

## **RN-BSN (BSN@Home) Comprehensive Program Review**

UW-Green Bay is a partner with six other UW Schools of Nursing and the University of Wisconsin-Extended Campus (UWEX) online BSN@Home program. BSN@Home is a BSN bachelor's degree completion program cooperatively administered by six four-year campuses of the University of Wisconsin System (UW Eau Claire, UW Green Bay, UW Milwaukee, UW Madison, UW Oshkosh, and UW Stevens Point). The program, designed for Wisconsin nurses, provides a shared core curriculum of upper-level nursing courses, along with a "home campus" model for fulfillment of other requirements for the BSN degree. Students have an earned Associate Degree or Diploma in Nursing and have passed the NCLEX-RN licensure exam. They are working in healthcare while also balancing school, work, and family obligations.

Each UW campus nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE). Graduates frequently attend graduate school upon graduation.

### **General and Overview**

1. Describe your program's most significant opportunities and significant challenges.

#### **Opportunities**

- Health systems and other employers are requiring their ADN prepared nurses to earn a BSN within 3 to 5 years from employment.
- The program is online and accessible to place-bound learners throughout Wisconsin and other States
- UWGB is accredited by CCNE, the accrediting arm of the AACN
- Collaboration with other UW campuses and UW-Extended Campus (UWEX) to deliver degree. Given this, all courses are offered on a schedule (fall, spring, and summer) that allows students to progress through the program at a good pace.
- UWEX provides online course design and development course for the UWGB core course (NUR 407)
- A highly engaged BSN@Home Steering Committee chaired by the UWGB NHS chair manages the program to maximize program revenues while managing expenses. One example is ensuring sufficient enrollments and reduced numbers of sections.
- The program responded to student and prospect requests for shorter course lengths. Currently, the program is offering both 14 and 7-week course lengths during fall and spring. Students are able to progress through the program at a more rapid pace (many take 1 14-week course and 2 7-week courses each semester).
- The NURSE 1-2-1 program allows incoming high school students to apply to UWGB, complete 1 year of pre-nursing/gen ed courses, complete the associate degree in nursing at NWTC in years 2&3, and then return to UWGB to complete the RN-BSN program. This program was expanded to the UW Marinette campus in summer 2020.

#### **Challenges**

- Enrollment - Since the inception of the program, the program experienced strong student interest with large enrollments and headcounts compared to the other UW School of Nursing partners. Unfortunately, competition from for-profit and other competitors who

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are able to offer higher numbers of credits in transfer has reduced enrollments causing the merger of the BSNLINC (national) program with the BSN@Home program.

- Fortunately, the current financial model rewards partners with larger student enrollments and student credit load by applying a formula that considers these when distributing the excess distance education revenues at the end of the fiscal year. This financial model is currently under review by the UW School of Nursing Deans who have requested a review of the financial model. This may impact the share of the Distance Education revenue that UWGB receives at the end of the fiscal year. If this occurs, there will be less revenue to cover the needed student services (advising, etc.).
- Recent campus course offerings were cancelled due to low enrollment. Students find the flexibility of online courses to work well with their work and family obligations.

**2. What are some things that would help make your program and its students more successful?**

- The NHS Chair is working with the advising and other staff to look for opportunities to create efficiencies with advising.
- Greater marketing resources.
- The relationship with the Wisconsin Technical Colleges could be strengthened. Several WTCS ADN programs have established partnerships with out of state and provide RN-BSN programs.
- Establishing partnerships with local health systems with enhanced tuition reimbursement.

**3. What are some program accomplishments worth highlighting? (Narrative)**

The BSN@Home program has a well-organized curriculum, with quality instruction offered by expert faculty and staff from across multiple UW institutions. The collaborative program allows each campus to offer the program in a cost-effective manner. It would cost more than triple if each campus were to offer the curriculum by themselves. The BSN@Home core courses have a consistent framework which helps students easily navigate the courses, take advantage of multi-media materials, and quickly learn where to find information and assignments.

The RN-BSN program at UWGB is accredited by CCNE receiving a 10-year accreditation in 2015. We will host an onsite accreditation visit in 2025 with preparation (writing a self-study) in 2024. RN-BSN students complete a community health practicum in the community. Faculty place students in a variety of settings (e.g., local public health departments, home health, hospice, occupational, schools, and faith-based settings). A BSN is required to work as a public health nurse which makes this practicum even more important.

