

RN to BSN Program (410A)

Prepared by:
Dr. Heather Hayter
Dr. Leah Pearce
Mrs. Tiffany Rogers

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Approved by: Dr. Aimee Badeaux, Interim Dean

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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's College of Nursing and School of Allied Health advances the mission of the University through innovative teaching, experiential service learning, and scholarship. The College of Nursing and School of Allied Health offers quality healthcare education to a diverse student population to achieve their goal of becoming responsible healthcare providers who improve the health of our region, state, and nation. (Effective September 1, 2024).

RN to BSN's Mission Statement. Same as the 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 term the course is taught. Course reports include relevant SLO measures and their trends.
2. Faculty review and analyze data on an annual basis (calendar year), making decisions on actions for the next year.

3. Course reports are reviewed by the program coordinator. SLO measures, data, analysis, and trends are reported to the non-traditional BSN Program Assessment Committee through the program assessment report.
4. 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.

2024: 98% (111/113)

2023: 95% (97/102)

2022: 95% (168/176)

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).

In 2022, the target was met. Based on the analysis of 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.

In 2023, the target was met. Based on the analysis of 2022 results, in 2023, 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) updated the assignment checklist and video overview in each module for students to use and stay on track; 4) edited the mentor documents for clarity related to expectations of mentors; 5) added 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 health 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; 6) updated the URL links for home visit; 7) removed syllabus and course calendar from folders and made them readily available on main page to minimize clicks as recommended by ECE; 8) added a direct link to instructions on how to obtain student access and install Microsoft Office 365 as recommended by ECE; and 9) reduced the number of folders within course shells to minimize clicks as recommended by ECE. As a result, in 2023, the target was met with 95% (97/102) students achieving 80% or higher. The trend for this measure remains consistent at 95%.

On the home visit, cultural considerations included information about the student's family related to:

- Ethnicity and Culture
- Health Risks
- Language and Communication
- Religion and Spirituality
- Caring Beliefs and Practice

A new question included on the home visit assignment in NURB 4191 for 2023 was: "If this individual or family were admitted to your healthcare institution, what cultural assessment tools, resources, or accommodations would be available to them?"

These criteria provided specific questions to address the student's cultural background for their family. Most students' answers for the cultural considerations were comprehensive, yet a few erred on the side of brevity. The grading rubric needs to be updated to reflect a specific word count for the criteria.

As a result of the changes in 2023, the target was met. Based on the analysis of 2023 results, in 2024, faculty 1) removed the QEP assignment in 4191; 2) updated the service-learning project, and/or add disaster management components; 3) updated resources by finding relevant, culturally significant articles and information on repeatable websites and databases, such as EthnoMed and CINAHL that reflect evolving nursing practice; and 4) provided a student example paper for reference. The plan was also to encourage more student engagement and opportunities to interact with one another. In 2022 and 2023, the trend was consistent with 95% of students meeting the goal. However, 2024 results indicated 98% (111/113) of students achieved a score of 80%; a 3% increase.

Decision. In AC 2024, the target was met with 98% of students achieving an 80% or higher on the Home Visit assignment. Based on the analysis of the 2024 results, in 2025, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: 1) update the assignment by incorporating point values for each section on the template, 2) incorporate a Nursing Theory on Culturally Sensitive Care so students can reflect on how these theories apply when conducting a home visit to a patient from a different cultural background, and 3) integrate a global health perspective so students can consider how global health trends influence the patient's health. These changes will improve the students' ability to apply theoretical knowledge and practice key concepts in a real-world, patient-centered context whereby the student develops a well-rounded and culturally sensitive approach to care. This integrative approach encourages critical thinking, cultural competence, and reflective practice, all of which are essential for providing high-quality care in a diverse, globalized world. Through this assignment, students will better understand their role in bridging the gap between nursing knowledge and cultural understanding, which is key to improving patient outcomes in any setting, thereby continuing to push the cycle of improvement forward.

Commented [KT1]: consider is not an action that promotes change. Please implement actions for change. See #2 & 3

Measure 1.2.

Assessment Method: Cultural Competence assignment in NURB 3142 (Gerontology for RNs)

Expected Outcome: 75% will score 80% or higher.

Finding. Target was met.

Trending:

2024: 99% (74/75)

2023: 96% (130/136)

2022: 99% (142/143)

Analysis. 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. Guidelines and a rubric are provided to help students complete this assignment.

In 2022, the target was met. Based on the analysis of 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. As a result, in 2022, the target was met with 99% (142/148) of students scoring 80% or higher on the Cultural Competence assignment. This was an upward trend from 2021(94%), yet it is important to note the

lower number of total students in the course from 2021 (208 students) to 2022 (143 students).

Based on the analysis of 2022 results, in 2023, faculty 1) updated evidence-based resources on cultural considerations in caring for the elderly; 2) ensured all resources in each module were accessible; 3) updated the assignment checklist and video overview for each module; 4) updated the BEERS Criteria for 2023; 5) updated the EOL grading rubric to include specific criteria related to cultural considerations and increased the grading percentage to 100; 6) added another patient scenario to EOL assignment; 7) reduced the number of folders and made resources readily available by reducing the number of clicks; and 8) updated module resources and links. 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 and reported that the OER literature was helpful to complete the assignments and enhance their learning without the need to purchase a textbook. Feedback from some students noted on the NSU course evaluations included: "This class met my expectations by providing education and discussion on current healthcare concerns related to the elderly population specifically." "Home visits are essential in community health nursing as they facilitate preventive healthcare and support families transitioning from medical facilities to home care. During these visits, nurses can provide valuable information, connect families with resources specific to their ethnicity, and ensure compliance with medical instructions based on the patient's cultural." As a result, the goal was met with 96% (130/136) of students achieving a score of 80% or greater. The 3-year trend indicates that students are consistently meeting this measure; however, in 2023, there was a 3% decrease.

As a result of the changes in 2023, the target was met. Based on the 2023 results, in 2024, faculty implemented the following changes in AC 2024-2025 to drive the cycle of improvement. In AC 2024-2025, faculty: 1) revised Discussion Forum 3 – "Ethical Decision Making and Cultural Competence in Caring" into a video discussion forum to allow a more conversational approach and interaction; 2) updated DF rubric to reflect a 100-point value instead of a 25-point value; and 3) switched DFs to whole grading format. In 2024, the target was met with 99% (74/75) of students achieving a score of 80% or higher. Trending for this measure indicated a 3% increase from last year.

