

REQUIRED COVER PAGE FOR PROGRAM PROPOSALS

Name of Degree: RN-BSN Bachelor of Science of Nursing

Degree _____

A New Program/Degree Proposal

School of Science and

Technology TECHNOLOGY

Department of Nursing

Proposed Implementation Date: Spring/ 2016

Proposal Prepared by:

Joyce Taylor Nursing
Name

Joyce Taylor
Signature Initial submission 8/14/2015
11/20/15 - Revisit on Form

Proposal Submitted:

Dept. of Nursing

School Approval:

Joyce Taylor Initial 8/14/2015
Erin L. Lintz 11/20/2015
Date

Dean's Approval:

Erin L. Lintz 11/20/2015
Signature Date

Educational Policies

Committee's (EPC) Approval

Date

Faculty Approval

Date

Provost's Approval:

Signature Date

President's Approval:

Signature Date

Board of Trustee's
Approval

REQUIRED COVER PAGE FOR PROGRAM PROPOSALS

Name of Degree: _____

A New Program/Degree Proposal

School of Science and
Tecnoogy_____

Department of Nursing_____

Proposed Implementation Date: Spring/ 2016

Proposal Prepared by:

Name

Signature

Proposal Submitted:

Date

School Approval:

Date

Dean's Approval:

Signature

Date

Educational Policies
Committee's (EPC) Approval

Date

Faculty Approval

Date

Provost's Approval:

Signature

Date

President's Approval:

Signature

Date

Board of Trustee's
Approval

Chairman's Signature

Date



FORMAT FOR PROPOSALS FOR NEW ACADEMIC PROGRAMS

ALL PROGRAM PROPOSALS MUST HAVE THE FOLLOWING ELEMENTS:

Cover page

The title page should include the name of the program; department; the proposed implementation date; the appropriate signatures; and, the date the proposal was submitted.

Table of contents *(optional)*

Body of the proposal

The body will include textual information, charts, tables, and other data displays as appropriate.

Executive Summary

The summary should address the seven criteria, **in brief**, of appropriateness to the mission, need, academic integrity, coordination, assessment and accreditation, resource sufficiency, and impact on educational opportunity. The document should be a Word.doc; and one space between sentences. **The Executive Summary should not exceed three pages.**

Five-year budget projection

The appropriate budget projection form is included on page 7 of this document.

Table of Contents for Program Proposals *(optional)*

1. **Appropriateness to Mission**
Description, scope, and purpose of the program
Alignment with University mission
Appropriateness to university's strategic plan
2. **Need**
Need as substantiated by employment trends
Demand for the program among current and prospective students
Uniqueness of the program
Enrollment projections
3. **Academic Integrity**
Program goals
Curriculum overview
Degree requirements
Course offerings
Learning experiences and instructional methods
Program structure/administration
Leadership and faculty qualifications
Student qualifications/support/advisement
4. **Coordination with Other Programs**
With related programs
With other departments/units on campus
With outside agencies, corporations, etc.
5. **Assessment and Accreditation**
Collecting and evaluating student-learning outcomes data.
Use of student-learning outcomes data to improve the program (the feedback loop)
Collecting and evaluating program goals
Use of program assessment to improve the program
Plan for achieving specialized accreditation (if available for the program)
6. **Resource Sufficiency**
Overview of resource sufficiency
7. **Impact on Educational Opportunity**
Effect on under-represented groups of students
Effect on faculty, advisors, etc.
Effect on employers
8. **Bibliography (Optional)**
9. **Executive Summary *(should not exceed three pages)***
10. **Five-Year Budget Projection *(form provided on page 7)***

Table of Contents

	page
1. Appropriate to the Mission	5
2. Need	5
3. Academic integrity	7
4. Coordination with other Programs	16
5. Assessment and Accreditation	17
6. Resource Sufficiency	18
7. Impact on Educational Opportunity	19
8. Five-Year Budget	21
9. Executive Summary	23
10. Bibliography	24

APPENDICES

Appendix A	Vision Statement
Appendix B	University Goal Statement
Appendix C	Employment trends
Appendix D	AACN Enrollment Press Release
Appendix E	RN-BSN Enrollment Data
Appendix F	RN-BSN Curriculum
Appendix G	Systematic Evaluation Plan
Appendix H	Tuition Comparisons

BODY OF INFORMATION FOR PROGRAM PROPOSALS

Appropriateness to Mission

Description, scope, and purpose of the program.

The well being of minorities is part of the mission of Lincoln University. Expanding the existing BSN program to include a specific RN-BSN curriculum assists the nursing program in meeting the mission and vision of the university by addressing minority health disparities and by increasing the diversity and numbers of a higher educated nursing workforce. The proposed RN-BSN program is a Hybrid approach. The hybrid curriculum will create new opportunities for practicing nurses that provide flexible, efficient, and cost-effective ways to access higher education.

Alignment with University mission.

Lincoln University's mission describes the university's legacy of leadership and its commitment to providing a supportive environment for professional and personal growth (see Appendix A). Adding the RN-BSN degree option will support this commitment as it meets the needs of local and regional healthcare professionals and their employers.

Appropriateness to university strategic direction and goals outlined in strategic plan.

The Lincoln University 2013-2018 strategic goals #1, #2, and #3 call for taking a student-centered approach to learning, developing curricula driven by student needs, promoting students' leadership service opportunities, and meeting the needs of nontraditional learners (See Appendix B). Developing more hybrid educational opportunities will move the university towards all of these goals, offering the kind of flexible learning opportunities that today's diverse student body needs, developing the technology skills that today's citizens have come to expect, and positioning Lincoln to continue its legacy of leadership in the education of those historically denied the liberation of learning.

Need

Need as substantiated by employment trends.

Substantiated by Employment Trends

A BSN degree is an indispensable credential for today's RNs. Current trends have demonstrated that healthcare employers increasingly prefer the BSN prepared RNs as entry level for practice (Auerbach, Buerhaus, & Staiger, 2015). According to a recent analysis over the last four years, the percentage of employers requiring new RN hires to hold a baccalaureate increased from 30% to 45%. (See tables 1 and 2). Within that same timeframe, the percentage of employers preferring nurses with a BSN increased from 76% to 80% (American Association of Colleges of Nursing [AACN], 2014). (See Appendix C).

Demand for the program among current and prospective students.

We have received multiple requests from a unique population with educational needs, registered nurses (RNs) seeking a BSN degree. More specifically, local healthcare organizations, healthcare administrators, and area RNs holding associate degrees have sought out our program. These requests stem from the following:

- Current research linking higher levels of nursing education with improved patient outcomes (Abell & Williams, 2012; Kutney-Lee, Sloane, & Aiken, 2013; Yakusheva, Lindrooth, & Weiss, 2014)
- The Institute of Medicine's (IOMs) recommendation that 80% of the nursing workforce be at the BSN level by year 2020 (Auerbach et al., 2015)
- Calls from professional nursing organizations to make a BSN degree the entry level for nursing practice (American Association of Colleges of Nursing [AACN], 2014)
- Magnet designated healthcare facilities seeking to meet requirements of a higher educated nursing staff (Auerbach et al., 2015)
- To develop future leaders in nursing practice and nursing education
- And to thwart lower employment rates for associate degree and diploma nurses (Auerbach et al., 2015).

A BSN degree is generally considered the first step for RNs interested in moving into leadership roles, political advocacy, advanced practice nursing, nursing education, research and scholarship.

Higher levels of education enable nurses to meet the ever growing needs of a more technical and advanced healthcare system and will ensure the nation's growing aged and diverse patient population has access to high-quality patient-centered care (American Association of Colleges of Nursing [AACN], 2015; AACN, 2014; IOM, 2011).

Uniqueness of the program.

The RN students returning to academia have needs that must be differentiated from the expectations for the entry-level nursing student. The adult learner requires course schedules that permit them to maintain their work and families lives. The Hybrid delivery method can provide students flexibility and a sense of belonging to the school community. In addition, these students bring with them advanced experience and knowledge that will be enhanced as they move through our program. The RN-BSN student should move beyond development of the skills already acquired in their prior nursing program, and reference the development of higher-level skills or proficiency. Separating these students into their own cohort, will allow the integration of previously acquired knowledge and skills into the learning environment in a way that cannot be accomplished with pre-licensure nursing students.

The RN-BSN program will be admitting registered nurses (RNs) holding degrees in nursing. These students would have completed nursing degrees at the associate degree or diploma level at an accredited school of nursing and successfully passed the nursing licensing examination (NCLEX-RN). The RN-BSN curriculum was created based on the requirements of the PA State Board of Nursing, the AACN Essentials of Baccalaureate Nursing, and QSEN (quality and safety education for nurses). The PA Board of Nursing, Middle States, and CCNE accrediting bodies have approved the RN to BSN curriculum.

Enrollment projections.

Enrollment in RN-BSN programs nationwide has increased by 24% over the past five years and this number is expected to continue to rise. (see table 3). According to the AACN (2012), enrollment in BSN degree completion programs (RN-BSN) has increased every year for the last 9 years with enrollment growing from 31,215 students in 2003 to 89,975 students in 2011, a 288% increase. As evidenced in the literature proposed enrollment at the Lincoln University RN-BSN programs will increase by approximately 25% annually (AACN, 2015). In a press release, March 9, 2015 regarding enrollment in nursing school the AACN noted "the greatest gains are found in baccalaureate degree-completion programs and the practice-focused doctorate, students are returning to nursing school in record numbers to develop the skills needed to meet employer demands and patient care needs." (See Appendix C)

The nursing director, faculty, and staff are enthusiastic about how well the proposed program has been received by the internal and external communities and we anticipate enrollment to increase based upon the interest that has been expressed.

The nursing program intends to aggressively recruit and enroll for the RN-BSN program. In an effort to increase public awareness and enrollment, the nursing program has been collaborating with the marketing department on promotional material. In addition, our faculty and staff have represented the program at health fairs, career fairs, and professional workshops. (See Appendix D).

Academic Integrity

Program goals.

Both the University and nursing department goals emphasize academic excellence, a collaborative environment, and community service. The RN-BSN program goals, objectives, and desired outcomes align with the current pre-licensure BSN curriculum. The development of the RN-BSN program demonstrates expansion of academic offerings within the existing nursing program.

