RN to BSN Program

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Northwestern State University's (NSU) Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

NSU College of Nursing's Mission. Northwestern State University College of Nursing and School of Allied Health serves an increasingly diverse student population while advancing the mission of the University by offering excellent and innovative undergraduate, graduate, certificate, and continuing education programs that are designed to assist individuals in achieving their goals to become responsible and contributing members of an interprofessional global community that improves the health of our region, state, and nation.

RN to BSN's Mission Statement. Same as College of Nursing and School of Allied Health (CONSAH).

BSN Program Goals:

1. To prepare beginner, professional nurses who provide direct and indirect care to individuals, families, groups, communities, and populations.

2. To prepare beginner, professional nurses who design, manage, and coordinate care.

3. To prepare beginner, professional nurses to become members of the nursing profession.

4. To provide a foundation for graduate education.

Methodology: The assessment process for the RN to BSN program is as follows:

1. Course reports are completed by lead faculty at the end of each semester that a course is taught. Course reports include relevant SLO measures and their trends.

2. Course reports are reviewed by the program coordinator. SLO measures and trends are reported to Non-traditional BSN Program Assessment Committee through the program assessment report.

3. Significant findings are reported in the Administrative Council meetings.

Student Learning Outcomes:

SLO 1. Integrate theory from nursing, the arts, humanities, and sciences to provide culturally sensitive care in the global community.

Measure 1.1.
Assessment Method: Home Visit assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 95% (168/176)
2021: 94% (155/165)
2020: 99% (98/99)

Analysis. The Home Visit assignment includes a teaching plan, three-generation genogram, a home safety assessment, and a home visit contract signed by the family member ensuring they approve the home visit. Prior to the home visit, students create a teaching plan for an identified patient(s) under the guidance and approval of their RN mentor and course faculty. During the home visit, the student conducts a home safety assessment and provides individualized evidence-based education based on identified safety concerns. To be successful in this assignment, students must synthesize their previous liberal arts education with their nursing knowledge and assessment skills to create evidence-based, culturally sensitive content for the patient(s).

Based on the analysis of the 2020 results, in 2021, faculty updated evidence-based resources in each module, reviewed due dates for assignments in NURB 4191 and 4291 and determined students had adequate time to complete assignments in both courses without needing to stagger due dates as done in 2020. The faculty also updated the grading rubric, directions, and provided an updated exemplar for the Home Visit assignment. In 2021, the target was met, yet there was a downward trend to 94% (155/165) for the Home Visit assignment from 2020 where 99% (98/99) of students scored 80% or higher. There was a substantial increase in the number of students in NURB 4191 in 2021 which may have contributed to the downward trend. In 2020, there were 99 students registered for the course compared to 165 students in 2021. It is important to note that during the shorter time frame offered in the summer semester, there were 73 students registered in the course. Eight students requested an incomplete grade and four of those students did not complete assignments resulting in an F-grade for those four students (lowering the percentage for 2021).

Based on the analysis of the 2021 results, in 2022, faculty: 1) updated evidence-based resources for the Home Visit module related to cultural sensitivity; 2) ensured all

modules and resources were accessible with the assistance of ECE colleagues; 3) added an assignment checklist in each module for students to use and stay on track; 4) added the point value and due date for each assignment to the checklist; 5) provided APA format for each resource in each module; and 6) recommended to the program coordinator to assign one adjunct faculty member to each section (25 students or less) and have the lead professor monitor all students' work. In 2022, the target was met with an upward trend to 95% (168/176) of students achieving an 80% or higher on the Home Visit assignment. Four students requested an incomplete grade: one student completed the course, and three students did not complete assignments resulting in an F-grade for those students.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 will be to: 1) update evidence-based resources for the Home Visit module related to cultural sensitivity; 2) ensure all modules and resources are accessible with the assistance of ECE colleagues; 3) update the assignment checklist and video overview in each module for students to use and stay on track; 4) edit the mentor documents for clarity related to expectations of mentors; 5) add current resources for each module such as the ANA Code of Ethics for the ethical decision-making module, CDC Community Assessment for the Community Assessment module, ANA resource for the political letter module, and the National Center for Environmental Health for the Environmental Health Action Plan module, and Healthy People 2030 Objectives for the Service-Learning Project; and 6) update the URL links for home visit resources.

Measure 1.2.
Assessment Method: Cultural Competence assignment in NURB 3142 (Gerontology for RNs)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending:
2022: 99% (142/143)
2021: 94% (195/208)
2020: 97% (146/151)
2019: 98% (97/99)

Analysis. The Cultural Competence assignment requires students to research a culture different from their own. Students utilize current healthcare literature to increase their knowledge about cultural diversity, communication, biocultural ecology, health risks, nutrition, religious and spiritual traditions, and healthcare practices. To be successful in this assignment, students need to utilize their liberal arts education and research skills to develop a comprehensive, holistic picture of their chosen culture.

Based on the analysis of the 2020 results, in 2021, faculty reviewed students' course evaluations and learned that using the online resources in place of a required textbook was satisfactory in completing the assignments in each module. NURB 3142 received

acceptance as a Quality Matters online course in Moodle by the ECE department at NSU. The following recommendations for QM were added to the course in 2021: 1) checklist and audio overview for each module were added to keep students on track. The checklist included all of the resources in APA format. The audio overview provided students with an explanation of how each resource pertained to the lesson; 2) all resources were checked and corrected for accessibility. The audio overviews had closed captioning added for accessibility; and 3) course objectives were added to each module related to student learning outcomes and alignment with resources and assignments.

In 2021, 94% (195/208) of students achieved a score of 80% or higher on the Cultural Competence assignment. The target was met, yet there was a downward trend from 97%. It is important to note is there was an increase in total students in the course in 2021 (208) compared to 2020 (151). Also, students reported concerns related to COVID-19 in 2021. Eight students requested an incomplete grade and two of the students did not successfully complete the assignments resulting in a grade of "F".

Based on the analysis of the 2021 results, in 2022, faculty: 1) continued to use OER and current online resources in place of the textbook; 2) updated evidence-based resources on cultural considerations in caring for the elderly; 3) ensured all resources in each module were accessible; and 4) updated the assignment checklist and video overview for each module.

The module checklist and video overviews helped students stay on track with both visual and audio resources. No students reported any concerns with accessing the online resources. Student feedback in the Critical Reflection Questions at the end of each course were positive as well as the NSU student evaluations.
Students' feedback included:
"The online resources were great resources for completing the assignments.'
"I feel like I can more competently care for patients of another culture after the cultural competency assignment."
As a result, in 2022, the target was met with 99% (142/148) of students scoring an 80 or higher on the Cultural Competence assignment which was an upward trend from 2021.