Decision: In 2024, the goal was met. Based on the analysis of the 2024 results, in 2025, faculty will: 1) clarify the rubric to ensure students understand to respond via video for their response post, and 2) search for additional video scenarios regarding cultural competence or ethical decision making to give students a variety of scenarios to choose from to complete this assignment. These changes will provide students with a range of resources to choose from and give them the chance to earn all available points for the assignment, helping to drive continuous improvement.

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:

2024: 3.88

2023: 3.82

2022: 3.75

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 as the following: charge nurse, team leader, supervisor, manager, 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 2024-2025 assessment is evaluated using an online survey platform with analysis of results, and the benchmark performance is students will obtain a cumulative mean score of 3.0 or higher on a Likert Scale of 1-4 with answer choices being 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).

In 2022, the target was met. Based on the analysis of 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 an average of 3.75 on the survey.

Based on the analysis of the 2022 results, in 2023 faculty: 1) sent the survey out earlier in the semester, and 2) provided students with a video message from a nursing leader

on the foundations of effective leadership. As a result, in 2023, the target was met with an average of 3.82 on the survey, a slight increase from 2022, indicating the majority of RN-BSN students scored above the benchmark of 3.0.

As a result of the changes in 2023, the target was met. Based on the 2023 results, faculty implemented the following changes in 2024 to drive the cycle of improvement. In 2024, the faculty planned to incorporate an assignment(s) to develop skills in inter- and intra- professional communication and collaborative skills to deliver evidence-based patient centered care. However, due to changes in faculty, lack of communication, and lack of updating assignments in the course Moodle Shells these changes were never implemented. As a result, in AC 2024-2025, the target was still met with students achieving a cumulative mean score of 3.88 (less than 1% increase) from the previous year.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: 1) meet with the Director of Assessment and develop a better process for delivery of the RN-BSN Employer Survey, 2) send this survey out by mid-semester by the RN-BSN program coordinator, and 3) change this assignment to an incomplete/complete grade with no weight instead of a point value with a weight as faculty found it not fair to penalize a student if their employer never submitted the survey results. These changes will help students achieve the desired outcomes in the RN-BSN program. The ability of RN-BSN students to apply the nursing process through critical thinking, communication, assessment, and technical skills is essential for evaluating and enhancing the program, ultimately preparing BSN-level nurses for the workforce and contributing to the ongoing cycle of improvement.

Measure 2.2.

Assessment Method: Comprehensive Assessment Assignment in the Shadow Health Virtual Assessment platform in NURB 3223 (Health Assessment for RNs)

Expected Outcome: 75% will score 80% or higher.

Finding. The target was met.

Trending:

2024: 97% (87/90)

2023: 98% (87/89)

2022: 97% (108/111)

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

In 2022, the target was met. Based on the analysis of 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, the target was met with an average of 97% (108/111) scoring an 80% or higher on the Comprehensive Assessment Assignment in the Shadow Health Virtual Assessment platform.

The target was met in 2023. Based on the analysis of the 2022 results, in 2023, faculty added Supplemental material on a holistic and person-centered approach, emphasizing conversation as part of the assessment. As a result, in 2023, 98% (87/89) of students achieved a score of 80% or higher. Therefore, the target was met. Trending demonstrates an increase in the outcome from the past two years.

The target was met in 2024. Based on the analysis of the 2023 results, in 2024, faculty emphasized to students the importance and benefits of using a virtual health assessment platform (Shadow Health), including: 1) the ability to practice nursing skills in a safe and controlled environment, 2) The ability to receive feedback/analysis of assessment skills after each case scenario identifying the student's areas of weak assessment skills, and 3) the ability to gain emotional rewards such as improving empathy and understanding of the challenges and experiences of different patients. As a result of these changes, in AC 2024-2025, the target was met with students meeting a cumulative mean score of 97% (87/90), a 1% decrease from the previous year.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement: 1) remove the HIV-AIDS module assignment and incorporate a new assignment on Assessment Tools, 2) incorporate a new discussion forum for students to collaborate about the use of current EBP assessment tools/screenings, and 3) include a slide presentation and/or an assessment skill video on each body system as a supplemental teaching intervention. These changes will improve the student's ability to thoroughly understand a focused assessment on each body system and a complete head-to-toe assessment prior to completing the Comprehensive Assessment in Shadow Health. These changes will also help to show students' competence in using different Evidence-based Practice Assessment Tools on patients thereby continuing to push the cycle of improvement forward.

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 1-4)

Finding. The target was met.

Trending.

2024: 3.80

2023: 3.85

2022: 3.92

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.

In 2022 the target was met. Based on the analysis of the 2021 results, in 2022, the plan was to add an assignment in which two strategies were identified 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 trend over the last two years.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty incorporated a Quality and Safety Education for Nurses (QSEN) activity related to interdisciplinary collaboration. The following were students' feedback in 2023 related to working with their mentor. "Working alongside a clinical mentor for the clinical hours of this semester has allowed me to collaborate and critically think with another nurse of higher education. The clinical mentor holds a bachelor's degree and higher responsibilities in the workplace. It was a privilege to see someone else's point of view on things relating to nursing and the assignments we worked together on. It has also given me a perspective on what I can be capable of achieving in my career once I

obtain my bachelor's degree. One of the biggest take-aways from working with the clinical mentor was seeing their way of critically thinking through situations. It was also a good experience to see the ways in which he was a role model and helped other staff members as he is a charge nurse." As a result, in 2023, the average score was 3.85 and the target was met. Trending is slightly down from the last two years, but the results remain high.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty included current evidence-based practice research journal articles applicable to discussion board modules to discuss a collaborative approach to health care benefits that help both health care professionals and the patients served. As a result of these changes, in 2024, the target was met with students meeting a cumulative mean score of 3.80 (less than a 1% decrease from the previous year) but remained above the benchmark of 3.0. This benchmark score shows a slight decrease in trending.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. In 2025, the faculty will: 1) meet with the Director of Assessment to improve or change the NURB 4291 Mentor End of Semester Evaluation of Student's Clinical Experience, 2) revise and update the evidence-based journal articles applicable to interdisciplinary health care team strategies that promote quality health care, and 3) discuss more collaborative approaches to health care through discussion forums where students can collaborate together on ways to better promote interprofessional care. These changes will improve the student's ability to collaborate on strategies to better promote interdisciplinary quality health care, thereby continuing to push the cycle of improvement forward.

