions related to physical resources. 2- Only 75% of the faculty strongly agreed or agreed that “The physical resources in the Health Science building meet your instructional needs.”

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:

**2020-2021: ELA Met** - ELA Question # 1 is no longer measureable due to program being fully online; therefore Total Program Results are unnecessary to answer this criterion.

2019-2020: ELA Met – will review and potentially rewrite with program now online

2018-2019: ELA Met

17-18 The RN-to-BSN program is a blended program, meaning approximately 50% face-to-face and 50% on-line. The results from the surveys are for a blended program and therefore are exactly the same.

#### Helpful Links:

1. Faculty Survey: <https://www.surveymonkey.com/results/SM-DSRNFYHB7/>
2. Faculty Salary Table
3. [\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 5\FY 20-21\Faculty Salary Comparison Table.20.21.docx](#)
4. Faculty Retention Table: [\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Standard 5\FY 20-21\Faculty Retention Table.20.21.docx](#)
5. RN2BSN Program & Total Campus Survey Links:  
[\\Rsufile\common\HealthScience\Shared\RN-to-BSN\SPE\Surveys\Web Links for RN2BSN Nursing & CampusSurvey.docx](#)

### Standard 6 – [Outcomes] February & September Review

**Minutes: September 15, 2020:** <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\9.15.2020. Standard 6 First half.docx>

**Minutes: February 3, 2021:** <\\Rsufile\common\HealthScience\Shared\RN-to-BSN\RN.B Faculty Committee\Minutes\2020-2021\2.3.2021. Standard 6.docx>

**Help Links of Evidence:** Located Below Each Standard

**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:**  
Annually in February and September

**Assessment Methods:** 1 – Graduate & one-year survey that include (quant & qual) questions related to each end-of-program student learning outcomes.  
2 - Review of Standard 6/ SPE for the BSN program including quantitative & qualitative data with discussion/decision-making of any needed plans for improvement.  
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.

## Program Student Learning Outcomes!

### Cohort # 24 (34 Students)

N = 9 (ROR = 26%)

1. I apply concepts from the liberal arts, social sciences, and nursing science to build an understanding of the human experience in preparation of providing culturally appropriate nursing practice (Standards 4.1.1 & 6.1 – PSLO 1/BSNE 1).  
100% Strongly Agree or Agree.
2. I practice accountable leadership and communication skills to promote patient safety and quality improvement initiatives in the provision of safe, high quality nursing care (Standards 4.11 & 6.1 – PSLO 2/BSNE 2).  
100% Strongly Agree or Agree
3. I incorporate research-based information to guide clinical decision-making in the provision of evidence-informed care delivery (Standard 4.1.1 – PSLO 3/BSNE 3).  
100% Strongly Agree or Agree
4. I demonstrate skilled and inter-and intra-professional communication and collaboration using all modalities including healthcare technologies to enhance patient-centered care and health outcomes (Standard 4.1.1 & 6.1 – PSLO 4/BSNE 4).  
100% Strongly Agree or Agree
5. I evaluate the implications of health care policy using an ethical framework on issues of access, affordability, and justice in health care delivery (Standards 4.1.1 & 6.1 – PSLO 5/BSNE 5 & 7).  
100% Strongly Agree or Agree
6. I advocate for social justice and implement principles to provide spiritually and culturally appropriate health promotion, disease, and injury prevention interventions across the lifespan in diverse populations (Standards 4.1.1 & 6.1 – PSLO 6/BSNE 7 & 8).  
97.37% Strongly Agree or Agree
7. I appraise the core values of professionalism through demonstration of caring and upholding ethical standards in the continuum of healthcare environments (Standards 4.1.1 & 6.1 – PSLO 7/BSNE 8).  
100% Strongly Agree or Agree