Decision. In 2022, the target was met with 99% (142/148) of students scoring 80% or higher. Based on the analysis of the 2022 results, the plan for 2023 will be to: 1) update all module checklists and video overviews; 2) update resources to be current (2018-2023) because there were a few outdated ones noted by students such as the article on medication adherence in underserved populations and patient satisfaction surveys on culturally competent care; and 3) update the grading rubric for the *End of Life* paper for students to see details for grading as well as for faculty to have more consistency in grading.

SLO 2. Apply the nursing process using critical thinking, communication, assessment, and technical skills.

Measure 2.1.
Assessment Method: RN to BSN Employer Survey Question in NURB 4291 (Leadership and Management Practicum for Registered Nurses). Question: "Please check the column that best describes your estimation of our RN to BSN graduate's ability to: Apply the nursing process using critical thinking, communication, assessment, and technical skills."
Expected Outcome: Average of 3.0 or greater.

Finding. Target was met.

Trending:
2022: 3.75
2021: 3.81
2020: 3.92

Analysis. RN to BSN Employer Survey Question is completed in NURB 4291 at the end of the RN-BSN program. The student is asked to provide their employer's institutional email during the course, and employers are sent the survey to complete and informed by participating it will help assess and improve the RN-BSN program. The employer is defined to the student as the following: charge nurse, team lead, supervisor, 0manager, or department director. Employers of each RN-BSN student evaluate the employee on their estimation of the RN-BSN student's ability to apply the nursing process using critical thinking, communication, assessment, and technical skills. The scores are calculated using a Likert scale, and the answer choices are Excellent (4 points), Good (3 points), Fair (2 points), and Poor (1 point).

RN to BSN students use the nursing process in each course throughout the curriculum. The RN to BSN curriculum incorporates textbook readings, discussion forums, presentations, virtual simulation, and research projects. Examples of assignments that utilize the nursing process include a video presentation (NURB 4291), a voiceover PowerPoint (NURB 3122), a Website Critique (NURB 3140), and virtual patient assessments (NURB 3223).

Based on the analysis of the 2020 results, in 2021, faculty continued to email each employer individually and 1) provided the student's name in the subject line, 2) notified students when surveys had been sent, and 3) sent reminder emails. Information regarding our graduates was also solicited from advisory council meetings that are held twice yearly. As a result, in 2021, the target was met with the average of 3.81 on the inquiry.

Based on the analysis of the 2021 results, in 2022 faculty: 1) sent employers reminder emails, 2) requested that unemployed students notify faculty early in the semester, and 3) allowed unemployed students to use their mentor to complete the employer survey to give feedback on the student's abilities. Faculty did not have to ask any student for a secondary person as all employers were able to complete the survey. As a result, in 2022, the target was met with the average of 3.75 on the inquiry.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty will: 1) send the survey out earlier in the semester, and 2) provide students a video message from a nursing community leader on foundations of effective leadership.

Measure 2.2.
Assessment Method: Comprehensive Assessment in Shadow Health Assessment in NURB 3223 (Health Assessment for RNs)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending:
2022: 97% (108/111)
2021: 91% (160/175)
2020: 94% (149/159)

Analysis. Throughout the semester, students utilize a virtual patient simulation platform by Shadow Health. Students are assigned portions of a head-to-toe assessment on a virtual simulated patient, so that they may utilize the nursing process to master critical thinking, communication, assessment, and technical skills in a safe environment. Students are allowed multiple attempts to improve their performance and are given feedback. Students complete the comprehensive assessment at the end of the semester.

Based on the analysis of the 2020 results, in 2021, links to assessment videos using human (not virtual) patients were added to the course shell for some components of a head-to-toe assessment (4 shorter videos) and a complete head-to-toe assessment. In 2021, 91% of students achieved a score of 80% or higher. Therefore, the target was met. Positive student feedback reflects the value of this measure: "The sims were interesting, and I'll be able to take the information with me everywhere I go." and "My assessment skills were refreshed and improved from the head to the toes". The 2021 results are a decline from the 2020 results of 94% but were well above the 2019 results of 86%. Also, the expected outcome has been achieved each year, despite a significant increase in the number of students enrolled in NURB 3223.

Based on the 2021 results, in 2022, faculty partnered with the Association of Nurses in Aids care and created an assignment where students are educated on stigma and healthcare disparities in the HIV-AIDS population. Students review 5 modules: HIV overview, Person-Centered Language, Basics of HIV Treatment, HIV prevention for Older Adults, and A Patient's Perspective. Students had to summarize the challenges of HIV prevention in older adults and how the information learned will affect their nursing practice. A survey of the modules was included, and students reported positive feedback. Additional instructional videos were not added to the course due to faculty deeming it was not necessary.

As a result, in 2022, 97% (108/111) of students achieved a score of 80% or higher. This demonstrates an increase in the outcome from the past two years. Additionally, student enrollment in this course was less than in the past two years.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the 2023 plan will be to add supplemental material on holistic and person-centered approach, emphasizing conversation as part of the assessment.

SLO 3. Collaborate with clients and other members of the interdisciplinary health care team for health promotion, risk reduction, disease prevention, disease management, and health restoration.

Measure 3.1.
Assessment Method: Mentor End of Semester Evaluation of Student's Clinical Experience in NURB 4291 (Leadership and Management Practicum for Registered Nurses. "How well did the student identify interdisciplinary health care team strategies to promote quality health care?"
Expected Outcome: Average of 3.0 or greater (Scale 0-4)

Finding. Target was met.

Trending.
2022: 3.92
2021: 3.90
2020: 3.87

Analysis. Each student is required to collaborate with a nurse mentor in a clinical setting. Along with faculty, the mentor guides the student's learning through all clinical course assignments, including several interprofessional assignments. The mentor provides feedback on the student's personal clinical objectives, facilitates project development, and gives feedback to faculty on student performance. At the end of the semester, mentors complete an "Evaluation of Student and Clinical Experience." One question asks: "How well did the student identify interdisciplinary health care team strategies to promote quality health care?" Response options are A (4 points) Always; B (3 points) More than ½ of the time; C (2 points) About ½ of the time; D (1 point) Less than ½ the time; and F (0 points) Hardly ever.