RN-BSN Program Goals:

1. Provide RN-BSN students with a broad base of liberal studies to enhance understanding of self, others, and the world in which we live.
2. Provide RN-BSN students with a working knowledge of concepts essential to contemporary professional nursing practice.
3. Provide a flexible educational program that facilitates attainment of personal and professional career goals, and meets the health care needs of the community.
4. Promote collaboration between faculty and RN-BSN student to advance the profession of nursing
5. Prepare RN-BSN students' with requisite knowledge that fosters continued professional growth and forms the foundation for graduate education.
6. Promote collaboration between faculty and the RN-BSN student to advance the profession of nursing

Recommendations from the Commission on Collegiate Nursing Education (CCNE) to bring returning RNs to the baccalaureate level of proficiency include courses that focus on healthcare organization/systems understanding, leadership development, evidence-based practice, informatics and integration of technologies into practice, professional roles, values, and ethics, clinical prevention and population health, comprehensive health assessment, transcultural nursing, and quality improvement strategies (American Association of Colleges of Nursing [AACN], 2014). Moreover, the RN-BSN students must have the same learning outcomes as the traditional BSN students, as accreditation of all BSN students occurs simultaneously. We acknowledge that these adult learners will require faculty to use teaching strategies that match their developmental and experiential stages as per Knowles Adult Learning Theory (Brady, 2013).

The nursing program has partnered with Lippincott's RN to BSN curriculum solutions which includes integrated, digital e-learning course content. RN to BSN solutions is a full curriculum solution mapped to important nursing standards such as the BSN Essentials and QSEN. Lippincott's RN to BSN Solutions builds on initial nursing preparation with course work designed to enhance students' professional development, prepare them for a broader scope of practice, and stimulate students to gain a strong understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. the solutions can be offered in a variety of flexible formats. For the purpose of the proposed program the Lippincott solutions will be the framework for the RN-BSN hybrid curriculum.

The full curriculum solution, Lippincott RN-BSN Solutions is currently offered with these eight courses:

1. Community and Public Health
2. Health Assessment
3. Informatics
4. Leadership and Management
5. Nursing Research and Evidence-Based Practice
6. Pathophysiology
7. Professional Issues, Roles, and Values
8. Transcultural Nursing

(<http://www.nursingeducationsuccess.com/nursing-education-solutions/lippincott-rn-bsn-online/>).

Nursing Program Student Learning Outcomes (PSLOs):

1. Caring – Students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.

2. **Knowledge** – Students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery.
3. **Effective thinking** – Our students will use a variety of thinking methods such as, critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.
4. **Communication** – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing, and scholarly dissemination.
5. **Technological Aptitude** – Students will competently use technology to access information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession.
6. **Lifelong learning** – Students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care by engaging into systematic inquiry, investigation, and new knowledge generation.
7. **Cultural Competence** - Students will demonstrate willingness to learn about other cultures and use the information to collaborate with patients to provide nursing care that meets individuals' cultural and religious needs.
8. **Leadership** – Students will apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.
9. **Ethics** – Students will apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.

Curriculum overview. **See the below SAMPLE Curriculum Overview.*

The curriculum used in the RN-BSN program aligns with the previously approved lower level and upper level curriculum for the current BSN program, with the removal of courses and clinical experiences already completed in their previous nursing degree programs. The returning RN student will be awarded 30 course credits for prior learning and practice experience.

SAMPLE Curriculum Overview

General Education (Core Curriculum) courses

First Year Experience	3 credits
Social Sciences	9 credits
Health & Wellness	2-3 credits
English	9 credits
Humanities	6 credits
Mathematics	3 credits
Natural Sciences	7-8 credits
Language OR Computer Science	6-8 credits
Writing Proficiency Requirement	
Total	45-49 credits

Major and major-related courses

100/200 level prerequisites and requirements	16 credits
300/400 level requirements	30 credits
Specialization courses	8-10 credits
Electives	18 credits
Seminar	3 credits
Total	75-71 credits

Total	120 credits
--------------	--------------------

Degree requirements.

The RN-BSN curriculum, course requirements, and writing proficiency courses needed to earn a BSN degree are as follows:

(See Appendix F)

Course offerings.

(Catalog descriptions)

Describe how each course supports the program goals and student learning outcomes.

NUR 351 Transition to Professional Nursing Practice

Facilitates the development and implementation of strategies to enable the synthesis of professional development for the nurses. The course enables students to engage in a thoughtful process of inquiry to more intentionally and consciously develop their knowledge and nursing practice, develop their confidence and ability to act in alignment with their nursing values, and to navigate the complexities of contemporary health care settings as they care for patients and families.

NUR 352 Health Assessment and Promotion

Health Assessment and Promotions is designed to provide students with the knowledge and skills necessary to collect relevant health assessment data using a multi-dimensional approach. Students are introduced to a variety of devices and procedures used to collect data used in assessing the structure and function of the human body. Psychological, social and cultural aspects of assessment are also introduced to assist students to analyze the influence of the environmental on human body and function. Normal growth and development will also be assessed. This course includes information and learning exercises healthcare teaching

NUR358 Nursing Informatics & Technology/Computer Applications II

This course explores the impact of technology on healthcare, medical record keeping, the influence of HIPAA on record keeping and technological variables in nursing practice. It focuses on the role of the nurse in electronic information handling and considerations for strategic planning. Students are introduced to applications of computers in the area of spreadsheets, database management, presentation, structured programming, and web programming. Desktop software such as Microsoft office as well as a programming language compiler will be utilized in this course.

NUR452 Nursing Research

This course stresses the role of the researcher and the research consumer as it introduces nursing students to the fundamentals and principles of the research process and their application in nursing. The importance of reviewing, understanding, and evaluating research findings related to the practice of nursing is emphasized.

NUR453 Healthcare Ethics

This course provides students with the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories including moral developmental theories will be discussed. The course will help students to clarify values and promote moral reflection in the context of contemporary health-care challenges. Emerging issues as involving emerging technologies and political, legal, socio-economic, and fiscal factors will be examined.

NUR455 Healthcare Delivery Systems

This course expands the theoretical and experiential foundations of population-based nursing as highlighted in Healthy People 2020. Emphasis is placed on disease prevention especially for vulnerable and underserved populations. Historical, political, economic, ethical, social, psychological, and cultural factors that promote and adversely impact health are examined along with contemporary health issues.

NUR 456 Transcultural Nursing Perspectives

This course provides a theoretical framework for culturally competent patient care. The course will enable the nurse to navigate through the obstacles that culture can place on the patient/family experience. Through a presentation of the history and theory behind cultural competence, the course offers key information regarding health beliefs and the impact of culture on both health and illness.

NUR457 Community and Population Health

This course provides instructional and clinical learning experiences on the principles of community health, public and family health nursing. Students are trained to conduct community and family health assessments using basic epidemiological principles and data collection strategies. Students will also be required to engage in health promotion and maintenance strategies in a variety of community health settings.

NUR 459 Gerontological Nursing Perspectives

This course examines nursing care of the geriatric patient using evidence-based standards across all healthcare settings. Current nursing research in geriatrics is explored. Normal aging processes and risk factors that affect the health and functioning of elderly patients are studied to determine best nursing practices for managing those needs or risks. A holistic approach is used to study a variety of issues that impact the biological, behavioral, and socio-cultural needs and gender considerations of the elderly. Ethical and legal issues related to care of geriatric patients are examined in the context of continuous improvement in quality and safety.

NUR458 Nursing Leadership & Management

This course will introduce students to the analysis of nursing leadership and management from a systems perspective. An organizational structure is developed that shows how the nursing unit fits within the larger structure. Various leadership behaviors are examined and compared to those of a nurse leader in the healthcare setting. The promotion of assertive behavior in the professional role as well as awareness of interdisciplinary standards is emphasized.

NUR460 Capstone Senior Seminar

This course builds on the previous learning related to holistic patient care for adults, older adults, and critically ill patients with complex healthcare needs. Students engage in self-directed study to enhance their physical assessment skills. Students demonstrate critical thinking in the development and implementation of comprehensive plans of care. Students integrate principles of advocacy, collaboration, coordination, and evidence-based care to meet the complex needs of clients during clinical experiences.

Learning experiences and instructional methods.

Hybrid Instruction as Alternate Delivery Methods

The RN-BSN program is designed to provide robust practice experiences that are woven throughout each aspect of the curriculum using both traditional and innovative learning technologies, and instructional strategies such as: simulation lab, problem-based learning,

activity-based learning, direct patient interaction, and community outreach. Curriculum tools such as discussion board topics and case studies help students to develop soft skills and foster social learning in a hybrid format. Hybrid learning environments are quite effective as they offer each student a fair chance at success; everyone sits in the front row. The program is intended specifically for adult learners who prefer guided face-to-face combined with independent study, practical professional application, and a collegial relationship with faculty and other students.

The hybrid nursing classes will have use of three fully-equipped classrooms, a computer room with 30 computers, a media room, a tutor –learning center, and two simulation and skills laboratories (Sim Lab) with state of the art equipment which has been created and designated to the nursing program. The Medical- Surgical focused Sim Lab, offering high-fidelity virtual learning experiences, is located on the third floor; the Maternal- Child focused Sim Lab is located on the second floor of the College of Science and Technology. The hybrid component offers flexibility for the RN to complete clinical practicums and field experiences at their place of employment or other local healthcare facilities in their geographic area.

Program structure/administration.

The RN-BSN curriculum will be sequential using a 7-1-7 accelerated course block schedule. There are a total of ten course blocks required to complete the program. Each block will run for seven weeks with a week break during each block. Course breaks will also align with the school calendar, i.e. faculty recesses occurring during the fall break, the holiday season, and spring break. Cohorts may start in the fall and spring semesters, and during the summer I and summer II sessions. Students will remain within their cohort and progress through each block sequentially throughout the program. In the event a student withdraws from a course block or requires a break, they will be allowed to resume the program with the next available cohort in sequence. To ensure needed student/student and faculty/student interaction, course enrollment will be capped at 20, following guidelines agreed upon by the Lincoln University collective bargaining agreement (CBA), Section 13.20 (c) of the 2012 –2016 CBA.

Hybrid courses, developed in Moodle®, will be housed on servers maintained by Moodlerooms. Moodle® has been selected as the University's Learning Management System. Moodle® is co-managed by ATS and Moodlerooms. Both students and faculty will have 24/7 online access to class resources, materials, and the Moodle® helpdesk. Experienced full and part-time nursing faculty at Lincoln University will teach courses. All faculty will be or have been trained in online pedagogy through Moodle®, and will have access to all online course content and faculty/student interaction as needed. The Lincoln University has two departments that support our technology services. The technology service providers are Information Technology (IT) and Academic Technology Support (ATS). The IT department develops and maintains computers, phone, cable, and email services on all Lincoln campuses. The staff members provide surveillance and protection to secure the computing infrastructure.

ATS provides faculty and students of the University support when technology is used as to facilitate instruction. This department assists faculty in integrating technology into

teaching, research, and scholarship. The staff in the ATS department provides ongoing faculty development related to technology and conducts trainings when new technology and software needs to be integrated University-wide.

