

AC 2025-2026 Assessment

Registered Nurse to Bachelor of Science in Nursing (RN to BSN) Program (410A)

Division or Department: College of Nursing

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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 and School of Allied Health (CONSAH) 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.

RN to BSN Program Mission Statement. The RN to BSN Program follows the mission of the College of Nursing and School of Allied Health.

RN to BSN Program Goals:

1. Prepare beginner, professional nurses who provide direct and indirect care to individuals, families, groups, communities, and populations.
2. Prepare beginner, professional nurses who design, manage, and coordinate care.
3. Prepare beginner, professional nurses to become members of the nursing profession.
4. Provide a foundation for graduate education.

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

1. Course reports are completed by lead faculty at the end of each term in which the course is taught. Course reports include enrollment and completion data, aggregate grade distributions, relevant Student Learning Outcome (SLO) measures, actual results, and identified trends.
2. Course reports are stored electronically in the RN to BSN Teams Assessment folder and reviewed by the RN to BSN Program Coordinator.
3. RN to BSN faculty review and analyze assessment results annually by calendar year. Faculty compare actual results with established expected outcomes and identify actions for the following assessment cycle.
4. Course reports and related curriculum matters are reviewed by the BSN Program Curriculum Committee. Faculty may provide feedback regarding course delivery,

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student learning, assessment findings, and opportunities for improvement.

5. Student Learning Outcome measures, results, analyses, and decisions are incorporated into the annual RN to BSN program assessment report and submitted to the CONSAH Director of Assessment, Evaluation, and Planning for review.
6. RN to BSN faculty review the annual assessment findings, identify needed revisions or additional actions, and forward recommendations to the BSN Program Curriculum Committee. The BSN Program Curriculum Committee reviews significant findings and discusses proposed curricular or programmatic changes.
7. The completed assessment report is submitted to the CONSAH Dean for review and approval. Following approval, the report is forwarded for institutional assessment review. Significant findings and actions requiring broader programmatic consideration are presented to the CONSAH Academic Leadership Council.

Program Assessment Note: Beginning with the 2025 assessment cycle, the RN to BSN program implemented revised Student Learning Outcomes and assessment measures aligned with The Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN], 2021). Some measures were continued from previous assessment cycles, while others were newly established in 2025. The 2025 results for newly established measures serve as baseline data. During the 2026 assessment cycle, faculty will implement the actions identified through analysis of the 2025 results and will evaluate subsequent results to determine the effectiveness of those actions and identify additional opportunities for improvement.

Student Learning Outcomes

SLO 1. Integrate theory and knowledge from nursing, arts, humanities, and sciences into nursing practice.

Measure 1.1. Students will integrate theory and knowledge from nursing, the arts, humanities, and sciences into nursing practice through completion of the Home Visit Assignment in NURB 4191: Community-Based Nursing Practicum for Registered Nurses. The assignment requires students to conduct a home visit, synthesize assessment findings, complete a three-generation genogram and home safety assessment, and develop and implement an individualized, culturally responsive, evidence-based teaching plan. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Home Visit Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 113 students assessed, 111 students (98%) scored 80% or higher on the Home Visit Assignment, while 2 students (2%) scored below the benchmark. The results demonstrated that nearly all students successfully integrated assessment findings, health-promotion principles, communication strategies, cultural considerations, and evidence-based teaching into individualized community-based nursing care. Because criterion-level data were not

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available, specific areas of weakness among the two students who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) incorporated point values for each section of the assignment template to clarify expectations and improve grading consistency; 2) added nursing theory related to culturally sensitive care to strengthen students' application of theoretical concepts when conducting home visits with patients and families from diverse cultural backgrounds; and 3) integrated a global health perspective to encourage students to consider how global health trends may influence the health needs and outcomes of the assigned patient or family.

As a result of these actions, in 2025, the target was met. Of the 109 students assessed, 106 students (97%) scored 80% or higher on the Home Visit Assignment, while 3 students (3%) scored below the benchmark. Although the percentage meeting the benchmark decreased slightly from 98% to 97%, achievement remained well above the expected outcome of 75%. The actions clarified assignment expectations and strengthened students' ability to integrate nursing theory, cultural considerations, global health concepts, assessment findings, and evidence-based interventions into individualized community-based nursing care.

Decision. In 2025, the target was met, with 97% (106/109) of students scoring 80% or higher on the Home Visit Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric that more clearly differentiates satisfactory from exemplary performance; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.5, Conduct the Home Visit, of the Home Visit Assignment grading rubric; and 3) conduct criterion-level analysis to identify patterns in safety assessment, cultural application, synthesis of findings, and intervention development.

These actions will improve students' ability to conduct a comprehensive home visit, synthesize assessment findings, and develop individualized, culturally responsive, evidence-based interventions addressing identified safety and health-promotion needs, thereby continuing to advance the cycle of improvement.

Measure 1.2. Students will integrate nursing knowledge, clinical judgment, ethical principles, communication strategies, and evidence-based practice when coordinating care for patients and families at the end of life through completion of the Care Coordination at the End-of-Life Assignment in NURB 3142: Gerontology for Registered Nurses. The assignment requires students to evaluate whether end-of-life care is appropriate, identify hospice eligibility criteria, discuss culturally responsive communication strategies, outline the steps for initiating hospice services, and support clinical decisions with scholarly evidence. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Care Coordination at the End-of-Life Assignment.

Finding. Target was met.

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Analysis. Measure 1.2 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. The Care Coordination at the End-of-Life Assignment requires students to apply knowledge of disease progression, prognosis, hospice eligibility, ethical decision-making, culturally responsive communication, and evidence-based care coordination. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated the Care Coordination at the End-of-Life Assignment into NURB 3142: Gerontology for Registered Nurses to provide students with a structured opportunity to evaluate end-of-life needs, determine hospice eligibility, communicate sensitively with patients and families, and identify appropriate next steps for initiating hospice services. The assignment also required students to support clinical decisions with scholarly evidence and consider cultural and ethical factors that may influence care planning.

In 2025, the target was met. All 120 students assessed (100%) scored 80% or higher on the Care Coordination at the End-of-Life Assignment. The results demonstrated that students were able to synthesize disease progression, prognosis, hospice eligibility criteria, ethical decision-making, cultural considerations, and communication strategies when coordinating end-of-life care.

Decision. In 2025, the target was met, with 100% (120/120) of students scoring 80% or higher on the Care Coordination at the End-of-Life Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric with clearly defined performance criteria; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.4, Steps for Initiating End-of-Life Care, of the Care Coordination at the End-of-Life Assignment grading rubric; and 3) conduct criterion-level analysis to identify patterns in students' ability to determine hospice eligibility, initiate an appropriate care plan, communicate with patients and families, and incorporate cultural and ethical considerations.

These actions will improve students' ability to identify patients who may benefit from hospice services, initiate appropriate end-of-life care planning, communicate sensitively with patients and families, and coordinate evidence-based, culturally responsive care, thereby continuing to advance the cycle of improvement.

SLO 2. Demonstrate clinical judgment in coordinating individualized care.

Measure 2.1. RN to BSN graduates will demonstrate clinical judgment in coordinating individualized care, as evaluated indirectly by employers through Question 3 of the RN to BSN Employer Survey administered in NURB 4291: Leadership and Management Practicum for Registered Nurses. Question 3 asks employers to rate the graduate's ability to demonstrate clinical judgment in coordinating individualized care using a 4-point Likert scale: Excellent (4), Good (3), Fair (2), and Poor (1). The expected outcome (target) is a mean score of 3.0 or higher on Question 3 of the RN to BSN Employer Survey.

Finding. Target was met.