### Cohort # 23 (49 Students)

**N = 38 (ROR = 76%)**

1. I apply concepts from the liberal arts, social sciences, and nursing science to build an understanding of the human experience in preparation of providing culturally appropriate nursing practice (Standards 4.1.1 & 6.1 – PSLO 1/BSNE 1).  
97.37% Strongly Agree or Agree.
2. I practice accountable leadership and communication skills to promote patient safety and quality improvement initiatives in the provision of safe, high quality nursing care (Standards 4.11 & 6.1 – PSLO 2/BSNE 2).  
100% Strongly Agree or Agree
3. I incorporate research-based information to guide clinical decision-making in the provision of evidence-informed care delivery (Standard 4.1.1 – PSLO 3/BSNE 3).  
100% Strongly Agree or Agree
4. I demonstrate skilled and inter-and intra-professional communication and collaboration using all modalities including healthcare technologies to enhance patient-centered care and health outcomes (Standard 4.1.1 & 6.1 – PSLO 4/BSNE 4).  
100% Strongly Agree or Agree
5. I evaluate the implications of health care policy using an ethical framework on issues of access, affordability, and justice in health care delivery (Standards 4.1.1 & 6.1 – PSLO 5/BSNE 5 & 7).  
100% Strongly Agree or Agree
6. I advocate for social justice and implement principles to provide spiritually and culturally appropriate health promotion, disease, and injury prevention interventions across the lifespan in diverse populations (Standards 4.1.1 & 6.1 – PSLO 6/BSNE 7 & 8).  
97.37% Strongly Agree or Agree
7. I appraise the core values of professionalism through demonstration of caring and upholding ethical standards in the continuum of healthcare environments (Standards 4.1.1 & 6.1 – PSLO 7/BSNE 8).  
100% Strongly Agree or Agree

**Cohort # 22**

**N=6 (ROR 100%)  
Completed December/2019**

Professional Role (SLO.1/BSNE.7.Q1)

SA=50%

A = 50%

Total SA/A = 100%

Advocate for the Profession (SLO.2/BSNE 5/Q.2)

SA = 50%

A= 50%

SA/A = 100%

Demonstrate Leadership & Management  
(SLO 3/BSNE2,4,6,8/Q3)

SA = 50%

A = 50%

Total SA/A = 100%

Appraise Research (SLO 4/BSNE3/Q 4)

SA = 50%

A = 50%

Total = 100%

Evaluate Info Technology (SLO.5/BSNE4/Q.5)

SA = 50%

A = 50%

Total SA/A = 100%

Contribute to Growth of the Nursing  
Profession (SLO 6/BSNE2,8/Q7)

SA = 50%

A = 50%

Total SA/A = 100%

**Cohort # 21**

**N=19 (ROR 63%)**

**Completed July/2019**

**Thematic Analysis at end of Survey**

Professional Role (SLO.1/Q.7)

SA=58%

A = 42%

Total SA/A = 100%

Advocate for the Profession (SLO.2/Q.8)

SA = 67%

A= 33%

SA/A = 100%

Demonstrate Leadership & Management (SLO 3/Q9)

Appraise Research (SLO 4/Q 10)



|   |  |
|---|--|
| SA = 73%  | SA = 75%   |
| A = 28%   | A = 25%  |
| Total SA/A = 100%   | Total = 100%   |
| Evaluate Info Technology (SLO.5/Q.11)   | Contribute to Growth of the Nursing Profession (SLO 5/Q12) |
| SA = 58%  | SA = 75%   |
| A = 42%   | A = 25%  |
| Total SA/A = 100%   | Total SA/A = 100%  |
| <p><b>Cohort # 20</b><br/> <b>N=7 (ROR 100%)</b><br/> <b>Completed December/2018</b><br/> <b>Thematic Analysis at end of survey</b></p> |  |
| Professional Role (SLO.1/Q.7)   | Advocate for the Profession (SLO.2/Q.8)                    |
| SA=71%  | SA = 71%   |
| A = 29%   | A= 29%   |
| Total SA/A = 100%   | SA/A = 100%  |
| Demonstrate Leadership & Management (SLO 3/Q9)  | Appraise Research (SLO 4/Q 10)                             |
| SA = 67%  | SA = 57%   |
| A = 33%   | A = 43%  |
| Total SA/A = 100%   | Total = 100%   |
| Evaluate Info Technology (SLO.5/Q.11)   | Contribute to Growth of the Nursing Profession (SLO 5/Q12) |
| SA = 86%  | SA = 86%   |
| A = 14%   | A = 14%  |
| Total SA/A = 100%   | Total SA/A = 100%  |