Measure 3.2.

Assessment Method: Service-Learning Project (SLP) in NURB 4191 (Community Based Nursing Practicum for Registered Nurses)

Expected Outcome: 75% will score 80% or higher

Finding. Target was met.

Trending.

2024: 97% (110/113)

2023: 94% (96/102)

2022: 95% (168/176)

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

In 2022, the target was met. 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 which may be attributed to course faculty closely working with students and their mentors to reach their personal learning objectives. Trended results also confirm students' 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."

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) updated module checklists and video overviews; 2) updated directions for the project and grading rubric to help with consistency in grading, and 3) added a new module resource and criterium for Healthy People 2030 objectives to the grading rubric for the Service-Learning Project since 2020 objectives were outdated. In 2023, the target was met with 94% (96/102) of students making 80% or higher on the Service-Learning Project.

Students' feedback in the NSU course evaluations for each semester in 2023 was positive overall and noted below.

"The service-learning project allowed me to do research on the flu vaccine, a vaccine I choose to receive myself and then went around educating on it. This project allowed me

to work with an interdisciplinary team member and educate staff members around the hospital in which I work.”

“I’ve been an RN in the surgical intensive care unit (SICU) at WKN [Willis Knighton North] for three years now and this RN-BSN journey has also taught me a lot. The assignments in the program have allowed me to interact with many members of the interdisciplinary team at WKN that I have never interacted with. I have collaborated with PT for my home visit. I collaborated with the transplant team and participated in a transplant meeting. I collaborated with wound care for several assignments this semester. I really did not know what evidence-based practice (EBP) was prior to this journey. At each of the leadership meetings I attended, there was reference to EBP. I now know the value of it and will continue to use EBP in the care of my patients and their families.”

In the past years, students reported they already completed a service-learning project in their ASN programs. Since service-learning is part of the NSU initiatives campus-wide, the service-learning projects were maintained, but now may be a good time to change the assignment to a disaster management focus. This could possibly be a good assignment for group collaboration as recommended in the QM review.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) extended the SLP assignment timeframe as suggested by previous quality matters report; 2) converted the SLP assignment into a group project to allow for more student engagement; 3) created a signup genius link for students to use to sign up for their SLP groups; and 4) updated the exemplar assignment to provide an updated resource for students to use as a guide for the assignment. As a result of these changes, in AC 2024-2025, the target was met with 97% (110/113) of students achieving an 80% or higher on the service-learning project, showing an upward trend.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to 1) engage students by highlighting the importance of Service-Learning Projects, 2) provide clear assignment guidelines by offering a detailed rubric for the presentation part of the assignment, and 3) explore a focus on disaster management. These changes will help to improve the students’ understanding of the expectations and assessment criteria, as well as foster more critical thinking, empathy, and civic responsibility among students, thereby continuing to push the cycle of improvement forward.

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.

2024: 99% (109/110)

2023: 96% (123/128)

2022: 99% (154/155)

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 are provided with multiple examples to view as well as library resources with examples of PICO statements to assist with learning. Students then conduct their own database search based on the keywords from their PICO question and find one research study to reference in APA format. Students are instructed to complete this assignment by typing into the rubric to ensure their search process is complete. They are then asked to reflect on what they learned through this search process and how to improve future searches.

In 2022, the target was met. 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.

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."

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) posted instructional sessions offered by the NSU librarian for searching databases, 2) posted examples for each assignment for students to review, 3) updated module checklists and video overviews, 4) updated current OER resources for 2018-2023 and deleted outdated resources, and 5) encouraged students to communicate with faculty on a weekly basis. The target was met in 2023 with 96% (123/128) of students making 80% or higher on the Data-Based Search Strategy assignment. This was a downward

trend from 2022 where 99% (154/155) made an 80% or higher grade. The downward trend will be monitored in future semesters to evaluate the need to update the assignment.

Student feedback in 2023 for the Database Search Strategy assignment is noted below.

"Due to the information learned in this course I now have a better appreciation and approach to using CINAHL. The assignment taught me different ways to input keywords to find the best possible articles to use towards my research. Without this course I wouldn't have known how to use a wildcard or the Boolean operator. The course taught me how to identify what keywords I should be looking for not only in the database search function, but also within articles themselves. Meaning, I now know how to properly read an article and determine if the keywords were relevant to the information I was seeking."

"This assignment helped educate me on proper research, formatting, and literature reviews. It also showed me that sometimes you may have to use key words when searching to narrow down your search for specific topics. Google has always been a go-to for me, but now I am aware of the risk for misinformation on certain websites that are not beneficial for medical research."

"I will use the different filters in the search criteria, or I will use different keywords. Like I said in one of my previous posts, I think I was making my searches too specific and by using keywords I will be able to broaden my search yet still have results that I will be beneficial."

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) updated instructional videos for each course module, 2) updated course resources and evidence-based practice references to ensure they were up to date (less than 5 years old) and relevant; and 3) incorporated introductory PICO library resources. As a result of these changes, in 2024, the target was met with 99% (109/110) of the students achieving an 80% or higher on the Database Search Strategy assignment, indicating an upward trend. Student feedback was positive, indicating that this assignment helped students learn to navigate and search databases locating relevant, reliable evidence-based practice journal articles.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to 1) update instructional videos for each course module, 2) update course resources to ensure dates are less than five years old, 3) update library resources as available, and 4) modify assignment due dates for the Database Search Planner and the Healthcare Website Critique by swapping the two. These changes allow the students to add additional key aspects of the fundamentals of nursing informatics that can assist in discerning differences in navigating various aspects of

clinical information systems and websites thereby continuing to push the cycle of improvement forward.

Measure 4.2.

Assessment Method: Evidence-Based Practice (EBP) Project Dissemination Forum in NURB 3224 (Nursing Research for Registered Nurses).

Expected Outcome: 75% will score 80% or higher.

Finding. Target was met.

Trending.