The nursing faculty is required to go through at least two kinds of training (Moodle® technology and online pedagogy) before teaching a hybrid course. Currently this training is available at no charge to all Lincoln faculty, full-time and adjunct, in self-paced and in teacher-led courses provided by Moodlerooms, although faculty are free to take equivalent training elsewhere. The training consists of a 10-hour self-paced Moodle course and a 5-week teacher-led online pedagogy course. Presently, hybrid nursing courses are offered in the existing BSN curriculum.

Lincoln's Academic Technology Support (ATS) Center assists and trains faculty interested in using educational technology as well, whether for web-enhanced courses, using technology in face-to-face classes or designing hybrid learning experiences. Additionally, the Center for Excellence in Teaching and Learning (CETL) has as one of its three main charges the support of faculty who are teaching with technology, and it will be working closely with ATS to identify training needs and help bring the expertise to campus to meet those needs. CETL and ATS both house reference articles on hybrid/blended pedagogy, encourage user group discussions, and bring in outside experts for hands-on training as needed.

The RN-BSN program will be located within the department of nursing which is a part of the College of Science and Technology, under the leadership of Dr. Derrick Swinton, Interim Dean, and Joyce Taylor, Interim Nursing Program Director/Chair. The hybrid component will conduct face-to-face classes at the Lincoln University campus and the Coatesville campus. And utilize the resources available at both locations. The online component will be housed in Moodlerooms, the LU LMS established for web-assisted and hybrid learning. All RN-BSN nursing students and nursing faculty will have access to the same resources afforded to the pre-licensure nursing students.

Faculty teaching in the hybrid RN-BSN program and support staff are qualified and meet the standards of the University and the Pennsylvania Board of Nursing. By Spring 2016, a total of 2.25 FTEs will be required to launch the program: 2 faculty (1.0 FTE), 1 Lab Coordinator (.25 FTE), and 1 support staff (1.0 FTE). Nursing faculty teaching in the alternate instruction method are required to hold at least one graduate degree in nursing, be currently licensed professional nurses in their commonwealth, and demonstrate expertise in their area of instruction (Pennsylvania Board of Nursing Administrative Code, §PBON 21.71). The program will maintain a pool of adjunct instructors as the hybrid and program grows.

Leadership and faculty qualifications.

Briefly describe the expertise of the faculty members who will be teaching in the program.

(Use the format below for each faculty member associated with the new program.)

Name:

Marilyn McHugh

Years at University: 2

Degree(s) Earned: RN, MSN, JD

Current Teaching Responsibilities (list course numbers and titles): NUR303

Pathophysiology, NUR404 Adult Medical Surgical II, NUR302 Health Assessment, NUR306 Mental Health in Nursign

Teaching Responsibilities for Proposed Program (list course numbers and titles): NUR353 Health Assessment, NUR 453 Healthcare Ethics, NUR 457 community and Population Health

Scholarship Related to the Proposed Program: Taught at the BSN & MSN level for 25 years. Most recent experience includes online pedagogy.

Additional Responsibilities Related to the Proposed Program: Advisor, Curriculum Development and curriculum alignment.

Other Information Relevant to the Proposed Program: Assit in developing the BSN-MSN bridge program

Name: Sandi Nolan

Years at University: 1

Degrees earned: RN, MSN, PhD matriculated

Current Teaching Responsibilities: NUR301 & NUR301L Fundaments in Nursing Practice, NUR304 & NUR 304L Adult Health I.

Teaching Responsibility for Proposed Program: NUR351 Transition to Professional Practice, NUR456 Transcultural Nursing Practice.

Scholarship related to the Proposed Program: Fifteen years in nursing education at various levels. Experience in curriculum development, hybrid and online pedagogy.

Additional responsibilities Related to the Proposed Program: Student advisor, ongoing curriculum development and curriculum mapping, Program evaluation.

Other Information Relevant to the Proposes Program: Assist in recruiting and coordinating the program, Social media marketing.

Name: Joyce Taylor

Years at University: 3

Degrees earned: RN, MSN, and PhD ABD

Current Teaching Responsibilities: NUR300 SMARTS, NUR402 Research, NUR411 Community Health.

Teaching Responsibility for Proposed Program: NUR351 Transition to Professional Practice, NUR452 Research, and NUR457 Community Population Health.

Scholarship related to the Proposed Program: Five years experience in nursing education at various levels. Experience in program development, SEP, curriculum development, hybrid and online pedagogy.

Additional responsibilities Related to the Proposed Program: Student advisor, ongoing curriculum development and curriculum mapping, Program evaluation.

Other Information Relevant to the Proposes Program: Program Assessment and evaluation, coordinating the program, Social media marketing.

Student qualifications/support/advisement.

Students enrolled in the RN-BSN hybrid program will have access to all on-campus and on-line learning support resources. The Lincoln University IT and ATS departments are available during normal business hours, whereas, Moodlerooms® has a 24/7 helpdesk and academic support resource available to all students and faculty. In addition to the Langston Hughes main campus library, all hybrid students will have 24/7 accesse to the large full-text electronic databases through use of a university login and password. Databases specific and accessible to hybrid students include, CINAHL, Proquest, and Joanna Briggs Institute, The library will be expanding the databases to include more nursing and allied related peer-reviewed materials.

Students enrolled in the program will be assigned a faculty advisor in the Department of Nursing. Nursing faculty advisors are available via email or by phone if needed to provide guidance to students throughout their academic nursing program. Students in the hybrid program have the added advantage of face-to-face advisement as necessary. The student may contact their advisor at any point for advice regarding curriculum, procedures, and processes leading to graduation. The student, however, is responsible for following all guidelines, protocols, and abiding by all nursing curriculum and program requirements. Students MUST check their Lincoln University e-mail for messages on a daily basis. It is the student's responsibility to request guidance from their instructors and faculty advisors when they are having difficulty with curriculum and course materials. The student is responsible for fulfillment of all program requirements in time for graduation.

Coordination with Other Programs

With related programs at Lincoln University.

Graduates from the program will be able to pursue advanced degrees in nursing education, nurse practitioner, nursing administration and leadership, and nursing research.

With other departments/units on campus.

The RN-BSN program offers Lincoln University graduates a holistic perspective in all areas of professional practice. The program provides high levels of liberal and professional educational experiences to a diverse nursing student population. The interdisciplinary curriculum partners with Health Science, STEM, and Language departments as students explore the cultural, psychological, ethical, legal and management aspects of nursing in hospitals and communities. Students will be equipped to recognize the impact of cultural forces, particularly their social, economic, and political aspects, on the health of individuals, families, neighborhoods, and the global community. Graduates from the

With outside agencies, corporations, etc.

Local and regional healthcare facilities and academic institutions are seeking out our program. Associate degree and/or diploma RNs working at JRH have been notified that they need to have achieved a minimum of a bachelor degree within the next five years. The administration at Jennersville Regional Hospital (JRH), a local healthcare facility, has agreed to partner with the nursing program by promoting our RN-BSN program to RNs working at their facility. The two-year nursing program at Delaware County Community College has expressed interest in an articulation agreement with Lincoln's RN-BSN program, as their graduates understand that the BSN offers increased job opportunity and professional advancement.

Assessment and Accreditation

Describe the assessment process that includes collecting and evaluating student-learning outcomes data and using the data to improve the program (the feedback loop).

Nursing is a practice discipline that includes both direct and indirect care activities that impact health outcomes. These practice experiences are essential for students to evolve as a baccalaureate-prepared professional nurse (AACN, 2012). The RN-BSN program includes direct and indirect assessment and evaluation criteria to measure the expected knowledge, skill, and/or behavior the students should be able to demonstrate as a result of their participation in the program. The nursing program's systematic evaluation plan (SEP) is a fluid document providing an iterative cycle of evidence that indicates the extent to which the BSN and the RN-BSN program outcomes align with institutional learning outcomes (ILOs) and student learning outcomes (SLOs). (See Appendix G).

Describe the process to collect and evaluate program goals and to use program assessment to improve the program.

Direct and indirect assessment measures for PSLOs

Direct assessments will include:

- Written projects throughout the curriculum addressing specific PSLOs (with evaluative rubrics),
 - o Community Health and Population-Focused Health Promotion Project (group participation and evaluation)
 - o Develop a Management Proposal to Address a Quality Care or Patient Safety Issue
 - o Evidenced-based research and practice project
- Transcultural perspectives case study
- OnlineMoodlerooms discussion boards (with evaluative rubrics)

- Practice experience evaluation, i.e. a comprehensive holistic focused health assessment (with evaluative rubrics)
- Capstone seminar project involves a comprehensive holistic plan of care (with evaluative rubric)
- Change Paper writing proficiency project
- Professional practice and writing portfolio
- RN ANCC Geriatric Certification exam (successful pass rate)
- Xitracs assessment
- External constituent mentor evaluations

Indirect assessment measures will include:

- At least 90% of the RN-BSN students will indicate on the EBI exit-survey overall satisfaction with the program
- Number of students enrolled
- Number of graduates produced
- At least 50% of students enrolled will successfully complete the program within two years
- Percentage of students applying and being accepted to graduate schools
- Percentage of students with increased employment capacity
- Percentage of students earning graduate degrees at the master's and doctoral levels
- Percentage of RN-BSN students responding to the Graduate Satisfaction Survey will indicate affiliation with a professional organization (s) one-year post graduation
- At least 90% of employers of nursing graduates responding to the Employer Satisfaction Survey will indicate satisfactory performance with the LU RN-BSN educated nurse

Describe the plan for achieving specialized accreditation (if available for the program).

Our program has implemented plans to achieve specialized accreditation. The nursing program completed a successful Commission on Collegiate Nursing Education (CCNE) self-study/survey visit in February 2015 and is anticipating CCNE accreditation in fall 2015. The Pennsylvania State Board of Nursing approved the RN-BSN program at the Lincoln University. The program has also been granted Middle States accreditation.

Resource Sufficiency

Overview of resource sufficiency.

Hybrid delivery is cost and time effective for both the university and its stakeholders. The RN-BSN program will require minimal initial start-up funds, as major funding for the initiation of the pre-licensure BSN nursing

program has been established; the RN-BSN program will be an advancement of the existing BSN degree program. Annual costs such as library journals, supplies, equipment maintenance, and replacement, and other costs are in the general nursing program budget and the same budgeted monies will serve the proposed RN-BSN program. Moreover, An increasing number of registered nurses are recognizing the need to advance their education, and many employers are providing funding and support to facilitate academic progression. RN-BSN students will, for the most part, be self funded as they are already employed, and many receive tuition reimbursement benefits.