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

Professional Role (SLO.1/Q.7)

SA=80%

A = 15%

Total SA/A = 95%

Advocate for the Profession (SLO.2/Q.8)

SA = 68%

A= 32%

SA/A = 100%

Demonstrate Leadership &amp; Management (SLO 3/Q9)

SA = 71%

A = 24%

Total SA/A = 95%

Appraise Research (SLO 4/Q 10)

SA = 70%

A = 20%

Total = 90%

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

SA = 39%

A = 39%

Total SA/A = 78%

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 &amp; Management (SLO 3/Q9)

Appraise Research (SLO 4/Q 10)

|   |  |  |
|---|--|--|
| SA = 80%  | SA = 86.67%  |  |
| A = 20%   | A = 13.33%   |  |
| Total SA/A = 100%   | Total = 100%   |  |
| Evaluate Info Technology (SLO.5/Q.11)                                     | Contribute to Growth of the Nursing Profession (SLO 5/Q12) |  |
| SA = 87.5%  | SA = 68.75%  |  |
| A = 12.5%   | A = 31.25%   |  |
| Total SA/A = 100%   | Total SA/A = 100%  |  |
| <b>Results of Data Collection/Analyses: ELA Met</b>                       |  |  |
| <b>Cohort # 17</b>  |  |  |
| <b>N=30 (ROR = 100%)</b>  |  |  |
| Professional Role (SLO.1/Q.7)   | Advocate for the Profession (SLO.2/Q.8)                    | Demonstrate Leadership & Management (SLO.3/Q9) |
| 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 |  |  |

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

**2020-2021: ELA Met with CH # 23 – Next Review February 2021 – ELA Met in February with CH #24 (poor ROR – will discussion options at staff meeting to increase RPR).**

2019-2020: ELA Met – Next Review September 2020

2018-2019: ELA Met – will continue to report to faculty & stakeholders

17-18 ELA met.

**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:**

ELA revised and approved on August 9, 2018

Reviewed: 8.18 – Not met

Annual review in September & February

Next review February/2020

**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.

Results of Data Collection:

See Chart Below

| COHORT #/Entry date | N      | % OF COURSE COMPLETION IN 5 SEMESTERS | BS/N GRADUATION WITHIN 11 SEMESTERS |
|---------------------|--------|---------------------------------------|-------------------------------------|
| CH # 16/Spring 2016 | N = 24 | 88%                                   | 86%                                 |
| CH # 17/Fall 2016   | N = 37 | 82%                                   | 79%                                 |
| CH # 18/Spring 2017 | N = 19 | 79%                                   | 89%                                 |

|                      |        |      |                      |
|----------------------|--------|------|----------------------|
| CH # 19/Fall 2017    | N = 19 | 100% | 95%                  |
| CH # 20/ Spring 2018 | N = 7  | 100% | 62.5%                |
| CH # 21/Fall/2018    | N = 19 | 95%  | 89.5%                |
| CH # 22/Spring 2019  | N=5    | 100% | 100% Due Spring 2022 |
| CH # 23/Fall/2019    | N = 49 | 92%  | 88% Due Fall 2022    |
| CH # 24/Spring/2020  | N = 28 | 96%  | 89% Due Spring 2023  |
| CH #25/Fall 2020     | N = 71 | 97%  | 45% Due Fall 2023    |

