

ST. PETERSBURG COLLEGE COLLEGE OF NURSING



2021
Self-Study
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SPC Self-Study Glossary of Terms

Abbreviation	Definition
ACUE	Association of College and University Educators
APRN	Advanced Practice Registered Nurses
BOT	Board of Trustees
CETL	Center of Excellence for Teaching and Learning
COI	Community of Interest
CON	College of Nursing
ECH	Equated Credit Hours
FGO	Faculty Governance Organization
FTF	Face to Face
GPA	Grade Point Average
HEC	Health Education Center
LMS	Learning Management System
LOL	Live Online
OCLC	Online Computer Library Center
OL	Online
OLS	Online Learning System
SACS-COC	Southern Association of Colleges and Schools Commission on Colleges
SCENE	Simulation Center for Excellence in Nursing Education
SLOs	Student Learning Outcomes
SPC	St. Petersburg College
SSI	Student Surveys of Instruction

Overview

St. Petersburg College

St. Petersburg College (SPC) has been in existence since 1927, opening as Florida's first 2-year institution of higher learning serving Pinellas County under the name St. Petersburg Junior College (SPJC). SPJC was chartered by the State of Florida in 1928, graduated its first class in 1929, located to its own first campus at Mirror Lake in 1931, and was initially accredited by the Southern Association of Colleges and Schools in 1931. In 1948, it converted from private, non-profit to public status. In 2001, it was renamed St. Petersburg College and was authorized by the Florida Legislature, the College District Board of Trustees, and the Southern Association of Colleges and Schools Commission on Colleges to offer baccalaureate programs under a 2+2 model. SPC employs an open-door admission policy with some entry requirements for specialized programs. SPC is governed by a 5-member Board of Trustees appointed by the Governor of the State of Florida. At the state level, SPC is evaluated alongside 27 other colleges in the Florida College System for peer comparisons.

SPC is located in Pinellas County, a midway point on Florida's Gulf Coast bordered by the Gulf of Mexico on the west and by Tampa Bay on the east. Pinellas County is a peninsula 38 miles long and 15 miles wide at its broadest point covering approximately 280 square miles. Pinellas County is part of a 4-county metropolitan statistical area referred to as Tampa Bay. SPC serves students on 12 campuses/learning center sites including St. Pete/Gibbs; Clearwater; Tarpon Springs; Seminole; Downtown and Midtown. The College of Nursing is located at the Carruth Health Education Center in Pinellas Park.

SPC offers 22 bachelor's degrees, and most of them are focused on areas traditionally underserved by the State University System of Florida. More than 43,000 students a year are served by SPC through credit and non-credit programs, including students in residence from several foreign countries. SPC was designed to be an open-access educational leader that provides rich learning experiences and generates economic development and upward mobility. The College boasts strong academic programs tied to the region; an outstanding, diverse faculty and staff; a growing distance learning initiative; visionary leadership; and an enduring commitment to excellence. SPC is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate's and bachelor's degrees. SPC was reaccredited by SACSCOC in 2018 with no follow up requested (see Resource Room, General Information tab).

SPC has enjoyed decades of academic and community investment. Over the years, the College has invested its resources in: an Honors College; the Leepa-Rattner Museum of Art on the Tarpon Springs Campus; a Music Center with two Steinway concert grand pianos and a Heissler pipe organ on the St. Petersburg/Gibbs Campus; the Palladium Theater in downtown St. Petersburg; an EpiCenter in Largo with a Collaborative Lab built in partnership with Pinellas County to support higher education and business development; and a St. Petersburg Collegiate High School and Early College Program for academically-focused teenagers. Investments were also made in: a University Partnership Center that offers baccalaureate, master's and doctor's degrees from 15 universities in Florida and across America; a joint-use library at the Clearwater Campus; a STEM centered learning facility at the Bay Pines location; state-of-the-art classroom

technology at all nine learning sites; online learning opportunities; inter-collegiate sports for men and women; and advanced education and training for faculty and staff including travel opportunities.

Dr. Tonjua Williams became SPC's seventh president on July 3, 2017, following the retirement of Dr. Bill Law, who had served for 7 years. Prior to becoming president, Dr. Williams served as the Senior Vice President for Student Services. Under her leadership, SPC continues to be a creative leader and partner with students, communities, service agencies, businesses, and other educational institutions to deliver enriched learning experiences and to promote economic and workforce development. The initiatives are consistent with strategic priorities in College's "Strategic Plan 2018-2021" (<https://ir.spcollege.edu/strategic-planning/strategic-plan-2018-2021>) which focus on pillars of Academic Excellence, Economic Mobility, and Community & Civic Engagement. These pillars are built on a foundation of Employee Experience and Engagement and Financial Vitality and viewed through a lens of Equity and a Community of Care.

SPC is governed by a Board of Trustees (BOT) per the Florida Statute 100.65. The BOT is the policy making body for the College and holds ultimate responsibility for ensuring adequate financial resources for the institution's programs. The President is supported by four functional area Vice Presidents and 12 Cabinet members. As a teaching and learning institution, the work of its outstanding, diverse faculty and staff is enhanced by advanced technologies, online learning, international education opportunities, innovative teaching techniques, comprehensive library and other information resources, continuous self-evaluation, a climate for student success, and a continued commitment to excellence. Leadership, initiative, and budget information can be found in the SPC College Leadership website (<https://www.spcollege.edu/friends-partners/about/leadership>).

College of Nursing

The College of Nursing (CON) at St. Petersburg College (SPC) offers two nursing programs, a nursing associate in science (AS) degree for pre-licensure students and a bachelor of science in nursing degree for registered nurses returning to school (RN-BSN). The SPC nursing program evolved from the Mound Park Hospital (now Bayfront Medical Center) School of Nursing in 1956. Initially approved by the Florida Board of Nursing as a 3-year program, planning for a 2-year associate degree program began in the early 1960s with a grant from a W.K. Kellogg Foundation. Dr. Mildred Montag provided consultation for that project, and her correspondence with St. Petersburg Junior College (SPJC) remains in the archives of Columbia University. SPJC admitted its first 2-year nursing AS students in 1962. Initial National League for Nursing accreditation was obtained in December 1970. Continuous accreditation for the nursing AS program has been maintained since that time through the Accreditation Commission for Education in Nursing.

In keeping with the mission of SPC and the CON to serve the community, an RN-BSN program was established in response to requests from local healthcare providers who wanted increased opportunities for baccalaureate nursing education. The inaugural RN-BSN class began in fall 2002. The RN-BSN program received initial accreditation by Commission on Collegiate Nursing Education in April 2007 and was reaccredited in 2012.

The RN-BSN program offers all courses via two delivery options: face-to-face at the Health Education Center and online. The students are currently served by five full-time faculty members with doctoral degrees in nursing as well as several adjunct faculty members with a minimum of a master's of science in nursing degree. The faculty is led by Dean Louis and Assistant Dean Owen. The CON is served by an Advisory Committee consisting of nurse leaders in education, community health, and acute care facilities in the Tampa Bay area. As of fall 2021, there are 466 RN-BSN students. Since its inception, the RN-BSN program has had over 3653 graduates.

In 2020, the CON was awarded “The Best Local College” and the “Best Nursing College” designation by the ‘Best of the Best People’s Choice Award’ sponsored by the local newspaper, [*Tampa Bay Times*](#). In January 2021, SPC was among the top-ranked schools in the [*U.S. News & World Report’s*](#) 2021 Best Online Programs list. Among all private and public institutions in the nation, SPC ranked #75 in the nation and #11 in Florida for “Best Online Bachelor’s Program Overall”. Beginning in March 2020 and continuing throughout the COVID-19 pandemic, the CON to exceeded expectations. Faculty embraced the challenges created by an abrupt and unprecedented societal disruption by developing innovative and creative strategies to ensure that every student continued their education.

Standard I
Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

- I-A. The mission, goals, and expected program outcomes are:**
- congruent with those of the parent institution; and
 - reviewed periodically and revised as appropriate.

Elaboration: The program’s mission, goals, and expected program outcomes are written and accessible to current and prospective students, faculty, and other constituents. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. The mission may relate to all nursing programs offered by the nursing unit, or specific programs may have separate missions. Program goals are clearly differentiated by level when multiple degree/certificate programs exist. Expected program outcomes may be expressed as competencies, objectives, benchmarks, or other terminology congruent with institutional and program norms.

There is a defined process for periodic review and revision of program mission, goals, and expected program outcomes that has been implemented, as appropriate.

Program Response:

The College of Nursing (CON) mission and philosophy and the RN-BSN program goals and student learning outcomes (SLOS) are congruent with those of St. Petersburg College. These documents are accessible to current and prospective students, faculty, and other constituents CON website (<https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree>). The CON mission and philosophy along with the RN-BSN program goals and SLOs are examined for congruence and relevance at least every 5 years in compliance with the Plan for Program Quality (Appendix A).

Mission

The College of Nursing (CON) mission statement describes its overall purpose and intent, and is congruent with the mission of St. Petersburg College (SPC). In Table 1.1, both mission statements are presented and congruent concepts are italicized.

Table 1.1: Comparison of College of Nursing and St. Petersburg College Mission Statements

College of Nursing	St. Petersburg College
<p>Mission: To provide a high-quality undergraduate education in nursing. The CON aims to empower students to achieve success through pursuit of knowledge, dedication to patient advocacy, community engagement, and commitment to lifelong learning.</p>	<p>Mission: To empower our students and community to achieve success and economic mobility through academic excellence and engagement.</p>

In both mission statements, there is an emphasis on student gains and educational quality. Students will be empowered to achieve success through exceptional educational quality (i.e., excellence, high-quality). Student engagement is also emphasized. SPC focuses on their “engagement” in general, while the CON specifies the nature of their engagement (i.e., “patient advocacy”, etc.). In addition, there is an emphasis on community (i.e., empower, engagement). The latest review and revision of the CON mission was in summer 2021 and congruence between the CON and SPC’s missions was reconfirmed. Their findings were presented to the faculty for review, revision, and final approval on August 13, 2021.

RN-BSN Program Goals and Student Learning Outcomes

Program goals highlight the long-term intended outcomes of the program and curriculum. Student Learning Outcomes (SLOs) identify the specified knowledge, skills, abilities, and attitudes that students are expected to attain by the end the program. The SLOs guide the curriculum thus ensuring that the curriculum is meaningful and builds the essential skills required for baccalaureate nursing practice. The RN-BSN program goals and SLOs were revised, reviewed for relevance and congruence, and approved by faculty in May 2021. Table 1.2 presents the RN-BSN program goals and SLOs.

Table 1.2: RN-BSN Program Goals and Student Learning Outcomes

Program Goals	Student Learning Outcomes
<ol style="list-style-type: none"> 1. To prepare graduates to function and excel in a variety of nursing roles while providing safe, evidence-based care that reflects sound ethical judgement. 2. To facilitate the graduate’s ability to contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities. 3. To graduate individuals with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning for personal and professional growth. 	<ol style="list-style-type: none"> 1. Integrate theories, knowledge, and ethical perspectives from nursing science and liberal arts to guide the delivery of culturally sensitive care to clients, groups, and communities within the professional scope and standards of nursing practice. 2. Formulate nursing practice decisions utilizing scientific research and evidence-based protocols to ensure that best practices are incorporated into the care of patients, groups and communities. 3. Integrate the principles of leadership into the design, management, coordination and evaluation of health care delivery. 4. Incorporate principles of disease prevention, risk-reduction and health promotion in providing care to individuals, groups, and communities.

Philosophy

The College of Nursing (CON) philosophy elaborates on the foundational values and beliefs of the faculty in the nursing associate in science and RN-BSN program in order to support its mission (Appendix B). The specific values and beliefs stated for the RN-BSN program inform its curriculum to ensure students acquire knowledge, competencies, and values integral to baccalaureate-level nursing practice. The CON philosophy is congruent with St. Petersburg College's (SPC) value statements. Table 1.3 shows congruency between CON philosophy and SPC values statements. As an example, one of the CON's foundational values and beliefs is that faculty are committed to evidence-based, high-impact teaching that enhances student learning which aligns with the first SPC value statement that centers around Student Success. The latest review of the CON philosophy was in summer 2021 and congruence was reconfirmed. The final approval from faculty was in August 2021.

Table 1.3 Comparison of College of Nursing Philosophy and St. Petersburg College Value Statements

College of Nursing Philosophy	St. Petersburg College Value Statements
The college faculty is committed to evidence-based, high impact teaching that enhances student learning across all academic programs with continuous improvement in teaching and the academic programs.	Student Success. We believe students are the heart of SPC, and we align resources, decisions, and efforts to empower them to succeed.
Faculty actively promote development of leadership skills and professional nursing values such as accountability, safe and ethical practice, and interprofessional collaboration. Caring is a fundamental tenet of the nursing profession and encompasses the characteristics of compassion, empathy, and the ability to connect with patients across the lifespan.	Integrity. We cultivate trust, transparency, and equity through personal and institutional ethics, empathy, and compassion.
The RN-BSN program prepares graduates to function in leadership roles and to address issues affecting the design and delivery of health care within increasing complex and constantly changing systems across the United States and the world.	Community Focus. We foster and model the principles of inclusion, service, partnership, and social responsibility through community engagement to build strong relationships locally and abroad.
The faculty considers learning a life-long endeavor that fosters intellectual and personal growth through critical thinking, active inquiry, and evidence-based practice.	Growth and Empowerment. We provide our students and employees clear pathways for personal and professional growth resulting in ongoing opportunities for leadership, engagement, and advancement.

<p>Consideration is given to health promotion and provisions of culturally-competent care in a safe and nurturing environment, while demonstrating professional nursing values, interprofessional collaboration, and effective use of technology.</p>	<p>Communication. We build open and honest relationships to ensure inclusive dialogue with stakeholders to make informed and transparent decisions.</p>
<p>The faculty of the College of Nursing believes that every individual is entitled to pursue a fulfilling professional career regardless of race, gender, ethnicity, sexual orientation or socioeconomic status.</p>	<p>Equity. We are committed to ensuring that all stakeholders receive what they need to be successful through experiences, policies, practices, and behaviors that are just, fair, and inclusive for individuals to reach their full potential.</p>

I-B. The mission, goals, and expected program outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.