2024: 98% (114/116)

2023: 93% (124/133)

2022: 96% (154/161)

Analysis. After completing the EBP assignment, students participate in a discussion forum to disseminate EBP project findings. Disseminating Evidence-Based Practice (EBP) as part of an assignment helps nursing students apply the latest research to improve patient care. It allows students to stay current with best practices, develop critical thinking skills, and share valuable insights with peers and healthcare teams. This process fosters collaboration, supports ongoing learning, and encourages the integration of effective treatments into everyday practice. Students are given an instructional video discussing the process of dissemination and examples. In addition, articles are provided that include additional evidence-based forms of dissemination. In the discussion forum, students post the review of literature summary table, their PICO statement, and one finding and recommendation from their EBP project. Students must also respond to another classmate's forum posting.

In 2022, the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) added a question to the last assignment (discussion forum - Disseminate Evidence forum related to 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 helped keep students on track for each assignment. The checklists were also helpful for Dr. Deshotels to double-check each resource. Resources in each checklist were provided in the correct APA format for students to note the correct format. Students gave constructive feedback to their classmates in the optional assignment for the Review of Literature Summary Table.

Students could receive up to five extra points for the optional assignment to add to their lowest grade in the course.

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, 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.

In 2023, the target was met. Based on the analysis of 2022 results, in 2023, faculty: 1) updated all OER resources in each module; 2) updated the grading rubric for the last discussion forum to disseminate evidence; 3) added a question about the database used to search for their studies in the last discussion forum; 4) made sure all documents were accessible to meet QM criteria; and 5) updated the EBP Project grading rubric and all assignments for research studies to be within a 5-year range for current evidence.

Examples of feedback from students in 2023 are noted below.

"I like the amount of time allotted for rough and final drafts of my literature review and EBP project paper. I found it hard to design the Literature Summary Table, but my classmates helped in the optional extra points assignment for the summary table."

"I liked how the EBP assignment was worked on each week with the material provided and then learn what my classmates' projects were when we shared our findings in the last module."

In 2023, the target was met with 93% (124/133) of students making an 80% or higher on the EBP assignment. This was a downward trend from 2022 and will be followed and reviewed for future trending in 2024.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) offered new resources for determining the Level of Evidence of a research study, 2) provided a sample for the Summary of Research Studies Table, 3) ensured learning resources were current and less than five years old, and 4) updated instructional module videos to include additional examples of ways to disseminate evidence to assist with student learning. As a result of these changes, in AC 2024-2025, the target was met with 98% of the students achieving an 80% or higher on the EBP Project dissemination forum. Student feedback indicated positive perceptions of the assignment

and an increased understanding of the importance of promoting evidence-based practice in healthcare.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to 1) change the dissemination platform for the EBP Project Findings from a standard Discussion Forum (DF) to a voice-over PowerPoint but maintain the same grading requirements, 2) ensure the learning resources are current EBP, and 3) provide an exemplary for student use. These changes will significantly improve the student's ability to break down and clarify complex content, making it easier for the audience to understand key concepts and ideas. By honing these skills, the student will be better equipped to capture and maintain the audience's attention, ensuring greater engagement throughout the dissemination process. Additionally, the focus on speaking skills will help the student present information with confidence and clarity, improving their overall communication effectiveness. Ultimately, these improvements will not only benefit the immediate presentation but also contribute to the students' ongoing growth in professional and public speaking, fostering a cycle of learning and refinement, therefore pushing the cycle of improvement forward.

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% will score 80% or higher.

Finding. Target was met.

Trending.

2024: 98% (114/116)

2023: 93% (124/133)

2022: 96% (154/161)

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 note how they will share the evidence with colleagues, and patients.

In 2022, the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) continued to use 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 course faculty 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 course faculty to give feedback before submitting to Turnitin. 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. 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.

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.

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."

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) offered the mid-semester opportunity for each student to schedule a phone conference to discuss their progress in the course, 2) updated checklists and videos in each module; 3) updated the grading rubric for the last discussion forum to disseminate evidence; 4) had same faculty grade the same students all semester for consistent feedback; 5) updated all resources and grading rubrics for current literature to be within the last 5 years; and 6) continued the module for students to submit a rough draft of their EBP Project for feedback before the final EBP Project paper.

Feedback from students in 2023 for the EBP Project assignment is noted below.

"The EBP paper assignment came very easy because of the work that was done in previous assignments."

"The thing I liked best about this class was how the modules were broken up weekly with each step of the research process."

"I liked the EBP project, summarizing research and learning how to be better is wonderful."

"The resources for each module were helpful for understanding what was needed for the assignments. I utilized the rubrics for each assignment to ensure I was completing what was needed for each assignment and they were a great help."

"My instructor gave great feedback on assignment expectations. I've been out of school over 20 years, so the transition was not easy, but the resources were very helpful."

In 2023, the target was met with 93% (124/133) of students scoring 80% or higher. These results are consistent with results in the 93-96% range for the last three years.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) updated introductory videos with specific examples of PICO incorporated throughout, 2) incorporated Lib-Guides with PICO examples and modules that students were able to work through, 3) limited the type of research utilized when appraising research (no systematic reviews, QI projects, Literature reviews, or meta-analysis) as students were finding difficulty in analyzing this level of research, and 4) changed to the Johns Hopkins Evidence Based Practice (JHEBP) model. As a result of these changes, in 2024, the target was met with 98% of the students achieving an 80% or higher on the EBP Project Paper assignment. Feedback from the EBP project assignment revealed positive comments from students including gaining confidence in the research process and its application to evidence-based nursing practice.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to: 1) continue to update resources in each module (videos and references) to be current EBP, 2) revise the EBP project assignment to include an instructor prepared list of topics provided to the students each semester based upon research priorities, and 3) ensure the same faculty are grading the same students for every assignment for consistency. These changes will significantly improve the student's ability to understand research designs and analysis and begin learning how to apply evidence-based practice findings in clinical settings. By presenting current research priorities, students are exposed to the most relevant health issues affecting diverse populations. This exposure will enhance their evidence-based research skills, further pushing the cycle of improvement forward.

Measure 5.2.

Assessment Method: Staff Development Project in NURB 4291 (Leadership & Management Practicum for Registered Nurses)

Expected Outcome: 75% will score 80% or higher.

Finding. The target was met.

Trending.