**4. Have there been any significant changes that have affected your program? (Narrative)**

As noted previously, competition from private, for-profit programs has impacted enrollments. These programs spend millions of dollars on marketing each year and pay recruiters on a per capita basis. This combined with transfer policies that allow students to earn more than the 72-

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credit transfer policy of UW System makes the BSN@Home less competitive. That said, students value the quality and reputation of a UW System degree.

In addition, the American Association of Colleges of Nursing (AACN) is undergoing a major revision of the Essentials. These essentials frame the nursing curriculum. When the Essentials are published, the BSN@Home Steering Committee will need to revise the curriculum.

### **5. Where do you want your program to be 5 to 7 years from now? (Narrative)**

The RN-BSN program will go through the re-accreditation process in 2024-25. The Nursing & Health Studies Chair and Dean of the College of Health Education and Social Welfare are exploring revised structures to the programs. This may result in bundling health studies programs (HIMT, HWM, CHE) under a Director of Health Studies.

Continue to grow enrollment through strong partnerships with the WTCS programs and health system partners.

#### **Demand**

*All data in this area is provided with the materials. (Graduates, majors, minors, etc.) This space is for any commentary you would like to apply to that material. (Narrative)*

According to UWGB enrollment data, the RN-BSN program shows significant declines in enrollment from 2013/14 to fall 2020. The program has 291 students. COVID-19 may have impacted student enrollments as many practicing nurses were required to work additional hours beyond their usual work schedule. This data doesn't effectively capture the number of pre-RN-BSN students that the nursing advisors work with each year. It is common for the advisors to meet with students while enrolled in the ADN program at NWTC.

Compared to other UW partners in the BSN@Home program, UWGB has the highest enrollment (see Appendix 1).

UWGB course enrollments data reflects only UWGB BSN@Home students enrolled in each course. This data underestimates the actual number of students in each course given that students taking the course from partner UW schools are not represented in the UWGB course enrollment data. The average course enrollments is 30-32 students per section.

In addition, all UWGB RN-BSN students complete a Community Health Practicum (NUR 455) and the senior capstone course (NUR 490). Enrollments in these courses have been strong with multiple sections being offered each fall, spring, and summer.

#### **Internal**

1. Program goals (Mission, vision, learning outcomes; present as narrative/lists)

Mission

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Baccalaureate and graduate programs provide high quality, student-centered nursing and health profession education that builds on prior experiences, knowledge and skills. Students are inspired to think critically and address complex health issues in a diverse and evolving world, conscious of environmental sustainability. These programs transform communities by improving health and healthcare delivery.

## **Program Outcomes**

### **The Baccalaureate program prepares the graduate to:**

- Use knowledge from liberal and interdisciplinary problem focused education as a basis for nursing practice.
- Use knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
- Engage in a systematic process of evaluation, translation, and application of scientific evidence to inform nursing practice.
- Recognize the role of information management and patient care technologies to improve patient care outcomes.
- Examine how healthcare policies, including financial and regulatory, influence healthcare systems and nursing practices.
- Integrate interprofessional communication and collaborative skills to optimize holistic patient care.
- Apply health promotion, disease and injury prevention strategies to improve population health.
- Promote professionalism and model the values of altruism, autonomy, caring, human dignity, integrity and social justice in nursing practice.
- Synthesize previous and newly acquired knowledge, theory, skills, and attitudes to address health care needs of culturally diverse individuals and populations across the continuum of healthcare environments.

2. Curriculum development (Lists, brief narrative if appropriate of how curriculum has changed over past 7 years)

The program has a clear mapping of the nine student learning outcomes for the program (PSLOs) to the CCNE BSN Essentials. Courses are reviewed/revised on a regular basis. CCNE requires programs to address four standards each with multiple elements. The BSN@Home steering committee annually reviews course and program data to look for program improvements. The UWGB program collects feedback via graduate, alumni, and employer surveys. In addition, the nursing advisory committee provides important input to ensure the program meets the needs of local health systems.