Physical Facility

The RN-BSN program will be located within the department of nursing which is a part of the College of Science and Technology, under the leadership of Dr. Derrick Swinton, Interim Dean, and Joyce Taylor, Interim Nursing Program Director/Chair. The hybrid component will conduct face-to-face classes at the Lincoln University campus and the Coatesville campus. And utilize the resources available at both locations. The hybrid program will be housed in Moodlerooms, the LU LMS established for web-assisted and hybrid/blended learning. All RN-BSN nursing students and nursing faculty will have access to the same resources afforded to the pre-licensure nursing students.

Program Budget

The nursing program has been awarded funds from the SAFRA grant for the addition of the RN-BSN degree program; funding projections are for the next five academic years going into year 2020. However, as is evidenced in the attached budget summary, even with modest student enrollment projections, the program will be self-sustaining within the next two years. The pre-licensure program has more than tripled enrollment as we enter the 2015-2016 school year. We already have pre-licensure students enrolled for the 2016-2017 cohort. We feel confident that both programs will be revenue producing as we within the next two years.

Presently, Lincoln University's in -State tuition is competitive as per the sample comparison in table X. However, out-of-state tuition remains on the higher end. And will most likely be a talking point as the hybrid component of the program progresses. (see appendix H)

Impact on Educational Opportunity

Effect on under-represented groups of students.

The RN-BSN program is designed to provide students' professional leadership and advocacy skills needed for advancement in the dynamic 21st century healthcare industry. Students graduating from the program are able to pursue degrees at the master's and doctoral level. A crucial outcome is for the ethnic and minority nurses who for the most part hold an associate's degree be committed to increasing the number of minority nurses holding a BSN or higher with the intent of becoming healthcare leaders in nursing and a voice for the underserved populations of the healthcare sectors. Advancing educational opportunities will serve to develop leaders for the future of nursing education while addressing the nursing faculty shortage. Graduates will be prepared to engage in evidence-based research and scholarship, have the ability to sit at legislative tables and participate as members of governing boards to be part of the development of healthcare policy.

Upon committee approval, as the RN-BSN program becomes operational, the nursing department will have the opportunity to adjust and improve on innovative delivery methods and will position the nursing program to begin the planning phase of the master of science in nursing (MSN) program. It is proposed that a MSN program will have a focus in Nursing Education and Nursing Administration and Leadership. The anticipated

MSN program, which will be created during the 2016-2017 school year, with a projected launch date of spring 2018.

Effect on faculty, advisors, etc.

Since the program is designed for convenience and flexibility, students enroll in each course sequentially, one at a time. Full-time faculty are welcomed to facilitate the hybrid courses, but it has been determined that adjunct faculty with proper credentials are adequate to facilitate the courses. Presently, we have adequate human resources to move forward with the proposed program. Additional adjunct faculty will be added as new cohorts are added. The largest outlay of funds for the program will occur with advertising and marketing costs as we promote the RN-BSN hybrid program.

Effect on employers.

A more educated nursing workforce has been evidenced to improve patient outcomes and deliver safe patient care; have enhanced critical thinking skills, and will more likely add to the pool of advanced practice nurses and nurse educators (Sarver et al., 2015). Access to better education means more qualified nurses can enter the work force prepared for the expanded roles and responsibilities needed to care for the growing diverse patient populations in today's evolving healthcare system (Battie, 2013). (see Appendix H)

FIVE-YEAR BUDGET PROJECTION

SCHOOL: School of Science and Technology

PROPOSED PROGRAM: RN-BSN Nursing Program

ESTIMATED REVENUES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Tuition or University E&G	0	194,440	194,440	437,400	437,400	546,750	546,750	683,438	683,438	854,297
External Grants and Contracts	0	158,220	158,220	142,120	142,120	126,020	126,020	109,920	109,920	93,820
Other	0	0	0	0	0	0	0	0	0	0
TOTAL REVENUE	302,325		336,700		392,500		458,500		541,000	
ESTIMATED EXPENSES	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
Salaries and/or benefits (Faculty and Staff)	0	191,520	191,520	298,636	298,636	408,376	408,376	520,111	520,111	634,230
Learning resources	0	0	0	0	0	0	0	0	0	0
Instructional equipment	0	0	0	0	0	0	0	0	0	0
Facilities and/or modifications	0	2,000	2,000	2,040	2,040	2,081	2,081	2,122	2,122	2,165
Other		5,000	5,000	5,100	5,100	5,202	5,202	5,306	5,306	5,412
TOTAL EXPENSES	198,520		305,776		415,659		527,540		641,807	
DIFFERENCE (Rev.-Exp.)	154,100		273,744		257,111		265,818		306,310	
ESTIMATED IMPACT OF NEW PROGRAM	Year 1		Year 2		Year 3		Year 4		Year 5	
	Existing	New	Existing	New	Existing	New	Existing	New	Existing	New
FTE Enrollment	24		54		68		84		105	
Projected Annual Credits Generated	432		972		1215		1519		1898	
Tuition Generated	194,400		437,400		546,750		683,438		854,297	

Budget Notes: The budget is based on a modest enrollment of 3 cohort, 6 students per cohort for initial enrollment at each hybrid location. The hybrid locations will be the university campus, Coatesville campus, and Jennersville regional hospital. Additional cohorts will

be able to stat the program in the summer I session and fall 2016. A projected annual 25% increase in enrollment is demonstrated in the estimated impact of the program. The expense budget remains small as the hybrid courses are cost and time effective. The hybrid component will utilize existing physical facilities already in use for the generic nursing program. The most costly expenses will be marketing and social media outreach followed by faculty needed as the program grows.

One full-time faculty position will be added each year. The program will stat with two adjuncts adding one adjunct each year per need.

Executive Summary

Understanding that the U.S. is a nation of immigrants, the mission and vision of the nursing program assists LU in furthering its goal of bridging the gap in minority health disparities by increasing the ethnic/minority diversity and numbers of entry-level nurses in the workforce. The addition of the RN-BSN program meets strategic plan goal #2: The university faculty will develop new curricula that are driven by student need, sand tested by feedback from students, employers, professional associations, and alumni. The nursing program aligns with calls from the IOM, the Robert Wood Johnson Foundation (RWJF), and professional nursing organizations, i.e. AACN suggesting that a renewed focus on diversity in nursing education will ensure the nation's growing diverse patient population has access to high-quality care. Additionally, healthcare institutions can appreciate increased patient satisfaction with patient-centered decision making when patients see and know that the healthcare care providers share similar cultures, language, and communication. There is a new call for change, innovation, and reform in nursing education and practice to meet society's needs. The nursing program is proposing to answer the call through enhanced curriculum offerings by launching the RN-BSN hybrid program in spring 2016

Launched in fall 2013, the pre-licensure BSN nursing program is in its third year. And in just a short time has proven to be an asset to the local community, the nursing profession, and our society. The nursing program graduated its first class of BSN nursing students in May 2015. We are very proud of the diverse nursing program at the LU as it serves to remedy issues related to the nursing shortage, the increased health needs in our society, contributes to research and scholarship in the nursing profession, and moreover, facilitates an increase in the numbers of qualified nurses from diverse, ethnic/minority backgrounds. Our student population has more than tripled since the program's inception. Now is the time to move forward and expand. Information in this proposal has demonstrated the need for the program; substantiated evidence has offered a positive snapshot on enrollment projections and program sustainability. Let's move forward with programs such as the RN-BSN degree program at Lincoln which promises to enhance the quality of life for all people and meet the challenges of a highly technological and global society.

References

- Abell, C. H., & Williams, D. (2012). Transforming a RN to BSN program to an on-line delivery format. *Kentucky Nurse*, 60(1), 5.
- American Association of Colleges of Nursing. (2014). The impact of education on nursing practice. Retrieved from www.aacn.nche.edu
- American Association of Colleges of Nursing. (2015). *IOM committee on the evaluation of the future of nursing report* [White paper]. Retrieved from <http://www.aacn.nche.edu/media-relations/IOM-Evaluation-Committee-Talking-Points.pdf>
- Auerbach, D. I., Buerhaus, P. I., & Staiger, D. O. (2015). Do associate degree registered nurses fare differently in the labor market compared to baccalaureate prepared RNs? . *Nursing Economic\$,* 33(1), 8-12, 35. Retrieved from <http://search.proquest.com.library.capella.edu/docview/1655479950?accountid=27965>
- Battie, R. N. (2013). Perioperative nursing and education: What the IOM future of nursing report tells us. *AORN Journal*, 98(3), 249-259. <http://dx.doi.org/10.1016/j.aorn.2013.07.004>
- Kutney-Lee, A., Sloane, D. M., & Aiken, L. H. (2013). An increase in the number of nurses with baccalaureate degrees is linked to lower rates of post-surgery mortality. *Health Affairs*, 32(2), 579-586.
- Sarver, W., Cichra, N., & Kline, M. (2015). Perceived benefits, motivators, and barriers, to advancing nurse education: Removing barriers to improve success. *Nursing Education Perspectives*, 36(3), 153-156. <http://dx.doi.org/10.5480/14-1407>

Yakusheva, O., Lindrooth, R., & Weiss, M. (2014). Economic evaluation of the 80% baccalaureate nurse workforce recommendation: A patient-level analysis. *Medical Care*, 52(10), 864-869. <http://dx.doi.org/10.1097/MLR.0000000000000189>

Appendix A



Vision

As a global institution, The Lincoln University has an expert workforce that offers progressive and comprehensive programs marked by effective support systems and sound fiscal practices. The University combines the elements of a liberal arts and science-based undergraduate core curriculum with selected graduate programs. The institution is a place where people come willingly to learn, teach, work and visit. The Lincoln University's faculty provides scholarship, personal development, social responsibility, cultural enrichment and innovation that prepare individuals for careers and leadership positions to enhance the quality of life for all people and meet the challenges of a highly technological and global society.

Mission

Founded in 1854, The Lincoln University, the nation's first degree-granting Historically Black College & University (HBCU), is committed to maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce. With a myriad of firsts to its credit and a tradition of producing world leaders, the University engages in programs that increase knowledge and global understanding. The University's diverse student body and expert workforce foster a supportive environment for professional and personal growth and mutual respect.

Appendix B



Goal 1: Recruit and retain students with high potential and strong academic achievements

1. Increase freshman class enrollment by a minimum of 50 students annually from 2013-2018.
2. Increase overall SAT score average of entering freshmen by 10 points annually.
3. Increase high school GPA average of freshman class by 15 points annually.
4. Add two different states, territories or cities where we recruit annually.
5. Increase transfer students by 15 annually.
6. Increase graduate enrollment by 50 annually.
7. Evaluate all retention measures currently in place, modify where needed and communicate university wide.
8. Require every College and department to develop a retention plan with measureable targets.
9. Establish and maintain a set of comprehensive programs and experiences inclusive of student and academic services.
10. Increase overall retention rate by 3-5% annually. recruitment initiatives and develop scholarship opportunities for students from Asia, Africa and Europe.