2024: 99% (100/101)

2023: 98% (135/137)

2022: 92% (132/143)

Analysis. The Staff Development Project (SDP) is completed in the student's work setting. Students first identify an educational need for their colleagues in the Healthy Workplace assignment. Guidelines are presented in a rubric that includes rosters and evaluations that must be uploaded as part of the total grade. 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. This presentation must be presented to both the mentor and staff members. The SDP must include relevant and current research to help participants address their knowledge deficit. It also includes a narrated voice-over PowerPoint as well that requires two peer evaluations.

In 2022, the target was met. 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% (132/143) of students earned 80% or higher. The percentage has remained the same for the last two years.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty designed a voiceover PowerPoint presentation outlining the goals of the staff development project. Goals: Educate nurses on developing healthcare technologies, practices, and methodologies. The faculty also offered additional resources on Hospital Assessment Healthcare Provider systems in the form of websites and journal articles. As a result, in 2023, 98% (135/137) of students earned 80% or higher, indicating an increase of students scoring above the benchmark.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty incorporated a PowerPoint presentation with the following nursing professional development objectives: 1) provided advancement opportunities, 2) promoted professionalism and commitment to the institution's mission and values, and 3) improved patient care through personal growth and contributions to their specialty area. As a result of these changes, in 2024, the target was met with 99% (100/101) of the students achieving an 80% or higher on the Staff Development Project.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to 1) provide an exemplary to assist students with understanding of requirements, and 2) revise and condense the grading rubric into a one-page format to improve clarity for the assignment. These changes will improve the student's communication, team building, decision-making, and theoretical skills while

actively preparing them for future leadership roles within the nursing profession thereby continuing to push the cycle of improvement forward.

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% will score 80% or higher.

Finding. Target was met.

Trending.

2024: 98% (111/113)

2023: 96% (98/102)

2022: 95% (168/176)

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.

In 2022, the target was met. 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. As a result of these changes, 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, course faculty: 1) updated reading resources on contemporary healthcare issues related to economic, legal, ethical, and political factors related to nursing practice, 2) suggested that students focus on health-related concerns noted in the Community Assessment assignment in the Political Letter assignment, 3) shared a political letter template with students from the ANA, 4) added new current resources from the ANA and Healthy People 2030 websites, 5) ensured all OER resources were accessible, and 6) added the LA State Legislature webpage for LA politicians' addresses. As a result of these changes, the target was met with 96% (98/102) of students making 80% or higher on the Political Letter assignment. This was an upward trend from 2022 (95%) and 2021 (94%).

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) updated assignment resources and provided a video overview; and 2) added a video highlighting the importance of nurses engaging in politics. As a result of these changes, in 2024, the target was met with 98% (111/113) of the students achieving an 80% or higher on the Political Letter assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to 1) encourage students to submit the letters they wrote after receiving graded feedback and making corrections, 2) provide an exemplary political letter assignment for students to use as a guide, 3) update URL links as needed, and 4) update module resources to include examples of current and relevant issues related to political activism in healthcare. These changes will improve the students' understanding of the multifaceted factors influencing healthcare systems and policies, thereby enhancing their capacity to advocate effectively for recipients of nursing care. Ultimately, becoming change agents in their communities thereby continuing to push the cycle of improvement forward.

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.

2024: 89% (81/91)

2023: 96% (123/127)

2022: 95% (129/136)

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 scope of the problem, stating priority actions that need to be taken to improve the issue, and discussing the advantages and disadvantages for the policy actions.

In 2022, the target was met. Based on the analysis of the 2021 results, in 2022, faculty planned to provide a brief video describing the Health Policy Brief assignment. However, concerns about the video causing confusion halted the plan, therefore, the faculty added a 30-minute video titled "How Nurses Can Influence Health Policy" resources instead, as this was deemed to be more helpful for the students. 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 provided 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty: 1) updated all journal articles that were older than five years, and 2) added additional resources related to the importance of nurses obtaining knowledge on health policies. As a result, in 2023 the target was met with 96% (123/127) of students achieving a score of 80% or higher on the Health Policy Brief.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: added additional articles and websites on the importance and impact of nursing's influence on health policy in protecting the quality of care. As a result of these changes, in 2024, the target was met with 89% (81/91) of the students achieving an 80% or higher on the Health Policy Brief assignment. This was a downward trend from 2022 and 2023 and will be followed and reviewed for future trends.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to implement the following changes: 1) provide examples of current policy changes and how they affect nursing practice, 2) provide a discussion forum (ungraded) for students to discuss current health policy issues affecting nursing practice, and 3) update resources such as newsletters, policy briefings, or government website links about ongoing policy developments. These changes will improve the students' ability to stay informed about current ongoing policy issues and developments helping to equip students with the tools they need to become effective advocates for better healthcare policies, thereby continuing to push the cycle of improvement forward.

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% will score 80% or higher.

Finding. Target was met.

Trending.

2024: 99% (100/101)

2023: 98% (135/137)

2022: 95% (136/143)

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. A detailed rubric is provided for student guidance to complete this assignment.

In 2022, the target was met. 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty added a video of a nursing leader providing a real experience of a Leadership Analysis scenario. As a result, in 2023, 98% (135/137) of students achieved a score of 80% or higher, exceeding the expected outcome on the Leadership Analysis assignment.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) added additional journal articles on the six most common leadership styles: Transformational, Delegative, Authoritative, Transactional, Participative, and Servant; 2) encouraged students to explore their current leadership style; and 3) encouraged students to reflect on the type of leader they want to be in healthcare. As a result of these changes, in 2024, the target was met with 99% (100/101) of the students achieving an 80% or higher on the Leadership Analysis assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to: 1) revise the Leadership Analysis assignment to include a reflection of the student's own personal leadership style, and 2) include a component to critically analyze their mentor's leadership style. These changes will enhance the student's ability to reflect on the role of a healthcare leader, including their own strengths and weaknesses. The student will also explore their personal leadership style and consider how it might influence their future role as a leader, contributing to ongoing improvement.

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.

2024: 97% (110/113)

2023: 96% (98/102)

2022: 95% (168/176)

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 that are identified as time-oriented, practical, feasible, and evidence-based, and indicate their nurse role (educator, advocate, caregiver, policy maker, leader, manager, researcher, etc.). Guidelines, templates, a rubric, and exemplars are provided to help students complete this assignment.