Elaboration: The program identifies the professional nursing standards and guidelines it uses. CCNE requires, as appropriate, the following professional nursing standards and guidelines:

- The Essentials of Baccalaureate Education for Professional Nursing Practice [American Association of Colleges of Nursing (AACN), 2008];
- The Essentials of Master’s Education in Nursing (AACN, 2011);
- The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); and
- Criteria for Evaluation of Nurse Practitioner Programs [National Task Force on Quality Nurse Practitioner Education (NTF), 2016].

A program may select additional standards and guidelines that are current and relevant to program offerings.

A program preparing students for certification incorporates professional standards and guidelines appropriate to the role/area of education.

An APRN education program (degree or certificate) prepares students for one of the four APRN roles and in at least one population focus, in accordance with the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008).

Program Response:

The College of Nursing’s (CON) mission, RN-BSN program goals and student learning outcomes (SLOS) are consistent with relevant professional nursing standards and guidelines. The RN-BSN program currently utilizes *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of Colleges of Nursing [AACN], 2008) and the *Nursing: Scope and Standards of Practice* (American Nurses Association [ANA], 2015) as the framework to ensure professional relevancy in baccalaureate nursing practice for registered nurses who graduate from the program. The RN-BSN Curriculum Congruence Grid 2021-2022 can be found under the Program Documents tab in the Resource Room. Going forward, the RN-BSN program will work to integrate the newly-published *AACN Essentials* with competencies for entry-level professional nursing education (AACN, 2021) as its framework. Professional nursing standards and guidelines were specifically used in the development of the CON mission statement. For example, the second portion of the mission states the CON “aims to empower students to achieve success through pursuit of knowledge, dedication to patient advocacy,

community engagement, and commitment to lifelong learning”. The statement correlates with the AACN Essential VIII related to professionalism including “accountability for oneself...and lifelong learning” (p. 26). It also correlates with the ANA Standard 8 (Education) and 14 (Professional Practice Evaluation) related to “lifelong learning” and “self-reflection”. See a comparison of the CON mission and RN-BSN program goals and SLOs to the identified professional standards in Appendix C.

Review of the mission, program goals, and SLOs along with the alignment to professional standards is accomplished on a regular basis per the Plan for Program Quality (Appendix A). The Student Affairs committee facilitates the faculty review process for the mission, program goals, and SLOs at least every 5 years and as needed to evaluate them for relevancy and necessary revisions. For specific details about the latest revisions to the mission, program goals, and SLOs; see Key Element I-A. The Curriculum committee facilitates the faculty review process for alignment of the curriculum with the SLOs, AACN Essentials, and ANA Standards annually and as needed to evaluate the need for curricular and course revisions.

I-C. The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.

Elaboration: The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are considered in the periodic review of the mission, goals, and expected program outcomes.

Program Response:

Community of Interest

The RN-BSN program annually considers the needs and expectations of the Community of Interest (COI) when evaluating the mission, goals and expected outcomes of the program. The COI is defined as current and prospective students, employers which include SPC’s clinical partners, and graduates of the RN-BSN program. Prospective students include matriculating nursing AS students from SPC and other colleges in Florida. Expectations of the COI are assessed through a variety of venues as specified in the Plan for Program Quality (Appendix A). For example, community partners are invited to serve on an Advisory Committee which meets in fall and spring each year. The most recent Advisory Committee meeting was on March 17, 2021 (see minutes under Standard I tab in Resource Room). The Advisory Committee includes members from community healthcare agencies, educational institutions, healthcare facilities, and community agencies in Pinellas County (see an updated list of members in Appendix D). The Advisory Committee aids in ensuring consideration for the health care needs of the community. The mission and goals of the program and its parent institution reflect community needs and expectations, providing a context for challenging educational opportunities designed to prepare competent, baccalaureate-prepared nurses who respond to changing issues, trends, and global perspectives. The RN-BSN faculty obtains on-going feedback through meetings with clinical site administrators, nurse educators and preceptors.

Current and Prospective Students

The Community of Interest expects accessible pathways to baccalaureate preparation for a diverse registered nurse population. In response to community needs, the program has two delivery options; online (OL) and face-to-face (FTF). OL courses (equates to distance education

for the purposes of this document) and FTF options permit greater flexibility in scheduling, foster access to course work leading to the BSN degree, and contribute to student success. FTF is referred to as web-enhanced to alert students who attend on-campus classes that aspects of the course include the use of computer technology and the Internet. It is a goal of St. Petersburg College (SPC) and the College of Nursing (CON) that graduates are competent with basic computer technology.

Due to COVID-19 safety concerns, face-to-face classes were conducted via Zoom technology and referred to as live-online (LOL). Many students indicated high satisfaction and faculty noted engagement with the Zoom classroom approach, the CON is considering offering the modality permanently. Prior to the COVID-19 pandemic most of the students were online, however there continues to be a group of students who are more successful in the FTF setting. The SPC president is committed to student success and providing on-campus courses for students who learn best in that format. Anecdotally, students from Pinellas and surrounding counties, even from towns more than an hour away, attend SPC's RN-BSN program because a face to face course is provided that most other schools do not offer. This is one example that aligns with the mission to achieve student success.

Employers

Advisory Committee meetings occur twice a year and provide the opportunity to update members on the state of St. Petersburg College, College of Nursing (CON), and the Health Education Center (campus where the CON is located). At these meetings, feedback is solicited from members to assess their satisfaction with the program's ability to prepare graduates and solicit suggestions for improvement. When issues arise during the school year that would benefit from input by Advisory Committee members, emails or surveys are sent to request their input. The members of the Advisory Committee were involved in the recent curriculum changes during the bi-annual meetings (see minutes 10.30.19 under Standard I tab in Resource Room). Since the onset of the COVID-19 pandemic, there have been challenges identifying preceptors who have time to be with Leadership students. An Advisory Committee member suggested the development of a small committee to work together with faculty to look at the course and preceptor role and work to streamline the relationship considering the new reality within COVID-19 constraints. She also agreed to lead this committee which met in summer 2021 (see minutes from 6.25.21 under Standard I tab in the Resource Room). Input from the major employers in Pinellas County helps us meet the program goal to prepare the graduate with a knowledge base and skills appropriate for baccalaureate-level practice.

Graduates

Graduates are members of the community of interest for several reasons. They are a valuable resource when hiring new faculty to teach clinicals in the nursing associate in science (AS) program after they have completed their masters of science in nursing degree. Program graduates are well-trained nurses and once they complete graduate education, it is exciting for them to return to teach at the College of Nursing (CON). Graduates are also a good source for referrals for new students to the program. Graduates are contacted 6 months after graduation for a survey of their input to the program (see Standard IV). Graduates are also periodically included in surveys that sent to all current and past students. As they continue to work in nursing, they are a good source of ideas for possible changes to enhance the program. Program graduates can be

helpful in meeting and revising program outcomes. They are mainly on the front lines for a few years after graduation and can see what is still relevant to their practice, and what would be useful to improve practice and enhance the curriculum.

Community partners, current students, and graduates are eligible for non-voting membership on three program committees: Evaluation, Curriculum, and Student Affairs. Membership allows constituents of the community of interest to share input on issues and needs with faculty and is utilized to foster program improvement. To increase student input, biannual surveys are sent to get student input regarding program governance. The program specifically seeks student input on the services they need to improve their student experience. Over several RN-BSN student surveys, students stated that they wanted a larger variety of elective courses and that the courses should be offered more frequently. Based on this input, the CON increased the number of electives offered each semester to allow more variety of choice. Originally, one or two electives were offered each semester usually during the first modmester (three times a year). Now, two or three electives are offered every modmester (see RN-BSN survey from spring 2020 under the Standard I tab in the Resource Room). In addition, the program increased scheduling of the core nursing courses and now offers most courses almost every modmester online. The majority of the core nursing courses also offer one face-to-face section every fall and spring.

Prospective students give input from the CON AS program, during the admission process, and from feedback solicited during marketing events. Working with nursing AS students, the Assistant Dean identified barriers to a smooth admission process from the St. Petersburg College's (SPC) nursing AS program to the RN-BSN program. Based on their input, she worked with the Admissions department to make enhancements to the admission process, so the process is now seamless (see minutes from Student Affairs committee on 3.30.20 under Standard I tab in Resource Room). SPC's nursing AS graduates, especially December graduates, expressed frustration with needing to wait until the fall semester to begin RN-BSN coursework. In response to their feedback, the program started offering a summer session of the Professional Roles and Dimensions in Nursing Practice (NUR 3805) course, the required first course in the program. Students expressed appreciation for the option of taking the summer course, but still wanted to start sooner. In response, the program added a section of online Professional Roles and Dimensions of Nursing Practice (NUR 3805) to the second modmester of fall and spring semesters thus allowing students to start the program in any modmester; five times a year.

Throughout the years, faculty has worked synergistically with employers in the Tampa Bay area to offer a curriculum responsive to their needs. Based on feedback from local employers and student input, area hospitals are eager for their nurses to earn certification in specialty areas. In response to this input, and in part to encourage nurses to earn national certification in a specialty area, the CON approved national health care related certifications to satisfy a 2-credit elective. The RN-BSN faculty created a crosswalk of the objectives of national certifications content to determine if they meet a major learning outcome(s) (MLO) of an elective. A course coordinator is in charge of receiving and reviewing students request and requested documentation for consideration. If the national certification meets the elective course MLO, the faculty member approves it and notifies the student and curriculum office which then processes the credit. This was officially approved by the College on April 23, 2018. Students are enthusiastic about this

option and are turning toward studying for professional certification to meet course credit. See a list of approved professional certifications in Appendix E.

I-D. The nursing unit's expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.

Elaboration: Expectations for faculty are congruent with those of the parent institution. The nursing unit's expectations for faculty, whether in teaching, scholarship, service, practice, or other areas, may vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other).

Program Response:

The expectations for St. Petersburg College (SPC) faculty are congruent with those of the parent institution. The work of full-time faculty at the College is described in the Faculty Manual, which is housed within the Human Resources website (<https://hr.spcollege.edu/faculty-manual>). New faculty at SPC are required to participate in two years of the New Faculty Cohort which is run by Center of Excellence for Teaching and Learning (CETL). The focus of the first year is orientation to SPC and teaching best practices. The second-year cohort is a project-based program where the participants choose a project and are then guided by the CETL Academic Director. Examples of prior projects include uniform syllabus template and incorporating critical thinking into the curriculum. The program's Faculty Affairs committee has developed and monitored three key areas that relate to the program's mission, goals and expected outcomes. The three areas are: 1) effectiveness as a faculty member, 2) contribution to college effectiveness, and 3) professional development and scholarship. Effectiveness as a faculty member is evaluated using results of student survey of instruction embedded in every course. Students are asked to evaluate their instructor's level of student engagement, preparation and organization for class, and the quality of the learning experience.

Contribution to college effectiveness is assessed by full-time faculty members' participation on CON committees as well as SPC college-wide committees and special projects. RN-BSN faculty members have served and continue to serve on a variety of college-wide committees. Of particular significance, there has been continuous representation by program faculty on the college-wide Curriculum and Instruction Committee for the past 10 years. An RN-BSN faculty member served as Faculty Chair of the SPC Research Review Committee until the summer of 2019. Additionally, the faculty serves on the Online Revitalization Committee, the Scholarship Committee, as well as various faculty and administrative search and screen committees.

Faculty members are also assessed regarding professional development and scholarship although teaching is the primary focus for faculty at SPC. Scholarship and service are encouraged as part of professional development. The program defines scholarship as the demonstration of systematized knowledge and expertise in the academic teaching field as demonstrated by required academic credentials for the position. Scholarship is maintained by such activities as continuing education, professional practice, membership in professional organizations, and participation in volunteer health related programs.

The parent institution has made a major commitment to maintaining its position as the leader in Florida in providing online courses. Dr. Williams, the College president, wishes to further

strengthen SPC's position as a national leader at the college and community college level. To that end, SPC instituted an online revitalization process to commit faculty to consistent standards of quality in the delivery of web-based courses and services that enhance student success and retention in 2013. The Online Revitalization Project at SPC employs the peer-reviewed Quality Matters Higher Education Rubric (QM) designed to improve the quality of online course delivery. Full-time faculty was asked to complete four QM courses by spring 2016 to facilitate the parent institution's goal of enhanced online instruction and student success. These courses prepared the RN-BSN faculty to serve as peer reviewers across the parent institution.

In the fall of 2014, SPC developed an online portfolio system (Faculty 180) to facilitate the evaluation process and enhance the focus on faculty development goals and activities (see Faculty 180 template under Standard I tab in Resource Room). The identified faculty outcomes remain congruent with the expectations for professional development and scholarship established for faculty by the parent organization as part of the evaluation process. These outcomes support creative and innovative educational experiences, as articulated in the mission, are applicable to the RN-BSN student, and are a critical element of the faculty's annual evaluation.