Based on the analysis of the 2020 results, in 2021, faculty updated the Home Visit assignment in NURB 4191 (Community Health) to include a grading item related to identifying another member of the interdisciplinary healthcare team that would be a valuable resource to address a home safety concern, such as falling (Physical Therapist), activities of daily living (Occupational Therapist), or a community outreach resource, such as Meals on Wheels. As a result, in 2021, the average score was 3.90 and the target was met. Student feedback included, "I like the fact that this class allowed me to assess things outside of my unit and work with other teams."

Based on the analysis of the 2021 results in 2022, the plan was to update to include a grading item related to identifying two strategies for increasing interdisciplinary collaboration related to the professional topic of the student's choice. However, this was not implemented. Resources were updated along with adding YouTube resources. As a result, in 2022, the average score was 3.92 and the target was met. Trending remains consistently high with a slight upward trending over the last two years.

Decision: In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty will incorporate a Quality and Safety Education for Nurses (QSEN) activity related to interdisciplinary collaboration.

Measure 3.2.
Assessment Method: Service-Learning Project in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% will score 80% or higher

Finding. Target was met.

Trending.
2022: 95% (168/176)
2021: 94% (155/165)
2020: 99% (98/99)

Analysis: In NURB 4191, students work with their mentor to identify a health issue that is significant to their community's population based on the Community Assessment assignment. Students develop a service-learning project that incorporates education, action, and resource provision for health promotion, disease prevention, or symptom management of their selected health issue. The evidence-based education is delivered to the target population and students write a summary and reflection paper of their project.

Based on the analysis of the 2020 results, in 2021, the reading resources were updated, a new exemplar for the assignment was provided, and directions and the grading rubric for the Service-Learning Project were edited for clarity. Additionally, the option for virtual presentations was maintained to accommodate COVID-19 restrictions. As a result, in 2021, 94% (155/165) of students achieved a score of 80% or higher.

In 2021, examples of student feedback included:
- "This project has really opened my eyes. For my job, I learned it is important to educate from the moment the patient hits the door. As a labor and delivery nurse, I learned that educating mothers about positioning their newborn may be *grazed over* if it is a mother's second born child. Positioning does not need to be left undiscussed. We cannot assume mothers just know these things. I will start discussing this matter in more detail with each of my patients because it is important and necessary."

- "For my project, I was able to talk with 28 mothers (5 were pregnant with their second child but the remaining 23 were new, expectant mothers). I was able to provide education on safe sleeping to these mothers to decrease sudden infant death syndrome. Honestly, I enjoyed this project. Yes, it was an assignment for school, but it opened my eyes to see a need. I have the desire to go back and see if I can talk to more mothers and provide more education for infants safe sleeping."

Based on the analysis of the 2021 results, in 2022, RN to BSN faculty: 1) updated reading resources, exemplars, directions, and grading rubric for the Service-Learning Project; 2) maintained the option for virtual presentations to accommodate presentation constraints; and 3) recommended to the program coordinator to add adjunct faculty in each section of 25 or more students to meet the increasing enrollment in the course.

There were three faculty members in each NURB 4191 course in 2022, and students received constructive feedback in a timely manner based on the NSU student evaluations. Several mentors reported that their mentee presented meaningful projects with important information to the participants of the educational projects. As a result, in 2022 the target was met with 95% (168/176) of students achieving a score of 80% or higher on the Service-Learning Project. There was a slight upward trend from 2021 to 2022 and may be attributed to course faculty closing working with students and their mentors to reach their personal learning objectives. Trended results also confirm student's ability to collaborate with interdisciplinary team members to care for clients.

In 2022, examples of student feedback included:
"I feel my nursing goals were met for less injury and death related to motor vehicle accidents to improper use of car seats. I am proud I was able to add this to my nursing career to serve the children and parents in my area and hope to conduct this project in the future."

"This service-learning project allowed for implementation of my role as a nurse in a community setting which I had no experience. Upon completion of the fall prevention presentation, residents were able to recall information presented and identify specific factors related to them."

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 will be to: 1) update module checklists and video overviews; 2) update directions for the project and grading rubric to help with consistent grading by all faculty; 3) add a new module resource and criterium for HealthyPeople 2030 objectives to the grading rubric for the Service-Learning Project since 2020 objectives were outdated.

SLO 4: Utilize information and health care technologies in nursing practice.

Measure 4.1.
Assessment Method: Database Search Strategy assignment in NURB 3140 Informatics for RNs
Expected Outcome: 75% of students will achieve a score of 80% or higher.

Finding. Target was met.

Trending.
2022: 99% (154/155)
2021: 97% (198/205)
2020: 97% (268/275)

Analysis. The Database Search Strategy Assignment requires students to develop a PICO question related to a nursing specialty. (PICO = Problem/patient/population; Intervention/ Indicator; Comparison; Outcome). Students then conduct a CINAHL search based on the keywords from the PICO question and find one research study to reference in APA format. Students then reflect on what they learned through this search process and how to improve future searches.

Based on the analysis of the 2020 results, in 2021: 1) updates were made for reading resources, exemplars, and directions for the Database Search Strategy assignment; 2) the assignment to learn the database search steps was moved from Week 6 to Week 3 based on student feedback; 3) all resources in NURB 3140 were made accessible based on feedback from ECE to meet Quality Matters Criteria; and 4) module checklists and audio overviews were added for each module to assist students to successfully stay on track. NURB 3140 was approved for Quality Matters by ECE in 2021. As a result, in 2021, 97% (198/205) of students scored 80% or higher on the Database Search Strategy assignment. Students' feedback in 2021 is noted below.

- "Prior to this course, I was not familiar with CINAHL and other healthcare databases. This course helped enhance my knowledge and skills in searching for studies related to topics of interest. The information learned opened up a whole new world of searching for me."

- "This assignment allowed me to discover ways to properly search for EBP by way of keywords and filtering my results for a narrow pool of resources."

- "I used the nursing databases on the school's website before, but never with as much attention to detail and comprehension as before. This assignment helped me learn how to filter between databases and related articles and become more competent and better with searching."

Based on the analysis of the 2021 results, in 2022, course faculty: 1) used Open Education Resources (OER) in place of the textbook as approved by the PCC; 2) added audio presentation instructions for CINAHL searches; 3) posted educational sessions for searching online databases presented by the NSU Nursing Librarian; and 4) added reading resources, an exemplar, and directions for the Database Search Strategy assignment. As a result, in 2022, 99% (154/155) of students scored 80% or higher on the Database Search Strategy assignment. The target was met with an upward trend from 2021.