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Analysis. In 2024, the target was met. A total of 63 employers completed the survey, resulting in a mean score of 3.88 on Question 3 of the RN to BSN Employer Survey. Of the 63 responses, 63 (100%) rated graduates as Excellent or Good, while no employers rated graduates as Fair or Poor. The results indicated that employers perceived RN to BSN graduates as demonstrating strong clinical judgment in coordinating individualized care.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) collaborated with the CONSAH Director of Assessment, Evaluation, and Planning to improve survey-administration procedures; 2) assigned responsibility for distributing the survey by midsemester to the RN to BSN Program Coordinator to improve consistency and response rates; 3) revised the employer survey assignment to use complete/incomplete grading without an assigned point value so students were not penalized when employers did not respond; and 4) revised the survey question to align with the updated Student Learning Outcomes by focusing specifically on the graduate's ability to demonstrate clinical judgment in coordinating individualized care.

As a result of these actions, in 2025, the target was met. A total of 81 employers completed the survey, resulting in a mean score of 3.85 on Question 3 of the RN to BSN Employer Survey. Of the 81 responses, 81 (100%) rated graduates as Excellent or Good, while no employers rated graduates as Fair or Poor. Although the mean score decreased slightly from 3.88 to 3.85, it remained well above the expected outcome of 3.0. The actions strengthened the consistency of survey administration, improved alignment between the assessment measure and the Student Learning Outcome, and provided a more direct evaluation of graduates' ability to apply clinical judgment when coordinating individualized care.

Decision. In 2025, the target was met, with a mean score of 3.85 on Question 3 of the RN to BSN Employer Survey based on responses from 81 employers.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) continue distributing the employer survey by midsemester through the RN to BSN Program Coordinator; 2) send one follow-up reminder to employers to improve response rates and ensure sufficient data for analysis; and 3) review NURB 4291 course assignments to ensure continued alignment with clinical judgment, care coordination, communication, and individualized care.

These actions will improve the consistency and reliability of employer feedback, strengthen alignment between course assignments and the Student Learning Outcome, and provide faculty with more meaningful evidence regarding graduates' ability to apply clinical judgment and coordinate individualized care, thereby continuing to advance the cycle of improvement.

Measure 2.2. Students will demonstrate clinical judgment in coordinating individualized care through completion of the Comprehensive Assessment Assignment using the Shadow Health virtual assessment platform in NURB 3223: Health Assessment for Registered Nurses. The assignment requires students to complete a comprehensive patient assessment using the Shadow Health virtual assessment platform, collect and interpret subjective and objective data, apply clinical reasoning, identify priority patient

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concerns, and develop individualized care priorities. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Comprehensive Assessment Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 90 students assessed, 87 students (97%) scored 80% or higher on the Digital Clinical Experience score criterion, while 3 students (3%) scored below the benchmark. The results demonstrated that most students successfully applied therapeutic communication, comprehensive assessment techniques, and clinical reasoning within the virtual-patient environment. Because criterion-level data were not available, specific areas of weakness among the three students who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) removed the HIV/AIDS module assignment and incorporated a new assignment focused on assessment tools; 2) added a discussion forum that allowed students to collaborate regarding the use of current evidence-based assessment tools and screening instruments; and 3) incorporated a slide presentation or assessment-skills video for each body system as a supplemental instructional resource.

As a result of these actions, in 2025, the target was met. Of the 145 students assessed, 140 students (97%) scored 80% or higher on the Digital Clinical Experience score criterion, while 5 students (3%) scored below the benchmark. The percentage of students meeting the benchmark remained stable at 97% and continued to exceed the expected outcome of 75%. The actions strengthened students' exposure to current assessment tools, promoted collaborative learning, and reinforced body-system assessment skills needed to collect data, apply clinical judgment, and coordinate individualized care.

Decision. In 2025, the target was met, with 97% (140/145) of students scoring 80% or higher on the Digital Clinical Experience score criterion of the Shadow Health Comprehensive Assessment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) more intentionally connect Shadow Health simulation activities with course content, discussion forums, and assignments to reinforce the relationship between theoretical concepts and clinical application; 2) review the expected outcome and scoring trends to ensure that the assessment maintains appropriate rigor and accurately measures clinical judgment and comprehensive-assessment competencies; and 3) promote consistent implementation of simulation assignments, grading practices, and student feedback across all course sections.

These actions will improve students' ability to integrate theoretical knowledge with comprehensive assessment findings, apply clinical judgment, and identify individualized care priorities. Consistent implementation and feedback across course sections will also improve the reliability of the assessment process, thereby continuing to advance the cycle of improvement.

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SLO 3. Collaborate with clients and stakeholders for health promotion, risk reduction, disease prevention, disease management, and health restoration.

Measure 3.1. Students will report that their leadership practicum experiences enhanced their ability to incorporate interdisciplinary healthcare team members into leadership and management strategies that promote health, reduce risk, prevent and manage disease, and support health restoration. This outcome is measured through Question 3 of the NURB 4291: Leadership and Management Practicum for Registered Nurses Clinical Course Survey. Question 3 asks students to rate the extent to which the practicum enhanced their ability to incorporate interdisciplinary healthcare team members into leadership and management strategies using a 4-point Likert scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The expected outcome (target) is a mean score of 3.0 or higher on Question 3 of the Clinical Course Survey.

Finding. Target was met.

Analysis. In 2024, the target was met. A total of 90 students completed the NURB 4291 Clinical Course Survey, resulting in a mean score of 3.80 on the survey item addressing students' ability to identify interdisciplinary healthcare team strategies that promote quality healthcare. Of the 90 responses, 90 (100%) selected Strongly Agree or Agree, while no students selected Disagree or Strongly Disagree. The results indicated that students generally perceived their practicum experiences as strengthening their understanding of interdisciplinary collaboration and leadership strategies.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) collaborated with the CONSAH Director of Assessment, Evaluation, and Planning to revise the NURB 4291 Clinical Course Survey and align the assessment item with the revised Student Learning Outcomes; 2) revised the survey item to focus more directly on students' ability to incorporate interdisciplinary healthcare team members into leadership and management strategies; 3) updated evidence-based journal articles related to interdisciplinary collaboration and quality care; and 4) incorporated additional discussion opportunities in which students examined collaborative approaches to interprofessional care.

As a result of these actions, in 2025, the target was met. A total of 100 students completed the NURB 4291 Clinical Course Survey, resulting in a mean score of 3.72 on Question 3. Of the 100 responses, 98 (98%) selected Strongly Agree or Agree, while 2 (2%) selected Disagree or Strongly Disagree. Although the mean score decreased from 3.80 in 2024 to 3.72 in 2025, it remained above the expected outcome of 3.0. Because the survey item was revised in 2025, the results should be interpreted cautiously when comparing the two assessment cycles. The revised item provides a more direct assessment of students' perceptions regarding their ability to incorporate interdisciplinary healthcare team members into leadership and management strategies that support health promotion, risk reduction, disease prevention, disease management, and health restoration.

Decision. In 2025, the target was met, with a mean score of 3.72 on Question 3 of the NURB 4291 Clinical Course Survey based on responses from 100 students.

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Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) provide students with clearer expectations regarding participation in interdisciplinary collaboration activities; 2) identify structured opportunities for students to observe or participate in care coordination, quality-improvement, or population-health initiatives; 3) monitor quantitative survey results and qualitative student feedback to evaluate continued alignment of the measure with the Student Learning Outcome; and 4) review annual scoring trends to determine whether the expected outcome maintains appropriate rigor.

These actions will strengthen opportunities for students to collaborate with interdisciplinary healthcare team members, apply leadership and management strategies, and participate in health-promotion, disease-prevention, care-coordination, and population-health initiatives. Continued review of the survey results will also improve the usefulness and reliability of the assessment evidence, thereby continuing to advance the cycle of improvement.