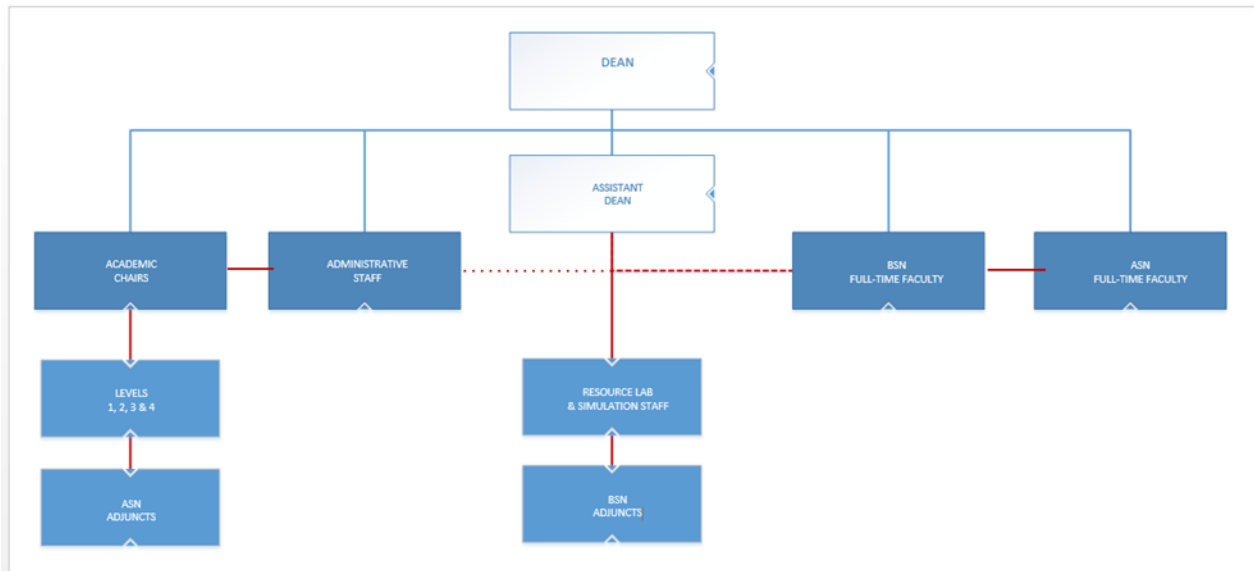
I-E. Faculty and students participate in program governance.

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation. Nursing faculty are involved in the development, review, and revision of academic program policies.

Program Response:

The College of Nursing (CON) has a long history of participatory decision-making by faculty in matters of program governance. The same is true regarding the admission and progression of students and other operational aspects of the program. Figure 1.1 depicts the current program organizational structure. Governance of the program is shared among faculty and students. There are four RN-BSN committees: Curriculum, Evaluation, Student Affairs, and Faculty Life. The purpose and functions of each committee are reviewed annually (Appendix F). Each faculty member is assigned to chair or co-chair one committee, and all RN-BSN faculty participate in all committees (see current assignments in Appendix G). Committee participation for all full-time faculty members in the CON is reviewed annually. Attempts are made to provide consistency in committee chair assignments and membership from year to year. The nursing associate in science (AS) faculty, RN-BSN program faculty, Assistant Dean, and Dean meet each semester to review committee reports and discuss program-wide policies and concerns. The two programs, AS and RN-BSN, work together on common interests like the mission and philosophy (Key Element I-A). Decisions on the operational aspects of both programs are reviewed and voted on. Curriculum workshops are held semi-annually during the months of January and June to review the overall effectiveness of the curriculum. Decisions on the operational aspects of both programs are reviewed and voted on. Part-time faculty and student members are welcome to attend to encourage their involvement. Figure 1.1 depicts the current program organizational structure.

Figure 1.1: Organizational Structure of the CON and RN-BSN program



St. Petersburg College’s Faculty Governance Organization (FGO) provides a vehicle through which faculty members may have input into broad administrative decisions or voice concerns about specific programs or the Health Education Center (HEC) campus related issues including those affecting the parent institution. FGO meets monthly during the fall and spring semesters. Meetings provide a forum for faculty to provide input and participate in academic decision making and self-governance. FGO has a multi-site, hierarchal configuration, from department representatives to a Senate Executive Board.

The Faculty Senate is comprised of elected representatives from each campus or center. HEC Senators and the HEC-FGO Chairperson relay issues and concerns of those they represent to the Faculty Senate. At least one faculty member consistently serves as RN-BSN program representative at FGO. Similarly, they communicate Faculty Senate actions back to their regional campus. The collective FGO chairpersons comprise the board of this faculty organization and meet with the SPC executive board. The Senate President sits on the College president's cabinet and provides input into policy and budgetary discussions. During the 2018-19 Academic year an ad-hoc committee was established to review and revise the evaluation tool (Student Survey of Instruction) that is used to provide student input into faculty engagement, preparation, organization, and course instruction (a sample of the evaluation tool can be found under the Standard I tab in the Resource Room). Two RN-BSN faculty were on this committee. The new tool was implemented in summer 2020. FGO has completed revisions to the constitution, which is currently under administrative review.

Students are strongly encouraged to participate in the governance of the program. Their input is valued when they do attend (see minutes from Student Affairs committee 9.14.20 under Standard I tab in Resource Room). They are solicited to participate in the RN-BSN meetings and encouraged to attend in-person, by conference call, or by submission of concerns via email. Students are invited by their instructors at the beginning of the semester in their classes. They are also sent an email invitation with information about the committees and when they meet.

Typically, face-to-face students show more positive interest. Students want to be involved and have inquired about attending, but often encounter unexpected employment conflicts. To try to accommodate these conflicts, students are offered the opportunity to attend in person, via phone, or via virtual platform. Students are usually excited at the start of the semester, but quickly find they do not have the time to attend the meetings at a scheduled time. To help give students a chance for input, a discussion board was added to the RN-BSN Student Commons for them to make suggestions, requests, complaints/frustrations about the program, etc.

To make it easier for students to give input into program improvement, each fall and spring semester a survey is sent by the Student Affairs committee to ascertain the student perspective on program and policy related issues. Fall surveys focus on student satisfaction with regard to various aspects of the program, and spring focuses on barriers to admission and program progression. Both surveys allow students to give input on additional issues of concern to them in the general comment section. Student responses to these surveys were instrumental in recent, major curriculum changes. Two courses that were changed from core to electives were identified, in part, based on student feedback. Offering almost every core RN-BSN course every semester, starting in fall 2020, was directly related to student requests for scheduling flexibility (see RN-BSN Student Survey July 2017 results under Standard I tab in the Resource Room) The responses and other factors related to student input about course changes were discussed over several RN-BSN committee meetings (e.g., see Curriculum committee minutes 8.28.17 under Standard I tab in the Resource Room).

I-F. Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected program outcomes. These policies are:

- fair and equitable;
- published and accessible; and
- reviewed and revised as necessary to foster program improvement.

Elaboration: Academic policies include, but are not limited to, those related to student recruitment, admission, retention, and progression. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. Differences between the nursing program policies and those of the parent institution are identified and support achievement of the program's mission, goals, and expected outcomes. A defined process exists by which policies are regularly reviewed. Policy review occurs, and revisions are made as needed.

Program Response:

The RN-BSN Student Affairs committee has responsibility for reviewing St. Petersburg College (SPC) academic policies to ensure there is congruence with those of the program. The Plan for Program Quality stipulates that faculty and staff should review policies annually to ensure they are consistent, fair and equitable (Appendix A). Suggestions for revisions are made as appropriate. The last three reviews were done on 3/25/19, 3/30/20, 3/29/21. Academic policies for the program are consistent with those established by SPC, as referenced in the Board of Trustee (BOT) rules. Policies are written and communicated to students and faculty primarily in an electronic format as part of the RN-BSN Student Handbook, SPC Student Handbook, and the SPC Catalog. The SPC Student Handbook is available as a link on the College Catalog website (<https://www.spcollege.edu/friends-partners/about/college-catalog>). The RN-BSN Student Handbook is available under the Program Documents tab in the Resource Room. Table 1.4 identifies the policies and procedures reviewed annually. BOT Rules and College Procedures are available on the associated website (<https://web.spcollege.edu/botrules/>).

Table 1.4: BOT Policies and Procedures

Policy and Procedure	Published (Location)
Recruitment	<ul style="list-style-type: none"> • Recruitment materials (SPC SACS website) http://go.spcollege.edu/SACS_COC/4.6_Recruitment_Materials.html • Discrimination (SPC Discrimination website) http://www.spcollege.edu/discrimination/ • Equal Opportunity Policies and Forms (SPC Polices and Forms website) http://www.spcollege.edu/EAEO_Policies_and_Forms/ • Nursing RN-BSN Degree, Information (CON website) https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree
Admission	<ul style="list-style-type: none"> • Nursing RN-BSN Degree, Admissions (CON website) https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree • Admissions Policies (SPC SACS website) http://go.spcollege.edu/SACS_COC/3.4.3_Admissions_Policies.html • Procedure: Students, Admission, Programs & Activities, General, P6Hx23-4.01 (SPC SACS website) https://go.spcollege.edu/SACS_COC/artifacts/3.4.3_Admissions_Policies/P4_01.pdf • Procedure: General Admission to Baccalaureate Programs, P6Hx23-4.11 (BOT Rules and College Procedures website) https://web.spcollege.edu/botrules/#top
Progression	<ul style="list-style-type: none"> • RN-BSN Student Handbook, Sections I & II (RN-BSN Student Commons and under the Program Documents tab in the Resource Room) • Nursing RN-BSN Degree, Courses, Recommended Academic Pathways (CON website) https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree • Procedure: Graduation Requirements for all Degrees, Certificates and Diplomas, P6Hx23-4.24 (BOT Rules and College Procedures website) https://web.spcollege.edu/botrules/#
Retention	<ul style="list-style-type: none"> • RN-BSN Student Handbook, Sections II & V (RN-BSN Student Commons and under the Program Documents tab in the Resource Room) • Academic Policies (SPC Student Rights website) https://www.spcollege.edu/current-students/student-affairs/student-right-to-know

Student Recruitment

The academic policies of St. Petersburg College (SPC) and the College of Nursing (CON) are congruent, equitable and supportive to recruitment and retention of students. The Southern Association of Colleges and Schools Commission on Colleges establishes standards for the publication of recruitment materials. The institution complies with these federal requirements by following an extensive process for recruitment materials that accurately represent SPC policies and procedures. The Student Success Specialist attends CON Student Affairs committee meetings to provide faculty with recruitment updates and an opportunity to review marketing materials before publication. Materials are reviewed annually and on an as needed basis.

Admission

To meet the needs of the Community of Interest, admissions requirements were revised and implemented in August 2020. Applicants must have a nursing associate of science (AS) degree from a regionally accredited institution, or a nursing diploma from an ACEN-accredited program (ACEN was formerly NLNAC), with a cumulative grade point average of 2.0 in order to be admitted to the RN-BSN program. They also must have a current, unencumbered, and unrestricted registered nurse license, and evidence of a basic computer literacy course. These admission requirements are aligned with the state of Florida's minimum requirements and St. Petersburg College (SPC) admission policies explained in Board of Trustee's (BOT) Procedure: General Admission to Baccalaureate Program, P6Hx23-4.11 (<https://web.spcollege.edu/botrules/#top>). Although this is an SPC procedure, it delineates requirements for special programs like nursing.

General education courses that lead to a nursing associate of arts degree, and are not included in the nursing AS degree, are not considered foundational for the RN-BSN courses. These courses are highly recommended but no longer required for admission to the program. In addition, the baccalaureate foreign language requirement no longer needs to be met prior to admission to the program. Students may take the foreign language credits and any remaining general education courses alongside their core nursing courses. This was a major change enacted in August 2020 as a result of the revisions to admission requirements. Changes to the BOT rules were submitted and approved in spring 2020. Requirements for admission are described in the Admission Guide which is accessible to students on the College of Nursing website (<https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree>).

Progression

The program has established a progression policy relating to the Board of Trustee's Procedure, Graduation Requirements for all Degrees, Certificates and Diplomas, 6Hx23-4.24 (<https://web.spcollege.edu/botrules/#>). Although the parent institution allows students to earn course credit for any grade A through D, as long as the student's overall grade point average is 2.0 or higher, the RN-BSN program requires students to complete all upper division nursing courses (NUR or NSP prefix) with a grade of "C" or better in order to receive credit and progress in the program. If a student fails to obtain a "C" or better in any upper division nursing course, they may retake the course. In no event, however, is a student permitted to take any NUR or NSP upper division course more than three times by reason of failure to achieve a "C" or better.

In spring 2020, the RN-BSN program revised the progression policy. Previously, students were academically dismissed if they had three failures in any single nursing course, or in any combination of three upper-division nursing courses. Students were permitted to reapply to the program after one year. Appeals could be made to the Dean of the College of Nursing for exceptions due to extenuating circumstances. This resulted in significant breaks in continuity for the student's learning, schedule disruptions that unintentionally extended time away from the educational content, with the result that students were choosing not to return to complete the degree.

Upon administrative review of unsuccessful students, it became apparent that some students had valid reasons for course failures that were not indicative of their capacity for long-term success. Students were experiencing unanticipated workplace demands or family crises, situations that have been further exacerbated by the COVID-19 pandemic. After discussion among leadership and faculty, coupled with student feedback, faculty concluded the policy should have more flexibility and should read "students are unable to return for a period of time determined by the Dean." This would typically be one term away from the program (see minutes from Student Affairs committee 3.30.20 under Standard I tab in Resource Room). The interval, without the pressures of coursework, provides an opportunity for the student to seek academic, writing, or study assistance, and time to address other obstacles or temporary crises.

Student progression is monitored by the program faculty and the Assistant Dean. The Course Coordinators (individual faculty who are responsible for specified courses) gather input from all instructors in a course regarding students in danger of failing including a "D," "F," or "WF." Faculty advise students on support services including synchronous and asynchronous writing tutoring, online tools and resources, and counseling available to assist with academic and personal issues. Documentation regarding this advisement is kept in a secured online file. A registration hold is placed on the record of a student with two failing grades. Students with registration holds must work with the Assistant Dean before registering for classes to ensure that they are prepared to move forward and be successful.

Retention

There are several policies that specifically relate to retention. The Board of Trustee's (BOT) procedure for Class Attendance, P6Hx23-4.30 (<https://web.spcollege.edu/botrules/#>), is required by the parent institution only to the extent that students must attend either the first or the second week of class. Attendance during these two weeks is recorded at the parent institution level in real time. Beyond that, it is up to individual instructors to determine attendance. The RN-BSN program decided that attendance should be based on active participation in the course, not simply logging in to an online course or showing up to a face-to-face course. Faculty contact students who do not appear to be active in the course to offer assistance and guidance as needed.

The Academic Average and Repeated Courses procedure, BOT P6Hx23-4.15 (<https://web.spcollege.edu/botrules/#>) allows students to retake a course for a better grade if they earned a C or lower. This is a revision of the policy that did not previously allow students to retake the course with a C grade. Students wanting to go to graduate school or certain jobs may be recruited based on their grade point average (GPA) and are now allowed to retake the course.