Goal 2: Enhance, expand, and strengthen the University's academic programs and services

1. Increase research grant activity by 3 to 5% annually.
2. Increase faculty publications by 2% annually.
3. Increase faculty scholarly presentations by 2% annually.
4. Increase the number of community partners in each College by three annually.
5. Conduct market analysis on programs and services needs within the region and state and develop associated majors, minors and programs or services to address needs.
6. Annually evaluate and assess academic programs or services for effectiveness and efficiency and make changes when necessary.
7. Secure in-field accreditation for at least one program every other year.
8. Provide a fund to support faculty development.
9. Establish a Teacher Learning Center.
10. Initiate and develop student exchange programs in Asia, Africa and Europe.
11. Increase the number of students studying abroad.
12. Assist faculty in establishing linkages in other countries to strengthen course offerings.

Goal 3: Foster a learner-centered environment that inspires teaching, learning, research, and service

1. Establish learning communities in three of the residence halls annually beginning 2013.
2. Develop an education program that will certify university personnel in understanding and implementing the components of a learning community.
3. Annually recognize individuals and/or programs that are proven "best practice" models and consider for university-wide implementation.
4. Publish at least one article annually on learner-centered environment results.
5. Increase by 2% annually the number of students and faculty engaged in service both internally and externally

Appendix C Employment Trends

Figure 2.
Percent of Full-Time Equivalent RNs Employed in Hospitals
By Ultimate Degree Type, 2003-2013

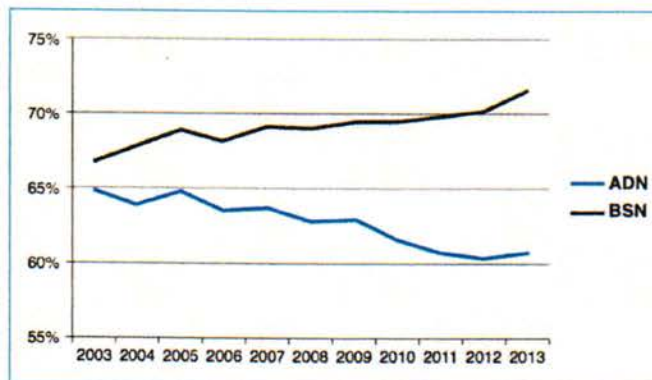
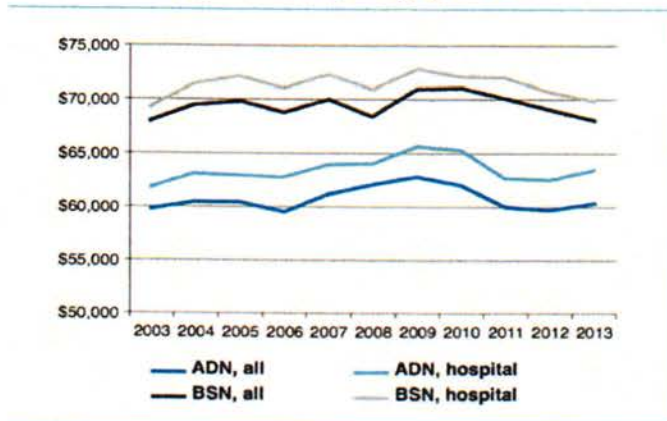


Figure 3.
Overall and Hospital-Employed Earnings of Full-Time Equivalent
RNs by Ultimate Degree Type, 2003-2013



VOTE: Earnings figures exclude those of RNs working fewer than 30 hours per week.

Appendix D

Press Release

For Immediate Release

Amid Calls for a More Highly Educated RN Workforce, New AACN Data Confirm Enrollment Surge in Schools of Nursing

WASHINGTON, DC, March 9, 2015 - According to new data released today by the **American Association of Colleges of Nursing (AACN)**, enrollment in baccalaureate, master's, and doctoral nursing programs increased last year as more nurses answered the call to achieve higher levels of education. With the greatest gains found in baccalaureate degree-completion programs and the practice-focused doctorate, students are returning to nursing school in record numbers to develop the skills needed to meet employer demands and patient care needs.

"AACN applauds the nation's nursing schools for their efforts to expand student capacity as momentum for advancing the education level of the nursing workforce continues to accelerate," said AACN President Eileen T. Breslin, PhD, RN, and FAAN. "As the national voice for baccalaureate and graduate nursing education, AACN is committed to working with all stakeholders to better prepare registered nurses (RNs) to thrive in all practice settings. We strongly believe that encouraging all nurses to continue their education is in the best interest of patients and the communities we serve."

AACN, the Tri-Council for Nursing, and other authorities are united in their view that a more highly educated nursing workforce is critical to meeting the nation's healthcare needs and delivering safe patient care. This shared understanding was clearly reflected in the Institute of Medicine's (IOM) *Future of Nursing* report, which has garnered widespread support from healthcare leaders in academia and practice. The evidenced-based recommendations in the IOM report call for preparing at least 80% of the RN workforce at the baccalaureate level by 2020 as well as a doubling of the number of nurses with doctorates.

Data from AACN's fall 2014 survey of baccalaureate and graduate nursing programs found enrollment growth across the board, including a 4.2% increase in students in entry-level baccalaureate programs (BSN) and a 10.4% increase in "RN-to-BSN" programs for registered nurses looking to build on their initial education at the associate degree or diploma level. In graduate schools, student enrollment increased by 6.6% in master's programs and by 3.2% and 26.2% in research-focused and practice-focused doctoral programs, respectively. **Click here to see other key findings from AACN's Fall 2014 Survey of Nursing Schools.**

IMPRESSIVE GROWTH IN BACCALAUREATE DEGREE-COMPLETION PROGRAMS

The national drive to enhance the nation's supply of baccalaureate-prepared nurses is facilitated by expansion in RN-to-BSN programs, which provide an efficient bridge for nurses looking to continue their education. These programs build on

previous learning, prepare nurses for a higher level of nursing practice, and provide RNs with the education necessary to move forward in their nursing careers.

"This tremendous increase in RN to BSN education comes at a critical time in healthcare reform when more baccalaureate-prepared nurses are needed to fill critical roles across the continuum of care, especially outside of hospital walls," said Pamela Austin Thompson, MS, RN, CENP, FAAN, National Director for the Robert Wood Johnson Foundation's (RWJF) **Academic Progression in Nursing (APIN) program**.

"Certainly, the market for the BSN nurse has been stimulated by demand from employers who recognize the important role baccalaureate nurses play in achieving both individual and population health outcomes. We are very proud of the APIN grantees and numerous other state Action Coalitions helping to make this shift possible. Through their implementation of innovative and seamless academic progression models, sustainable infrastructure is being developed around the country that will continue to support nurses in their pursuit of advanced education."

Thompson also serves as Chief Executive Officer of the American Organization of Nurse Executives and Senior Vice President of Nursing for the American Hospital Association.

Since education level has an impact on patient care, hospitals and other nurse employers are moving to hire the best-educated entry-level RNs possible. New research published by Drs. David Auerbach, Peter Beurhaus, and Douglas Staiger in the January-February 2015 issue of *Nursing Economics* found that the percentage of BSN-prepared nurses in acute care hospitals is increasing while the employment of associate degree nurses in these settings is decreasing. Further, AACN's special survey on the *Employment of New Nurse Graduates* conducted last fall found that 79.6% of employers are now requiring or expressing a strong preference for nurses with a baccalaureate degree. For more survey findings,

see www.aacn.nche.edu/leading_initiatives_news/news/2014/employment14.

EXPANDING ENROLLMENT IN DOCTORAL NURSING PROGRAMS

Preparing more nurses in research-focused (PhD, DNS) and practice-focused (DNP) doctoral programs is a priority for the profession given the great need for nurses with the highest level of scientific knowledge and practice expertise to ensure high quality patient outcomes. According to the latest AACN survey, enrollment in PhD programs increased by 3.2% last year while escalating support for the Doctor of Nursing Practice degree generated a 26.2% increase in enrollments during the same timeframe.

"Strengthening the pipeline of nurses entering both research- and practice-focused doctoral programs is critical to meeting the nation's growing demand for nurse scientists, faculty, expert clinicians, leaders, and innovators," said Susan B. Hassmiller, PhD, RN, FAAN, Senior Adviser for Nursing with the Robert Wood Johnson Foundation. "It's gratifying to see that our nation's nursing schools are significantly expanding enrollment in the DNP programs while a new investment, the **RWJF Future of Nursing Scholars program**, seeks to also boost enrollment in PhD

programs. Programmatic expansions in both programs will make great headway in meeting the Future of Nursing report's recommendation to double the number of nurses in the U.S. with doctorates by 2020."

"Having a robust supply of nurses with advanced education is important to ensuring that nurses are recognized as full partners in transforming health care, shaping public policy, and teaching the next generation of nurses," added Darlene Curley, MS, RN, FAAN, Executive Director of the **Jonas Center for Nursing and Veterans Healthcare**. "Through our Jonas Nurse Leaders Scholars program, we are committed to strengthening the nation's supply of doctorally prepared nursing faculty and advance practice clinicians with an eye toward increasing access to essential nursing services and improving the health of the nation."

###

The American Association of Colleges of Nursing (AACN) is the national voice for university and four-year college education programs in nursing. Representing more than 768 schools of nursing at public and private institutions nationwide, AACN's educational, research, governmental advocacy, data collection, publications, and other programs work to establish quality standards for nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate nursing education, research, and practice. www.aacn.nche.edu

Findings from AACN's Fall 2014 Survey of Nursing Schools

AACN's 34th Annual Survey of Institutions with Baccalaureate and Higher Degree Nursing Programs forms the basis for the nation's premier database on trends in nursing school enrollments and graduations, student and faculty demographics, and faculty and deans' salaries.

Other key findings from the 2014 survey include the following:

- **Survey Response:** AACN's findings are based on responses from 816 nursing schools (88.6%) in the U.S. and its territories that grant baccalaureate and/or graduate degrees. AACN data reflect actual counts reported in Fall 2014 by nursing schools, not projections or estimates based on past reporting trends.
- **Applications and Acceptance Rate:** In the 2014-2015 academic year, 265,954 completed applications were received for entry-level baccalaureate nursing programs (a 1.9% decrease from 2013) with 170,109 meeting admission criteria and 119,428 applications accepted. This translates into an acceptance rate of 44.9%.
- **Total Enrollment:** The AACN survey found that total enrollment in all nursing programs leading to the baccalaureate degree is 320,074, an increase from 299,118 in 2013. Within this population, 189,729 students are enrolled in entry-level baccalaureate nursing programs. In graduate programs, 113,788 students are enrolled in master's programs, 5,290 are enrolled in research-focused doctoral programs, and 18,352 are enrolled in practice-focused doctoral programs in nursing.