Recently, the BSN-MSN leadership option was created allowing eligible RN-BSN students to complete up to 3 (9 credits) of MSN courses to satisfy the BSN curriculum requirement. Students pay the undergraduate tuition rate to earn MSN credit. Eligibility requirements include:

- Unencumbered RN License to practice in any US state or territory
- Experience in a leadership role

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- Enrolled in the RN-BSN program with completion of six RN-BSN upper level nursing course credits at UW-Green Bay
- Cumulative GPA of 3.5 or higher in UWGB upper level nursing courses

The three BSN/MSN course options are noted in the table below.

NURSING 446	Research and Evidence-Based Practice <sup>4</sup>	
or NURSING 734	Evaluation and Evidence-Based Practice	
NURSING 447	Leadership and Management <sup>4</sup>	
or NURSING 737	Leadership in Complex Systems	
NURSING 453	Information Management and Healthcare Technology <sup>4</sup>	
or NURSING 760	Informatics for Nursing Leaders	

3. Connections to other programs (Lists, brief narrative if appropriate)

RN-BSN students take many general education courses to satisfy the program requirements.

4. **Number of courses offered** (Overall number provided in materials. *Chairs: short commentary if appropriate. Provide a sub-grouping of various modalities by percentage. For example, what percentage of your program is available online, hybrid, etc.?*)

Degree Requirements

Coursework Required for RN-BSN

Upper Level Nursing Courses	Credits
407 Foundations of Professional Nursing Practice	3
441 Chronic Care Management	3
446 Research & Evidence-Based Practice	3
447 Leadership and Management	3
453 Information Management Healthcare Technology	3
454 Community Health Nursing	3
455 Community Health Nursing Practicum	3
490 Synthesis for Nursing Practice	3
492 Nursing Special Topics	6
Total of Upper Level Nursing	30
Minimum Total Credits for BSN	120

The major is comprised of 10 three-credit courses including a Community Health practicum. All courses are offered online each term (fall, spring, summer). Each of the six UW Schools of Nursing are responsible to develop and teach one of the core RN-BSN courses. UWGB is responsible for NUR 407. In addition, UWGB RN-BSN students complete 6 credits of special

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topics, a 3-credit community health practicum (NUR 455), and a 3-credit capstone (NUR 490 Synthesis for Nursing Practice).

5. **Diversity of students, faculty, and curriculum** (Overall number provided in materials. Chairs: short commentary if appropriate; provide examples from curriculum if appropriate.)

This degree is designed to serve adult and nontraditional student populations. Students are predominantly female. Twelve percent of RN-BSN students represent students of color and the majority (70%) of students are first-generation college students. Teaching learning practices are geared toward the adult learner in the virtual environment and practicum. RN-BSN students have an earned Associate Degree in Nursing. The average age of the RN-BSN student in 2019-2020 was 35 years. All RN-BSN students are working and managing family and school while completing the program. The online delivery method provides the needed flexibility to work and attend to other responsibilities. Content on diverse populations and diversity/inclusivity is woven throughout the curriculum.

It is assumed that they have the basic knowledge, skills, and nursing practice experience. The RN-BSN program builds on this foundation with a focus on theoretical foundations of nursing, leadership, evidence-based practice, informatics, community/public health, and chronic care management. Teaching learning practices encourage students to draw on their nursing practice in the completion of course assessments. For example, students apply change theory in the completion of a change project for their workplace. In addition, students are exposed to their RN-BSN peers who live throughout the United States and represent a diverse group of students and perspectives.

Every course engages students in online discussions in which they explore health issues from multiple perspectives. In the community health practicum, students examine population-health metrics and the evidence to support interventions such as those described in the Community Guide. Finally, in the nursing capstone course, NUR 490 Synthesis for Nursing Practice, students design a Chronic Disease Management program for a specific population impacted by a disease or condition. They develop a business plan including identified population, appropriate standards of practice, interventions and staff required to carry these out, budget, and metrics to evaluate the program. Some RN-BSN graduates who were interested in a graduate program (MSN) in Leadership and Management were able to draw on this knowledge in the design and development of an actual disease management program for their MSN Leadership Project. Feedback regarding this project has been very positive.

6. Gen Ed, FYS/GPS, CCIHS (Lists)

No FYS, GPS, or CCIHS courses are offered by the RN-BSN program.

7. Program support and staffing (Chairs: History, trends, and future needs. Depending on program, could be connected to accreditation.)