The CON appreciated this change as many students plan to go to graduate school and need a high GPA to make them competitive.

I-G. The program defines and reviews formal complaints according to established policies.

Elaboration: The program defines what constitutes a formal complaint and maintains a record of formal complaints received. The program's definition of formal complaints includes, at a minimum, student complaints. The program's definition of formal complaints and the procedures for filing a complaint are communicated to relevant constituencies.

Program Response:

The College has policies, procedures, and definitions for a) formal complaints, appeals, and grievances from students; and b) discrimination and sexual harassment claims from any member of the College community that are consistently followed to review and resolve issues. The Dean promptly reports any critical issues requiring immediate faculty intervention to the appropriate faculty member and/or the Faculty Affairs committee. Documentation is maintained via a secured electronic repository.

Complaints, Grievances, and Appeals

Formal complaints, grievances, and appeals can involve academic and non-academic issues. A formal complaint is when an individual expresses dissatisfaction with a facility, service, personnel, or product provided by the College. A grievance is when an individual alleges that their rights have been violated without rational basis or in bad faith. An appeal is a request asking to have a previously-made decision overturned.

Individuals are encouraged to seek informal resolution by direct communication with the responsible person or department. If informal resolution is not desired or the matter remains unresolved after the informal process, individuals are encouraged to initiate a formal resolution by completing the appropriate online form (i.e., formal complaint submission, student appeal-academic, student appeal non-academic). Formal resolution processes involve receipt, notification, and documentation to the individual initiating the resolution, Dean, and other applicable departments or persons.

For formal complaints, individuals receive a written response in 7 business days following notification from student services with the status noted as “resolved” or “in progress”. For grievances and appeals, the processes have various timelines for filing and responses. Individuals not satisfied with the result of their academic or non-academic appeals can make a final appeal to the Dean or Campus Provost. In a final appeal, the Dean or Campus Provost reviews the appeal, renders a final decision, and notifies the individual.

Discrimination and Sexual Harassment

The discrimination grievance procedure is used to address claims related to discrimination based on protected class and/or disability made by any member of the College community. Sexual harassment involves claims of quid pro quo, a hostile environment, hostile sexual misconduct, and sexual violence. In non-emergency situations of discrimination or sexual harassment, individuals are instructed to report the conduct to the Director of Equal Access/Equal Opportunity/Title IX Coordinator or to any of the other designated reporting contacts on each campus. For emergency situations, individuals are instructed to call 911 or Campus Security

immediately. Discrimination and sexual harassment complaints are resolved by intervention, corrective action taken by the College President, or by official disciplinary procedures.

Dissemination of Information

The College publishes and disseminates complaint and grievance procedures to ensure they are available to students and the College community via multiple methods:

- Begin Here module in each course (website, login required)
<https://mycourses.spcollege.edu/>
- RN-BSN Student Handbook in RN-BSN Student Commons (website, login required)
<https://mycourses.spcollege.edu/>
- SPC Student Handbook and Planner (website)
<https://www.spcollege.edu/friends-partners/about/college-catalog>
- College Catalog (website)
<https://www.spcollege.edu/friends-partners/about/college-catalog>
- Board of Trustees Rules and College Procedures (website)
<https://web.spcollege.edu/botrules/#>
- Student Complaints (website)
<https://www.spcollege.edu/current-students/student-affairs/student-right-to-know/student-complaints>
- Student Grievances and Appeals (website)
<https://www.spcollege.edu/current-students/student-affairs/student-right-to-know/student-grievances-and-appeals>
- Equal Access/Equal Opportunity (website, main page contains links to specific pages for discrimination and sexual harassment, violence, and misconduct information)
<https://www.spcollege.edu/friends-partners/about/compliance-statements/equal-access-equal-opportunity>
- Faculty and Staff Human Resources Hub (website, login required)
<http://go.spcollege.edu/facultystaff/>

The RN-BSN program provides information about student complaint procedures in two sections of the RN-BSN Student Handbook including Student Grievances and academic appeals and formal complaint process. For 2017-2018 and 2018-2019, there were no formal complaints submitted. For 2019-2020, there were seven formal complaints submitted for academic appeal. Five were requests to retake a course to earn a higher grade for graduate school admission, and all were granted. Two were appeals of a final grade; and after a blind review, there was no change of the final grade. For 2020-2021, there were no complaints, formal or informal.

I-H. Documents and publications are accurate. A process is used to notify constituents about changes in documents and publications.

Elaboration: References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, grading policies, degree/certificate completion requirements, tuition, and fees are accurate. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate. For APRN education programs, transcripts or other official documentation specify the APRN role and population focus of the graduate.

If a program chooses to publicly disclose its CCNE accreditation status, the program uses either of the following statements:

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>).”

“The (baccalaureate degree program in nursing/master’s degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.”

Program Response:

Information about the program remains current, accurate, clear, and consistent. St. Petersburg College (SPC) no longer publishes hard copies of catalogs or schedule booklets as the information posted on the SPC website is considered to represent the most current and up-to-date information. The SPC Catalog and the RN-BSN Student Handbook represent the primary publications for general program and academic information. These resources are located on the SPC website (<https://go.spcollege.edu/catalog/>) and RN-BSN Student Commons (see Program Documents tab in the Resource Room), respectively. The RN-BSN Student Commons is password protected. Other interested parties, such as the Community of Interest, are notified of changes via the College of Nursing (CON) website and marketing documents.

The statement, “The baccalaureate degree program in nursing at St. Petersburg College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccneaccreditation.org>)” appears on the Nursing RN-BSN Degree website (Why SPC, <https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree>) and in the RN-BSN Student Handbook (see under Program Documents tab in the Resource Room).

The program strives to represent itself to the public in an accurate and easily understandable manner. The Student Affairs committee has responsibility for annual oversight of review and updates to program documents including the RN-BSN Student Handbook, online orientation, marketing flyer, and website content. Marketing materials are reviewed and revised by the RN-BSN faculty before publication. Program documents and resources are reviewed annually for accuracy regarding any referenced institutional information such as calendar dates, student fees and financial aid, recruitment and admission policies, and degree completion requirements. During the academic year 2019-2020, policies and documents were reviewed for accuracy related to the program changes to ensure revisions to the program were accurately explained. Every effort was made to ensure that as much information as possible was added to the website to provide potential students with a clear understanding of the program. Documents are available on the CON website under several tabs (<https://www.spcollege.edu/future-students/degrees-training/health-sciences-and-veterinary-technology/nursing/nursing-bs-degree>).

A new flyer was created to explain the RN-BSN program to potential students. This can be viewed under the Program Documents tab in the Resource Room. Potential students, current students, graduates, and several people from the Advisory Committee reviewed the new documents and gave input.

The parent institution follows Southern Association of Colleges and Schools Commission on Colleges guidelines regarding current academic calendars, refund policies, and procedures concerning grades including definitions, special instructions, and calculations of grade point average. SPC complies with this federal requirement through a published academic calendar (<https://go.spcollege.edu/calendar/>) and by publishing all policies affecting students (e.g., grading and refunds) in the SPC College Catalog, Academic Information section in “Grading System” and “Refund Policy” (https://go.spcollege.edu/catalog_academics/). Institutional deadlines for changes or updates to materials maintained by SPC are met.

Notification of Changes

Students are notified regarding changes to institutional or program materials, changes in requirements or course options via their individual student email, announcements found in “news” items within their courses, or on the RN-BSN Student Commons. The 2020 curriculum and course delivery pattern changes necessitated alerting all existing students via their St. Petersburg College (SPC) email regarding the potential impact of the curriculum changes. Students were encouraged to contact an academic advisor to re-evaluate the courses they need to graduate. Students were also notified again via an announcement in the RN-BSN Student Commons. The Advisory Committee is notified of all significant program changes via email and semi-annual meetings. Prospective students and graduates are notified with web site updates, social media, and SPC mailings.

Summary of Standard I

Strengths

- Revision of admission policies to allow for easier access to the RN-BSN program.
- Additional course sections offered so that students can begin the program in any modmester.
- Ongoing support and active participation from Community of Interest.
- Strong support for program and faculty for executive branch of SPC administration.

Areas for Improvement

- Implement effective strategies to increase student participation in program governance.

Standard II
Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

II-A. Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

Elaboration: The budget enables achievement of the program’s mission, goals, and expected outcomes. The budget supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of faculty and staff.

A defined process is used for regular review of the adequacy of the program’s fiscal resources. Review of fiscal resources occurs, and modifications are made as appropriate.

Program Response:

St. Petersburg College (SPC) provides sufficient fiscal resources for the RN-BSN program to fulfill its mission, goals, and expected outcomes. SPC is a publicly funded state college. According to Florida Statute 1004.65, the Board of Trustees (BOT) is the policy making body for the College and responsible for ensuring adequate financial resources for the institution’s programs. SPC’s president and BOT are committed to providing the resources necessary to maintain national recognition and ensure equity across its programs. SPC operates in a fiscal year that runs from July 1 through June 30. The BOT is responsible for final approval of the program budget.

Budget

The RN-BSN program budget supports its development, implementation, and evaluation. Fiscal resources are allocated and reviewed annually to sustain the program’s operations, including its immediate and foreseeable needs. Table 2.1 provides an overview of annual funding for the program including the current fiscal year. Budget variability across years reflects changing program needs.

Table 2.1: RN-BSN Program Budget

Fiscal Year (Budgeted)	July 1, 2018 to June 30, 2019	July 1, 2019 to June 30, 2020	July 1, 2020 to June 30, 2021	July 1, 2021 to June 30, 2022
Personnel Expenses	\$1,324,104	\$1,382,438	\$1,251,258	\$1,140,523
Operating Expenses	\$10,621	\$10,205	\$12,170	\$21,520
Total Expenses	\$1,334,726	\$1,392,653	\$1,263,428	\$1,162,043

Note: Amount in cents to the right of the decimal place not included.

Fiscal resources are allotted to personnel and operating expenses. The portion allotted to personnel expenses includes salaries and benefits to recruit and retain faculty and staff as to

support student teaching and administrative needs. In addition, grant funding was made available to provide a RN-BSN project coordinator starting in 2020. The RN-BSN coordinator is essential in tracking program progression and providing follow-up for students with non-nursing graduation requirements and course failures. The portion allotted to operating expenses includes fiscal resources dedicated to support the teaching-learning environment. For example, when campuses closed at the start of the pandemic, fiscal resources were directed toward effective and comprehensive virtual teaching and academic support by providing each faculty member with a professional Zoom license to facilitate seamless live-online classes.

Faculty Compensation As a member of the Florida State College System, salaries for full-time faculty are periodically compared to those published on various higher education forums such as the Chronicle of Higher Education and the American Association of Colleges of Nursing. Although salaries are slightly lower than some national benchmarks, they are comparable to other state colleges within the state of Florida. Additional compensation is provided in the form of benefits such as employee assistance program, wellness incentives, and employer-sponsored health insurance. Faculty salaries are 100% directed toward teaching expectations; therefore, additional stipends are provided for non-teaching activities such as course coordinator and committee chair work. In July 2021, a 3% pay raise for faculty and staff became effective.

Budget Development and Review Process

The Dean has the authority and responsibility to prepare and administer the budget in collaboration with the Assistant Dean. The program budget is equitable to other baccalaureate program budgets at St. Petersburg (SPC). Annually, the Deans develop a modified, zero-based, individualized budget. Allocating financial support is accomplished through the institution's budget planning process. The process begins in early spring, to coincide with the state legislature budgetary deliberations, and continues for several months. When preparing the budget, the Deans seek input from staff and faculty via discussion, emails, and program meetings (see minutes from Faculty of the Whole meeting on 8.13.21 under the Standard II tab in the Resource Room).

The Dean submits the budget electronically in SharePoint for review and approval by the Vice President of Business and Finance and Vice President of Academic Affairs. Afterwards, it is reviewed and approved by the Cabinet and President of SPC and presented to the Board of Trustees for final approval.

II-B. Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

Elaboration: Physical space and facilities (e.g., faculty and staff workspace, classrooms, meeting areas) are sufficient and configured in ways that enable the program to achieve its mission, goals, and expected outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning materials) are sufficient to achieve the program's mission, goals, and expected outcomes. The program is responsible for ensuring adequate physical resources and clinical sites. Clinical sites are sufficient, appropriate, and available to achieve the program's mission, goals, and expected outcomes.

A defined process is used to determine currency, availability, accessibility, and adequacy of resources (e.g., clinical simulation, laboratory, computing, supplies, and clinical sites), and modifications are made as appropriate.

Program Response:

The RN-BSN program provides physical resources and practicum sites that are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. The College of Nursing (CON) is located on the second floor in the Health Education Center (HEC) building and includes facilities for both the nursing associate in science program and the RN-BSN program. The CON administrative suite contains fully equipped offices for the Dean, Assistant Dean and staff assistants. There is a faculty lounge and separate conference room that seats approximately 18 people. The first floor houses HEC Administration, Student Services (i.e., Admissions, Advising, and Connections), Bookstore, Library, Testing Center, and spaces for other healthcare-related programs.

Learning Spaces and Supplies

Physical spaces and equipment in learning areas are sufficient for the RN-BSN program to meet the needs of students and faculty. There are 15 general classrooms, one computer lab, and a Simulation Center for Excellence in Nursing Education (SCENE) within the College of Nursing (CON). Classrooms are configured and equipped for effective individual and group class activities. Equipment includes white boards, computers, projectors, visual presenters, DVD players, and other media equipment. For blended courses, classrooms facilitate instruction for students whether they choose to attend in-person on campus or virtually. If space is needed for a large group, the program can reserve the Health Education Center (HEC) auditorium with a capacity of 134 seats.

Two classrooms at the HEC campus are dedicated to the RN-BSN program. The primary RN-BSN classroom is equipped with 46 laptop computers for student use and internet research. The program can access other classrooms to meet specific needs. For example, students enrolled in a face-to-face section of Health Assessment and Physical Appraisal (NUR 3066) meet in a classroom equipped with hospital beds, bedside equipment, and mannequins to perform demonstrate physical examination skills. If students wish to come to campus and practice physical examination skills, they may reserve the SCENE. The Nursing Resource lab also provides some non-disposable equipment that students can borrow. The provost office, vice-president of facilities, CON administration work collaboratively to determine currency, adequacy, and modification of physical spaces. For example, feedback is solicited at every HEC monthly leadership meeting. As required by the state legislature, utilization reports are sent annually.