In 2022, the target was met. Based on the analysis of the 2021 results, in 2022, faculty: 1) 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, but down from the 2020 result of 99%.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, the faculty: 1) added the National Center for Environmental Health resource, and 2) added an updated resource for Healthy People 2030. As a result, the target was met in 2023 with 96% (98/102) of students making 80% or higher on the Environmental Health Action Plan assignment. This was an upward trend from 2022 (95%) and 2021 (94%).

An example of feedback from a student in NURB 4191 in 2023 is noted below.

"The environmental health action plan identifies issues that were involved in my community and then I was able to provide ways to adjust or improve the issue. One issue was the decrease in flu vaccine compliance among my community. I was able to identify ways to improve flu vaccine compliance by providing evidence-based practice materials to the community. Another issue was to increase awareness on how to prepare for a state of emergency. The Environmental Health Action Plan motivated me to provide my community with information regarding gaps that are in the population. It is

important to follow up an action plan with evidence-based practice to provide the clients with the best, most reliable information there is."

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty: 1) reviewed and updated module resources related to current environmental concerns as needed, 2) added smart goals example to module resources, and 3) promoted the CDC's Environmental Health Tracker websites to provide students with access to information on environmental problems directly affecting their communities. As a result of these changes, in 2024, the target was met with 97% (110/113) of the students achieving an 80% or higher on the Environmental Health Action Plan assignment.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. The faculty plan to 1) change the EAP assignment to include disaster components, and 2) update resources as needed. These changes will enhance the student's ability to complete the Environmental Health Action Plan assignment by encouraging them to address a broader range of environmental factors, such as disaster preparedness and response. By incorporating these additional components, students will be required to consider how environmental health impacts public safety and community resilience in the face of disasters. This approach fosters a deeper understanding of the interconnectedness between environmental health and emergency management, while also encouraging critical thinking about preventive measures and response strategies. As students engage with these complexities, they will develop stronger problem-solving skills and a more holistic perspective on environmental health. Ultimately, this will continue to drive the cycle of improvement forward, preparing students to take on leadership roles with a comprehensive understanding of environmental challenges and their potential solutions.

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.

2024: 3.90

2023: 3.97

2022: 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.

In 2022, the target was met. 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. As a result, 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, the RN-BSN coordinator maintained the practice of emailing each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employer and reminder emails were sent to the employer. As a result, the spring 2023 return rate was 71% (37/52) with an overall mean score of 3.88; the summer 2023 return rate was 59% (22/37) with an overall mean score of 4.00; and the fall 2023 return rate was 61% (33/54) with an overall mean score of 3.97. The aggregate mean score for the year was 3.97, which met the expected outcome.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty 1) encouraged shared governance to enable a professional learning environment for students that supports engagement, role development, ownership of learning, a positive learning environment, and professional growth and development; 2) encouraged students to attend RN-BSN PCC meetings; 3) encouraged self-care and a healthy work-life balance; and 4) encouraged mentorship with course faculty. In the spring and summer 2024 semesters, the RN-BSN coordinator maintained the practice of emailing each employer individually with the student's name in the subject line. Students were notified that the survey was sent to their employer and reminder emails were sent to the employer. In the fall 2024 semester, there was a change in the RN-BSN coordinator, which led to a change in the distribution process of the Employer Survey. The new coordinator received the survey late in the semester and sent it out to all employers (bcc) in an email, explaining the survey, and stating to reach out for clarification if they needed the student's name for whom they were completing the survey. The RN-BSN Coordinator received very few emails for clarification. As a result, the spring 2024 return rate was 65% (26/40) with an overall mean score of 3.85; the summer 2024 return rate was 54% (14/26) with an overall mean score of 3.93; and the fall 2024 return rate was

53% (23/43) with an overall mean score of 3.91. The aggregate mean score for the year was 3.90, which met the expected outcome.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to 1) collaborate with the Director of Assessment to improve the process for delivering the Employer Survey, 2) modify the survey to an incomplete/complete assignment for the student, removing points so the students are not penalized if the employer does not complete the survey, and 3) revise the survey questions. These changes will improve students' ability to demonstrate professional nursing standards, values, and accountability by ensuring a more streamlined and fair process for gathering employer feedback. Collaborating with the Director of Assessment to refine the delivery ensures more effective distribution and completion. Adjusting the format removes barriers, reducing stress and promoting fairness, especially when external factors, like employer participation, are beyond students' control. Revising the survey questions ensures that feedback is more relevant and useful, providing valuable insights for program improvement. Collectively, these efforts will enhance the learning experience, drive continuous improvement in the program, and better prepare students for their future nursing roles.

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.

2024: 99% (94/95)

2023: 96% (123/127)

2022: 97% (132/136)

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 serves as a clear roadmap for achieving desired career goals. The Legacy Map component of the professional portfolio 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.

In 2022, the target was met. 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 Legacy Map.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty provided additional resources describing the importance and impact of a professional and personal legacy. As a result, in 2023, the target was met with 96% (123/127) of students achieving a score of 80% or higher on the Legacy Map.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty educated students on the importance of professional portfolio learning assignments for nursing students to improve knowledge, skills, attitudes, self-learning, study satisfaction, critical thinking, problem-solving skills, and professional competency. As a result, in 2024, the target was met, with 99% (94/95) of the students achieving a score of 80% or higher on the Professional Portfolio assignment that includes the Legacy Map.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to 1) incorporate information on e-portfolios including legacy maps, 2) give the students an opportunity to submit the portfolio assignment as an e-portfolio or a Word document, and 3) create an e-portfolio template for students to use. An electronic portfolio provides enhanced accessibility, flexibility, multimedia features, and allows for easy updates and sharing of your work online. Electronic portfolios are more engaging and visually striking, making it easier to present your achievements to potential employers. These changes will improve the students' ability to showcase their skills, knowledge, and experiences in a meaningful way, thereby continuing to push the cycle of improvement forward.

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.

2024: 3.88

2023: 3.81

2022: 3.9

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). The administration of RN-BSN Employer Survey was scored using an online survey platform.