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The RN-BSN program has a very long history going as far back as the 1980s. The program began as a face-to-face program and evolved to one of the largest, online programs in the state.

### Program staffing

The program staff include the Nursing & Health Studies chair, 2 tenured/tenure track faculty, and 3 lecturers. In addition, there are 1.75 FTE nursing advisors, a part-time ADA, and .6 practicum coordinator. Faculty and staff support the RN-BSN, MSN, traditional BSN, HIMT, and MSHWM programs. In addition, courses are taught by associate lecturers (ad hoc faculty) with expertise in course content. The BSN@Home program also draws on the expertise of faculty across the UW partner campuses <https://bsnathome.com/meet-our-faculty/>

### Program support

UWGB supports academic affairs (e.g., curriculum, academic policies), student progression and student services, local marketing, and program oversight and accreditation. The financial model supports the salary of a 50% FTE Program Manager employed at UW Milwaukee and a 50% program assistant employed by UWEX. UWEX supports program digital marketing, instructional design, and limited recruitment (common landing page).

There is very good support for online course development and revision from UW Extended Campus.

#### 8. Cost per credit hour (TBD)

BSN@Home courses have differential tuition (\$452/credit) and participate in a financial model specific to BSN@Home. The UWGB tuition (per credit) plus distance education (DE) is collected and sent to UWEX who covers the cost of managing and offering the program. Excess DE fees are then disbursed to the campuses after bills are paid each summer. These revenues help support several faculty and staff positions.

### **External**

#### 1. Outreach: student/faculty partnerships, collaborations, participation with organizations or individually (Lists)

Numerous partnerships with healthcare organizations exist around student practicum experiences required for the NUR 455 Community Health Practicum course. This course involves experiences in a community setting.

#### 2. Contributions to regional infrastructure (Lists)

This program serves the needs of associate degree nursing (ADN) graduates and local employers. As noted previously, local health systems are requiring their ADN prepared nurses to earn their BSN within 3-5 years of hire.

#### 3. **Scholarly activity of faculty** (Lists that are not all-inclusive; maybe seek to highlight the different areas/types of activity)

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Ross, A., Reilly, J., Halla, E. & Anderson, K. (Winter 2020). Organ procurement processes in the operating room: The effects of an educational session on levels of confidence and understanding in operating room registered nurses and surgical technicians. *Journal of Perioperative Nursing*, 33(2), e5-8.

VANDENHOUTEN, C. L., Owens, A., Hunter, M. R., & Raynak, A. (2020). Peripheral Intravenous Education in North American Nursing Schools: A Call to Action. *Journal of Nursing Education*, 59 (9), 493-500, doi: doi:10.3928/01484834-20200817-03.

Bruette, B. E., VANDENHOUTEN, C. L., Willems, S., & Nelson, K. E. (2020). The Impact of Mindfulness Strategies for Nurses in a Residency Program. *Journal for Nurses in Professional Development*, 36 (2), 94-98.

Jun, M., Kim, H., Dressel, A., Cho, H., Kim, H.S., & VANDENHOUTEN, C. (2019). The impact of U.S. army nurses on the development of the nursing profession in South Korea. *Journal of Humanistic Psychology*, 1-18. doi.org/10.1177/0022167819829243

Jun, M., Shin, G., & Kim, H. (2018). Information need and knowledge for prenatal genetic screening and diagnosis and attitude toward terminating pregnancy among pregnant women in South Korea. *Journal of Korean Academic Society of Nursing Education*. [Status: Published]

Hunter, M. R., VANDENHOUTEN, C. L., Raynak, A., Owens, A. K., & Thompson, J. (2018). Addressing the Silence: a Need for Peripheral Intravenous Education in North America. *Journal of the Association for Vascular Access*.

Blaha, D. J., VANDENHOUTEN, C. L., Ramirez, J., & Pomasl, J. (2018). Post hospitalization Management of Patients with Chronic Obstructive Pulmonary Disease (COPD). *Nursing Management*, 14-21, doi: DOI-10.1097/01.NUMA.0000527713.06404.d1.

VANDENHOUTEN, C. L., Gallagher-Lepak, S., Block, D., Kubsch, S., & Malakar, C. (2016). The future of healthcare: Political participation of nursing and public health students. *International Journal of Civic Engagement and Social Change*, 2 (4), 34-51, doi: 10.4018/ijcesc.2015100103.