Measure 3.2. Students will demonstrate the ability to manage health promotion, risk reduction, disease prevention, disease management, and health restoration through completion of the Service-Learning Project in NURB 4191: Community-Based Nursing Practicum for Registered Nurses. The project requires students to identify a priority health issue within a community, collaborate with a community mentor and relevant stakeholders, and develop and implement an evidence-based intervention for the selected population. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Service-Learning Project.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 113 students assessed, 110 students (97%) scored 80% or higher on the Service-Learning Project, while 3 students (3%) scored below the benchmark. The results demonstrated that most students successfully identified priority community health needs, collaborated with community partners and stakeholders, and planned evidence-based interventions related to health promotion, disease prevention, disease management, or health restoration.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) emphasized the purpose and importance of the Service-Learning Project to strengthen student engagement; 2) provided clearer assignment expectations through a detailed rubric for the presentation component; and 3) explored the feasibility of incorporating a disaster-management focus into the assignment.

As a result of these actions, in 2025, the target was met. Of the 109 students assessed, 100 students (92%) scored 80% or higher on the Service-Learning Project, while 9 students (8%) scored below the benchmark. Although the percentage of students meeting the benchmark decreased from 97% in 2024 to 92% in 2025, achievement remained above the expected outcome of 75%. The actions clarified assignment expectations and reinforced the relationship among service learning, community engagement, stakeholder collaboration, and population health. However, the decrease in performance supports the need for a more focused assessment of students' planning processes and interdisciplinary collaboration.

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Decision. In 2025, the target was met, with 92% (100/109) of students scoring 80% or higher on the Service-Learning Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric aligned with current AACN competencies to improve clarity, rigor, and consistency in evaluation; 2) refine the assessment by evaluating student performance on a specific rubric criterion; and 3) revise the peer-review process to provide students with more meaningful feedback and help faculty identify areas requiring additional instructional support.

These actions will improve the clarity and consistency of the assessment process and provide more specific evidence of students' ability to plan population-focused interventions and collaborate with community mentors and interdisciplinary stakeholders, thereby continuing to advance the cycle of improvement.

SLO 4. Evaluate and integrate research findings to promote evidence-based nursing practice.

Measure 4.1. Students will evaluate and integrate research findings to promote evidence-based nursing practice through completion of the Evidence-Based Practice Project in NURB 3224: Introduction to Nursing Research for Registered Nurses. The project requires students to develop a focused PICO question, locate and critically appraise current research studies, synthesize findings, identify implications for nursing practice, and propose evidence-based interventions. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Evidence-Based Practice Project.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 116 students assessed, 114 students (98%) scored 80% or higher on the Evidence-Based Practice Project, while 2 students (2%) scored below the benchmark. The results demonstrated that most students successfully developed focused clinical questions, appraised research evidence, synthesized findings, and identified implications for nursing practice. Because criterion-level data were not available, specific areas of weakness among the two students who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) updated videos, references, and other instructional resources in each module to ensure that students had access to current evidence-based practice content; 2) revised the project assignment to include an instructor-prepared list of topics based on identified research priorities; and 3) assigned the same faculty member to grade each student's work throughout the course to improve consistency and continuity of feedback.

As a result of these actions, in 2025, the target was met. Of the 97 students assessed, 89 students (92%) scored 80% or higher on the Evidence-Based Practice Project, while 8 students (8%) scored below the benchmark. Although the percentage of students meeting the benchmark decreased from 98% in 2024 to 92% in 2025, achievement remained above the expected outcome of 75%. The actions provided students with

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current learning resources, more focused project topics, and consistent faculty feedback. However, the decrease in performance supports the need for a more focused, criterion-level assessment of students' ability to evaluate research findings and translate evidence into nursing practice.

Decision. In 2025, the target was met, with 92% (89/97) of students scoring 80% or higher on the Evidence-Based Practice Project.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.5, Nursing Practice Implications, of the Evidence-Based Practice Project grading rubric; 2) revise the grading rubric and assignment guidelines to clarify expectations for evaluating nursing-practice implications; and 3) provide an exemplar aligned with the revised rubric to demonstrate how students should compare findings, critically appraise evidence, and explain the applicability of research to nursing practice.

These actions will strengthen students' ability to compare research findings, critically appraise the strength and relevance of evidence, and translate research findings into meaningful evidence-based nursing interventions, thereby continuing to advance the cycle of improvement.

Measure 4.2. Students will evaluate and synthesize research evidence through completion of the Review of Literature Summary Table in NURB 3224: Introduction to Nursing Research for Registered Nurses. The assignment requires students to analyze peer-reviewed research studies, identify each study's purpose, design, level of evidence, major findings, and implications for nursing practice, and compare findings across studies. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Review of Literature Summary Table.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 116 students assessed, 114 students (98%) scored 80% or higher on the Review of Literature Summary Table, while 2 students (2%) scored below the benchmark. The results demonstrated that most students successfully identified key study components, organized research findings, and synthesized evidence related to an evidence-based nursing topic. Because criterion-level data were not available, specific areas of weakness among the two students who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty formally established the Review of Literature Summary Table as a program assessment measure in 2025. Faculty aligned the measure with the revised Student Learning Outcomes, established an expected outcome based on program expectations, and reviewed the assignment, grading rubric, guidelines, and exemplar to support consistent evaluation of students' ability to analyze and synthesize research evidence.

As a result of these actions, in 2025, the target was met. Of the 97 students assessed, 94 students (97%) scored 80% or higher on the Review of Literature Summary Table, while 3 students (3%) scored below the benchmark. Although the percentage of students meeting the benchmark decreased slightly from 98% in 2024 to 97% in 2025,

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achievement remained well above the expected outcome of 75%. Formal designation of the assignment as a program assessment measure strengthened alignment with the Student Learning Outcome and provided a consistent method for evaluating students' ability to organize, compare, and synthesize research findings.

Decision. In 2025, the target was met, with 97% (94/97) of students scoring 80% or higher on the Review of Literature Summary Table.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.2, Research Design and Level of Evidence, of the Review of Literature Summary Table grading rubric; 2) update the grading rubric and assignment guidelines to clarify expectations for identifying research designs and determining levels of evidence; 3) provide examples of research critiques and a completed Review of Literature Summary Table; and 4) provide additional instructional resources to strengthen students' ability to identify research designs accurately.

These actions will improve students' ability to differentiate research designs, determine levels of evidence, evaluate the strength and credibility of research findings, and synthesize evidence for application to nursing practice, thereby continuing to advance the cycle of improvement.

SLO 5. Contribute to a culture of safety and quality improvement.

Measure 5.1. Students will demonstrate the ability to advocate for improvements in healthcare safety and quality through completion of the Political Letter Assignment in NURB 4191: Community-Based Nursing Practicum for Registered Nurses. The assignment requires students to identify a community or population health concern, analyze the influence of policy and legislation on the issue, and compose a professional letter to an elected official advocating for an appropriate action or change. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Political Letter Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 113 students assessed, 111 students (98%) scored 80% or higher on the Political Letter Assignment, while 2 students (2%) scored below the benchmark. The results demonstrated that nearly all students successfully identified relevant healthcare concerns, communicated professionally with elected officials, and connected policy advocacy with improvements in healthcare quality, safety, and population health. Because criterion-level data were not available, specific areas of weakness among the two students who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) encouraged students to submit their political letters after receiving faculty feedback and making appropriate revisions; 2) provided an exemplary political letter for students to use as a guide; 3) reviewed and updated web links associated with the assignment; and 4) updated module resources to include current and relevant examples of political advocacy in healthcare.