Faculty and Staff Spaces

Faculty and staff use individual and/or shared areas on campus. Each full-time faculty member enjoys a private office with a desk chair, desk, computer docking station with a hardwired internet connection, laptop computer, and multiple computer monitors. In addition, each office has bookshelves, and file cabinet (if requested). Each office has an additional chair(s) for students when they meet with a faculty member. Each office has adequate space and privacy to conduct personal counseling for students when necessary. When the College of Nursing (CON) part-time faculty are on campus, they are provided with a workspace that has computer access, a

desk, and chairs on the second floor. Administrative and other staff members have their own work area or office.

Faculty and staff have access to a small and large conference room. The large conference room is available for larger groups and has the capability for conference calls and computer projection onto a large screen. The faculty and staff share a lounge area containing the mailroom, printer/copier (with wireless eFax, email, scanning, and printing capability from each faculty office), work countertop, textbooks, office supplies, refrigerator, and microwaves. The lounge is a valued area for professional and social support during the workday because it allows faculty, staff, and administrators to mingle and/or eat together. The Provost's office, Vice-President of Facilities, CON administration work collaboratively to determine currency, adequacy, and modification of faculty and staff spaces. For example, feedback is solicited at every CON meeting, Health Education Center (HEC) monthly faculty and staff meetings. Space utilization needs are discussed at every HEC monthly leadership meeting during the "facilities" item. Facilities meetings (and projects) are discussed each Monday at 4 pm with all Provosts and the Associate Vice-President of Facilities Planning and Institutional Services.

Student Spaces

The cafeteria is located on the second floor of the Health Education Center (HEC). It includes tables and chairs for students to congregate, charging stations, and a large-screen television. This space is also available to students when the cafeteria is closed. In addition, there is ample seating for students to meet in multiple locations throughout the HEC. There are eight desktop computer stations in the hallways throughout the building that students may access on a first-come, first-served basis. There is a new HEC Student Activity Lounge created in spring 2021. The new lounge is a space for students to meet, relax, and collaborate with large screen televisions, comfortable seating, charging stations, and more. While most student spaces are shared, there are some individual or small group areas. For example, the lactation room is a private and comfortable room to support breastfeeding mothers while they are on campus. In addition, the library has one large and several small study rooms for study groups. The Provost's office, Vice-President of Facilities, and College of Nursing administration work collaboratively to determine currency, adequacy, and modification of student spaces. For example, HEC Student Government Association, HEC Student Life and leadership shared concerns and advocated for changes which resulted in the new student lounge.

Practicum Sites

The RN-BSN program provides sufficient access to appropriate local and national practicum sites, which provide activities to support its mission, goals, and expected outcomes. For the Community Health Nursing Practicum (NUR 4636L) and Leadership Practicum (NUR 4835L), students complete required practicum hours in approved community service and healthcare organizations, respectively. Using a variety of organizations across the practicum courses exposes students to others with diverse experiences. The process to determine a practicum site's ability to meet learning outcomes is multilayered and involves students, faculty, College of Nursing (CON) administrators, and organizational personnel.

In the Community Health Nursing Practicum (NUR 4636L), local students are provided with a list of faculty-approved community service organizations throughout the larger Tampa Bay Area

as potential practicum sites. In addition to a local site, many of these are national organizations with sites across the nation (e.g., Ronald McDonald House, Salvation Army) and can be utilized by students who reside outside of Florida. Local and national students also have the opportunity to suggest other organizations to complete practicum experiences. For all sites, faculty determine if an organization is appropriate by assessing factors such as its mission, services, groups served, accessibility requirements, etc.

For Leadership Practicum (NUR 4835L), potential practicum sites include a variety of healthcare organizations such as hospitals, long-term care facilities, and hospices. Through its collaborative partnerships and supportive relationships with a large number of healthcare agencies, the CON provides appropriate and diverse experiences to foster student learning. For local organizations, the Assistant Dean and RN-BSN project coordinator determine if sites are adequate to meet learning outcomes by communicating directly with the educators at practicum sites. The Dean and Assistant Dean also visit local practicum sites to assess organizational resources for student learning. An organization's ability to provide qualified nurse preceptors is a key factor in determining its appropriateness as a practicum site. For approved sites, the CON administrative team and the organization's nurse educator and/or manager work together to assign students to qualified nurse preceptors.

The majority of healthcare facilities used in the Leadership Practicum (NUR 4835L) course require an affiliation agreement with St. Petersburg College (SPC) before students can begin their practicum hours. Affiliation agreements originate from SPC and are reviewed by the General Counsel's Office for approval. The General Counsel's Office, Vice President of Academic Affairs, CON Dean, and healthcare agency representatives communicate to obtain signatures for approval. Affiliation agreements are maintained and updated as required by the CON administration office (see sample affiliation agreements under the Program Documents tab in the Resource Room). In some instances, a healthcare agency may not require an affiliation agreement because a particular student is an employee of the agency. In these cases, the students may not complete any practicum hours during times in which they are performing work as a paid employee of the agency. At the completion of the course each term, practicum sites are evaluated by faculty, students, healthcare agency staff, and CON administration (see Standard III). A healthcare agency is removed as a practicum site if there are changes in its availability, accessibility, and resources so that it can no longer meet the student learning outcomes although this is a rare occurrence.

II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

Elaboration: Academic support services, which may include library, technology, distance education support, research support, and admission and advising services, foster achievement of program outcomes. A defined process is used for regular review of academic support services, and improvements are made as appropriate.

Program Response:

There are extensive academic support services available to foster student success. Academic support services are sufficient to meet the needs of students and faculty. The availability of support staff and services at the Health Education Center is consistent with other campuses across the parent institution because RN-BSN students can access services at any campus.

Comprehensive services include library, technical and distance education, admission and advising, accessibility, mental health and counseling services.

Academic and support services across all campuses are reviewed annually through the Colleges' Enrolled Student Survey. A committee consisting of faculty and administrators revised the survey in 2019. When results reveal concerns about college-wide services, concerns are addressed with the appropriate department or provost office. Table 2.2 highlights results from the 2020-21 Nursing Enrolled Student Survey report. The report focuses on results from 71 nursing students. Of these 71 nursing student respondents, 67 were currently in the RN-BSN program.

Table 2.2: Nursing Enrolled Student Survey Report Summary, 2020-21

Top 5 Services Based on Student Satisfaction	No. of Respondents	Weighted Mean (5-point scale)
Personal Safety and Security	65	4.7
Testing Environment	62	4.5
Learning Centers/Tutoring	64	4.5
Registering In Person	65	4.4
Access to Computers	62	4.4

M. M. Bennett Library

The M. M. Bennett Library serves multiple campuses and centers of St. Petersburg College (SPC) with site-specific library collections and college-wide resources including electronic, digital, and print resources. The library website (<http://www.spcollege.edu/learningresources/>) provides 24/7 access to and serves as a gateway to library services regardless of location. The library's online services and collections are continually developed and modified to properly support program needs and online/distance learners. The libraries support college programs with resources and materials specifically selected to meet the educational needs of students and faculty. The collections of the College libraries consist of approximately:

- 149, 636 print volumes (about 10,000 related to Nursing and Allied Health)
- 88,263 electronic books (about 30,000 related to Nursing and Allied Health)
- 62,000 physical & streamed titles (about 10,000 related to Nursing and Allied Health)
- 1,794 periodical subscriptions (about 150 related to Nursing and Allied Health)
- 132 electronic research databases (about 36 related to Nursing and Allied Health)

The Health Education Center (HEC) library has two full-time librarians, and three other personal staff librarians. The HEC library's hours of operation are Monday through Thursday 7:30 am to 9:00 pm, and Fridays 7:30 am to 4:00 pm. During the beginning of the COVID-19 pandemic, physical access to the library was restricted, and the library operated completely virtual. Although physical access to the HEC library was restored in fall 2020, it continues to expand and develop innovative ways to support students. These initiatives allow the library to support a greater number of students and faculty.

For example, the HEC library implemented a single, centralized email address so can reach the entire HEC library staff with a single email. This change reduced email redundancy and ensured that students receive timely, accurate assistance. In addition to supporting existing reference and

tutoring services, library staff also created new courses and assignment-based workshops to give students specific and direct assistance. Utilizing the Zoom platform, the library offers a number of support sessions for individual students and groups.

While the library staff are approached by students to provide general tutoring and assistance with writing scholarly papers, they also collaborate with faculty and students each term to ensure needs are met for resources and academic support specific to RN-BSN courses. For example, library staff created multiple electronic resources to update students on the newest edition of the writing style of the American Psychological Association (i.e., APA style). Library staff regularly hosts workshops on scholarly writing, research, and APA style to enhance student writing. Scholarly writing is integral to student success; therefore, these workshops support students in their first course, Professional Roles and Dimensions of Nursing Practice (NUR 3805), and throughout the program. Specific workshops help students with research and writing for the Disease Process paper in Pathophysiology (NUR 3125). In Informatics and Clinical Reasoning (NUR 3874), a librarian facilitates a discussion forum within the course to answer student questions related to the topic and activities each week. In Evidence Based Research Utilization (NUR 4169), librarians provide workshops to support students as they search the literature regarding specific nursing issues and interventions to improve the quality of nursing care.

Libraries facilities offers quiet and collaborative study spaces, Wi-Fi, open computer access, and print/scan/copy services. The HEC library provides seating for 160 students, 33 computer workstations, 12 laptops, 10 rooms for small group study, and one large quiet study room. Additional study carrels, tables, and informal seating areas are available. There are three laser copier/printers and equipment with low-vision and hearing-impaired accessibility capabilities. An instructional computer lab with 42 computers is adjacent to the library.

Material purchases are developed through formal collection development policies and procedures. Library staff selects and purchases resources that best represent and support program curriculums using tools such as recommended selection lists, resources at similar institutions, and review services. Librarians assemble lists for purchase. The extensive library collection of electronic books, full-text nursing and allied health journals, and databases (e.g., CINAHL Complete, ScienceDirect Academic, Springer, ProQuest Nursing & Allied Health, Ovid, and Lippincott Nursing Advisor) offer students and faculty easy access from on campus and distance locations. To access resources unavailable at in SPC, the library supports an Interlibrary Loan Services including Docline, Online Computer Library Center (OCLC) and UBorrow.

The nursing faculty and administrators have frequent and direct communication with the library staff to provide direct input for the development of the M. M. Bennett Library collection and ensure it supports the curriculum. At the HEC, factors such as program size (enrollment), usage data, and initiative-based projects are taken into consideration when making program-specific budget allocations. Faculty members are surveyed and consulted to measure how well the library serves the needs of the programs and courses of study. Library Material Request forms are available on the library homepage for faculty, staff, students, administrators, and others to make suggestions for library materials for consideration.

Representatives from the Learning Support Centers, the Senior Instructional Technologist, and

the Student Success Specialist attend relevant RN-BSN committee meetings to offer feedback and discuss student or program needs. Outdated materials are routinely removed from the collection when they become obsolete or newer editions are available. In addition, faculty are encouraged to e-mail the Dean or Assistant Dean with specific requests.

In collaboration with faculty, full-time librarians designed an Online Library Orientation Guide accessible through the Learning Management System (LMS) which includes linked, course-specific resources, virtual workshops and assistive materials, as well as general guidance in scholarly writing to support students. For those students needing immediate online reference services, the SPC library participates in the statewide Ask-A-Librarian service which offers synchronous and asynchronous library and reference information via a direct link in the LMS. Faculty, librarians, or the associate provost may directly refer RN-BSN students to tutors who will work with students via email or direct appointments by phone or in person. In addition, a direct link to asynchronous tutors is provided on the LMS through the Tutor.com program which provides feedback on content and writing for every SPC student. The parent institution has pre-paid 5 hours for each student to work with Tutor.com tutors each semester. Requests for additional hours are evaluated on a case-by-case basis by the Learning Resources administration.

Technology & Distance Education Support

Technology support services for all students are provided daily from 7 am to midnight via the Technical Support Center and monitored virtual access through the learning management system (LMS). The office for Accessibility Services is open from 9 am to 5 pm Monday-Friday and assists students with special academic accommodations. During the pandemic, virtual hours are provided for students in need of consultation. A self-paced course called Introduction to MyCourses guides students through their use of the LMS, which is branded MyCourses. Technology tutorials and other information are available for students in the searchable MyCourses Support & Student Services Hub (<https://mycoursessupport.spcollege.edu/>).

Distance learning students at St. Petersburg College (SPC) benefit from full access to online services including registration, advisement, financial aid assistance, tutoring, and career services. Student activities for online students are promoted by the Student Government Association on social media platforms. For distance education, Zoom may be used for virtual engagement such as faculty member instructional sessions and office hours and student presentations. For students needing accommodations, other alternatives can be included for live captioning and transcripts of online meetings and events. The SPC Online Learning and Services committee, faculty, learning resources, advisors, deans, instructional design and support team members provides regular feedback and ideas about ways to enhance and improve online learning to the Executive Director, Instructional Design and Development.

Admission and Academic Advising Services

The admission process is coordinated by a team of Student Success Specialists assigned to the RN-BSN program. The team is responsible for evaluating and processing RN-BSN program applications and notifying applicants of their admission status. All admission correspondence is sent through the student's official 'live.edu' email account. Admission criteria are available to students online via the College of Nursing website. Academic advising services include creating individualized learning plans, registration assistance, and referrals to internal and community

resources. RN-BSN students have academic advisors at HEC available to meet with them as needed for course planning. Faculty members, the RN-BSN program coordinator, and program advisors work together to ensure that at-risk students progress through the program. Advising needs of online students are met through a variety of platforms including email, phone, and Zoom appointments. These platforms were used to meet student needs during the pandemic. Advising services are available in person Monday to Thursday from 8:30 am to 7:00 pm and Friday from 8:30 am to 12 noon.