Cupit, I., Hovarter, R., Reilly, Meredith Livingston, S., & Reilly, J. (2016). Community service learning and a health mediator model: Slovakia. Poster presentation at WPHA-WAHL DAB 2017 Annual Conference: Improving Health by Neighborhood Wisconsin Dells, WI.

### **Student Success**

1. High-impact practices and individualized-learning opportunities (Some data provided; lists and/or brief narrative)

The program requires a community health practicum course  
NURSING 455. Community Health Nursing Practicum. 3 Credits.



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Community Health Nursing Practicum complements the theory, models, and concepts learned in Community Health Nursing. It is a practice component that brings community health nursing into reality. The focus is on disease prevention and health promotion for individuals, families, aggregates, and communities. Students complete 70 hours plus online coursework.

P: Major in Nursing: Nursing 454 or concurrent enrollment

An Online Writing Lab (OWL) is available to students and offers an extensive range of writing references and tools, from handbooks and style guides to expert feedback on your written drafts.

Description of OWL at <https://bsnathome.com/online-writing-lab/>

2. **Retention** (TBD. Note: if program-level data is not provided, maybe list some things your program does that you believe aid in retention.)

CCNE requires accredited programs to achieve a 70% completion rate to satisfy the accreditation requirement. Each year, the nursing program calculates the completion rate. In conjunction with the office of Office of Institutional Strategy and Effectiveness, the nursing unit tracks and reports student program completion rates including 1) percent graduating within four, five, and six years; and 2) percent persisting (still enrolled) after six years.

Entry Point to the RN-BSN program includes students who apply, are admitted, and first enroll in a Nursing support or RN-BSN course at UW-Green Bay. A cohort includes students who first enroll in a given calendar year (spring, summer, or fall). The six-year completion rate is UW-Green Bay's measure of effectiveness for the following reasons:

- a. The typical nursing student in the BSN completion program takes four courses (12 credits) a year. Approximately 50% take two courses, 30% take one course and 20% take more than two courses.
- b. The typical BSN completion graduate completes 45 credits at UW-Green Bay.
- c. Under continuous enrollment, it takes 4 years to complete 45 credits taking 12 credits a year. Federal graduation rate standards allow students to take 150% of the amount of time that would be considered the most direct path. 150% of 4 years is 6 years.
- d. Of those who graduate from UW-Green Bay, well over 90% graduate within six years.

The table below demonstrates the completion rate for the 2012, 2013, and 2014 cohorts. Using the 6-year completion rate, the year of graduation for student in each cohort varies depending on the speed with which the student progressed through the program. The calendar year of graduation in the table below reflects the definition (e.g., 2012 cohort plus 6 years= 2018). The 2020 calendar year of graduation does not reflect those graduating in December.

Calendar Year of Graduation	Calendar Year of Admission	# Students Admitted	# Students Excluded	# Students Completing	% Students Completing
2018	2012	156	17	100	72%
2019	2013	118	15	82	80%
2020*	2014	155	36	101	85%

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While the completion rate data meets the CCNE benchmark, completion rate and persistence data are used to foster ongoing improvement. The nature of the RN-BSN educational journey allows for students to progress through the program at varying rates, some taking 1.5 years to complete while others taking more than 6-years. That said, a [process to follow up with unregistered students](#) was employed in 2014-15 and continues to this date. The process involves obtaining lists of admitted nursing students who did not register for one or two semesters. Using an e-survey, unregistered students receive an email with a link to an electronic survey asking the reasons for their status and encouraging them to contact their nursing advisor to register for classes or discuss their academic plan. The process often resulted in students re-engaging in the RN-BSN curriculum and ultimately completing the program at a higher rate than prior to this process being initiated. This contributes to the overall nursing workforce and more specifically the goal of 80% of the nursing workforce being prepared at the baccalaureate level by 2020. With few exceptions, post-licensure RN-BSN students are employed throughout the RN-BSN program.