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As a result of these actions, in 2025, the target was met. Of the 109 students assessed, 106 students (97%) scored 80% or higher on the Political Letter Assignment, while 3 students (3%) scored below the benchmark. Although the percentage of students meeting the benchmark decreased slightly from 98% in 2024 to 97% in 2025, achievement remained well above the expected outcome of 75%. The actions clarified assignment expectations, provided students with a model of effective professional advocacy, and strengthened their ability to communicate evidence-based recommendations concerning healthcare quality, safety, and population health.

Decision. In 2025, the target was met, with 97% (106/109) of students scoring 80% or higher on the Political Letter Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric aligned with current AACN competencies to improve clarity, rigor, and consistency in evaluation; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.3, Address How the Issue Impacts Social Justice, of the Political Letter Assignment grading rubric; and 3) monitor student-performance trends and review assignment instructions, learning resources, and rubric criteria annually to identify opportunities for further improvement.

These actions will strengthen students' ability to analyze the relationship among healthcare policy, social justice, quality, and safety and to communicate evidence-based advocacy recommendations to elected officials, thereby continuing to advance the cycle of improvement.

Measure 5.2. Students will demonstrate the ability to contribute to a culture of safety and quality improvement through completion of the Quality and Safety Initiatives for Geriatric Care Assignment in NURB 3142: Gerontology for Registered Nurses. The assignment requires students to review an older adult's medication list using the Beers Criteria, identify medication-related risks, evaluate concerns related to polypharmacy and adverse drug events, recommend appropriate safety interventions, and provide patient-centered education. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Quality and Safety Initiatives for Geriatric Care Assignment.

Finding. Target was met.

Analysis. Measure 5.2 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. The Quality and Safety Initiatives for Geriatric Care Assignment requires students to apply evidence-based medication-safety principles when caring for older adults. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated the Quality and Safety Initiatives for Geriatric Care Assignment into the program assessment process and aligned the assignment with the revised Student Learning Outcome. The assignment provided students with a structured opportunity to apply the Beers Criteria, identify potentially inappropriate medications,

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evaluate risks associated with polypharmacy and adverse drug events, develop safety-focused recommendations, and provide individualized patient education.

In 2025, the target was met. All 120 students assessed (100%) scored 80% or higher on the Quality and Safety Initiatives for Geriatric Care Assignment, and no students scored below the benchmark. The results demonstrated that students were able to identify medication-related risks, apply evidence-based safety criteria, and develop appropriate recommendations and education to reduce harm and improve the quality of care for older adults.

Decision. In 2025, the target was met, with 100% (120/120) of students scoring 80% or higher on the Quality and Safety Initiatives for Geriatric Care Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric with clearer performance criteria; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.3, Patient Education Based on the Medication Assessment, of the Quality and Safety Initiatives for Geriatric Care Assignment grading rubric; and 3) conduct criterion-level analysis to evaluate students' ability to provide accurate, individualized education related to medication risks and safety.

These actions will strengthen students' ability to translate medication-assessment findings into accurate, individualized patient education; explain risks associated with potentially inappropriate medications and polypharmacy; and promote safe medication practices for older adults, thereby continuing to advance the cycle of improvement.

SLO 6. Collaborate with team members across professions to optimize nursing care.

Measure 6.1. Students will demonstrate the ability to collaborate across professions to optimize nursing care through completion of the Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment in NURB 3142: Gerontology for Registered Nurses. The assignment requires students to interview a non-nursing healthcare professional, describe the professional's role and scope of practice, examine the technologies used in assessment or treatment, and explain how the interprofessional approach supports older adults in maintaining their maximum level of functioning. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment.

Finding. Target was met.

Analysis. Measure 6.1 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. The Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment requires students to interview a healthcare professional from another discipline, such as a dietitian, occupational therapist, physical therapist, speech-language pathologist, or social worker. Students summarize the interview findings, describe the professional's role and scope of practice, identify technologies used in assessment or treatment, and explain how the discipline contributes to the functioning, independence, safety, and quality of life of older adults.

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Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated the Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment into the program assessment process and aligned the assignment with the revised Student Learning Outcome. The assignment provided students with a structured opportunity to communicate with another healthcare professional, examine discipline-specific contributions to geriatric care, and evaluate how technology and interprofessional collaboration support coordinated, patient-centered care.

In 2025, the target was met. All 120 students assessed (100%) scored 80% or higher on the Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment, and no students scored below the benchmark. The results demonstrated that students were able to describe the roles and contributions of other healthcare professionals, identify relevant technologies, and explain how multidisciplinary collaboration supports older adults in maintaining optimal functioning and quality of life.

Decision. In 2025, the target was met, with 100% (120/120) of students scoring 80% or higher on the Interdisciplinary Collaboration and Technology Discussion Forum 3 Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric with clearer performance criteria; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.1, Summary of the Multidisciplinary Approach for Assisting Older Adults in Maintaining Their Maximum Level of Functioning, of the Interdisciplinary Collaboration and Technology Discussion Forum 3 grading rubric; 3) add a criterion requiring students to explain how effective communication and collaboration with an interdisciplinary team can improve quality of life and health outcomes for older adults; and 4) require students to provide a clinical example addressing potential challenges to interdisciplinary teamwork and strategies for overcoming those challenges.

These actions will strengthen students' understanding of professional roles, communication across disciplines, challenges to effective teamwork, and collaborative strategies that promote safety, functioning, quality of life, and improved health outcomes for older adults, thereby continuing to advance the cycle of improvement.

Measure 6.2. Students will demonstrate the ability to reflect on and analyze interprofessional collaboration through completion of Measure 1.2 of the RN to BSN Quality Enhancement Plan (QEP) SLO Portfolio Reflection Assignment in NURB 4291: Leadership and Management Practicum for Registered Nurses. The assignment requires students to describe previous experiences collaborating with professionals from other disciplines, explain how those relationships enhanced care, and connect nursing concepts such as care coordination, caregiving, communication, safety, and evidence-based practice with related concepts in other disciplines. The expected outcome (target) is for at least 75% of students to score 3 or higher on Measure 1.2 of the SLO Portfolio Reflection Assignment.

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Finding. Target was met.

Analysis. Measure 6.2 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. Measure 1.2 of the RN to BSN QEP SLO Portfolio Reflection Assignment requires students to reflect on prior interprofessional experiences, examine the contributions of other disciplines, and connect nursing concepts with related concepts across professions. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated Measure 1.2 of the RN to BSN QEP SLO Portfolio Reflection Assignment into the program assessment process and aligned the assignment with the revised Student Learning Outcome. The assignment provided students with a structured opportunity to analyze previous interprofessional experiences, evaluate how collaboration influenced the quality of care, and examine relationships among care coordination, caregiving, communication, safety, and evidence-based practice across professions. Student performance was evaluated using a 4-point scale: Developing (1), Basic (2), Mastery (3), and Advanced (4).

In 2025, the target was met. Of the 100 students assessed, 98 students (98%) scored 3 or higher at the Mastery or Advanced level on Measure 1.2, while 2 students (2%) scored below the benchmark. The cumulative mean score was 3.97. The results demonstrated that nearly all students were able to reflect meaningfully on interprofessional collaboration, connect nursing concepts with those of other disciplines, and explain how collaboration enhanced safe, coordinated, and patient-centered care.

Decision. In 2025, the target was met, with 98% (98/100) of students scoring 3 or higher on Measure 1.2 of the SLO Portfolio Reflection Assignment and a cumulative mean score of 3.97.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise the grading rubric to provide clearer performance expectations and improve consistency in evaluation; 2) provide an exemplar demonstrating a high-quality academic reflection aligned with Measure 1.2; and 3) review score distributions to determine whether the measure and rubric provide sufficient differentiation among levels of student performance.