- **Total Graduations:** In terms of graduations, the AACN survey found that 111,634 students graduated from baccalaureate programs last year, including 63,857 students from entry-level programs and 47,777 students from baccalaureate degree completion programs. In graduate programs, 33,250 students graduated from master's programs, 743 from research-focused doctorates, and 3,065 from practice-focused doctorates.
- **Qualified Applicants Turned Away:** In the 2014-2015 academic year, 68,936 qualified applications to professional nursing programs were turned away, including more than 15,288 applications to master's and doctoral programs. The top reasons reported by nursing schools for not accepting all qualified students include insufficient clinical teaching sites, a lack of qualified faculty, limited classroom space, insufficient preceptors, and budget cuts.
- **Student Diversity:** At all levels, professional-level nursing programs reported increases in the number of students from minority backgrounds over the past year. While the percentage of students from underrepresented backgrounds in entry-level baccalaureate nursing programs increased to 30.1%, the proportion of minority students in master's programs increased to 31.9%, in research-focused doctoral programs to 29.7%, and in practice-focused doctoral programs to 28.7%. For ten-year data on diversity in nursing education programs, see www.aacn.nche.edu/research-data/EthnicityTbl.pdf.
- **Men in Nursing:** Though men represent only 7.0% of the U.S. nursing workforce, the percentage of men in baccalaureate and master's nursing programs are 11.7% and 10.8%, respectively. In doctoral programs, 9.6% of students in research-focused programs and 11.7% of students in practice-focused programs are men.
- **Accelerated Programs:** Accelerated nursing programs continue to be an important pathway into nursing for individuals with degrees in other fields who are looking to change careers. Currently, 16,935 students are enrolled in the nation's 293 accelerated baccalaureate programs, which graduated 11,080 students in 2014. In the 62 accelerated (or entry-level) master's degree programs in nursing now available, 6,219 students are enrolled, and 2,325 students graduated last year. See www.aacn.nche.edu/media-relations/fact-sheets/accelerated-programs.
- **Degree-Completion Programs:** Given the call for nurses to continue their education, AACN was pleased to see growth in degree-completion programs for RNs looking to earn a baccalaureate or master's degree. From 2013 to 2014, enrollment in RN-to-Baccalaureate programs increased by 10.4%, which marks the 12th year of enrollment increases. Currently, 679 RN-to-Baccalaureate and 209 RN-to-Master's degree programs are available nationwide, with many offered completely online. In addition, 28 new RN-to-Baccalaureate and 31 new RN-to-Master's programs are under development. See www.aacn.nche.edu/media-relations/fact-sheets/degree-completion-programs.
- **Clinical Nurse Leader:** The national movement to advance the Clinical Nurse Leader® (CNL) role continued this year with 102 CNL programs offered at schools nationwide. Currently, 3,115 students are enrolled in these master's programs, and 1,190 CNLs graduated last year. For details on the CNL, see www.aacn.nche.edu/CNL.
- **Doctor of Nursing Practice Programs:** The movement to the DNP continued to accelerate in 2014 with 269 schools now offering the practice doctorate (up from 247 programs in 2013). Last year, enrollment in these programs grew by 26.2%, with 18,352 students enrolled in DNP programs nationwide.
- **Research-Focused Doctoral Programs:** The 2014 AACN survey found significant growth in research-focused doctoral programs (i.e., PhD, DNS), which climbed to 134 programs last year. In 2014, enrollment in PhD nursing programs increased by 3.2% over the previous year with 5,290 students currently enrolled. Since 2004

when the DNP movement began to take shape, enrollment in research-focused doctoral programs has increased by 53.8%.

- **Baccalaureate to Research-Focused Doctoral Programs:** One innovative educational pathway that is bringing younger faculty and scientists into nursing is the Baccalaureate to Doctoral program. AACN's latest survey shows that 79 research-focused Baccalaureate to Doctoral programs are now available with an additional 9 programs under development. See www.aacn.nche.edu/research-data/BACDOC.pdf.

Complete survey results are compiled in the report *2014-2015 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, which will be available soon and can be ordered online at www.aacn.nche.edu/research-data/standard-data-reports.

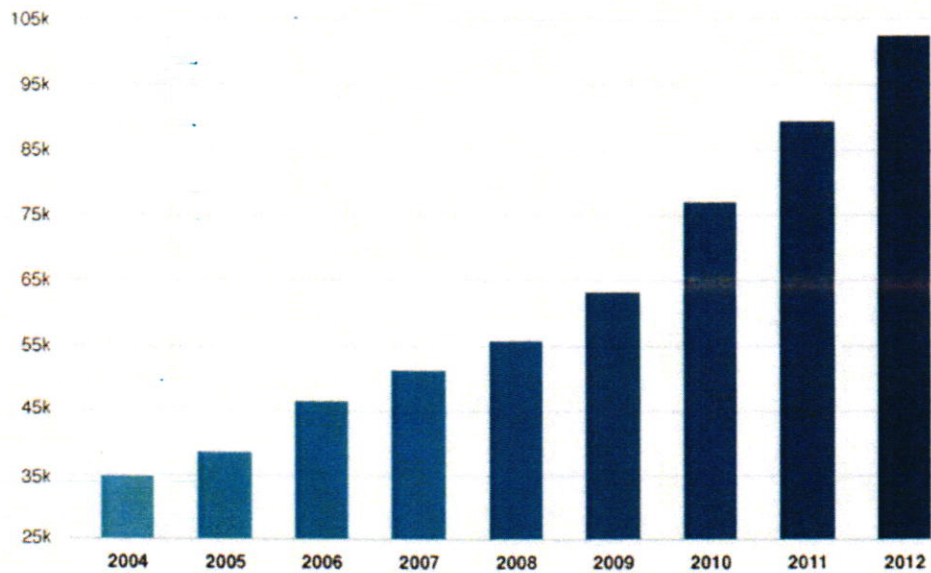
CONTACT

Robert Rosseter
202-463-6930, ext. 231
rrosseter@aacn.nche.edu

Appendix E

Enrollment Data

RNs Enrolled in BSN Programs, 2004-2012



Source: American Association of Colleges of Nursing, via the *Robert Wood Johnson Foundation Report, "Charting Nursing's Future"*

Appendix F

RN – BSN Program Bachelor of Science of Nursing Degree

Graduation Requirements

- Completion of 120 credits
- GPA of 3.0 in all NUR courses
- A cumulative GPA of 2.7

CURRICULUM	
<u>Lower Level Courses</u> (to be satisfied at TLU or as transfer credits upon approval)	
Liberal Arts Core Credits	27 Credits
English Composition I & II (or equivalent)	6
Religion or Philosophy	3
Social Sciences (Foundational Psychology and Sociology)	6
Foundational Art or Music	3
World History or equivalent	3
Electives of choice (Foreign language, Computer science, drama, voice, etc.)	3
Pre-Nursing required courses	10 credits
Developmental Psychology	3
Microbiology	4
Nutrition	3
BSN Core Math & Science	22 Credits
College Algebra	3
Intro to Statistics	3
Anatomy & Physiology I & II (plus lab)	8
Chemistry for Health Science (or equivalent)	4
Intro to Biology (or equivalent)	4
Transferring Nursing Credits	30 credits
From an accredited associate degree or diploma nursing program	
<u>Upper Level Courses</u>	
RN-BSN Required Courses	33credits
Courses are generally taken sequentially, one at a time, until the program is complete.	
NUR351 Transition to Professional Nursing Practice	3

NUR302 Health Assessment and Promotion	4
NUR402 Nursing Research	3
NUR403 Healthcare Ethics	3
NUR405 Healthcare Delivery Systems	3
NUR411 Community and Population Health	4
NUR4XX Transcultural Nursing	3
NUR412 Nursing Leadership and Management	3
NUR414 Capstone Seminar/Practicum	4
Nursing Electives (choose one of the following)	
NUR 327 Multi-cultural Spiritual perspectives in Nursing	3
NUR4XXX Nursing and the Aging	3
NUR4XXX Spanish for Healthcare Workers	3
Total Credits for Graduation	120

<u>Writing Proficiency (WP) RN-BSN Courses</u>	
NUR351 Transition to Professional Nursing Practice	Credits 3
NUR402 Nursing Research	3
NUR403 Healthcare Ethics	3
NUR411 Community and Population Health	4
NUR412 Leadership and Management	3
NUR414 Capstone Seminar/Practicum	4

Appendix G

The Lincoln University
BSN Programs Systematic Evaluation Plan
2015

Standard I**Program Quality: Mission and Governance:**

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Element	Evidence	Frequency	Initiator	Outcome
I-A. The mission, goals, and expected program outcomes are: <ul style="list-style-type: none">▪ congruent with those of the parent institution; and▪ consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	Review Nursing Program mission, goals, and expected outcomes. Relate the mission, goals, and expected outcomes Contrast: Professional standards and guidelines with mission, goals, and expected outcomes. Information Sources <ul style="list-style-type: none">• The Lincoln University Mission Statement• Demographic and University characteristics that influence mission, goals, and expected outcomes• Nursing Program Mission, Vision, goals, and expected Outcomes• Commonwealth of PA Professional Nurse Law• Pennsylvania Code, Title 49, Professional and Vocational Standards, Chapter 21• AACN Essentials for Baccalaureate Education• ANA Standards of Practice• IOM Recommendations• Committee Meeting Minutes• Input from student surveys and evaluations.	Every 2 years (beginning Fall 2015)	Department Chair	There will be alignment between University, the college, and the Nursing Program and its parent institution and professional standards and recommendations.