**2020-2021: ELA Met for Cohort # 23 – ELA Met for CH # 24**

2019-2020: ELA Met

1. CH # 21 & 22 met criteria of greater than 85%
2. New Records Specialist remains a great communicator with students!

2018-2019 – ELA Met

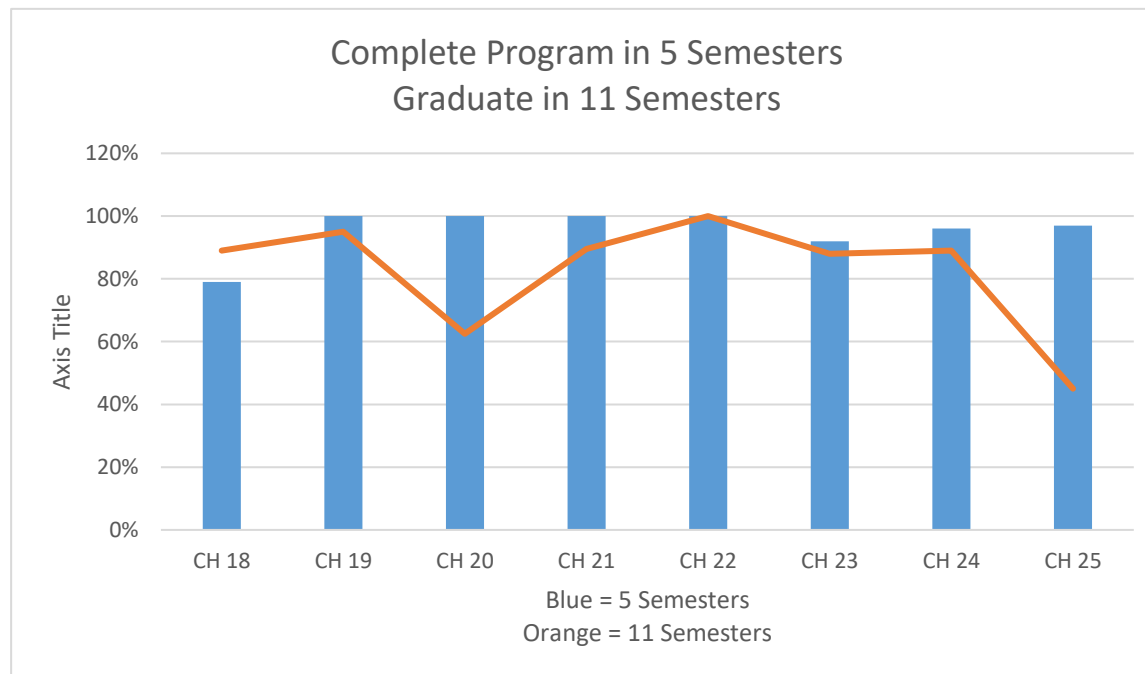
1. CH # 20 completed program @ 86% (1 student went to Afghanistan & was in the 18 CH).
  2. Anticipate improved % with new records specialist – she has changed/streamlined the process.
  3. New Cohort used records specialist completely – 100% - yea☺
- 2017-2018 Summary:
1. CH # 19 will complete the program Summer/2018. Data will be reported at that time.
  2. CH # 13 Data will be available after the spring 2018 semester and will be reported at that time.

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.

Measurement # 1: 85% will complete program in 5 semesters

Measurement # 2: 85% will graduate in 11 semesters



**Actions for Program Development, Maintenance, or Revision:** See summary with actions by academic year

1. Area of discussion at faculty meeting – to increase the ROR.

**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 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:** Annual review in September & February      **Assessment Methods:** Review of data for program completion.