These actions will clarify expectations for the reflective assignment, improve consistency in evaluation, and strengthen students' ability to analyze interprofessional experiences, connect nursing concepts with those of other professions, and explain how collaboration contributes to safe, coordinated, and patient-centered care, thereby continuing to advance the cycle of improvement.

SLO 7. Lead within healthcare delivery systems to manage and coordinate resources to provide safe, quality, and equitable care.

Measure 7.1. Students will demonstrate the ability to apply fiscal planning, delegation, and resource-management principles through completion of the Fiscal Planning and Delegation Discussion Forum 4 Assignment in NURB 4291: Leadership and Management Practicum for Registered Nurses. The assignment requires students to examine budgeting concepts, staffing decisions, delegation responsibilities, and the

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relationship between resource allocation and the delivery of safe, quality, and equitable care. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Fiscal Planning and Delegation Discussion Forum 4 Assignment.

Finding. Target was met.

Analysis. Measure 7.1 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. The Fiscal Planning and Delegation Discussion Forum 4 Assignment requires students to apply fiscal-planning, delegation, leadership, and resource-management principles within healthcare delivery systems. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated the Fiscal Planning and Delegation Discussion Forum 4 Assignment into the program assessment process and aligned the assignment with the revised Student Learning Outcome. The assignment provided students with a structured opportunity to examine budgeting principles, staffing and delegation decisions, cost-effective use of resources, and the influence of financial planning on healthcare operations and patient care.

In 2025, the target was met. Of the 100 students assessed, 98 students (98%) scored 80% or higher on the Fiscal Planning and Delegation Discussion Forum 4 Assignment, while 2 students (2%) scored below the benchmark. The results demonstrated that nearly all students were able to apply fiscal-planning and delegation concepts to leadership decisions involving staffing, resource use, and the delivery of safe, quality, and equitable care.

Decision. In 2025, the target was met, with 98% (98/100) of students scoring 80% or higher on the Fiscal Planning and Delegation Discussion Forum 4 Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) add and evaluate a new rubric criterion focused on strategic resource allocation; 2) clarify the concept of resource allocation by incorporating concrete, practice-based examples into course content and assignment guidance; and 3) integrate a structured reflection component requiring students to examine how collaboration influences fiscal planning, delegation, and resource-management decisions.

Beginning in Spring 2026, the expected outcome will be for at least 75% of students to score 3 or higher on Criterion 1.1, Strategic Resource Allocation, of the Fiscal Planning and Delegation Discussion Forum 4 grading rubric.

These actions will strengthen students' ability to allocate resources strategically, make cost-effective leadership decisions, delegate appropriately, and collaborate with team members when addressing operational challenges within healthcare delivery systems, thereby continuing to advance the cycle of improvement.

Measure 7.2. Students will demonstrate the ability to analyze legal and ethical concerns affecting older adults through completion of the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment in NURB 3142: Gerontology for Registered Nurses. The assignment requires students to identify a form of elder abuse or mistreatment, describe evidence-based prevention strategies, review applicable

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mandatory-reporting laws, evaluate nursing-home quality data, and apply findings to decisions that promote the safety and well-being of older adults. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment.

Finding. Target was met.

Analysis. Measure 7.2 was newly implemented in the 2025 assessment cycle following revision of the BSN Student Learning Outcomes. The Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment requires students to apply legal, ethical, regulatory, and systems-based principles when examining elder abuse, mistreatment, and the safety and quality of long-term care environments. Because the measure was new in 2025, no comparable 2024 data were available, and the 2025 results establish the baseline for future trend analysis.

In 2025, faculty incorporated the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment into the program assessment process and aligned the assignment with the revised Student Learning Outcome. The assignment provided students with a structured opportunity to examine elder abuse, mandatory-reporting requirements, evidence-based prevention strategies, publicly reported nursing-home quality indicators, and the nurse's responsibility to advocate for safe, quality, and equitable care.

In 2025, the target was met. All 120 students assessed (100%) scored 80% or higher on the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment, and no students scored below the benchmark. The results demonstrated that students were able to identify elder abuse or mistreatment, apply evidence-based prevention strategies, interpret reporting requirements and nursing-home quality data, and use this information to support decisions that protect older adults.

Decision. In 2025, the target was met, with 100% (120/120) of students scoring 80% or higher on the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) develop and implement a revised grading rubric with clearer performance criteria; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.1, Identify Elder Abuse or Mistreatment and Apply Evidence-Based Prevention Strategies, of the Legal and Ethical Concerns in Geriatric Care Discussion Forum 4 grading rubric; and 3) add a criterion requiring students to explain how they would use knowledge of elder abuse, reporting laws, and nursing-home quality ratings to promote the safety and well-being of an older adult in a long-term care setting, including potential barriers and strategies for addressing them.

These actions will strengthen students' ability to recognize elder abuse, apply legal and ethical requirements, evaluate organizational quality data, and advocate for safe, equitable care for older adults within complex healthcare systems, thereby continuing to advance the cycle of improvement.

SLO 8. Utilize information and healthcare technologies in nursing practice.

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Measure 8.1. Students will demonstrate the ability to use information and healthcare technologies to locate and evaluate research evidence through completion of the Database Search Strategy Assignment in NURB 3140: Informatics for Registered Nurses. The assignment requires students to develop a focused PICO question, conduct a structured search of scholarly databases, document search terms and strategies, identify a peer-reviewed research study, cite the study in APA format, and reflect on the effectiveness of the search process. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Database Search Strategy Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 110 students assessed, 109 students (99%) scored 80% or higher on the Database Search Strategy Assignment, while 1 student (1%) scored below the benchmark. The results demonstrated that nearly all students successfully developed focused clinical questions, used appropriate search terms and database strategies, located relevant peer-reviewed evidence, and documented sources accurately. Because criterion-level data were not available, the specific area of weakness for the student who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) updated instructional videos for each course module; 2) reviewed and updated course resources and evidence-based practice references to ensure that materials were current and relevant; and 3) incorporated introductory PICO resources developed in collaboration with library services to strengthen students' understanding of focused clinical questions and database searching.

As a result of these actions, in 2025, the target was met. All 137 students assessed (100%) scored 80% or higher on the Database Search Strategy Assignment, and no students scored below the benchmark. Performance increased from 99% in 2024 to 100% in 2025. The actions strengthened students' ability to formulate searchable clinical questions, use scholarly databases effectively, refine search strategies, and locate credible evidence to support nursing practice.

Decision. In 2025, the target was met, with 100% (137/137) of students scoring 80% or higher on the Database Search Strategy Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) review and refine the grading rubric to ensure that it clearly differentiates levels of student performance; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.6, Document Your Search Implementation, of the Database Search Strategy Assignment grading rubric; and 3) provide additional examples and guided practice related to the use of keywords, subject headings, Boolean operators, filters, and search-limit techniques.

These actions will strengthen students' ability to formulate focused clinical questions, design and document efficient database searches, evaluate the relevance and

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credibility of retrieved evidence, and use information technologies to support evidence-based nursing practice, thereby continuing to advance the cycle of improvement.

Measure 8.2. Students will demonstrate the ability to critically evaluate digital health information through completion of the Healthcare Website Critique Assignment in NURB 3140: Informatics for Registered Nurses. The assignment requires students to evaluate a healthcare website for credibility, accuracy, validity, transparency, potential bias, privacy practices, usability, and adherence to ethical and professional standards. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Healthcare Website Critique Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 110 students assessed, 109 students (99%) scored 80% or higher on the Healthcare Website Critique Assignment, while 1 student (1%) scored below the benchmark. The results demonstrated that nearly all students successfully evaluated the credibility, accuracy, transparency, usability, and privacy practices of online healthcare resources. Because criterion-level data were not available, the specific area of weakness for the student who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) formally established the Healthcare Website Critique Assignment as a program assessment measure and aligned it with the revised Student Learning Outcome; 2) continued updating instructional videos, course resources, and library resources; and 3) modified the sequencing of the Healthcare Website Critique and Database Search Strategy assignments to strengthen students' foundational understanding of nursing informatics before evaluating digital health information.

