

2025

2 year review

Registered Nurse to Bachelor of Science in Nursing program

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Use a broad knowledge base acquired through study of the arts and sciences to provide the cornerstone of nursing practice.
2. Apply fundamental principles of organizational leadership while providing high quality nursing care in a variety of environments.
3. Display a spirit of inquiry resulting in consistent focus on evidence- based practice.
4. Demonstrates familiarity with and safe use of client care technologies in various healthcare settings.
5. Be prepared to deliver nursing care within the context of continually changing healthcare policy, finance, and regulatory environments.
6. Function effectively as an interprofessional team member in the delivery of client care.
7. Contribute to population-based health promotion and disease prevention strategies for diverse populations in a variety of settings.
8. Act in accordance with professional nursing's inherent values of altruism, autonomy, human dignity, integrity, and social justice.
9. Deliver safe, evidence-based, holistic, and culturally appropriate client care across the lifespan in various healthcare environments.

Overview of Measures/Instruments

<b>SLO(s)</b>  <i>Note: Measures might be used for more than 1 SLO</i>	<b>ULG*</b>	<b>Measures/Instruments</b>  <i>Please include a clear description of the instrument including when and where it is administered</i>	<b>How is the information Used?</b>  <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
Use a broad knowledge base acquired through study of Arts & Sciences	RC	<b>NUR 3103</b> academic writing assignment using nursing literature to support an intervention. This class is the first or one of the first courses the student takes in the RN-BSN sequence.	<b>75% of Students will achieve a mean score of 83% or greater (lowest B)</b>  FA2023(N=27) 96% met the target of 83% or better SP2024 (N=26) 96% met the target of 83% or better FA2024(N=26) 84% met the target of 83% or better SP2025 (N=20) 90% met the target of 83% or better

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		<p><b>NUR 4604</b> This is the culminating course in the RN-BSN program, Two quality indicators are assessed and the final grade determines if the student met the benchmark. Cumulative assessment of Portfolio. The portfolio includes designated assignments and reflections from all previous classes and evidence-based project.</p> <p>The evidence-based project was revised in this course in Spring 2021 to meet the direct clinical requirement of the accrediting agency.</p>	<p>FA2023(N=23) 95% met the target of 83% or better</p> <p>SP2024 (N=26) 100% met the target of 83% or better</p> <p>FA2024(N=26) 95% met the target of 83% or better</p> <p>SP2025 (N=21) 90% met the target of 83% or better</p>
Display a spirit of inquiry resulting in consistent focus on evidence-based practice	SL QR WC	<p><b>NUR 3703</b> Application of research in clinical practice paper focused on a problem in practice. This course is taken early in the program to prepare the student for future evidence-based papers and projects.</p>	<p>FA2023(N=27) 88% met the target of 83% or better</p> <p>SP2024 (N=24) 70% met the target of 83% or better</p> <p>FA2024(N=20) 80% met the target of 83% or better</p> <p>SP2025 (N=14) 71% met the target of 83% or better</p> <p>This course is taken early in the RN-BSN program and is writing intensive. The instructor points out that students are referred to the writing center multiple times.</p>

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		<p><b>NUR 4508</b> Final course research paper addresses a public health problem. This project is further developed in the NUR4604 capstone class and is one of the last courses in the nursing sequence.</p> <p><b>NUR 4604</b>-see above <b>NUR 4108</b>-see below</p>	<p>FA2023(N=16) 75% met the target of 83% or better SP2024 (N=21) 100% met the target of 83% or better FA2024(N=17) 88% met the target of 83% or better SP2025 (N=12) 100% met the target of 83% or better</p> <p>*See previous scores</p>
Apply fundamental principles of organizational leadership	CT SL RC	<p><b>NUR 4108</b> Leadership project Includes working with a manager mentor, identifying a practice issue related to Leadership and Management, and writing an evidence-based research paper. This project is further developed in the NUR4604 capstone class and is one of the last courses in the nursing sequence.</p>	<p>FA2023(N=14) 64% met the target of 83% or better SP2024 (N=25) 60% met the target of 83% or better FA2024(N=23) 91% met the target of 83% or better SP2025 (N=20) 85% met the target of 83% or better</p> <p>We had an instructor change between SP24 and FA24. Minor changes were made to the assignments to make the project clearer. In FA23 and SP24, most students passed the course but did poorly on their project.</p>
Demonstrates familiarity with and safe use of client care technologies in various healthcare settings	CT SL QR	<p><b>NUR 3303</b> Application of Health Assessment skills. Students choose a geriatric patient and create a plan of care based on the assessment. This course is one of the first courses students take in the program.</p>	<p>FA2023(N=28) 78% met the target of 83% or better SP2024 (N=25) 68% met the target of 83% or better FA2024(N=22) 77% met the target of 83% or better SP2025 (N=20) 90% met the target of 83% or better</p>