### **Mission Relevant**

1. Relevance to mission (Narrative or lists as appropriate)

The mission aligns well with the select mission of UWGB. The RN-BSN program provides a problem focused educational experience that promotes critical thinking through pedagogical approaches, a practicum in the community, and a robust capstone course. Pedagogical approaches include the use of case studies, evidence-based projects, and hands-on experiences. As stated in the select mission, University core values embrace community-based partnerships and collaborative faculty scholarship and innovation. Data provided in this report demonstrate this.

2. Cultural enrichment (Narrative or lists as appropriate)

The RN-BSN curriculum requires students to complete the gen ed core including fine arts, humanities, and social sciences. Courses incorporate the art and science of nursing including assignments that engage students in a poem about use of antibiotics and nursing in art.

3. Access (Does the program have any agreements with other institutions? For example, a transfer agreement with a technical college.)-

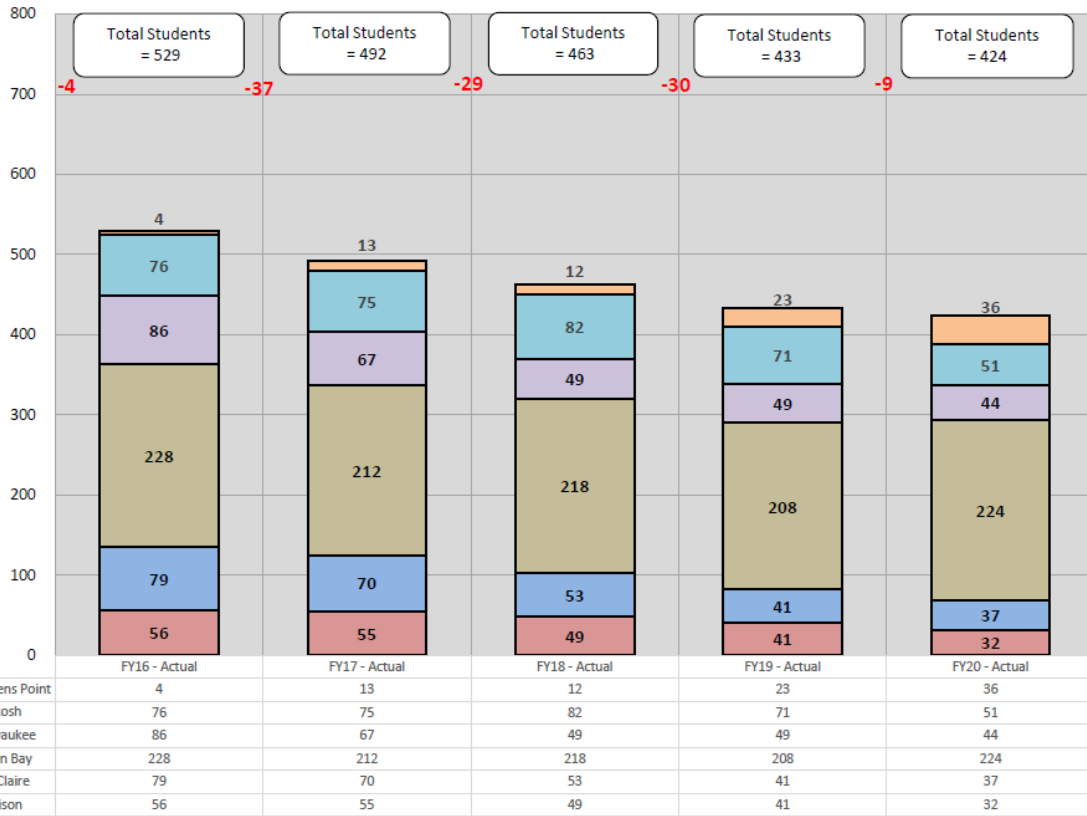
The RN-BSN program has an articulation agreement with the WI Technical College System. UW-Green Bay has several Transfer Tables with NWTC and other associate degree nursing programs.

### **Appendices BSN@Home Enrollments by Campus**

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### Collaborative BSN@Home Nursing Program

UW-Eau Claire, Green Bay, Madison, Milwaukee, Oshkosh, Stevens Point  
 Students by Campus - Average of ((Fall + Spring)/2)



**Collaborative BSN@Home Nursing Program**  
 UW-Eau Claire, Green Bay, Madison, Milwaukee, Oshkosh, Stevens Point  
 Course Enrollments by Campus