As a result of these actions, in 2025, the target was met. All 137 students assessed (100%) scored 80% or higher on the Healthcare Website Critique Assignment, and no students scored below the benchmark. Performance increased from 99% in 2024 to 100% in 2025. The actions strengthened students' ability to evaluate the credibility, reliability, authority, privacy protections, and usability of healthcare websites and to select trustworthy digital resources for patient education and professional practice.

Decision. In 2025, the target was met, with 100% (137/137) of students scoring 80% or higher on the Healthcare Website Critique Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) revise the assessment to focus more specifically on students' evaluation of a website's overall credibility; 2) provide an updated grading rubric with clearer performance guidelines to strengthen expectations and evaluation consistency; 3) implement an updated assignment template with structured prompts addressing essential credibility indicators; and 4) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.8, "What Is the Overall Opinion of the Site's Credibility?" of the Healthcare Website Critique grading rubric.

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These actions will strengthen students' higher-order thinking by requiring them to analyze and judge the credibility, reliability, authority, and appropriateness of digital health information rather than merely complete assignment tasks, thereby continuing to advance the cycle of improvement.

SLO 9. Demonstrate a developing professional identity by adhering to legal, ethical, and professional standards.

Measure 9.1. RN to BSN graduates will demonstrate a developing professional identity by adhering to legal, ethical, and professional standards, as evaluated indirectly by employers through the RN to BSN Employer Survey administered in NURB 4291: Leadership and Management Practicum for Registered Nurses. The survey item asks employers to rate the graduate's ability to demonstrate a developing professional identity by adhering to legal, ethical, and professional standards using a 4-point Likert scale: Excellent (4), Good (3), Fair (2), and Poor (1). The expected outcome (target) is a mean score of 3.0 or higher on the RN to BSN Employer Survey item addressing professional identity and adherence to legal, ethical, and professional standards.

Finding. Target was met.

Analysis. In 2024, the target was met, with an aggregate mean score of 3.90 on the employer survey item addressing professional identity and adherence to legal, ethical, and professional standards. The spring 2024 response rate was 65% (26/40), with a mean score of 3.85; the summer 2024 response rate was 54% (14/26), with a mean score of 3.93; and the fall 2024 response rate was 53% (23/43), with a mean score of 3.91. The results indicated that employers consistently rated graduates above the expected outcome. However, the response rates varied across terms and limited the representativeness of the findings.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) collaborated with the CONSAH Director of Assessment, Evaluation, and Planning to improve employer survey administration procedures; 2) revised the employer survey assignment in NURB 4291 to use complete/incomplete grading without an assigned point value so students were not penalized when employers did not submit the survey; and 3) revised the employer survey items to align with the updated Student Learning Outcomes, including the outcome addressing professional identity and adherence to legal, ethical, and professional standards.

As a result of these actions, in 2025, the target was met. The spring 2025 response rate was 100% (29/29), with a mean score of 3.83; the summer 2025 response rate was 93% (13/14), with a mean score of 3.71; and the fall 2025 response rate was 99% (80/81), with a mean score of 3.82. The aggregate mean score was 3.77, which remained above the expected outcome of 3.0. Although the aggregate mean decreased from 3.90 in 2024 to 3.77 in 2025, the substantially improved response rates provided more representative evidence that graduates demonstrated professional behaviors consistent with legal, ethical, and professional standards.

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Decision. In 2025, the target was met, with an aggregate mean score of 3.77 on the employer survey item addressing professional identity and adherence to legal, ethical, and professional standards.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) conduct item-level analysis of employer survey responses to identify specific strengths and areas for improvement related to professional identity; 2) share aggregate and item-level findings with program faculty to support targeted curricular discussions and instructional enhancements; and 3) continue collaborating with the CONSAH Director of Assessment, Evaluation, and Planning to maintain high response rates and evaluate the reliability of the revised employer survey.

These actions will provide faculty with more specific evidence regarding graduates' professional behaviors, support targeted improvements in curriculum and instruction, and strengthen the program's ability to evaluate the development of a professional identity grounded in legal, ethical, and professional standards, thereby continuing to advance the cycle of improvement.

Measure 9.2. Students will demonstrate a developing professional identity through completion of the Legacy Map component of the Professional Portfolio Assignment in NURB 3122: Dimensions of Professional Nursing. The Legacy Map requires students to create a visual representation of their professional goals, intended contributions to patients and the nursing profession, desired impact on healthcare and public health, and the steps necessary to achieve those goals. The expected outcome (target) is for at least 75% of students to score 80% or higher on the Legacy Map component of the Professional Portfolio Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 95 students assessed, 94 students (99%) scored 80% or higher on the Legacy Map component of the Professional Portfolio Assignment, while 1 student (1%) scored below the benchmark. The results demonstrated that nearly all students were able to reflect on their professional values, establish long-term career goals, identify their intended contributions to nursing and healthcare, and articulate steps toward professional growth. Because criterion-level data were not available, the specific area of weakness for the student who did not meet the benchmark could not be identified.

Based on the analysis of the 2024 results, faculty planned to implement the following actions in 2025 to strengthen students' ability to present their knowledge, skills, experiences, and professional goals: 1) incorporate instructional information on electronic portfolios and legacy maps; 2) allow students to submit the Professional Portfolio as either an electronic portfolio or a Word document; and 3) develop an electronic portfolio template for students to use. However, these planned actions were not implemented in 2025 because of faculty and course transitions.

Despite the planned actions not being implemented, in 2025, the target was met. Of the 114 students assessed, 112 students (98%) scored 80% or higher on the Legacy Map component of the Professional Portfolio Assignment, while 2 students (2%) scored below the benchmark. Although the percentage of students meeting the benchmark

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decreased slightly from 99% in 2024 to 98% in 2025, achievement remained well above the expected outcome of 75%. The results demonstrated that students continued to reflect effectively on their professional values, career goals, leadership aspirations, and intended contributions to patients, healthcare, and the nursing profession.

Decision. In 2025, the target was met, with 98% (112/114) of students scoring 80% or higher on the Legacy Map component of the Professional Portfolio Assignment.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) create and implement a revised Professional Portfolio grading rubric aligned with current AACN competencies and containing clearly defined performance criteria; 2) revise the expected outcome so that at least 75% of students are expected to score 3 or higher on Criterion 1.7, Legacy Map, of the Professional Portfolio grading rubric; 3) incorporate instructional information on electronic portfolios and legacy maps; 4) develop an electronic portfolio template for students to use; and 5) allow students to submit the Professional Portfolio as either an electronic portfolio or a Word document.

These actions will clarify assignment expectations, support students in organizing and presenting evidence of their professional growth, and strengthen their ability to reflect on their values, career goals, leadership development, and intended contributions to patients, healthcare, and the nursing profession, thereby continuing to advance the cycle of improvement.

SLO 10. Demonstrate responsibility for personal and professional development.

Measure 10.1. RN to BSN graduates will demonstrate responsibility for personal and professional development, as evaluated indirectly by employers through the RN to BSN Employer Survey administered in NURB 4291: Leadership and Management Practicum for Registered Nurses. The survey item asks employers to rate the graduate's ability to demonstrate responsibility for personal and professional development using a 4-point Likert scale: Excellent (4), Good (3), Fair (2), and Poor (1). The expected outcome (target) is a mean score of 3.0 or higher on the RN to BSN Employer Survey item assessing graduates' responsibility for personal and professional development.