Accessibility Services

St. Petersburg College (SPC) provides equal access for all students. The Office of Accessibility Services is in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 and to ensure that admission, academic programs, support services, student activities, and campus facilities are accessible to and usable by students who document a qualifying disability with the College. The Office for Accessibility Services works with students who have disabilities to provide and/or arrange reasonable accommodations and modifications. The Accessibility Coordinator assigned to Health Education Center is accessible Monday-Friday for student appointments. Students with a qualifying disability work with the Accessibility Coordinator to arrange for an authorization accommodation form. At the beginning of each term, the coordinator emails the relevant student forms to their instructors. Faculty members ensure accommodations are met. SPC has an Accessibility and Compliance Committee that review services and process including providing recommendation for improvement. The committee members include Deans, Provosts, Associate Deans, Associate Provosts, faculty, facilities, IT, a representative from the Textbook adoption committee, a member from Accessibility Services, Campus Safety, students, Career Services, Marketing and Communications, web content representative, and Online Learning Services (<https://www.spcollege.edu/current-students/student-affairs/student-support-resources/accessibility-services>).

Mental Health and Counseling

Titans Care is a collegewide initiative aimed at bringing attention and resources to the mental health needs of students and employees at SPC. The Titans Care committee works to ensure that the resources provided are comprehensive and that it is providing good visibility and easy access to resources. These resources include those designed to assist with: housing insecurity, food insecurity, mental health needs, suicide prevention, issues in the LGBTQ+ community, and much more.

Titans Care partnered with Mantra Health, a tele mental health service, to provide students with access to mental health care (<https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs/counseling-services>). Students enrolled in Mantra can meet via video and message with masters-level therapists. Therapists work with students to establish personalized treatment plans and provide tools to track their progress. St. Petersburg College (SPC) was the recipient of a Substance Abuse and Mental Health Services Administration grant which enabled the College to pursue extensive training on suicide prevention for students and employees. More than 600 SPC employees completed suicide prevention training and it is anticipated that more than 500 students will complete the training this fall. This training helps learners understand how they can be gatekeepers in the fight against

suicide and educates them on how to help someone who may be in distress (<https://www.spcollege.edu/current-students/student-affairs/student-support-resources/student-assistance-programs/resources-for-life-issues>).

II-D. The chief nurse administrator of the nursing unit:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- holds a doctoral degree if the nursing unit offers a graduate program in nursing;
- is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.

Elaboration: The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is an effective leader of the nursing unit.

Program Response:

Dr. Louis is the dean for the College of Nursing (CON). She was the acting dean for 6 months prior to being confirmed as the permanent dean in January 2018. Her authority is comparable to that of other deans within St. Petersburg College (SPC), and she is responsible for the administration of all programs in the CON, including the RN-BSN program. Dean Louis is supported by an Assistant Dean. The Dean and Assistant Dean have no teaching responsibilities; therefore, there is sufficient time and resources to fulfil their roles and responsibilities.

Dean Louis was mentored and oriented to all aspects of the role by Dr. Susan Baker, the outgoing dean, and Dr. Carole Kenner from MentorLink: Connecting for Success, an American Association of Colleges of Nursing program. She continues to be mentored by the current Vice-President of Academic Affairs and the President of SPC, Dr. Matthew Liao-Troth and Dr. Tonjua Williams, respectively.

Dean

Dean Louis meets the educational and experiential requirements of St. Petersburg's (SPC) governing organization and the state of Florida. The Florida Board of Nursing recommends a master's degree in nursing for the position of a program director, but does not specify a requirement for the position of dean. SPC's job description for the Dean specifies a doctoral degree and states that the candidate needs an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job.

Dean Louis earned a bachelor's of science in nursing degree from the University of South Florida, a master's of science in nursing degree from the University of Phoenix, and a doctor of nursing practice degree from Chatham University by 2011. In 2021, Dean. Louis successfully completed a post-master's certificate as a psychiatric mental health nurse practitioner at Wilkes University. Prior to SPC, she worked for BayCare Health Systems as a registered nurse and relief charge nurse in the pediatric intensive care unit. Her nursing expertise includes pediatrics and adult critical care, obstetrics/gynecology, and emergency care.

Dean Louis began employment at SPC in 2006; and her history in the College of Nursing (CON) includes being a faculty member in the nursing associate in science program (2006-2012), a faculty member in the RN-BSN program (2012-2015), and Academic Chair for the RN-BSN program (2015-2018). She garnered significant leadership expertise during her time as an Academic Chair and as the Acting Dean.

Dean Louis is active within professional organizations. She is an active member on the American Association of Colleges of Nursing (AACN) Diversity, Equity and Inclusion Leadership Network and the secretary of the Florida Association of Colleges of Nursing. She serves on a variety of committees and boards relating to nursing or nursing education in the community including St. Anthony's Hospital Board of Trustees, Bon Secours Mercy Health Board of Directors, Guardian ad Litem Foundation of Tampa Bay Board Development Committee, and Pinellas Technical Education Centers Advisory Committee. Dean Louis regularly attends meetings of the Florida Association of Colleges of Nursing, the Florida Council of Nursing Education Administrators, and the Florida Deans and Directors of Schools of Nursing. These associations are composed of members from community colleges and universities, both public and private.

Dean Louis is directly accountable for CON operations. She is vested with the authority to accomplish the mission, goals, and program outcomes. The activities include strategic planning, developing and managing the budget, and providing managerial direction to employees. She provides effective leadership by supporting faculty in the achievement of personal and professional goals, implementing student academic initiatives aligned with SPC goals, and supervises support services.

Dean Louis has the full support of the communities of interest. She and the administrative team meet with a designated Advisory Committee twice a year. Under her leadership, diversity on the committee has increased to include nurse executives and educators from the predominant healthcare systems in the region including BayCare, HCA, Johns Hopkins Hospital, Veterans Administration hospitals, and other health care agencies. The focus of the committee is to help develop and maintain student success in the program that transitions to success in the workplace. Members provide input regarding student learning outcomes, program outcomes, practicum hours, and potential new partnerships.

Further responsibilities of Dean Louis include providing innovative leadership in the development and growth of the AS and RN-BSN programs, thereby positioning the CON to become a leader for nursing education within the central and west coast regions of Florida. Under her leadership, the AS program increased enrollment and underwent a successful reaccreditation by Accreditation Commission for Education in Nursing in February 2020.

Dean Louis was instrumental in reorganizing the administration to create the Assistant Dean position within the CON. The Assistant Dean works closely with the Dean to oversee all aspects of the AS and RN-BSN programs.

Assistant Dean

Dr. Owen began her employment at St. Petersburg College (SPC) as the Assistant Dean for the CON in August 2019. Together with the Dean, she shares responsibility for completing required administrative reports, budget proposals, course scheduling, teaching assignments, and faculty evaluations. She is also directly involved in recruitment and retention of students and faculty and directly supervises all part-time faculty.

Dr Owen earned a doctorate of philosophy in nursing from Barry University in 2014, a master's of science in nursing (education) from Barry University in 2009 and completed her RN-BSN degree at the University of Phoenix in 2006. Dr. Owen completed her foundational registered nurse (RN) education at Hammersmith and Queen Charlotte's College of Nursing and Midwifery, London, England, in 1988. Prior to working at SPC, she spent 10 years as a faculty member in the bachelors of science in nursing (BSN), RN-BSN, and accelerated BSN programs at Barry University. In 2014, she was promoted to the position of Assistant Program Director and also won the Melba Cather award for excellence in education. Dr. Owen has presented at both national and state conferences. Prior to enter academia, she specialized in critical care nursing, working in a variety of adult intensive care units in the UK and USA.

II-E. Faculty are:

- sufficient in number to accomplish the mission, goals, and expected program outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. The program defines faculty workloads. Faculty-to student ratios provide adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a justification for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.

Program Response:

The College of Nursing (CON) maintains a sufficient number of faculty positions to accomplish the mission, goals, and expected outcomes of the RN-BSN program. In order to offer a quality nursing education program for students, the CON employs faculty members who are academically and experientially qualified and maintain expertise in their respective teaching areas. There are currently five full-time faculty and 19 adjunct faculty dedicated to the RN-BSN

program. The combination of full- and part-time faculty allows the program to utilize nurse educators with a variety of nursing expertise to support outstanding learning experiences.

Teaching is the primary responsibility for the RN-BSN faculty, and teaching assignments are allocated based on faculty experience in order to support the mission, goals, and expected outcomes of the program. Teaching assignments are based upon faculty expertise, student needs, and contractual requirements for equated credit hours (ECH). Each full-time faculty member is designated as a lead instructor for courses that align with their experience and expertise within the program. This strategy enhances the curriculum and ensures faculty experience, certifications, and specialties that best support and achieve course outcomes.

CON faculty are academically prepared for the areas in which they teach. The CON maintains databases of all faculty with their degree specializations, licensure, curricula vitae, and other qualifications (see faculty credentials under the Standard II tab in the Resource Room). Faculty (full- and part-time) maintain expertise within nursing and their teaching areas through professional development, scholarly activities, Florida Board of Nursing continuing education requirements, and evidence-based teaching. Faculty who are advanced practice registered nurses (APRN) maintain the continuing education credits and clinical practice experience required to maintain their licensure.

Full-time faculty members have 12-month contracts that require 42 equated credit hours (ECH). The contract delineates 15 ECH in fall, 15 ECH in spring, and 12 ECH in summer terms. A 3-credit course equals 3 ECH. A full-time equivalent (FTE) equals 1.0; and an adjunct FTE equals 0.25. A minimum of 40 hours per week is required unless affected by holidays. The 40 hours includes, but is not limited to, the instruction of credit and noncredit courses, curriculum development, student interaction, and college activities and meetings. Full-time faculty are expected to participate in CON committee work and professional service activities, while keeping abreast of research and development in their particular teaching areas. Full-time nursing faculty hold doctoral degrees in nursing (PhD or DNP), which complies with the SACS-COC and the Florida Board of Nursing requirements, and an active registered nurse and/or APRN license in Florida.

Part-time (adjunct) faculty are contracted to teach courses on an as-needed basis. Currently, there are 19 adjunct faculty members who assist the full-time faculty in delivering the nursing program curricula. The number of adjuncts needed varies by semester, depending on student enrollment and/or the need to utilize an individual with particular expertise in a course. All part-time (adjunct) faculty are master's prepared in nursing, many hold doctoral degrees in nursing (PhD or DNP), and others are currently enrolled in doctoral programs. All part-time faculty have an active professional nursing license (RN and/or APRN) in Florida.

St. Petersburg College has established a formal standard class load for each course, specifying the appropriate class size based on the type of instruction. Faculty-to-student ratios in the program are monitored to ensure classroom experiences in all delivery modalities promote opportunities for meaningful interaction and timely feedback from instructors. In the RN-BSN program, the faculty-to-student ration is generally 1:24 across all delivery modalities, which means class size is limited to 24 students. This ensures students receive the academic support

required to achieve the student learning outcomes. If an extra student is added to a class and the total number of students exceeds 24, then faculty approval is sought beforehand.

II-F. Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty, are academically and experientially qualified for their role.

This key element is not applicable to a degree or certificate program that does not use preceptors.

Elaboration: The roles and performance expectations for preceptors with respect to teaching, supervision, and student evaluation are:

- *clearly defined and communicated to preceptors;*
- *congruent with the mission, goals, and expected student outcomes;*
- *congruent with relevant professional nursing standards and guidelines; and*
- *reviewed periodically and revised as appropriate.*

Preceptors have the expertise to support student achievement of expected outcomes. The program ensures that preceptor performance meets expectations.

Program Response:

In the RN-BSN program, preceptors are used in Leadership Practicum (NUR 4835L). Preceptors are academically and experientially qualified for their role. Within this course, the role of preceptors in providing practical supervision and student evaluation is clearly defined and congruent with program mission, goals, and expected student outcomes. Preceptor qualifications and expectations are reviewed periodically and revised as appropriate per the Program Plan of Quality (Appendix A). Preceptors guide students as they interact with nurses, members of other healthcare disciplines, and administrative personnel within a healthcare organization to expand students' perspectives and meet learning outcomes. Within each organization, educators, managers, alumni, and faculty members are asked to make recommendations for qualified preceptors to role model nurse leadership in all its aspects. Preceptors are evaluated by students and faculty to assure that performance expectations are being met. Although preceptor input is taken into consideration, course faculty are responsible for the final evaluation of student achievement.

Preceptor Qualifications

Preceptors must meet certain criteria. They must be employed full time in a leadership role and cannot be the student's direct supervisor. Although the majority of preceptors are available in the local Tampa area, others are available outside the local area and state for students who reside in distant locations. In accordance with the Florida Board of Nursing Rules and Regulations, Florida preceptors must hold an active, unencumbered registered nurse (RN) license and a minimum of a baccalaureate degree. Preceptors in other states must also have an active RN license for their state. To meet the learning outcomes, all preceptors must hold an administrative or management position in the healthcare organization in which they are serving as a preceptor. An example of a major learning outcome in the Leadership Practicum (NUR 4835L) course is "The student will assess critical thinking skills and decision-making strategies used by nursing leaders and managers by examining the decision-making style of a nurse leader/manager."

The work of identifying and assigning qualified preceptors, begins in the semester prior to the course. The RN-BSN Project Coordinator and Assistant Dean work with students and agencies to ensure students have appropriate preceptors and any affiliation agreements are completed prior to

the start of the course. Preceptors are approved by the Professional Practice Program Coordinator/Educator at the facility. Several hospitals prefer to assign preceptors based on the supervisor's recommendation to provide the best experience for students. Due to staff turnover, practicum site availability, and the need to match students with nurses who practice quality nursing care, there are times when the clinical facility may deny a specific request. The RN-BSN Project Coordinator and Assistant Dean maintain open communication with Professional Practice Program Coordinators/Educators at each facility to discuss any student or preceptor concerns that arise during the practicum.