The OER resources proved to be adequate in place of the 2019 textbook and saved students that additional expense. Dr. Deshotels attended an OER workshop presented by the ULS system and current best practices for using OER in this course in 2022 which was helpful to maintain integrity in the use of OER resources related to copyright laws.

Students' feedback in 2022 is noted below.
"Prior to this class, I was not prepared to search the library databases and now I am able to review CINAHL and other databases to find scientific literature and review evidence-based articles."
"I feel like this course greatly prepared me to advance my skills in research. I never used the CINAHL database before this course and I was not aware of how to access it. Learning how to use the database saved me so much time and gave me far better results than I had previously gotten when needing to find studies."
"This class truly allowed me to dive deep into the CINAHL system and explore different ways to identify articles relevant to my assignments."

Decision. In 2022, the target was met with an upward trend from 2021. Based on the analysis of the 2022 results, the 2023 plan will be to: 1) post instructional sessions offered by the NSU librarian for searching databases; 2) update module checklists and video overviews; and 3) update current OER resources for 2018-2023 and delete dated resources.

 Measure 4.2.
Assessment Method: Evidence-Based Practice (EBP) assignment in NURB 3224 (Nursing Research for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 96% (154/161)
2021: 94% (118/126)
2020: 93% (85/91)

Analysis. After completing the EBP assignment, students participate in a discussion forum to disseminate EBP project findings. In the forum, students post the review of literature summary table and answer questions related to the evidence found in their project. Students also respond to another classmate's forum posting.

In 2021, a discussion forum was added as the last assignment in NURB 3224 for students to actively engage with one another and share evidence identified in their EBP Project assignment. Students disseminate their findings found in the EBP Project by posting their Review of Literature Summary Table, explain the database(s) searched to select three research studies to answer their PICO question, identify evidence from each study, and share how they plan to use their EBP competencies in clinical practice.

As a result, in 2021, the target was met with 94% (118/126) of students achieving 80% or higher on the dissemination discussion forum.

Based on the analysis of the 2021 results, in 2022, course faculty: 1) added a question to last assignment (discussion forum - Disseminate Evidence forum related to a identifying a practical and feasible method to disseminate evidence in their workplace; 2) updated all documents for accessibility to meet Quality Matters (QM) criteria; 3) updated assignment checklists in all modules with a weekly audio overview to keep students on track; 4) updated resources in each module based on ECE's recommendations to meet course alignment criteria for module objectives; 5) added an optional discussion forum for students to give feedback to their classmates on the first draft of the Review of Literature Summary Table for student engagement as recommended for QM by the ECE staff; and 6) encouraged students to disseminate their evidence at their healthcare facility and local research meetings and/or conferences.

The module checklists and video overviews were helpful in keeping students on track for each assignment. The checklists were also helpful for Dr. Deshotels to double-check each resource. Resources in the checklists were also in correct APA format. Students gave constructive feedback to their classmates in the optional assignment for the Review of Literature Summary Table. Students were able to receive up to five extra points to add to their lowest grade in the course in the optional assignment.

Feedback from students in 2022 was unanimously positive related to their learning outcomes noted in the Critical Reflection Questions at the end of the course and in students' NSU course evaluations. Students' feedback is noted below.
"I will definitely be a mentor and champion for prioritizing EBP in the clinical setting. I love being able to teach about my new knowledge related to finding current evidence and share those experiences."
"I plan on being an advocate for prioritizing EBP in the clinical setting and take initiative to address policies when they no longer serve as best practices for our patients."

In 2022, six students requested an incomplete grade due to COVID and personal reasons. Five students requested incomplete grades; three of these students successfully completed all assignments in NURB 3224 and passed the course which was similar to 2021 when six students requested incomplete grades and four successfully completed the course.

In 2022, the target was met with 96% (154/161) of students achieving 80% or higher on the Disseminate Evidence forum. This was an upward trend from 94% in 2021.

Decision: Based on the analysis of the 2022 results, in 2023, the plan will be to: 1) add a question to the Disseminate Evidence forum about database(s) searched to find research studies; 2) make sure all documents are accessible to meet QM criteria; 3) update assignment checklists and video overviews in all modules to keep

students on track; and 4) update the EBP Project grading rubric and all assignments for research studies to be within 5-year range for current evidence.

SLO 5. Integrate research findings to promote evidence-based nursing practice.

Measure 5.1.
Assessment Method: Evidence-Based Practice Project in NURB 3224 (Nursing Research for RNs
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 96% (154/161)
2021: 94% (118/126)
2020: 93% (85/91)

Analysis. Students in NURB 3224 are introduced to the research process and its application to evidence-based nursing practice. Students are taught to examine the link between nursing theory, nursing research, and evidence-based practice (EBP). The main assignment in this course is the *Evidence-Based Practice Project*. The grading rubric provides a guide for students to work through each part of the assignment/project. Weekly lessons are scaffolded to build content for the final EBP project. Students use their information literacy skills to develop a PICO question based on their specialty area of nursing practice or a personal health-related question. Students review online healthcare databases through the NSU Library for current scientific literature and select three research studies to answer their PICO question. The studies are critically analyzed for usability and summarized based on criteria delineated in the rubric. Clinical implications for practice are identified for EBP interventions. Students identify how the new evidence can be used in their practice to educate their colleagues and patients, how the new evidence is affected by technology, cultural considerations, and interdisciplinary collaboration. Students disseminate their findings to classmates in the last discussion forum and also note how they will share the evidence with colleagues, and patients.

Based on the analysis of the 2020 results, in 2021: 1) the textbook was eliminated and open resource materials were posted for each module; 2) each module covered specific steps in the research and EBP processes; 3) the Individual Research Critique assignment was omitted from the course requirements since students critiqued three studies in the EBP Project paper (as approved by PPC); 4) weekly video instruction (by faculty) was posted for three lessons instead of each lesson; and 5) mid-semester phone conferences were held with most students to discuss their progress in the course. In 2021, the target was met with 94% (118/126) of students achieving a score of 80% or better on the Evidence-Based Practice Project. Students' feedback in 2021 was

positive in the Critical Reflection Questions at the end of the semester, as well as in the NSU course evaluations.

Based on the analysis of the 2021 results, in 2022, course faculty: 1) used OER and online resources in place of a textbook; 2) posted checklists and video overview for each module; 3) offered optional mid-semester phone conferences for students to discuss their progress in the course; 4) were assigned specific students to follow the entire semester for consistent feedback and follow-up; 5) encouraged students to reach out to Dr. Deshotels to discuss their research studies in each module; and 6) developed one module designated for students to submit a rough draft of their final EBP Project for Dr. Deshotels to give feedback before submitting to Turnitin.