In 2022, the target was met. 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. As a result, 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, faculty provided supplemental resources and a short video for the Leadership Analysis assignment. As a result of the changes, the spring 2023 return rate was 71% (37/52) with an overall mean score of 3.81; the summer 2023 return rate was 59% (22/37) with an overall mean score of 4.00; and the fall 2023 return rate was 61% (33/54) with an overall mean score of 3.97. The aggregate mean score for the year was 3.81, which met the expected outcome.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty planned to provide a Leadership guide with the nine dimensions of leadership to assist with the Leadership Analysis assignment. However, this was never implemented due to changes in faculty and lack of communication. As a result, the spring 2024 return rate was 65% (26/40) with an overall mean score of 3.88; the summer 2024 return rate was 54% (14/26) with an overall mean score of 3.93; and the fall 2024 return rate was 53% (23/43) with an overall mean score of 3.83. As a result, the aggregate mean score for the year was 3.88, which met the expected outcome.

Decision. In 2024 the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to: 1) clarify expectations and competencies of the BSN program earlier on in the program, 2) collaborate with the Director of Assessment on changing the rating scale criteria to use a Likert scale (e.g., 1-5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree") to rate specific behaviors or actions related to professional development and lifelong learning, and 3) consider adding a question on the employer survey that asks employers about the student's initiative in seeking out learning opportunities, pursuing professional growth, and demonstrating leadership. These changes will improve the student's ability to take ownership of their professional

growth, develop a deeper commitment to lifelong learning, and apply their learning to real-world nursing challenges. By using these online assessments, RN-BSN students can be effectively evaluated on how well they assume responsibility for their development and engagement with learning opportunities. These methods will encourage students to seek out new experiences, actively participate in their educational journey, and reflect on their progress, all of which are essential for success in leadership roles in nursing. This, in turn, will continue to push the cycle of improvement forward, enhancing both individual and program growth.

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.

2024: 3.92

2023: 3.94

2022: 3.56

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. Students’ reflections are scored as: (4) Advanced - Synthesizes connections between previous experiences and current area of study, demonstrating an in-depth understanding which broadens the student’s point of view; (3) Mastery - Selects a variety of pertinent, personal life experiences to expand one’s knowledge of the concepts in area of study; (2) Basic -Compares academic knowledge and experiences to identify similarities and differences and insights new to students; and (1) Developing - Identifies similarities of life experiences and academic knowledge and how they relate to student’s interest.

In 2022, the target was met. 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 would 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.

In 2023, the target was met. Based on the analysis of the 2022 results, in 2023, supplemental material was added to modules and faculty provided information about the

importance of education and professional development in advancing the nursing profession. As a result, in 2023, the average score for SLO 2.2 was 3.94, which met the target. Additionally, 97% (122/125) of students achieved advanced or mastery level.

In 2024, the target was met. Based on the analysis of the 2023 results, in 2024, faculty added resources on the following: 1) the chief nursing executive's role in driving transformation, 2) conflict management, and 3) people management skills. In 2024, 98% (107/109) of students achieved advanced or mastery level. As a result, in 2024, the average score for SLO 2.2 was 3.92, which met the target.

Decision. In 2024, the target was met. Based on the analysis of the 2024 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Faculty plan to 1) educate the adjunct faculty and other new NURB 4291 faculty how to grade this assignment and score it objectively using the rubric scale 1-4, 2) encourage students to start keeping a reflective journal on their experiences from the beginning of the RN-BSN program (introduce in NURB 3140), and 3) discuss ideas with course faculty on how to better implement this assignment for ease of grading purposes. These changes will improve the student's ability to reflect on key events, challenges, and moments of growth throughout the program while enhancing critical thinking skills and professional writing skills, thereby continuing to push the cycle of improvement forward.

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 2024.

Dr. Heather Hayter became the new RN-BSN Program Coordinator in Fall 2024.

RN-BSN PCC meetings were joined with BSN PCC meetings. RN-BSN program reports were shared at the BSN monthly PCC meetings.

Several recruiting events were attended. Dr. Heather Hayter visited several articulation agreement schools to meet with ASN students. Also, Dr. Hayter met with the NSU ASN 4th level students.

Additional Support Provided for Faculty:

- 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. This includes Dr. Heather Hayter, Dr. Leah Pearce, and Mrs. Tiffany Rogers.
- All faculty have access to professional development through 1) Nurse Tim webinar subscription, and 2) Monthly workshops provided by the NSULA office of

Electronic and Continuing Education.

RN-BSN student advising worksheets were updated to include advisors name; program coding; admit term; expected graduation for easier access of information when needed.

All RN-BSN student advisors were updated to be RN-BSN core faculty members: Dr. Heather Hayter, Dr. Leah Pearce, or Mrs. Tiffany Rogers.

All new RN-BSN student admits are placed with an RN-BSN advisor

All substitutions and degree adjustments are done when the student is admitted now by the Program Coordinator instead of waiting until the semester they are graduating.

All RN-BSN courses were reviewed and aligned with the new AACN BSN essentials to be implemented spring 2025. Course assignments were aligned to course objectives which aligned with the BSN SLOs.

All Course Moodle Shells were edited to provide module objectives linked to course objectives that linked back to the new SLOs.

A RN-BSN TEAMS folder was created, and the shared link was updated, reviewed, and cleaned up for the RN-BSN faculty to find files and save files more easily.

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 2024.

- Updated the Discussion Forum grading rubric to be 100 points for all courses to create consistency among assignments
- All course syllabi in NURB 3140, 3110, 3122, 3223, 3224, 4191, and 4291 were updated for consistency in the courses.
- Added updated reading resources in NURB 3122, 3140, 3142, 3224, 4191, and 4291.
- 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.
- Updated 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 2024:

- Scholarship criterion and applications were posted in the *Announcements* section in the RN to BSN Program Information link and also sent to individual students asking for financial assistance.
- Recommendation letters provided upon request.
- Financial Aid letters provided upon request with the help of student services.
- Doctoral-prepared faculty added to RN to BSN Program Faculty: Dr. Heather Hayter
- Program now currently has 2 Doctoral prepared core faculty
- Program has 1 Masters prepared core faculty member
- Have 7 adjunct faculty members to help with grading in all courses.
- Emailed inactive students to encourage completion of the program.
- Offered all 3-hour courses A and B term every semester
- Offered all 4 and 5-hour courses every semester.
- Continue to work with NSU electronic and continuing education department to ensure all eight nursing courses meet Quality Matters standards.

Plan of action moving forward. These changes are based on the knowledge gained through the results analysis of 2024.