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		<b>NUR 3608</b> Application of pharmacogenomics principles and results to the plan of care—Final Paper is used as the benchmark. This course is taken midway through the program.	FA2023(N=16) 71% met the target of 83% or better SP2024 (N=25) 88% met the target of 83% or better FA2024(N=19) 69% met the target of 83% or better SP2025 (N=19) 52% met the target of 83% or better  In spring 2024, the instructor notes that a zoom was provided to help with the paper and minor adjustments were made. This is often the first class a student takes if they start mid semester. Typically, all students pass this course.
Be prepared to deliver nursing care within the context of continually changing healthcare policy, finance, and regulatory environments	RC WC	<b>NUR 4203</b> Health Policy Paper. Students identify an issue in their clinical practice and develop a policy to address the issue. This course is taken midway through the program.	FA2023(N=21) 90% met the target of 83% or better SP2024 (N=25) 60% met the target of 83% or better FA2024(N=15) 93% met the target of 83% or better SP2025 (N=18) 50% met the target of 83% or better
Function effectively as an interprofessional team member in the delivery of client care	SL CT	<b>NUR 4108</b> Planning for direct clinical experience. Evidence-based paper. See above.  <b>NUR 4508</b> Planning for direct clinical experience. Public Health assessment paper- Building a Team to Effect Change. Final Paper.	*See previous scores  *See previous scores

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		<b>NUR 4604</b> Implementation of the final project. See above.	*See previous scores
Contribute to population-based healthcare and disease prevention strategies for diverse populations	WC CT SL RC	<b>NUR 4508</b> Public Health assessment paper of home county, and identification of a problem. Final Paper. See above.  <b>NUR 3303</b> Health assessment and careplan paper addresses disease prevention and includes the development of patient education. Final Paper. See above.	*See previous scores  *See previous scores
Act in accordance with professional nursing's inherent values of altruism, autonomy, human dignity, integrity, and social justice	RC	<b>NUR 3103</b> Review of ethical principles for nursing practice and application in practice—Final paper.  <b>NUR 3608</b> Address ethical considerations in Genetics/genomics testing—Final paper	*See previous scores  *See previous scores  *See previous scores

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		<b>NUR 4508</b> Emphasis on principles of social justice Discussion Board post.	
Deliver safe, evidence-based, holistic, and culturally appropriate client care across the lifespan and in various healthcare settings	CT WC SL QR RC	<p><b>NUR 3103</b> Example of EBP and clinical problem intervention in Final paper</p> <p><b>NUR 4508</b>—Focus on public health setting and vulnerable population, cultural competence—Discussion Board posts and participation related to community assessment/final paper</p> <p><b>NUR 3608</b> –Genetics/genomics implications for care—Final paper. See above.</p> <p><b>NUR 4604</b> Implementation of EBP project from 4108 or 4508 with project report.</p>	<p>*See previous scores</p> <p>*See previous scores</p> <p>*See previous scores</p> <p>*See previous scores</p>

*\*Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

### **Improvements and Changes Based on Assessment**

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past year as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

We continue to have issues with APA. As a result of course reviews it was determined that students in the RN-BSN struggle with writing, researching, and APA format as evidence by the scores on the quality indicator metrics related to writing assignments a new orientation module on APA and writing was

created before the last report was submitted. Additionally, we have added APA quizzes and modules for the students to complete.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable). Not Applicable.

3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
October 2025	<p>Nursing Council-Assessment Committee review plan.</p> <p>Instructors complete a course reflection form following each course and these are reviewed by the assessment committee.</p>	<p>The QIACC committee has discussed possibly changing the benchmarks for the RN-BSN program. Some courses do have other projects and factors that could serve as benchmarks. NUR 3608 is going to CHHS for review to discuss changes. We feel that changing the course to a Nursing Informatics course would be a better fit for our program. Many ADN students already have multiple years of pharmacology before coming to EIU.</p> <p>RN-BSN students are now advised closely with an academic advisor as opposed to signing up on their own. This promotes a smooth flow throughout the program. In the lower-level courses, there are modules dedicated to transitioning the RN-BSN back into school and into online learning in addition to APA help.</p> <p>The NUR 4604 course was revised to double as a senior seminar which allows students to skip taking an EIU senior seminar class. This has caused minor issues with upper division credits, but we have recently implemented credit for prior learning which has been helpful.</p> <p>The assessment committee (QIACC) reviewed course reflections to see if students are meeting the target scores and generally how the course went as far as assignments, grades, withdraws, incompletes etc. This allows for a comparison over time to determine any need for changes or faculty development. We have had multiple new adjunct faculty over the last two years. This report was shared with all RN-BSN faculty, and the metrics were explained. A detailed explanation of the course reflection also occurred.</p> <p>Instructors noted in course reflections that APA format and overall writing continues to be weak. RN-BSN</p>

		course faculty have agreed to meet at the end of the semester to discuss options moving forward.
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### **Dean Review & Feedback**

The RN-BSN 2-year assessment report of nine different student learning outcomes draws from measurements in 8 different courses. The measurements included projects, research papers, and reflects that were focused on nursing literature and some included an interdisciplinary focus on public health or leadership and management. Measures also included plan of care applications, evidence-based projects, a portfolio, and a review of ethics. The RN-BSN Nursing Council Assessment Committee in the Department also collected course reflection forms from professors/instructors in all the courses. Through the review process, the RN-BSN team revised courses, added resources to help students with writing and citations, evaluated advising processes, and added an avenue for credit for prior learning. Program assessment in the RN-BSN program is heading in the right direction with the variety of assessment tools and ongoing evaluation. The RN-BSN team are evaluating measures and benchmarks for the next round of reviews.

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Dean or designee

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Date

### **Academic Affairs – Review & Feedback**

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Date