Preceptor Role and Evaluation

Preceptors are orientated to the College of Nursing and course at the course start by the Course Coordinator in collaboration with course faculty. Informational materials are provided to the preceptor at the beginning of the course. Specific topics include the role of the preceptor, student learning outcomes for the course, the syllabus, and the leadership project assignment. The Course Coordinator and course faculty are responsible for ensuring preceptors receive the required information and answer any questions that arise (see informational materials provided to preceptors under the Standard II tab in the Resource Room).

Within the first week of the course, preceptors submit a Letter of Agreement and current résumé to the course faculty. During the first 2 weeks of the course, students and preceptors meet to determine the select a topic for the leadership project.

Course faculty maintain ongoing contact with preceptors a minimum of three times during the 8-week course, and more frequently as dictated by circumstances. During initial contact with preceptors, course faculty provide support and role clarification regarding performance expectations for preceptors and students and discusses preceptor oversight of the student's objectives including the intended focus for the practicum project. Course faculty also contact preceptors in the event of questions regarding project intent or student progress during the practicum course. During the final contact, course faculty confirm student progress toward meeting course objectives, including project implementation.

At the conclusion of practicum, preceptors are evaluated to assure that performance expectations are being met (see sample evaluation forms under the Standard II tab in the Resource Room). Students complete a preceptor evaluation form and input is also provided by course faculty evaluation and the organization's Professional Practice Program Coordinator/Educator.

II-G. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role (full-time, part-time, adjunct, tenured, non-tenured, or other) and in support of the mission, goals, and expected faculty outcomes.

- *Faculty have opportunities for ongoing development in teaching.*
- *If scholarship is an expected faculty outcome, the institution provides resources to support faculty scholarship.*
- *If service is an expected faculty outcome, expected service is clearly defined and supported.*
- *If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence.*

- *Institutional support ensures that currency in clinical practice is maintained for faculty in roles that require it.*

Program Response:

St. Petersburg College (SPC) and the College of Nursing (CON) provide and support an environment that encourages faculty teaching, contributions to College and CON effectiveness (e.g. faculty committee work), and professional development in keeping with the mission, goals, and expected faculty outcomes. Although scholarship and service are not a requirement for employment, both are highly encouraged and celebrated. Opportunities for scholarship and professional development are offered regularly and free of charge by SPC. The Center for Excellence in Teaching and Learning (CETL) offers a diverse spectrum of opportunities for faculty including training days, mentoring opportunities, workshops, online self-paced trainings, and webinars. CETL also collaborates with other departments in SPC (e.g., Online Learning and Services Team and Accessibility Services) to provide faculty training. CETL guides newly hired faculty through a 2-year cohort experience where projects are designed to enhance their pedagogical skills. CETL also serves as a warehouse of teaching and learning resources and information for new and veteran faculty. CETL sponsors annual events including fall and spring Adjunct Days and a Teaching & Learning Conference in the spring. CETL and its resources can be accessed at its website (<https://cetl.spcollege.edu/>).

Teaching

The primary role of faculty is teaching and considerable support is provided for ongoing development in teaching. For example, during St. Petersburg College's (SPC) online revitalization initiative, the Online Learning Services (OLS) team provided dedicated staff to work with faculty during the entire course revitalization process, which took months to complete for each course. In addition, support was provided for faculty to complete four Quality Matters courses prior to the course revitalization process. The OLS team also created an online hub for comprehensive information about faculty activities and features within the learning management system. The hub is easily searchable and information is organized into answers to common questions, best practice tutorials, and technology and pedagogy opportunities. A college-wide OLS committee regularly meets to address ongoing issues related to online learning at SPC. Program faculty serve on this committee and report back to remaining faculty about OLS activities.

Committee Work

The College of Nursing (CON) provides support for faculty to meet expectations related to college-wide and CON contributions, specifically committee work. When a faculty member was serving as president of the Faculty Governance Organization, the CON gave the faculty member release time to perform the president's duties equal to 6 equated credit hours. In the summer of 2021, the Assistant Dean partnered with the Director of Institutional Research, the RN-BSN Evaluation committee chair, and other relevant persons to develop a "RN-BSN Dashboard". The dashboard is a comprehensive tool to support the evaluation committee chair and nursing administration by providing ongoing, term-specific data regarding RN-BSN student progression.

Professional Development

The College of Nursing (CON) provides support for faculty to meet expectations related to professional development. For example, the CON has the Anastasia Hartley and Almeda Martin

endowment which has dedicated funds for an annual conference for professional development of nursing faculty since the 1995-1996 academic year. Due to the pandemic, the February 2021 endowed chair event was held virtually and one of the topics was meditation techniques to reduce stress.

St. Petersburg College (SPC) supports faculty development through an annual Discovery Day. This is a day-long event involving an all-faculty session with the President and multiple key note speakers and breakout sessions. Breakout sessions are facilitated by faculty, department staff, and outside vendors to offer a large number of topics. Sessions for faculty professional development focus on topics such as pedagogy, instructional design, technological tools, national trends, and pertinent state-wide initiatives. During the event, campuses are “closed” for the day so all faculty and support staff can attend. Faculty benefit as both presenters and attendees. Through a partnership with the Association of College and University Educators (ACUE), SPC is excited to offer faculty a professional learning opportunity as part of its commitment to instructional excellence and student success. Once faculty successfully complete four, unique microcredential courses, they will earn the *Certificate in Effective College Instruction*, endorsed by the American Council on Education.

Upon completing the requirements for each course, faculty will earn a microcredential. This digital badge can be added to their curriculum vitae, used in teaching portfolios, and displayed on LinkedIn profiles or webpages as a sign of their achievement. Participants will learn more about ACUE and its mission, engage in a course experience and get their questions answered.

Summary of Standard II

Strengths

- The CON supports faculty development of skills and knowledge needed to stay at the forefront of teaching and their respective areas of nursing expertise.
- Campus and college-wide facilities and departments provide ongoing, effective support for faculty and students to meet the mission, goals, and learning outcomes.
- The CON continues to maintain excellent relationships with preceptors and organizations that serve as practicum sites.

Areas for Improvement

- Create a process to reward and recognize preceptors.
- Solicit feedback with healthcare agencies, Advisory Committee members, and students to revise the nature of the learning experience, activities, and outcomes in the Leadership Practicum course to facilitate student success in light of decreased access and availability of qualified preceptors.
- Monitor professional forums such as the AACN Community Discussion Board to examine trends in RN-BSN practica.

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that:

- are congruent with the program's mission and goals;
- are congruent with the roles for which the program is preparing its graduates; and
- consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Response:

The central tenets expressed in St. Petersburg College's (SPC) mission are reflected in the College of Nursing's (CON) mission statement and shape the curriculum and the expected student learning outcomes. SPC's mission is to empower students and the community through academic excellence, economic mobility, and community engagement. The RN-BSN program curriculum is developed, implemented, and revised to be congruent with the SPC mission, the CON mission, and the role the program is preparing its graduates to assume, that of a baccalaureate nurse generalist. Additionally, the curriculum in the RN-BSN program reflects the faculty's commitment to life-long learning, ethical principles, and professional role expectations that are consistent with baccalaureate degree preparation. Students are introduced to these ideals during their first semester in Professional Roles and Dimensions of Nursing Practice (NUR 3805).

Nursing courses are developed and reviewed based on their congruence with professional standards as stated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). All course syllabi are available in the Resource Room under the Program Documents tab.

The goals for the RN-BSN Program are as follows:

1. To prepare graduates to function and excel in a variety of nursing roles while providing safe, evidence-based care that reflects sound ethical judgement
2. To facilitate the graduate's ability to contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities.
3. To graduate individuals with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning for personal and professional growth.

The curriculum enables students to achieve the expected student learning outcomes (SLOs):

1. Integrate theories, knowledge, and ethical perspectives from nursing science and liberal arts to guide the delivery of culturally sensitive care to clients, groups, and communities within the professional scope and standards of nursing practice.
2. Formulate nursing practice decisions utilizing scientific research and evidence-based protocols to ensure that best practices are incorporated into the care of patients, groups and communities.
3. Integrate the principles of leadership into the design, management, coordination and evaluation of health care delivery.
4. Incorporate principles of disease prevention, risk-reduction and health promotion in providing care to individuals, groups, and communities

Faculty conduct annual reviews of the curriculum focusing on the SLOs and make revisions as needed to ensure they remain congruent with the CON mission, program goals, and SLOs. The CON mission, program goals and SLOs are clearly stated in the RN-BSN Student Handbook which can be accessed under the Program Documents tab in the Resource Room. The information is also accessible to students and faculty via the Faculty Commons or RN-BSN Student Commons respectively. Graduates of the program are prepared to function as baccalaureate-prepared nurse generalists that utilize ethical decision-making to maximize care to an ethically and culturally diverse population. The RN-BSN program incorporates concepts from the sciences and liberal arts and supports life-long learning.

The program of study for RN-BSN students includes SLOs that are congruent with *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Table 3.1 demonstrates the relationship between the RN-BSN program goals, SLOs, and *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Table 3.1 also provides an example of a selected RN-BSN course where the specific course content can be found and an example of a major learning outcome (MLO) for that particular course.

Table 3.1 Congruence of the Essentials of Baccalaureate Nursing to Learning Outcomes

Essentials of Baccalaureate Nursing	Program Goals	Student Learning Outcomes	Selected Course	Selected Course Major Learning Outcome: The Student Will...
I. Liberal Education for Baccalaureate Generalist Nursing Practice	1, 3	1	Professional Roles & Dimensions of Nursing Practice NUR 3805	Examine the philosophical, theoretical, and scientific bases for the practice of professional nursing
II. Basic Organizational and Systems Leadership for Patient Safety and Quality Care	1, 2	1, 3	Leadership Theory NUR 4835	Assess the impact of organizational structures, missions, visions, values, and philosophy on leadership and management processes in nursing
III. Scholarship for Evidence Based Practice	1, 2, 3	1, 2	Evidence-Based Research	Define the basic elements of the research process and models for

			Utilization NUR 4169	applying evidence to clinical practice
IV. Information Management and Application of Patient Care Technology	2, 3	2, 3	Informatics & Clinical Reasoning NUR 3874	Appraise the role of information technology in improving patient care outcomes and creating a safe care environment
V. Healthcare Policy, Finance, and Regulatory Environments	1, 2, 3	1, 3	Legal & Ethical Aspects of Nursing NUR 3826	Evaluate moral concepts, ethical theories, and legal principles that affect the practice of nurses
VI. Interprofessional Communication and Collaboration for Improving Patient Health Outcomes	1, 2, 3	1, 3, 4	Community Health Nursing Practicum NUR 4636L	Collaborate with members of the community and other members of the healthcare team to optimize the health benefits of the community
VII. Clinical Prevention and Population Health	1, 3	1, 2, 4	Community Health Nursing Theory NUR 4636	Apply the fundamentals of community and public health to assess the holistic health of a community
VIII. Professionalism and Professional Values	1, 2, 3	1, 2, 3	Legal & Ethical Aspects of Nursing NUR 3826	Generate solutions to hypothetical dilemmas nurses commonly confront during provision of care
IX. Baccalaureate Generalist Nursing Practice	1, 2, 3	1, 2, 3, 4	Health Assessment & Physical Appraisal NUR 3066	Design holistic and evidence-based nursing care

Curriculum

Course objectives at St. Petersburg College (SPC) are referred to as major learning outcomes (MLOs). MLOs are reviewed annually during a Curriculum workshop meeting to ensure congruence with AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008) and the ANA *Nursing: Scope and Standards of Nursing Practice* (2015). The RN-BSN Curriculum Congruence Grid 2021-22 can be found under the Program Documents tab in the Resource Room. The MLOs are further reviewed during the semi-annual Curriculum committee workshop meetings for congruence with the SPC mission and College of Nursing mission and philosophy, and the program goals and student learning outcomes. Revisions to the MLOs in existing courses require approval by the program faculty and SPC Curriculum and Instruction Committee. Course MLOs are also reviewed as part of the course revitalization process, and any revisions require the same approval from the faculty and SPC Curriculum and Instruction Committee.

Community of Interest

The RN-BSN program originated in 2001 in response to the needs of the healthcare community for a post-licensure program. The program's Community of Interest (COI) is defined as current and prospective students and their employers, as well as graduates of the program. The majority of RN-BSN students are employed in local hospitals and other healthcare agencies. There is widespread support for the program, and the College of Nursing (CON) has cultivated professional relationships with local hospitals and agencies which allows students to enjoy an enriched educational experience. Support for St. Petersburg College (SPC) and the CON is further demonstrated by the fact that in 2020 the College was awarded "The Best Local College" and the "Best Nursing College" designation by the 'Best of the Best People's Choice Award' sponsored by the local newspaper, the [*Tampa Bay Times*](#). SPC participated in a national survey regarding the quality of its bachelor's degree programs. In January of 2021, [*U.S. News and World Report*](#) published the results, and in the category 'best online bachelor's program overall' amongst all institutions offering online bachelor's programs in the nation (private and public colleges and universities) SPC ranked #75 in the nation and #11 in Florida.

In the decade following the RN-BSN program's last accreditation, the curriculum was revised in response to the needs of the COI. A frequent student request was to graduate in a shorter time frame. A subcommittee was formed to research and compare the curricula and credit requirement for similar programs within the state of Florida. Following presentation of this information, the RN-BSN curriculum at SPC was revised to be achievable within a shorter time frame while maintaining the high educational standard of the program. The curriculum changes involved revisions in the delivery format to an 8-week modmester. There are two modmesters per semester. This format enabled students to complete two courses per modmester if they wish and thus graduate sooner. Modmesters begin in January, March, June, August, and October. Students can enter the program in any of the modmesters This ensures that a convenient start date is never too far in the future.

An analysis of two 3-credit courses, Nursing in a Multicultural Society (NUR 3655) and Nursing of the Family (NUR 4606), revealed that their major concepts were threaded throughout other required courses in the RN-BSN program curriculum. A careful examination of the concepts studied within the courses revealed that there was repetition of some content. Examples of repetitive concepts include the genetic basis for disease and family violence. The genetic basis for disease and associated issues included in Nursing in a Multicultural Society (NUR 3655) were also included in Pathophysiology (NUR 3215). Nursing of the Family (NUR 4606) discusses family violence and associated issues which are also included in Community Nursing Theory (NUR 4636). Genetics/genomics content is discussed in Nursing of the Family (NUR 4606) and Pathophysiology (NUR 3215). Advanced directives are discussed in Nursing of the Family (NUR4606) and in Legal and Ethical Issues (NUR 3826).