In all courses, faculty will: 1) update course resources to reflect current (2020-2025), 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.

Plans for 2025 specific to each SLO:

SLO 1

- 1) update the assignment by incorporating point values for each section on the template
- 2) consider incorporating a Nursing Theory on Culturally Sensitive Care so students can reflect on how these theories apply when conducting a home visit to a patient from a different cultural background
- 3) consider integrating a global health perspective so students can consider how global health trends influence the patient's health
- 4) clarify the rubric to ensure students understand to respond via video for their response post
- 5) search for additional video scenarios regarding cultural competence or ethical decision making to give students a variety of scenarios to choose from to complete this assignment

SLO 2

- 1) meet with the Director of Assessment and develop a better process for delivery of the RN-BSN Employer Survey
- 2) send this survey out by mid-semester by the RN-BSN program coordinator
- 3) change this assignment to an incomplete/complete grade with no weight instead of a point value with a weight as faculty found it not fair to penalize a student if their employer never submitted the survey results
- 4) remove the HIV-AIDS module assignment and incorporate a new assignment on Assessment Tools
- 5) incorporate a new discussion forum for students to collaborate about the use of current EBP assessment tools/screenings
- 6) include a slide presentation and/or an assessment skill video on each body system as a supplemental teaching intervention

SLO 3

- 1) meet with the Director of Assessment to improve or change the NURB 4291 Mentor End of Semester Evaluation of Student's Clinical Experience
- 2) revise and update the evidence-based journal articles applicable to interdisciplinary health care team strategies that promote quality health care
- 3) discuss more collaborative approaches to health care through discussion forums where students can collaborate together on ways to better promote interprofessional care
- 4) engage students by highlighting the importance of Service-Learning Projects
- 5) provide clear assignment guidelines by offering a detailed rubric for the presentation part of the assignment
- 6) explore a focus on disaster management

SLO 4

- 1) continue with updates to instructional videos for each course module
- 2) update course resources to ensure dates are less than five years old
- 3) update library resources as available
- 4) modify assignment due dates for the Database Search Planner and the Healthcare Website Critique by swapping the two
- 5) change the dissemination platform for the EBP Project Findings from a standard Discussion Forum (DF) to a voice-over PowerPoint but maintain the same grading requirements
- 6) ensure the learning resources are current EBP
- 7) provide an exemplary for student use.

SLO 5

- 1) continue to update resources in each module (videos and references) to be current EBP
- 2) revise the EBP project assignment to include an instructor prepared list of topics provided to the students each semester based upon research priorities
- 3) ensure the same faculty are grading the same students for every assignment for consistency

- 4) provide an exemplary to assist students with understanding of requirements
- 5) revise and condense the grading rubric into a one-page format to improve clarity for the assignment.

SLO 6

- 1) encourage students to submit the letters they wrote after receiving graded feedback and making corrections
- 2) provide an exemplary political letter assignment for students to use as a guide,
- 3) update URL links as needed
- 4) update module resources to include examples of current and relevant issues related to political activism in healthcare
- 5) provide examples of current policy changes and how they affect nursing practice
- 6) provide a discussion forum (ungraded) for students to discuss current health policy issues affecting nursing practice
- 7) update resources such as newsletters, policy briefings, or government website links about ongoing policy developments

SLO 7

- 1) revise the Leadership Analysis assignment to include a reflection of the student's own personal leadership style
- 2) include a component to critically analyze their mentor's leadership style
- 3) change the EAP assignment to include disaster components
- 4) update resources as needed

SLO 8

- 1) collaborate with the Director of Assessment to improve the process for delivering the Employer Survey
- 2) modify the survey to an incomplete/complete assignment for the student, removing points so the students are not penalized if the employer does not complete the survey
- 3) revise the survey questions
- 4) incorporate information on e-portfolios including legacy maps
- 5) consider changing the portfolio assignment to an e-portfolio instead of Word document
- 6) create an e-portfolio template for students to use

SLO 9

- 1) clarify expectations and competencies of the BSN program earlier on in the program
- 2) collaborate with the Director of Assessment on changing the rating scale criteria to use a Likert scale (e.g., 1-5, where 1 is "Strongly Disagree" and 5 is "Strongly Agree") to rate specific behaviors or actions related to professional development and lifelong learning
- 3) consider adding a question on the employer survey that asks employers about the student's initiative in seeking out learning opportunities, pursuing professional growth, and demonstrating leadership
- 4) educate the adjunct faculty and other new NURB 4291 faculty how to grade this assignment and score it objectively using the rubric scale 1-4

- 5) encourage students to start keeping a reflective journal on their experiences from the beginning of the RN-BSN program (introduce in NURB 3140)
- 6) discuss ideas with the course faculty on how to better implement this assignment for ease of grading purposes

Dr. Heather Hayter implemented a master excel table to track students' status regarding prospects, admittance, CWID, registration/courses, RN license, projected graduation date, coded 410A with concentration code, and access to the RN-BSN Permit Moodle Shell. This helped keep better track of the students currently enrolled.

Additional Support Provided for Students in 2025:

- Continuation of elements listed in 2024 support.
- Continue to offer all 3-hour courses A and B term every semester
- Continue to offer all 4 and 5-hour courses every semester.
- Update articulation agreements as needed.
- Offer professional development in online education, AI, 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.
- Review students' evaluations for feedback and note for areas to address each semester.
- Continue to offer Webex video and phone conferences for students in each course.

Additional Support Planned for Faculty in 2025:

- Practice open communication, empathetic listening, and dialogue with students, faculty, and the RN-BSN coordinator.
- Work with the NSU CONSAH Director of Assessment to create NURB 4291 surveys (Demographic Survey, Employer Survey, clinical course surveys) that capture more useful data for the RN-BSN program.
- Encourage all faculty to utilize professional development through Nurse Tim webinar subscription and monthly workshops provided by NSULA office of Electronic and Continuing Education.
- Encourage adjuncts to offer program recommendations as it relates to the literature and best practices.
- Encourage all full-time and adjunct faculty to join and become active in the National RN-Baccalaureate Forum.
- Delineate new expectations in writing for adjunct for each course.
- Recommend to the CONSAH continuing education coordinator and administration to offer professional development in Quality Matters rubrics and standards, online education, and effective facilitation for nontraditional and virtual learners.