In 2022, the target was met with 96% (154/161) of students achieving a score of 80% or better on the Evidence-Based Practice Project. In Spring 2022, 58/66 students submitted a rough draft; Summer 2022, 28/38 submitted a rough draft; and Fall 2022, 42/57 submitted a rough draft. Students making an A-grade in NURB 3224 was 77%. Course faculty reported satisfaction with faculty-student engagement with grading the same students throughout the semester. Additionally, the Critical Reflection Feedback from students was unanimously positive.

Students' feedback in 2022 included:
"This course allowed me to be knowledgeable and comfortable in analyzing evidence in research studies and present this information to my colleagues and patients and apply the same knowledge in planning patient care."
"I discovered that EBP is critical in our field, and I will be promoting EBP in my clinical setting to make sure our patients get the best care possible and be a proper advocate."

Decision: In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, faculty will: continue to grade the same students all semester; 2) update all resources and grading rubrics for current literature to be within the last 5 years; 3) keep the module for students to submit a rough draft of their EBP Project; and 4) offer the mid-semester opportunity to schedule a phone conference to discuss each students' progress in the course.

Measure 5.2.
Assessment Method: Staff Development Project in NURB 4291 (Leadership & Management Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 92% 132/143
2021: 92% (110/120)
2020: 97% (93/96)
2019: 98% (63/64)

Analysis. The Staff Development Project is completed in the student's work setting. Students first identify an educational need for their colleagues in the Healthy Workplace assignment. Then students collaborate with their mentor to complete a lesson plan that includes objectives for the presentation, outline content, time frame for each objective, and the teaching methodology. The presentation must include relevant and current research to help participants address their knowledge deficit. A five-to-ten-minute recording of the presentation is shared with classmates. After the project's presentation, students submit a self-evaluation.

Based on the analysis of the 2020 results, in 2021, faculty updated the directions and rubrics for the assignment. As a result, in 2021, 92% of students earned 80% or higher. Although the target was met, it was lower than in the two previous years. Student feedback included: "My recommendation is providing a brief video by the instructor that explains details of assignments."

Based on the analysis of the 2021 results, in 2022 faculty decided not to make and provide a brief video by the faculty to explain the staff development project. Faculty felt the video could cause additional confusion. However, several resource articles were updated. As a result, in 2022, 92% of students earned 80% or higher. The percentage has remained the same for the last two years.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the 2023 plan is to update the rubric and resources for the staff development project.

SLO 6. Incorporate knowledge of economic, legal, ethical, and political factors influencing health care systems and policy to advocate for recipients of nursing care.

Measure 6.1.
Assessment Method: Political Letter assignment in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 95% (168/176)
2021: 94% (155/165)
2020: 99% (98/99)

Analysis: In NURB 4191, students are exposed to the political process and its relevancy to community and population health nursing. The Political Letter assignment in NURB 4191 prompts students to write a political letter to an elected official related to a community health issue identified in the Community Assessment assignment.

Guidelines, templates, a rubric, and exemplars are provided to help students complete this assignment.

Based on the analysis of the 2020 results, in 2021, the faculty: 1) updated the discussion forum for the Political Letter to include online reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors related to nursing practice during the pandemic; 2) identified health-related concerns to present as examples for the Political Letter assignment; 3) provided examples of political letters for the Political Letter assignment; and 4) shared a political letter template with students. In 2021, 94% (155/165) of students achieved a score of 80% or better on the Political Letter assignment.

Based on the analysis of the 2021 results, in 2022, course faculty: 1) identified contemporary issues for students to consider focusing on for the political letter; and 2) updated political advocacy online resources for the module.

In 2022, the target was met with 95% (168/176) of the students scoring 80% or higher on the Political Letter. One student reached out and asked to write a non-political letter since it was against their religion to perform political-motivated activities. The student was allowed to write a letter voicing their views on community issues.

Decision: Based on the analysis of the 2022 results, in 2023, the faculty will: 1) update reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors related to nursing practice; 2) suggest that students focus on health-related concerns noted in the Community Assessment assignment in the Political Letter assignment; and 3) share a political letter template with students from the ANA.

Measure 6.2.
Assessment Method: Health Policy Brief in NURB 3122 (Dimensions of Professional Nursing)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 95% (129/136)
2021: 91% (156/172)
2020: 92% (111/121)
2019: 77% (57/74)

Analysis. The Health Policy Brief assignment is an advocacy document that proposes an action plan to develop or refine health policies. The Health Policy Brief assignment in NURB 3122 includes reading assignments, a video, and examples on how to write a health policy brief. After reviewing assigned resources, students address a health-related issue by identifying the advantages and disadvantages for the policy.

Based on the analysis of the 2020 results, in 2021, a health policy template was provided to students. This template helps students in the formatting and organization of their policy briefs. Student feedback included, "there were resources such as handouts and examples provided for each assignment." As a result, in 2021, 91% (156/172) of students achieved a score of 80% or higher on the Health Policy Brief. This maintains an actual outcome close to 92% from 2020.

Based on the analysis of the 2022 results, in 2023 faculty planned to provide a brief video describing the Health Policy Brief assignment. Concerns about the video causing confusion halted the plan. However, the faculty added a 30-minute video titled "How Nurses Can Influence Health Policy" resources, as this was deemed to be more helpful for the student. The video features a nurse scientist having a conversation regarding the importance of nurse's involvement in health policy. Also, the Nurses in Washington Internship (NWI) website was available as an additional resource which provides students with information about NWI. NWI was open to nurses, nursing students, and nursing organization staff leaders interested in orientation to the legislative process.

As a result, in 2022 the target was met with 95% (129/136) of students achieving a score of 80% or higher on the Health Policy Brief.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 will be to review and update all journal articles older than 5 years old and add additional resources on the importance of nurses being aware of the importance of obtaining knowledge in health policies.

SLO 7. Apply principles of leadership to design, manage, coordinate, and evaluate health care delivery.

Measure 7.1.
Assessment Method: Leadership Analysis assignment in NURB 4291 (Leadership and Management Practicum for Registered Nurses)
Expected Outcome: 75% of the students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 95% (136/143)
2021: 87% (104/120)
2020: 96% (92/96)

Analysis. During NURB 4291, senior students complete a Leadership Analysis assignment on their nurse manager. The student analyzes the nurse leader on each of the following skills: overall leadership style, problem-solving, and decision-making skills, conflict resolution skills and strategies, written and oral communication skills, power base and how power is used, interprofessional communication and collaboration for

improving patient health outcomes, priorities and cost containment related to fiscal planning, perceptions, and responsibilities for quality control, and acting as a change agent. These elements are discussed within the context of leadership and management theories, and the conclusions must be supported by current research.