| Cohort | Completed Nursing Program<br>N = | Employed | Not Employed at This Time | %      |
|--------|----------------------------------|----------|---------------------------|--------|
| 16     | N = 24                           | 21       | 1                         | 95.45% |
| 17     | N = 37                           | 33       | 4                         | 89.18% |
| 18     | N = 19                           | 15       | 1                         | 93.7%  |
| 19     | N = 19                           | 19       | 0                         | 100%   |
| 20     | N = 7                            | 7        | 0                         | 100%   |
| 21     | N = 19                           | 18       | 1                         | 92%    |
| 22     | N = 6                            | 5        | 1                         | 83%    |
| 23     | N = 49                           | 47       | 2                         | 95.91% |
| 24     | N = 27                           | 27       | 0                         | 100%   |
| 25     | N = 71                           | 68       | 3                         | 96%    |

**2020-2021: ELA Met with Cohort # 24 & 25.**

- ROR only 26%

2019-2020: CH # 23 - CH # 22 - **ELA Not Met** – (with small class only 1 not employed represents 16.67%)

2018-2019: ELA Met

2017-2018: ELA met

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

Report Annually at Stakeholders & Semi-annually & Annually at Faculty Meeting

Discuss how to improve ROR at faculty meeting

**Additional Criterion for Standard 6 as requested by faculty:**

1: Graduate program satisfaction: Qualitative and quantitative measures address graduates.

**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:**

Annual review in February & September

**Assessment Methods:** Review data from graduate surveys

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

**2020-2021:** 97.37% were Extremely Satisfied or Satisfied – (2.63% = 1 student was dissatisfied). ELA Met with Cohort # 23, 24, & 25.

2019-2020: ELA Met – Will continue to monitor – new online students will be included in this report (complete program July/2020).

2018-2019: ELA Met: Plan – will continue to use new format for presentation with more graphs as it encourages conversation with stakeholders and faculty – on-line program begins August 2019 – will need to work hard on getting a good rate of return.

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.

Qualitative Comments w/Thematic Analysis

Cohort 16 - 23

**Areas of Strength:**

CH 16: Professors, flexibility

CH 17: Professors & approach in learning

CH 18: Professors & content

CH 19: Content & professors

CH 20: Professors, content, peers

CH 21: Professors, Traditional Classroom Environment

CH 22: Professors, No re-requisites, Knowledge of Professors

CH 23: Professors, Forums, All online, Balance with Family & Work

CH 24: Flexibility, Research

- Professors
- Forums
- Fully On-line
- Flexibility



**Areas of Growth:**

CH 16: Clinical sites, less clinical hours, difficulty in field hours  
 CH 17: Communication across campus – syllabus too long  
 CH 18: More flexible classes outside of the BSN program  
 & syllabus confusion  
 CH 19: Background checks, help with APA, order of classes  
 CH 20: Communication, larger class  
 CH 21: Adviser's communication, APA  
 CH 22: None, None, Everything  
 CH 23: None, More courses per semesters, examples of assignments  
 CH 24: None, Research

- None
- Clear instruction on assignments

**Prepared you well:**

CH 16: Professionalism & leadership  
 CH 17: Leadership & Research  
 CH 18: Leadership & Management in Community Nursing  
 CH 19: Independent learning, cultural competence, to further education  
 CH 20: Research, cultural aspects, & leadership  
 CH 21: Research & leadership  
 CH 22: Management & Leadership, Community Outreach, Cultural Competency  
 CH 23: Leadership, Advocacy, Cultural Competency, How to find Resources  
 CH 24: Leadership & Research

- Leadership
- Research
- Cultural competency

**Did not prepare you well:**

CH 16: N/A & more time in management  
 CH 17: Advisement on courses  
 CH 18: N/A & Neonatology  
 CH 19: NA & Emotional education for bullying, etc.

- N/A
- Work/School Balance

CH 20: N/A

CH 21: N/A

CH 22: No, No, None

CH 23: No & N/A, Balance of work/school life, more about cultures

CH 24: N/A

**Level of Satisfaction with Program: (SA & A)**

CH 16: 100%

CH 17: 67%

CH 18: 100%

CH 19: 74%

CH 20: 100%

CH 21: 100%

CH 22: 100%

CH 23: 97%

CH 24: 100%

**Is there something we forgot to ask?**

CH 24: Great Program/Great Professors