Finding. Target was met.

Analysis. In 2024, the target was met. A total of 63 employers completed the survey, resulting in a mean score of 3.88 on the employer survey item assessing graduates' responsibility for professional development and lifelong learning. Of the 63 responses, 63 (100%) rated graduates as Excellent or Good, while no employers rated graduates as Fair or Poor. The results indicated that employers perceived graduates as demonstrating responsibility for continued learning and professional growth.

Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) collaborated with the CONSAH Director of Assessment, Evaluation, and Planning to improve employer-survey administration procedures; 2) revised the survey item to align with the updated Student Learning Outcome addressing responsibility for personal and professional development; and 3) incorporated additional opportunities for students to examine personal accountability, professional growth, and lifelong learning.

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As a result of these actions, in 2025, the target was met. A total of 81 employers completed the survey, resulting in a mean score of 3.82 on the employer survey item assessing graduates' responsibility for personal and professional development. Of the 81 responses, 80 (99%) rated graduates as Excellent or Good, while 1 (1%) rated graduates as Fair or Poor. Although the mean score decreased slightly from 3.88 in 2024 to 3.82 in 2025, it remained well above the expected outcome of 3.0. Employer feedback continued to indicate that graduates demonstrated responsibility for continued learning, self-reflection, adaptability, leadership development, and professional growth.

Decision. In 2025, the target was met, with a mean score of 3.82 on the employer survey item assessing graduates' responsibility for personal and professional development based on responses from 81 employers.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) enhance curriculum mapping to ensure that personal, professional, and leadership-development concepts are intentionally reinforced across the RN to BSN curriculum rather than primarily at program completion; 2) continue collaborating with the CONSAH Director of Assessment, Evaluation, and Planning to maintain strong employer response rates and evaluate longitudinal trends in employer perceptions of graduate development; and 3) integrate targeted reflective prompts within NURB 4291: Leadership and Management Practicum for Registered Nurses that more explicitly address resilience, adaptability, leadership influence, advocacy, and lifelong learning.

These actions will strengthen curricular reinforcement of personal and professional development, improve the consistency and usefulness of employer feedback, and support students' ability to engage in self-reflection, adapt to change, pursue lifelong learning, and develop leadership and advocacy skills, thereby continuing to advance the cycle of improvement.

Measure 10.2. Students will demonstrate responsibility for personal and professional development through completion of Measure 2.2 of the RN to BSN QEP SLO Portfolio Reflection Assignment in NURB 4291: Leadership and Management Practicum for Registered Nurses. Measure 2.2 requires students to reflect on their undergraduate clinical and nonclinical experiences, explain how those experiences changed their perceptions of education, and describe how they will use those experiences as a foundation for continued personal growth and maturity. Student performance is evaluated using a 4-point scale: Developing (1), Basic (2), Mastery (3), and Advanced (4). The expected outcome (target) is for at least 75% of students to score 3 or higher on Measure 2.2 of the SLO Portfolio Reflection Assignment.

Finding. Target was met.

Analysis. In 2024, the target was met. Of the 102 students assessed, 101 students (99%) scored 3 or higher at the Mastery or Advanced level, while 1 student (1%) scored below the benchmark. The cumulative mean score was 3.92. The results demonstrated that nearly all students were able to connect their undergraduate experiences with changes in their perceptions of education and explain how those experiences contributed to personal and professional growth.

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Based on the analysis of the 2024 results, faculty implemented the following actions in 2025 to drive the cycle of improvement: 1) educated adjunct faculty and new NURB 4291 faculty on use of the rubric and objective scoring of the assignment using the 1-to-4 performance scale; 2) encouraged students to begin maintaining a reflective journal at the start of the RN to BSN program, beginning in NURB 3140: Informatics for Registered Nurses, to document significant experiences, challenges, and growth; and 3) collaborated with course faculty to identify strategies for improving assignment implementation and grading efficiency.

As a result of these actions, in 2025, the target was met. Of the 100 students assessed, 97 students (97%) scored 3 or higher at the Mastery or Advanced level, while 3 students (3%) scored below the benchmark. The cumulative mean score was 3.96, representing an increase from 3.92 in 2024. The actions strengthened grading consistency and supported students' ability to reflect on significant experiences, challenges, and areas of growth while developing critical-thinking and professional-writing skills.

Decision. In 2025, the target was met, with 97% (97/100) of students scoring 3 or higher on Measure 2.2 of the SLO Portfolio Reflection Assignment and a cumulative mean score of 3.96.

Based on the analysis of the 2025 results, faculty will implement the following actions in 2026 to drive the cycle of improvement: 1) provide an updated grading rubric with clearer performance guidelines to improve transparency and consistency in evaluation; and 2) provide an exemplar that models a high-quality academic reflection aligned with Measure 2.2.

These actions will clarify expectations for the reflective assignment and strengthen students' ability to analyze meaningful learning experiences, explain how those experiences changed their perceptions of education, and connect their undergraduate education with continued personal and professional development, thereby continuing to advance the cycle of improvement.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results

Analysis of the 2024 assessment results led RN to BSN faculty to implement multiple improvements during the 2025 assessment cycle. These actions occurred at the program, course, assignment, grading, and assessment levels and were intended to strengthen curricular alignment, clarify expectations, improve consistency across course sections, and provide more meaningful evidence of student achievement.

Key improvements during 2025 included the following:

Curriculum and Course Alignment

- Reviewed all RN to BSN courses and aligned course objectives, learning activities, and assignments with the revised BSN Student Learning Outcomes.
- Revised Moodle course shells to include module-level objectives aligned with course objectives and program Student Learning Outcomes.
- Updated syllabi in NURB 3110, NURB 3122, NURB 3140, NURB 3142, NURB

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3223, NURB 3224, NURB 4191, and NURB 4291 to improve consistency across the curriculum.

- Updated course readings, evidence-based resources, module checklists, instructional videos, assignment templates, and exemplars in multiple courses.
- Expanded the use of current, accessible, and free educational resources in place of required textbooks where appropriate.

Assessment and Grading Improvements

- Reviewed and revised assignment grading rubrics to clarify performance expectations and improve grading consistency.
- Developed a common grading-rubric structure for use across RN to BSN courses.
- Developed consistent grading criteria for professionalism and APA formatting.
- Began preparing for the transition from broad assignment-level outcomes to focused rubric criteria so that faculty can conduct criterion-level analysis and identify specific areas of student strength and weakness beginning in 2026.
- Strengthened faculty oversight of assessment by assigning full-time faculty as lead course facilitators responsible for course content, Student Learning Outcome tracking, syllabi, course calendars, grade reporting, and course reports.

Specific Improvements Based on Assessment Findings

- Revised the Home Visit Assignment by assigning point values to each section, adding nursing theory related to culturally sensitive care, and integrating a global health perspective.
- Established the Care Coordination at End-of-Life Assignment as a direct measure of students' ability to initiate and coordinate end-of-life care.
- Improved employer-survey administration by assigning distribution responsibility to the RN to BSN Program Coordinator, distributing the survey by midsemester, and revising the related student assignment to complete/incomplete grading.
- Revised employer-survey items to align with the updated Student Learning Outcomes.
- Revised NURB 3223 by removing the HIV/AIDS module assignment, adding an assignment focused on assessment tools, incorporating a discussion forum on current evidence-based assessment tools and screening instruments, and providing a slide presentation or assessment-skills video for each body system.
- Revised the Service-Learning Project by emphasizing its purpose and importance to community engagement, providing a detailed grading rubric for the presentation component, and exploring opportunities to incorporate a disaster-management focus.
- Updated the Evidence-Based Practice Project by revising instructional videos and research resources, providing an instructor-prepared list of topics based on research priorities, and assigning the same faculty member to grade each student's work throughout the course.