<p>I-B. The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:</p> <ul style="list-style-type: none"> ▪ professional nursing standards and guidelines; and ▪ the needs and expectations of the community of interest. 	<p>Review Nursing Program mission, goals, and expected outcomes.</p> <p>Relate the mission, goals and expected outcomes with .</p> <p>Contrast: Professional standards and guidelines with mission, goals, and expected outcomes.</p> <p>Define community of interest.</p> <p>Discuss and review the needs and expectations of community of interest are reflected in mission, goals, and expected outcomes. Relate academic and social context, professional and health care context, student and community context.</p> <p>Depict how community of interest can submit written third-party comments to CCNE.</p> <p>Demonstrate policies support and are congruent with Nursing Program mission, goals, and expected outcomes.</p> <p>Information Sources</p> <ul style="list-style-type: none"> • The Lincoln University Mission Statement • Demographic and University characteristics that influence mission, goals, and expected outcomes • Nursing Program Mission, Goals, and expected Outcomes • Commonwealth of PA Professional Nurse Law • Pennsylvania Code, Title 49, Professional and Vocational Standards, Chapter 21 • AACN Essentials for Baccalaureate Education • ANA Standards of Practice • Holistic Nursing Scope and Standards of Practice (AHNA) 	Every 2 years	Department Chair	Consistency demonstrated between the Nursing Program and its parent institution, professional standards and communities of interest.

	<ul style="list-style-type: none"> • IOM Recommendations • Committee Meeting Minutes • Surveys/Responses from community partners 			
<p>I-C. Expected faculty outcomes are clearly identified by the nursing unit, are written and communicated to the faculty, and are congruent with institutional expectations.</p> <p><i>Elaboration: The nursing unit identifies expectations for faculty, whether in teaching, scholarship, service, practice, or other areas. Expected faculty outcomes are congruent with those of the parent institution.</i></p>	<p>Review: Faculty publications, courses, advising load, evaluations, practice and scholarship.</p> <p>Information Sources Undergraduate Catalog Faculty Handbook Nursing Student Handbook Marketing Materials</p>	Annually	Director of Nursing All nursing faculty	<p>Faculty are active in professional development activities. Chair encourages opportunities for faculty to accomplish professional goals. Faculty members are active in community activities. Faculty achievements are shared with nursing faculty and community.</p>
I-D. Faculty and students participate in program governance.	<p>Analyze Nursing Program committees for faculty and student participation.</p> <p>Evaluate Nursing Program Faculty and Student Handbooks for clarity in regards to participation in Department governance.</p> <p>Evaluate faculty participation in institutional governance</p> <p>Information Sources Faculty Activity Reports Nursing Program Committee reports</p>	Annually	Director of Nursing Faculty	<p>Faculty and students will participate in the governance of the Nursing Program.</p> <p>Student input on Nursing Program committees is demonstrable.</p> <p>Nursing advisory</p>

	Nursing Program Faculty handbook Faculty Handbook			will make recommendations to the director of nursing and the nursing program committees.
I-E. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.	<p>Review all curriculum documents and publications for accuracy.</p> <p>Information Sources</p> <p>Undergraduate Catalog Faculty Handbook Nursing Student Handbook Marketing Materials All Nursing syllabi</p>	Annually	Student/Faculty/Director/Prospective students	All printed materials will accurately reflect the mission philosophy and goals of the Department of Nursing. All syllabi and handbooks accurately reflect the program and course requirements.
I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected student outcomes. These policies are: <ul style="list-style-type: none"> ▪ fair and equitable; ▪ published and accessible; and ▪ reviewed and revised as necessary to foster program 	<p>Review all documents and publications congruence, justness, and need for revision.</p> <p>Analyze communication processes for accessibility of information</p> <p>Information Sources</p> <p>Undergraduate Catalog Faculty Handbook University Website Student Handbooks Marketing Materials Current affiliation agreements Strategic planning documents Official correspondence with State Board of Nursing,</p>	Every year (August)	Student/Faculty Affairs Committee	<p>All printed materials will accurately reflect the mission philosophy and goals of the Department of Nursing.</p> <p>All documents are fair, equitable, published, reviewed and revised to reflect ongoing program improvement. Policies are communicated to all</p>

improvement.	CCNE, AACN			students and support personnel.
--------------	------------	--	--	------------------------------------

Standard II**Program Quality: Institutional Commitment and Resources**

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected program outcomes.

Key Element	Evidence	Frequency	Initiator	Outcome
II-A. Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.	Evaluate Nursing Program strategic plan for evidence of fiscal resources sufficient to support department goals. Compare faculty salaries with AACN data for parity. Assess material resources available for the support of the academic and administrative work of the Nursing Department. Review the needs of the nursing skills lab. Demonstrate fiscal and physical resources facilitate achievement of mission, goals, and expected outcomes.	Annually	Chair Department of Nursing with collaboration from College Dean	The Chair of the Nursing Program plays an active role in the development of the budget. Physical facilities are adequate in quality and quantity to enable the Nursing Program to fulfill its mission, philosophy, goals/objectives. Academic support services are adequate and meet program needs. Fiscal resources enable the Nursing Program to fulfill mission, philosophy, and goals/objectives.
	Documentation from the LU administrative reports for target revenue, faculty positions	Ongoing throughout the year	The LU	

	<p>Information Sources Nursing Program Budget AACN Faculty Salary Survey Faculty evaluations of course taught</p>		Administration University President	
<p>II-B. Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.</p>	<p>Analyze the role of the Chair of the Nursing Program in the preparation of the budget. Describe role of Academic Support Services of the university Review and critique documents that reflect the resources available to the program</p> <p>Information Sources Minutes from monthly meetings</p> <p>Lincoln's Learning Management System 24 / 7 Technical Help and Live Chat Line on every Moodle course page</p> <p>Langston Hughes Memorial Library Financial Aid</p>	Annually (May – June)	<p>Director of Nursing</p> <p>ATS Support Staff</p> <p>Librarian</p> <p>Personnel in financial and grants management office, and other program</p>	<p>Academic support services are available for faculty and staff to utilize to achieve the goals of the programs.</p> <p>Nursing Program maintains a positive and collaborative relationship with university support personnel.</p>

	<p>Office of Sponsored Programs</p> <p>Exit Interviews One year alumni survey Student Evaluations Faculty comments regarding university support</p>		coordinators	
<p>II-C. The chief nurse administrator:</p> <ul style="list-style-type: none"> ▪ is a registered nurse (RN); ▪ holds a graduate degree in nursing; ▪ holds a doctoral degree if the nursing unit offers a graduate program in nursing; ▪ is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes; ▪ is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and ▪ provides effective leadership to the nursing unit in 	<p>Review: Director's CV and qualifications</p> <p>Review: bureaucratic structure and role of Chair in decision making</p> <p>Information Sources Chair Evaluations Performance evaluated via surveys, questionnaires, and direct observation from fellow faculty, and participation in programs, conferences, committees that advance nursing education</p> <p>Chair Position Description Nursing Faculty handbook</p>	Annually (June)	<p>Director of Nursing</p> <p>Dean of the College of Science & Technology</p>	<p>The Nursing Program Director is qualified to administer the programs.</p> <p>The Director will effectively lead the department to achieve organizational and personal professional goals.</p>

achieving its mission, goals, and expected program outcomes.				
<p>II-D. Faculty are:</p> <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected program outcomes; ▪ academically prepared for the areas in which they teach; and ▪ experientially prepared for the areas in which they teach. 	<p>Evaluate faculty personnel policies for appropriateness to Nursing Program needs.</p> <p>Review and evaluate numbers of faculty, faculty load assignments, and faculty qualifications.</p> <p>Review: All faculty updated CV and Professional Development profiles.</p> <p>Review: Adjunct uses and evaluations.</p> <p>Review faculty evaluations of each course offering.</p> <p>Both affiliate and adjunct faculty are mentored during their initial courses Are evaluated at the end of each course they teach using the LU nursing program evaluation survey</p> <p>Information Sources Meeting minutes from nursing faculty, nursing support personnel, surveys, questionnaires, and written evaluation Student faculty ratios per course Faculty curriculum vitae Proof of certifications from specific areas such as: CNE, NE, AONE,</p>	Annually (April/May)	Nursing faculty	Faculty members are academically and experientially qualified to teach. Faculty personnel policies will support the mission, philosophy, goals/objectives and expected results of the Nursing program.

	<p>NONPF, BC-NP, CCRN Faculty clinical experience</p> <p>Faculty load assignments Faculty Evaluations Faculty Handbook</p>			
<p>II-E. Preceptors, when used by the program as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.</p>	<p>Monitor teaching learning practices for quality. Review: Student and faculty evaluations of clinical preceptors Review: agency evaluations of student and faculty performance. Preceptors will participate in feedback surveys of student performance and learning outcomes Preceptor qualifications include: Proof of state licensure Must hold a BSN degree</p> <p>Information Sources Student Course Evaluations Evaluations completed by Faculty Department Meeting Minutes</p>	<p>Semi-annually (December/January and May/June)</p>	<p>Director of Nursing Curriculum/Research Committee Chair</p>	<p>Evidence will confirm that a systematic, comprehensive and continuous evaluation process is in place. Nursing Program is responsive to teaching methods that do not achieve student learning outcomes. Clinical agencies support the achievement of student learning objectives.</p>
<p>II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty</p>	<p>Review: Faculty publications, courses, advising load, evaluations, practice and scholarship. Feedback from annual workshops</p> <p>Information Sources Undergraduate Catalog Faculty Handbook</p>	<p>Annually (May)</p>	<p>Director of Nursing All nursing faculty</p>	<p>Faculty members are active in professional development activities. Director of Nursing provides opportunities for faculty to accomplish professional goals.</p>

outcomes.	Student Handbooks Marketing Materials			Faculty members are active in community activities. Faculty achievements are shared with Nursing Program faculty and community.
-----------	------------------------------------------	--	--	------------------------------------------------------------------------------------------------------------------------------------

Standard III**Program Quality: Curriculum and Teaching-Learning Practices**

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

Key Element	Evidence	Frequency	Initiator	Outcome
III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that are congruent with the program's mission and goals, and with the roles for which the program is preparing its graduates.	<p>Evaluate the curriculum of the Nursing Program for consistency and congruence with the mission, philosophy and goals/objectives.</p> <p>Describe how the expected results of the Nursing Program are derived from the mission, philosophy and goals/objectives.</p> <p>Information Sources</p> <p>Nursing course syllabi and modules demonstrate clear statement of expected student learning outcomes</p> <p>Nursing Program mission, philosophy and goals/objectives</p> <p>Student course evaluations</p> <p>Summary evaluations of students</p> <p>Professor Evaluations of Courses</p> <p>Committee minutes</p>	Annually	Curriculum Committee/ Nursing Faculty/ Director of Nursing	The Nursing Program curricula will be consistent with the mission, philosophy goals and objectives.
III-B. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the	<p>Review: Essentials of Baccalaureate Education impact on curriculum, objectives, and terminal objectives.</p> <p>Evaluate each nursing course for evidence of the influence of professional standards and guidelines on the development and implementation of the</p>	Annually	Curriculum/Research Committee	Evidence will be found in each nursing course that demonstrates the impact of professional nursing standards and