Based on the analysis of the 2020 results, in 2021, the assignment directions and rubric were updated. Student feedback included, "I enjoyed learning more about the management side of nursing units. I learned a good deal." As a result, in 2021, 87% (104/120) of students achieved a score of 80% or higher. Although the target was met, it was lower than in previous years. Of the 16 students that did not score 80% or higher, four students scored in the 60-69% range, 8 scored in the 70-76% range, and 4 scored 0% as they did not complete the assignment at all. The total course enrollment also increased, almost doubling from 2019 (64 to 120 students).

Based on the analysis of the 2021 results, in 2022, the faculty had planned to post a short video explaining the Leadership Analysis assignment. Instead, journal articles related to leadership styles in nursing were provided, focusing on solution-based leadership, and emphasizing the need for professional development for staff regarding development of nurses' leadership knowledge and skills. In addition, students were informed throughout the semester that faculty were available to answer any questions or concerns. As a result, in 2022, 95% (136/143) of students achieved a score of 80% or higher, meeting the expected outcome.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, the plan for 2023 will be to add a video of a nursing leader providing a real experience of a Leadership Analysis scenario.

Measure 7.2.
Assessment Method: Environmental Health Action Plan in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)
Expected Outcome: 75% of students will achieve 80% or higher.

Finding. Target was met.

Trending.
2022: 95% (168/176)
2021: 94% (155/165)
2020: 99% (98/99)

Analysis. The Environmental Health Action Plan forum relates to clinical, political, or research priorities in the community that students examined for their Community Assessment completed earlier in the course. Short-term, medium-term, and long-term measurable goals are identified that are time-oriented, practical, feasible, and evidence-based, and indicate their nurse role (educator, advocate, caregiver, policy maker, leader, manager, researcher, etc.).

Based on the analysis of the 2020 results, in 2021, faculty updated online resources related to contemporary environmental issues, posted exemplars of the Environmental Health Action plan, updated the rubric and resources for the module specifically focused on the COVID-19 pandemic. As a result, in 2021, 94% (155/165) of students scored 80% or higher. These results are down five percent from 2020, but up five percent from 2019. Additionally, the enrollment in this course increased significantly in 2021 (from 99 in 2020 to 165 in 2021). In 2021, the target was met with 94% (155/165) of students scoring 80% or higher on the Environmental Health Action Plan assignment.

Based on the analysis of the 2021 results, in 2022: 1) faculty updated online resources related to contemporary environmental issues such as *Preparing for a Disaster* from FEMA and *Disaster Preparedness and Response* from the ANA; 2) updated the exemplar of the Environmental Health Action plan; and 3) added the National Immunization Awareness resource. Some examples of action plans developed by students in 2022 included: 1) reducing exposure to second-hand smoke; 2) increasing immunization awareness; 3) reducing incidence of COVID; 4) educating teens on sexually transmitted diseases; and 5) increasing awareness of infant mortality.

As a result, the target was met in 2022 with 95% (168/176) of students scoring 80% or higher on the Environmental Health Action Plan. This was an upward trend from 94% in 2021.

Decision: In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty will: 1) add the National Center for Environmental Health resource, and 2) add an updated resource for Healthy People 2030.

SLO 8. Demonstrate professional nursing standards, values, and accountability.

Measure 8.1.
Assessment Method: RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) question: "Demonstrates professional behaviors including adherence to standards of practice and legal and ethical codes of nursing conduct and accountability to the profession of nursing and society." Please check the column that best describes your estimation of our RN to BSN graduates. Choices included: Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point):
Expected Outcome: Average of 3.0 or higher

Finding. Target was met.

Trending.
2022: 3.91
2021: 3.84
2020: 3.91

Analysis. RN to BSN faculty teach nursing standards throughout the program. Courses and content related to standards of nursing practice include: 1) NURB 3140 [Standards for Informatics in Nursing]; 2) NURB 3122 [American Nurses Association (ANA) Scope and Standards of Practice, ANA Code of Ethics, and Louisiana State Board of Nursing Nurse Practice Act]; 3) NURB 3223 [Joint Commission Standards and National Patient Safety Goals]; 4) NURB 3142 [Gerontological Nursing: Scope and Standards of Practice]; 5) NURB 4191 [Standards for Community Health Nursing]; and 6) NURB 4291 [Standards from Quality and Safety Education for Nurses competencies]. The Employer Survey is administered in NURB 4291, at the end of the RN-BSN program.

Based on the analysis of the 2020 results, in 2021, as the nursing standards did not change in 2021, no necessary changes were needed to their related assignments in the aforementioned courses. Based on the analysis of the 2020 results, in 2021, the RN-BSN coordinator continued to email each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent. The spring 2021 return rate was 73% (32/44) with an overall score of 3.72; the summer 2021 return rate was 76% (25/33) with an overall score of 3.88; and the fall 2021 return rate was 63% (26/44) with an overall score of 3.92. The aggregate mean score for the year was 3.84, which met the expected outcome. In the fall semester, Dr. Morris assumed the position of Senior Director of Nursing and began training Ms. Sheri Wilson as the Non-traditional BSN Program Coordinator. As a result of this transition, reminder emails were not consistently sent in the fall semester. Although the fall return rate was lower than spring and summer, the overall score was higher. Another possible contributing factor to the lower response rate could be the number of students. In 2019, there were 61 students in NURB 4291; in 2020, there were 95; and in 2021, there were 118.

Based on the analysis of the 2021 results, in 2022, the RN-BSN coordinator continued to email each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employers and reminder emails were sent to the employer. The spring 2022 return rate was 53% (31/59) with an overall score of 3.88; the summer 2022 return rate was 57% (17/30) with an overall score of 4.00; and the fall 2022 return rate was 37% (20/54) with an overall score of 3.85. The aggregate mean score for the year was 3.91, which met the expected outcome.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, the plan for 2023 will be to: 1) review the standards for updates and make any necessary changes to courses, 2) send a maximum of three email reminders to employers to complete the survey along with the survey purpose; and 3) review survey questions for any bias and make the questions more objective for all student work situations including agency RNs.