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- Formally incorporated the Review of Literature Summary Table into the program assessment process to provide focused evidence of students' ability to identify research designs, determine levels of evidence, and synthesize research findings.
- Strengthened the Political Letter Assignment by providing updated advocacy resources, current web links, and an exemplar and by encouraging students to revise and submit letters after faculty feedback.
- Implemented direct assessment measures in gerontology related to medication safety, end-of-life care, interdisciplinary collaboration, elder abuse, reporting requirements, and long-term-care quality.
- Updated informatics assignments and resources related to developing PICO questions, conducting database searches, documenting search strategies, and evaluating the credibility of healthcare websites.
- Strengthened reflective assignments addressing professional identity, interdisciplinary collaboration, lifelong learning, leadership development, personal accountability, and continued professional growth.

Faculty Collaboration and Oversight

- Conducted regular RN to BSN faculty meetings to review courses, assignments, grading rubrics, assessment findings, and implementation of the revised Student Learning Outcomes.
- Integrated RN to BSN Program Curriculum Committee activities with the BSN Program Curriculum Committee to support broader faculty review and oversight.
- Collaborated with the CONSAH Director of Assessment, Evaluation, and Planning to revise survey questions, improve survey administration, and strengthen the usefulness of assessment data.
- Reorganized the shared RN to BSN Teams folder to improve access to current curriculum, course, and assessment documents.

Student Progression and Academic Support

- Standardized advising assignments so that newly admitted students were assigned promptly to RN to BSN core faculty advisors.
- Updated advising worksheets to include program coding, admission term, expected graduation date, transcript status, and advisor information.
- Completed substitutions and degree adjustments when students entered the program rather than waiting until the graduation semester.
- Reviewed student progression records and contacted inactive students to encourage completion of the program.
- Continued providing virtual meetings, telephone conferences, financial-aid documentation, scholarship information, and academic support as needed.

Overall Evidence of Improvement

The RN to BSN program met the established target for all reported assessment measures in 2025. Achievement rates for direct assessment measures ranged from

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92% to 100%, with most measures demonstrating achievement rates of 97% or higher. Mean scores for indirect survey measures also exceeded the established expected outcome of 3.0.

The actions implemented during the 2025 assessment cycle strengthened alignment with the 2021 AACN Essentials and the revised Student Learning Outcomes, clarified assignment expectations, improved consistency in grading and course delivery, enhanced employer-survey administration, and expanded opportunities for students to apply clinical judgment, evidence-based practice, interprofessional collaboration, leadership, informatics, population health, and professional-development concepts. Although achievement on several measures decreased slightly from 2024, all measures remained above their established expected outcomes.

The 2025 results also established baseline data for newly implemented measures and identified opportunities to transition from broad assignment-level assessment to more focused criterion-level evaluation during the 2026 assessment cycle. Collectively, these findings demonstrate continued student achievement and meaningful improvement in curricular alignment, instructional support, and the precision of the program's assessment processes.

Plan of Action Moving Forward

Based on analysis of the 2025 assessment results, RN to BSN faculty will implement the following actions during 2026 to strengthen student learning, improve the precision of assessment, and continue the cycle of improvement.

SLO 1. Integrate theory and knowledge from nursing, the arts, humanities, and sciences into nursing practice.

Faculty will revise the grading rubrics for the Home Visit Assignment and the Care Coordination at the End-of-Life Assignment, establish criterion-level expected outcomes, and analyze student performance on the selected criteria to identify specific strengths and opportunities for improvement.

SLO 2. Demonstrate clinical judgment in coordinating individualized care.

Faculty will continue efforts to improve employer-survey administration and response rates, review assignments in NURB 4291: Leadership and Management Practicum for Registered Nurses for continued alignment with clinical judgment and care coordination, and strengthen connections among Shadow Health simulation activities, course content, assignments, and student feedback.

SLO 3. Collaborate with clients and stakeholders for health promotion, risk reduction, disease prevention, disease management, and health restoration.

Faculty will provide clearer expectations and structured opportunities for interdisciplinary collaboration in NURB 4291. Faculty will also revise the Service-Learning Project grading rubric, implement criterion-level assessment, and strengthen the peer-review process. The exact criterion selected for Measure 3.2 will be confirmed against the final revised rubric before implementation.

SLO 4. Evaluate and integrate research findings to promote evidence-based nursing practice.

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Faculty will revise the grading rubrics and expected outcomes for the Evidence-Based Practice Project and Review of Literature Summary Table, provide clearer assignment guidance and exemplars, and strengthen instructional support related to research design, levels of evidence, critical appraisal, and nursing-practice implications.

SLO 5. Contribute to a culture of safety and quality improvement.

Faculty will revise the grading rubrics for the Political Letter Assignment and the Quality and Safety Initiatives for Geriatric Care Assignment, establish criterion-level expected outcomes, and analyze students' ability to address social justice and provide individualized medication-safety education.

SLO 6. Collaborate with team members across professions to optimize nursing care.

Faculty will revise grading rubrics, provide clearer performance expectations and exemplars, and strengthen assignment requirements related to interprofessional communication, professional roles, teamwork challenges, and collaborative strategies that support safe, coordinated, and patient-centered care.

SLO 7. Lead within healthcare delivery systems to manage and coordinate resources to provide safe, quality, and equitable care.

Faculty will revise grading rubrics and implement criterion-level assessment related to strategic resource allocation and the recognition and prevention of elder abuse or mistreatment. Faculty will also incorporate practice-based examples, structured reflection, and additional application of legal, ethical, regulatory, and systems-based principles.

SLO 8. Utilize information and healthcare technologies in nursing practice.

Faculty will revise the grading rubrics and expected outcomes for the Database Search Strategy Assignment and Healthcare Website Critique Assignment, provide additional guided practice and examples, and assess specific criteria related to documenting database-search implementation and evaluating the overall credibility of digital health information.

SLO 9. Demonstrate a developing professional identity by adhering to legal, ethical, and professional standards.

Faculty will conduct item-level analysis of employer-survey findings, share results with program faculty, and continue efforts to maintain strong survey response rates. Faculty will also revise the Professional Portfolio grading rubric, implement criterion-level assessment of the Legacy Map, and provide students with additional guidance and options for developing electronic portfolios.

SLO 10. Demonstrate responsibility for personal and professional development.

Faculty will strengthen curriculum mapping to ensure that personal, professional, and leadership-development concepts are reinforced throughout the RN to BSN curriculum. Faculty will continue monitoring employer feedback and will revise the SLO Portfolio Reflection Assignment rubric, provide an exemplar, and incorporate more explicit reflective prompts addressing resilience, adaptability, leadership, advocacy, lifelong learning, and continued professional growth.

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Implementation of these actions will be monitored throughout the 2026 assessment cycle. Faculty will review criterion-level results, survey findings, course reports, and qualitative feedback to evaluate the effectiveness of the actions and determine whether additional curricular, instructional, or assessment revisions are needed.

Expected Impact

These actions are expected to strengthen alignment among the RN to BSN curriculum, Student Learning Outcomes, course assessments, grading rubrics, and current AACN competency expectations; improve the clarity, consistency, rigor, and reliability of assessment across courses and sections; enhance students' clinical judgment, evidence-based practice, collaboration, leadership, informatics, population-health, and professional-development experiences; and provide faculty with more meaningful criterion-level evidence to guide ongoing program improvement.

RN to BSN faculty will review the 2026 assessment results to evaluate the effectiveness of the implemented actions, determine whether the revised criteria and expected outcomes provide sufficient differentiation in student performance, and identify priorities for the next assessment cycle.