<p>curriculum and within the expected student outcomes (individual and aggregate).</p> <ul style="list-style-type: none"> Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008). 	<p>course.</p> <p>Information Sources</p> <p>AACN Essentials of Baccalaureate Education ANA Professional Standards IOM Recommendations Curricular Outcomes Nursing course syllabi Content Maps</p>			<p>guidelines on the curriculum. Exemplars can be identified in each course that demonstrate the influence of professional standards and guidelines on the curriculum</p>
<p>III-C. The curriculum is logically structured to achieve expected student outcomes.</p> <ul style="list-style-type: none"> Baccalaureate curricula build upon a foundation of the arts, sciences, and humanities. 	<p>Analyze the curriculum for evidence of how the foundational courses in the arts, sciences and humanities support the expected results of the nursing curriculum.</p> <p>Identify: extent to which curriculum builds upon the arts, sciences and humanities/</p> <p>Provide: rationale for the sequence used in formatting curriculum.</p> <p>Information Sources</p> <p>Curriculum review based on the course content using the AACN Essentials of Baccalaureate Education as a foundation for all undergraduate programs Nursing course syllabi and modules stored in the resource room Committee Meeting Minutes</p>	<p>Annually</p>	<p>Curriculum Committee/ Director of Nursing</p>	<p>Curriculum is logical and sequential.</p> <p>Curriculum builds upon foundation of arts, sciences, and humanities.</p>
<p>III-D. Teaching-learning practices and</p>	<p>Monitor teaching learning practices for</p>	<p>Semi-annually</p>	<p>Curriculum/ Committee/ Director</p>	<p>Pre-licensure students will be successful on</p>

environments support the achievement of expected student outcomes.	<p>quality.</p> <p>Review attrition, retention, graduation, ATI scores, and NCLEX pass rates.</p> <p>Compare and contrast teaching learning practices with those of other disciplines in the community.</p> <p>Review student and faculty evaluations of clinical agencies</p> <p>Review agency evaluation of student and faculty performance.</p> <p>End-of-course evaluations (performed by students, undergraduate division faculty are invited to perform course evaluation)</p> <p>End –of-clinical evaluation (for appropriate student levels)</p> <p>Information Sources</p> <p>Nursing course syllabi and modules demonstrate clear statement of expected student learning outcomes</p> <p>Nursing Program mission, philosophy and goals/objectives</p> <p>Student course evaluations</p> <p>Summary evaluations of students</p> <p>Professor Evaluations of Courses</p> <p>Committee meeting minutes</p>		of Nursing	<p>NCLEX-RN.</p> <p>Expected student learning outcomes for each program will be met.</p>
III-E. The curriculum includes planned clinical practice experiences that: <ul style="list-style-type: none"> ▪ enable students to integrate new knowledge and demonstrate 	<p>Plan: clinical practice experiences that enable student to meet learning outcomes.</p> <p>Evaluate: clinical practice experiences to determine student achievement of learning outcomes.</p>	Annually	Course coordinators	Clinical practice experiences will promote attainment of student learning outcomes.

<p>attainment of program outcomes; and</p> <ul style="list-style-type: none"> are evaluated by faculty. 	<p>Information Sources</p> <p>Student performance on clinical evaluations.</p> <p>Student evaluations of clinical sites</p> <p>Faculty evaluations of clinical sites</p> <p>Curriculum evaluation meeting minutes</p>			
<p>III-F. The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.</p>	<p>Identify: community of interest</p> <p>Evaluate the sequence of courses for effectiveness</p> <p>Review: data gleaned from community of interest</p> <p>Information Sources</p> <p>Nursing Advisory Board Meeting Minutes.</p> <p>Notes for the Chester County Health Care Partnership Meetings</p> <p>Revisions in program and curriculum.</p> <p>Faculty Course Evaluations</p> <p>Student Course Evaluations,</p> <p>Exit Interviews and Graduate Surveys.</p> <p>Nursing Program Meeting Minutes</p> <p>Systematic Evaluation Reports</p>	<p>Annually</p>	<p>Curriculum/Research Committees/ Director of Nursing</p>	<p>Faculty and students will confirm that the curriculum is organized in a manner that supports student achievement of expected outcomes.</p>
<p>III-G. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student</p>	<p>Monitor faculty evaluation tools for clarity and consistency with program policies.</p> <p>Evaluate: grade point averages, ATI testing scores, critical thinking test results.</p>	<p>Annually</p>	<p>Curriculum/Research Committee/ Director of Nursing</p>	<p>Evaluation of student performance by faculty will be fair, consistent and reflect achievement of program goals.</p>

performance are defined and consistently applied.	Information Sources ATI Scores Student grades NCLEX-RN Pass rates Exit Interviews One year alumni survey Nursing course syllabi and modules Nursing Student Handbook			
III-H. Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.	Analyze faculty, student, and graduate evaluative responses in regards to teaching learning practices. Survey clinical agency representatives for satisfaction with Nursing students. Monitor employer satisfaction with Nursing Program graduates. Facilitate and review: All data from course evaluations, student comments, faculty goal setting and self-evaluations. Information Sources All course syllabi Examples of student work Course Evaluations Exit Interviews One year alumni survey Clinical Preceptor Student Evaluation Tool	Annually	Curriculum/Research Committee	Curriculum is evaluated annually to assess effectiveness and quality.

Standard IV**Program Effectiveness: Assessment and Achievement of Program Outcomes**

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

Key Element	Evidence	Frequency	Initiator	Outcome
<p>IV-A. A systematic process is used to determine program effectiveness.</p> <p><i>Elaboration: The program uses a systematic process to obtain relevant data to determine program effectiveness. The process:</i></p> <ul style="list-style-type: none">▪ <i>is written, ongoing, and exists to determine achievement of program outcomes;</i>▪ <i>is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; and other program outcomes);</i>	<p>Data Collection from information sources listed below</p> <p>Analyze the systematic process to obtain data for efficacy</p> <p>Review graduation rates and numbers of students employed at graduation.</p> <p>Analyze graduation rates, NCLEX-RN pass rates, certification rates, job placement rates.</p> <p>Information Sources</p> <p>Systematic evaluation plan</p> <p>Timelines for collection, review and actual outcomes.</p> <p>Exit Interviews</p> <p>Program completions rates</p> <p>One Year Survey</p> <p>Student Learning Assessment Reports in Xitracs</p> <p>NCLEX RN pass rates</p> <p>ATI test scores</p> <p>Employment Rates</p>	Annually	Faculty committees – research and Director of Nursing	An effective process of systematic evaluation will be in place and contribute to continuous program quality improvement.

<ul style="list-style-type: none"> ▪ identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes; ▪ includes timelines for collection, review of expected and actual outcomes, and analysis; and ▪ is periodically reviewed and revised as appropriate. 				
<p>IV-B. Program completion rates demonstrate program effectiveness.</p> <p>PLAN</p>	<p>Define: program completion rate identifying entry and expected time to completion.</p> <p>Demonstrate calculation of program completion rate</p> <p>Maintain: 70% or higher program completion rate.</p> <p>Analyze completion rates below 70% and provide a written explanation</p> <p>Information Sources Completion rates calculated by Institutional research (Graduation in 4 years) Student files NURSING PROGRAM records identifying reasons for student withdrawal from program</p>	Annually (August)	Committee – research	Program completion rates will be 70% or higher.
IV-C. Licensure and certification pass rates	Maintain NCLEX-RN first time takers pass rates at 80% or higher.	Annually	Committee – research	80% of pre-licensure program graduates will

demonstrate program effectiveness. PLAN	Information Sources NCLEX-RN first time takers pass rate NCLEX-RN all takers pass rate. Nursing Program records of response to student failures		and Director of Nursing	pass NCLEX-RN.
IV-D. Employment rates demonstrate program effectiveness. PLAN	Collect: employment data within 12 months of graduation Analyze employment rates below 70% and provide a written explanation Information Sources Employer satisfaction with LU graduates: Surveys and focus groups Student files NURSING PROGRAM records of student employment	Annually	Committee – research and Director of Nursing	70% of graduates will find employment with 12 months of graduation.
IV-E. Program outcomes demonstrate program effectiveness. PLAN	Collect: student learning outcome data as defined in the Student Learning Assessment Plan for the program. Analyze: student learning outcome data in regards to program benchmarks. Information Sources Student Learning Assessments Plans Student Learning Assessment Reports ATI critical thinking test results ATI content examinations	Annually	Committee – research and Director of Nursing	Student learning assessment data will provide evidence of student achievement of Nursing program curriculum goals and objectives.
IV-F. Faculty outcomes, individually and in the aggregate, demonstrate program effectiveness.	Maintain ongoing efforts to assist faculty development based on their interests and goals. Evaluate faculty members at least annually and as they are seeking tenure, promotion and renewal of non-tenure track appointments.	Annually	Committee – research and Director of Nursing	Faculty will demonstrate ongoing improvement of their abilities through the development of a portfolio that reflects

	<p>Determine that all documents and publications accurately reflect student performance and faculty accomplishments.</p> <p>Information Sources 3 Year Faculty Development Plans Student evaluations of faculty Peer Evaluations Administrative evaluations of faculty Faculty Annual Reports</p>			their accomplishments.
IV-G. The program defines and reviews formal complaints according to established policies.	<p>Maintain a process for students to submit a formal complaint to the Nursing Program. Evaluate formal and informal complaints for relevance to ongoing quality improvement decisions.</p> <p>Information Sources Complaints submitted to the Nursing Program Suggestion Box Written complaints, grievances and appeals</p>	Semi-annually	Director of Nursing	Formal and informal complaints will be reviewed and addressed. Grievances and appeals will be handled in a manner consistent with policies.
IV-H. Data analysis is used to foster ongoing program improvement.	<p>Analyze student learning, faculty, and program outcome data to identify program strengths and areas in need of improvement. Compare actual data collected to expected outcomes. Implement deliberate, ongoing changes to the programs that foster improvements and achievement of outcomes. Evaluate effectiveness of changes implemented.</p> <p>Information Sources Student Learning Assessment Reports ATI critical thinking test results ATI content examinations 3 year Faculty Development Plans</p>	Semi-annually	All Nursing Program committees	Evidence of the use of aggregate data for program improvement will be available.

	Student evaluations of faculty Administrative evaluations of faculty Faculty Annual Reports Faculty portfolios Employment Satisfaction Surveys Student files Nursing Program/Program Coordinator records of student employment NCLEX-RN first time takers pass rate NCLEX-RN all takers pass rate. Nursing Program records of response to student failures Exit Interviews/Satisfaction Surveys Program completions rates One Year Survey Nursing Program Meeting Minutes			
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

Appendix H

In State & Out-of-State Tuition Comparison