Measure 8.2.
Assessment Method: Legacy Map in the Professional Portfolio assignment in NURB 3122 (Dimensions of Professional Nursing)
Expected Outcome: 75% of students will score 80% or higher.

Finding. Target was met.

Trending.
2022: 97% (132/136)
2021: 98% (167/171)
2020: 94% (114/121)
2019: 97% (72/74)

Analysis. In NURB 3122, students develop their Professional Portfolio that includes their resume', legacy map, philosophy of nursing, brief biography, cover letter for a job promotion, and an optional professional photo. The Legacy Map component reflects the student's nursing legacy, addressing questions such as: What do you want to accomplish as a nurse? What impact do you want to have on the profession and people/public? What changes do you want to make? How do you want to be remembered? The legacy map is a visual sequence/map (i.e., graphical/pictorial representation) of the necessary steps to achieve the goal(s) for their career and legacy.

Based on the analysis of the 2020 results, in 2021, faculty surveyed the students on their community and professional engagement to make them cognizant of the impact they were already achieving and to inspire them to increase their engagement. Even with the COVID pandemic (students are working as Registered Nurses), the students were still able to find ways to engage in their community or profession. Another change was moving from a traditional textbook to an open resource textbook. As a result, in 2021, 98% (167/171) of students achieved a score of 80% or higher on the Legacy Map assignment. This is an increase from 97% in 2019 and 94% in 2020, despite the
 An increasing number of students enrolled.

Based on the analysis of the 2021 results, in 2022, faculty: 1) provided an example of a face page; 2) allowed students who had not met the criterion in the professional portfolio assignment to give a narrative of how they would meet the criterion as they grow professionally. For example, if the student was not a member of a professional organization, they were able to meet the criterion by responding which organization they will join in the future and why.

As a result, in 2022 the target was met with 97% (132/136) of students achieving a score of 80% or higher on the Health Policy Brief.

Decision. In 2022 the target was met. Based on the analysis of the 2022 results, in 2023, the plan is for faculty to provide new assignment resources describing the importance and impact of a professional and personal legacy that is still being developed. The new assignment resource will roll out in Fall 2023.

SLO 9. Assume responsibility for professional development and lifelong learning. Measure 9.1.

Assessment Method: RN to BSN Employer Survey in NURB 4291 (Leadership and Management Practicum for Registered Nurses) Employers are asked to check the column that best describes their estimation of the RN to BSN student to: "Assume responsibility for professional development and lifelong learning." Choices include Excellent (4 points); Good (3 points); Fair (2 points); and Poor (1 point).
Expected Outcome: Average of 3.0 or higher

Finding. Target was met.

Trending.
2022: 3.9
2021: 3.84
2020: 3.92

Analysis. RN to BSN program and faculty encourage and facilitate lifelong learning throughout the curriculum. Examples of courses and specific assignments on professional development and lifelong learning include: 1) NURB 3140 (resources for professional development and lifelong learning); 2) NURB 3122 (professional issues paper, professional Portfolio, and benefits to membership in a professional nursing organization); and 3) NURB 4291(Leadership Analysis assignment).

Based on the analysis of the 2020 results, in 2021, virtual open houses were provided with the Directors of the Graduate Nursing programs here at NSU. The meetings were recorded and posted to the common Moodle shell, "RN to BSN Program Information" for students. Faculty continued to write recommendation letters for students applying to graduate programs and to post available scholarship opportunities. As a result, in 2021, the average for the item on the Employer Survey was 3.84, which met the target of 3.0. The 2021 result was a slight trend down, but well above the expected outcome.

Based on the analysis of the 2021 results, in 2022, additional reading material on leadership styles in nursing was added which focused on solution-based leadership and emphasized the professional development of staff, developing nurses' leadership knowledge and skill. In addition, students were informed throughout the semester that faculty were available to answer any questions or concerns. The spring 2022 return rate was 53% (31/59) with an overall score of 3.88; the summer 2022 return rate was 57% (17/30) with an overall score of 3.94; and the fall 2022 return rate was 37% (20/54) with an overall score of 3.88. The aggregate mean score for the year was 3.9, which met the expected outcome.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the plan will be to provide supplemental resources and a short video for the Leadership Analysis assignment.

Measure 9.2.
Assessment Method: QEP SLO 2.2 asks "Reflect upon your undergraduate experience, both clinical and nonclinical, and discuss how what you have experienced at NSU has

changed your perceptions about education, and how you will use this experience as a foundation for personal growth and maturity." This measure was assessed in NURB 4291 with students' evaluations and QEP RN to BSN reflections.
Expected Outcome: Average of 3.0 or higher

Finding. Target was met.

Trending.
2022: 3.56
2021: 3.42
2020: 3.14

Analysis. Students are asked to reflect on how they are achieving the College of Nursing Student Learning Objectives in NURB 4291, toward the end of the program.

Based on the analysis of the 2020 results, in 2021, the faculty updated the NURB 3122 textbook to an open resource textbook. This gave students an updated resource regarding nursing education. The Directors of NSU Graduate Nursing Programs were invited to town hall meetings to discuss available graduate degrees. The meeting recordings were posted to the "RN-BSN Program Information" Moodle shell. Student feedback included, "provided me with the tools needed to build a solid foundation for the next steppingstone as a professional nurse" and "it has helped to improve my leadership skills with the challenges that were presented as part of the curriculum." As a result, in 2021, the average score for SLO 2.2 was 3.42, meeting the target and trending up from 2020 results of 3.14.

Based on the analysis of the 2021 results, in 2022, the faculty created and distributed an RN-BSN undergraduate reflection survey assignment for students to reflect upon their undergraduate clinical experience, as well as non-clinical experience. After reflecting, students discussed how their education at NSU in the RN-BSN program changed their perceptions about education and how they will use this experience as a foundation for personal growth and professional development. In 2022, 92% (135/147) of students achieved advanced or mastery level. As a result, in 2022, the average score for SLO 2.2 was 3.56, which met the target.

Decision. In 2022, the target was met. Based on the analysis of the 2022 results, in 2023, the plan will be to add supplemental material to modules and provide information about the importance of education and professional development in advancing the nursing profession.

Comprehensive summary of key evidence of improvements based on analysis of the results. The following reflects all the changes implemented to drive the continuous process of seeking improvement in AC 2022-2023. These changes are based on the knowledge gained from the analysis of AC 2021-2022 results.

In fall 2022, a new full-time faculty position was filled in the RN to BSN Program and five adjunct faculty remained in the program. Adjunct faculty attended monthly PCC meetings and the annual summer retreat. Adjunct faculty provided support to course leaders by primarily grading assignments in their assigned courses.

Additional Support Provided for Faculty
- New faculty assigned a faculty mentor
- Monthly PCC meetings with adjunct participation
- Monthly National RN-BSN Faculty Forum meetings and webinars
- Full-time faculty serve as lead course facilitators for NURB classes. The full-time faculty are responsible for course content, SLO tracking, syllabi, calendars, grade reporting, and course reports.
- All faculty have access to professional development through 1) NurseTim webinar subscription and 2) Monthly workshops provided by the NSULA office of Electronic and Continuing Education.

All students in RN-BSN clinical courses (NURB 3223, 4191, and 4291) are licensed registered nurses and RN licenses were verified prior to permitting students in clinical courses. Students requested permits for nursing courses each semester at the RN to BSN Program Information link in the Moodle shell. The Program Coordinator permits students via this venue.

Developed plan which tracks registration, projected graduation date and ASN program for each new student. To be implemented in 2023.

All current students advising worksheets in the RN to BSN shared drive were updated to ensure student progression in the program. Most students who dropped the program were emailed to encourage their return.

Below are actions catalogued in this report to facilitate student achievement of learning outcomes in 2022.
- Updated/added reading resources in NURB 3122, 3140, 3142, 3224, 4191, and 4291.

- Updated/added rubrics for assignments in NURB 3140, 3142, 3224, 4191.

- Updated module checklists and audio overviews to NUBR 3140, 3142, 3224, and 4191.

- Utilized current and free open educational resources in lieu of textbooks in NURB 3122, 3140, 3142, 3224 and 4191.

- Collaborated with librarian to identify updated literature search resources and posted in RN to BSN Program Information link in each course shell for NURB 3140, 3142, 3224, 4191, and 4291.

- Added health assessment videos using human (not virtual) patients to NURB 3223.

- Updated/added assignment templates or exemplars in NURB 3122, 3140, 3142, 3224, and 4191.

Additional Support Provided for Students in 2022

- Scholarship criterion and applications were posted in Announcements in the RN to BSN Program Information link and also send to individual students asking for financial assistance.
- Recommendation letters provided upon request.
- Doctorally-prepared faculty added to RN to BSN Program Faculty: 3 adjunct faculty.
- Emailed inactive students to encourage completion of the program.

- Offered all courses at least once per semester.

- Quality Matters designation (NURB 3140, 3224 and 3142).

- Posted available resources in the RN to BSN Program Information Moodle shell for all students, including The University Counseling and Career Centers provided telehealth mental health counseling, career counseling, and career development services. Other resources included the NSULA academic success center, which offers: 1) Virtual peer tutoring, 2) paper editing resources, 3) academic success consults and planning, and 4) Peer mentoring.

Plan of action moving forward.

In all courses, faculty will: 1) update course resources to reflect current (2018-2023), contemporary, and evidence-based practice literature; 2) update module checklists and video overviews for students to stay on track; and 3) update directions for projects and grading rubrics to help with consistent grading by all faculty;

Plans for 2023 specific to each SLO:
SLO 1
1) update evidence-based resources for the Home Visit module related to cultural sensitivity; 2) ensure all modules and resources are accessible with the assistance of ECE colleagues; and 3) edit the mentor documents for clarity related to expectations of mentors.

SLO 2
1) send the Employer Survey out earlier in the semester; 2) provide students a video message from a nursing community leader on foundations of effective leadership; and 3) add supplemental material on holistic and person-centered approach, emphasizing conversation as part of the Shadow Health assessment.

SLO 3
1) incorporate a Quality and Safety Education for Nurses (QSEN) activity related to interdisciplinary collaboration in NURB 4291; 2) update module checklists and video overviews; 3) update directions for projects and grading rubrics to help with consistent grading by all faculty; 4) add a new module resource and criterium for Healthy People 2030 objectives to the grading rubric for the Service-Learning Project.

SLO 4

1) post instructional sessions offered by the NSU librarian for searching databases; 2) update current OER resources for 2018-2023; 3) make sure all documents are accessible to meet QM criteria; and 4) update the EBP Project grading rubric and all assignments for research studies to be within 5-year range for current evidence.

SLO 5
1) Same adjunct faculty grade the same students all semester for consistency; 2) maintain module for students to submit a rough draft of their EBP Project for feedback before the final professional paper; and 3) offer opportunity to schedule a phone conference to discuss each students' progress in the course at mid-semester.

SLO 6
1) update reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors related to nursing practice; 2) direct students to focus on health-related concerns noted in the Community Assessment in the Political Letter assignment; and 3) share a political letter template with students from the ANA.

SLO 7
1) add a video of a nursing leader providing a real experience of Leadership Analysis scenario; 2) add the National Center for Environmental Health resource; and 3) add an updated resource for Healthy People 2030.

SLO 8
1) send a maximum of three email reminders to employers to complete the survey along with the survey purpose; 2) review survey questions for any bias and make the questions more objective for all student work situations including agency RNs; and 3) provide new assignment resources describing the importance and impact of a professional and personal legacy that is still being developed. The new assignment resource will roll out in Fall 2023.

SLO 9
1) add supplemental material to modules and provide information about the importance of education and professional development in advancing the nursing profession.

Implement program to track students' status regarding registration, projected graduation date, and ASN program for each new student.

Additional Support Provided for Students in 2023

- Continuation of elements listed in 2022 support
- Update articulation agreements as needed.
- Offer professional development in online education, nontraditional, and diverse learners.
- Adjust adjunct faculty as needed to ensure proper teacher/student ratio
- Face-to-face recruiting when possible and virtual recruiting
- Ensure resources and assignments are ADA accessible
- Align the BSN Essentials where applicable in course objectives
- Review students' evaluations for feedback and note for areas to address each semester
- Offer WebEx video and phone conferences for students in each course

Additional Support Planned for Faculty in 2023:

- Offer professional development in online education, nontraditional, and diverse learners.
- Record the PCC meetings for replay.
- Open communication and dialogue with faculty and the RN-BSN coordinator.
- Encourage All faculty to utilize professional development through 1) Nurse Tim webinar subscription, and 2) Monthly workshops provided by NSULA office of Electronic and Continuing Education.
- Encourage adjunct's participation at each PCC meeting and annual retreat
- Provide instruction on voiceover PowerPoint and APA updated at annual retreat.
- Delineate new expectations in writing for adjunct for each course
- Encourage faculty's participation in QM online educational sessions