Faculty decided that the two courses would be changed from required to elective. Both courses were reviewed and revised so they provide an in-depth exploration of current issues and topics, thus avoiding redundancy among the core courses. This change, along with the decision to eliminate a 2-credit elective requirement, reduced the total required RN-BSN upper division credits from 40 to 32. The decision to change the elective to an optional credit offering was based on an in-depth review of other RN-BSN programs within the state of Florida and feedback

from current students and alumni. Another significant revision regarding electives was the decision to allow students to take upper division courses within SPC but outside the CON. This would allow students to satisfy the requirement for 40 credits of upper division coursework (see list of suggested non-nursing electives under the Program Documents tab in the Resource Room). Reducing the number of required core nursing credits also decreased the cost of obtaining a BSN degree at SPC by 20%-25%, which was an important factor when considering the need of the COI. A notification of these substantive changes was provided to Commission on Collegiate Nursing Education in September 2020.

III-B. Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).

This key element is not applicable if the baccalaureate degree program is not under review for accreditation.

Elaboration: The baccalaureate degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum.

Program Response:

The RN-BSN curriculum is developed, implemented, and revised to reflect *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and the *Nursing: Scope and Standards of Practice* (ANA, 2015). These documents provide role definitions and standards that guide annual course reviews and curriculum revisions. The curriculum is developed in accordance with the mission, goals, and student learning outcomes and reflects professional nursing standards as guidelines for curriculum development to provide a strong foundation for the program. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of individual student learning outcomes.

The RN-BSN student learning outcomes (SLOS) were revised to better reflect the AACN Essentials. These revised SLOs were approved by faculty in May 2021 (see CCNE preparation meeting minutes under the Standard III tab in the Resource Room). The expected SLOs are addressed throughout the curriculum, in course syllabi, and in the learning management system (i.e., branded as MyCourses). Individual course objectives have been developed to allow for progressive achievement of the programs' expected SLOs. Each course syllabus correlates the course content, assignments, and assessments to the major learning outcomes (MLO). Aggregate data from sources, such as course debriefing summaries (end-of-course reports from faculty) and student course evaluations, are collected and reviewed by the respective faculty program committees to ensure that student outcomes are being met.

The RN-BSN program curriculum is regularly evaluated and revised when faculty determine there is a need, such as when benchmarks are not met or when there are external changes in healthcare delivery, knowledge generation, or accreditation standards. The RN-BSN curriculum committee, comprised of all full-time faculty, meets regularly during the academic year. The

program holds a semi-annual curriculum workshop. This workshop includes an analysis of all course MLOs for congruence with AACN (2008) and ANA (2015) professional standards and SLOs. The RN-BSN Curriculum Congruence Grid 2021-22 is the crosswalk document threading of AACN Essentials, ANA Standards, and SLOs throughout the varying course MLOs. The crosswalk of courses offered in the curriculum demonstrated a robust match with the AACN Essentials (see RN-BSN Curriculum Congruence Grid 2021-22 under the Program Documents tab in the Resource Room).

Several curricular changes have been made since the last Commission on Collegiate Nursing Education accreditation in 2012 and Continuous Improvement Progress Report submitted in 2017. The following course changes were approved during curriculum meetings:

- March 2018: The use of professional certifications for upper division nursing elective credits was approved (Career Connections Articulation Agreement). This decision allows a nationally recognized professional nursing certification to provide an alternate satisfaction for 2 credits of a nursing elective course
- June 2019: Major program revisions were approved after extensive discussion regarding the program viability and alignment with surrounding colleges and universities. Some of these changes included reducing the required credits to 32, effective fall 2020.
- Jan 2020: Faculty changed the admission requirements for the RN-BSN program. The first required course, Professional Roles and Dimensions of Nursing Practice (NUR3805), is now offered in every modmester to provide more options and flexibility for students to enter the program.

The curriculum builds on the foundation of nursing acquired at the associate degree level. A baccalaureate nursing program should provide the basis for theoretical, evidence-based practice, and professional growth. The RN-BSN program is designed to enhance the professional role of the practicing registered nurse, prepare students for nursing leadership roles and graduate studies. Key competencies include leadership skills, professionalism, ethics and utilization of evidence-based practices to promote health and improve quality of practice through communication and collaboration.

As faculty design course assignments and educational content that contributes to student mastery, conveying the roles and functions of the RN-BSN graduate, as defined by *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), remains paramount. For example, in Professional Roles and Dimensions of Nursing Practice (NUR 3805), students examine the history of nursing, progression of educational pathways, the need for expanded roles and higher education of nurses in the future, and implications of involvement in healthcare politics. Students scrutinize their personal and professional values and discuss how they impact their professional practice and review their personal philosophy of nursing and its impact on client care. In Evidence Based Research Utilization (NUR 4169), students retrieve and appraise scientific evidence and utilize this skill to develop a Literature Review to demonstrate proficiency in synthesizing and critically analyzing research.

III-C. Master's curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- Master’s program curricula incorporate professional standards and guidelines as appropriate.
 - a. All master’s degree programs incorporate *The Essentials of Master’s Education in Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program.
 - b. All master’s degree programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry master’s program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the master’s degree program is not under review for accreditation.

Elaboration: The master’s degree program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

Master’s degree APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Master’s degree programs that have a direct care focus but are not APRN education programs (e.g., nurse educator and clinical nurse leader) incorporate graduate-level content addressing the APRN core. These programs are not required to offer this content as three separate courses.

Program Response:

This key element is not applicable because there is no master’s degree or APRN education program.

III-D. DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate).

- DNP program curricula incorporate professional standards and guidelines as appropriate.
 - a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and additional relevant professional standards and guidelines if identified by the program.
 - b. All DNP programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).
- Graduate-entry DNP program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

This key element is not applicable if the DNP program is not under review for accreditation.

Elaboration: The DNP program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

DNP APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program deems this necessary.

Program Response:

This key element is not applicable because there is no DNP program.

III-E. Post-graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs that prepare nurse practitioners incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2016).

This key element is not applicable if the post-graduate APRN certificate program is not under review for accreditation.

Elaboration: The post-graduate APRN certificate program incorporates professional nursing standards and guidelines relevant to that program and each track offered. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curricula.

APRN education programs (i.e., clinical nurse specialist, nurse anesthesia, nurse midwife, and nurse practitioner) incorporate separate comprehensive graduate-level courses to address the APRN core, defined as follows:

- *Advanced physiology/pathophysiology, including general principles that apply across the lifespan;*
- *Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts and approaches; and*
- *Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.*

Additional APRN core content specific to the role and population is integrated throughout the other role- and population-focused didactic and clinical courses.

Separate courses in advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology are not required for certificate students who have already completed such courses, unless the program deems this necessary.

Program Response:

This key element is not applicable because there is no post-graduate APRN certificate program.

III-F. The curriculum is logically structured to achieve expected student outcomes.

- Baccalaureate curricula build on a foundation of the arts, sciences, and humanities.
- Master's curricula build on a foundation comparable to baccalaureate-level nursing knowledge.
- DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.
- Post-graduate APRN certificate programs build on graduate-level nursing competencies and knowledge base.

Elaboration: Baccalaureate degree programs demonstrate that knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Graduate-entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) as well as advanced nursing knowledge.

Graduate programs are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire the baccalaureate-level knowledge and competencies delineated in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree.

DNP programs, whether post-baccalaureate or post-master's, demonstrate how students acquire the doctoral-level knowledge and competencies delineated in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). If the program awards the master's degree as part of the DNP program, the program demonstrates how students acquire the master's-level knowledge and competencies delineated in The Essentials of Master's Education in Nursing (AACN, 2011) and, if applicable, Criteria for Evaluation of Nurse Practitioner Programs (NTF, 2016).

The program provides a rationale for the sequence of the curriculum for each program.

Program Response:

The baccalaureate curriculum is structured on a liberal and sciences foundation and logically designed to meet the outcomes. A total of 121 credit hours are required for program completion, 40 of which must be upper division. Credits are awarded for the successful completion of nursing and General Education coursework previously taken in the nursing associate in science (AS) degree.

Effective fall 2020, students are required to complete 40 upper division credits, 32 of which are core nursing courses in the program. The RN-BSN program gives students credit for the 72 hours of nursing courses and general education taken as part of an associate degree nursing program. Any remaining state-mandated requirements or general education credits must be taken prior to graduation. Computer competency and foreign language (foreign language requirement is two consecutive years in high school or eight credit hours in college) are required for graduation with a baccalaureate degree from all Florida institutions.

Associate of Arts and Associate of Science Requirements

Several barriers to enrollment were identified by faculty during the January 28th 2019 workshop (see minutes under the Standard III tab in the Resource Room). In fall 2020, registered nurses with a minimum of a nursing associate of science (AS) degree from a regionally accredited program became eligible for program admission. This is notable because, previous to the fall of 2020, the program required students to have already completed all of the general education credits needed for a BSN prior to admission. The nursing associate in arts (AA) degree includes all the general education requirements needed for any 4-year program, while an AS degree is workforce ready. An AS degree is designed to prepare students to obtain employable skills related to nursing. After reviewing general education and lower division credits requirements for an AS in degree in nursing, it was concluded that it was sufficient preparation for program admission.

When students apply to the program, their transcripts are evaluated by academic advisors to ensure that students have earned the appropriate credits as an AA or AS degree. Students have the choice of taking other 3000 or 4000 level courses at SPC, which allows them convenient options fill any gaps in upper division credit. Many of their choices in courses complement their RN-BSN education. For example, Leadership and Management in Health & Human Services Organizations (HSA 4184), compliments a student wishing to enter into management after graduation from the RN-BSN program.

Incorporating Knowledge from Arts, Sciences, and Humanities

As students reaffirm professionalism and core professional values learned and practiced in their initial nursing degree, described in Essential VIII in the AACN Essentials, course assignments in Legal and Ethical Aspects of Nursing (NUR 3826) provide one example of students articulating the incorporation of knowledge derived from general education courses into nursing practice. An ethical decision-making framework, presented in the Studies in Applied Ethics (PHI 1600) course, is applied to common ethical dilemmas encountered in nursing. Students justify their personal position on a current healthcare dilemma by applying an ethical theory and identifying applicable moral principles, as studied during their liberal arts coursework.

Community Health Nursing Theory and Community Health Nursing Practicum (NUR 4636 and 4636L, respectively) require students to demonstrate understanding of the concepts learned regarding other cultures and ethnicities, their languages, art, religion, and beliefs about the health/wellness/illness continuum. Students in Community Health Nursing Practicum demonstrate understanding of the concepts by completing a presentation on a wellness promotion topic impacting a vulnerable or disenfranchised population. Students draw on knowledge learned in courses on arts, sciences, and humanities to examine the factors that influence the beliefs, attitudes, and ultimately behaviors of the population.

III-G. Teaching-learning practices:

- **support the achievement of expected student outcomes;**
- **consider the needs and expectations of the identified community of interest; and**
- **expose students to individuals with diverse life experiences, perspectives, and backgrounds.**

Elaboration: Teaching-learning practices (e.g., simulation, lecture, flipped classroom, case studies) in all environments (e.g., virtual, classroom, clinical experiences, distance education, laboratory) support achievement of expected student outcomes identified in course, unit, and/or level objectives.

Teaching-learning practices are appropriate to the student population (e.g., adult learners, second-language students, students in a post-graduate APRN certificate program), consider the needs of the program-identified community of interest, and broaden student perspectives.

Program Response:

Teaching-learning practices and environments support attainment of knowledge and skill sets necessary to meet the expected student learning outcomes of the program; consider the needs and expectations of the Community of Interest; and expose students to individuals with diverse life experiences, perspectives, and backgrounds. Typically, required program courses are offered and taught in two formats designed to meet diverse student needs: face-to-face (FTF) and online. Classes are held on campus and supplemented within the learning management system (LMS). Online classes are held entirely through the LMS and allow for asynchronous, distance learning. The online modality provides more choices for course progression, which helps to remove barriers for busy, working professionals and those whose reside beyond the local area.

Due to the COVID-19 pandemic, all RN-BSN courses intended for FTF delivery were converted to a “live-online” (i.e., synchronous virtual) format in March 2020. SPC purchased a license for professional Zoom accounts for faculty so courses could be held synchronously with the instructor via the Zoom web-conferencing tool within the LMS. St. Petersburg College’s Technology Resources staff immediately created Zoom tutorials that were available for all faculty as soon as the decision was made to change FTF courses to live-online delivery. Zoom has a ‘chat’ feature that allows students to write to each other, a voting feature, screen sharing, and group break-out rooms to customize the virtual learning experience. All of these features support the adult learner tenets of instructor-student learning and student-student learning.

Teaching and Learning Strategies

The faculty use a variety of teaching strategies to meet diverse student needs and enable students to demonstrate that they have achieved the student learning outcomes (SLOs) and major learning outcomes (MLOs) of each individual course. Comprehensive strategies are implemented within the a) course design and fostered by b) course faculty and/or c) related departments as appropriate to promote student achievement.

Effective course design provides the framework for successful teaching-learning experiences by ensuring course activities and materials support the achievement of the course MLOs. The learning management system (LMS) is used for all courses regardless of delivery method, and the course content area is organized logically with modules directed toward students and/or course faculty. Weekly content modules are directed toward students and contain materials and activities related to the weekly topic, and all items within the module are matched to associated MLOs. Examples of items within a weekly content module include a required reading list, video presentations (closed captioned), handouts, supplemental resources, and assignment-specific materials.

For example, effective professional communication is congruent baccalaureate nursing practice standards and guidelines, necessary to demonstrate achievement of learning outcomes, and

supported by course design and interactions with faculty and personnel from other related departments. Regarding course design, the RN-BSN program orientation is provided to all new students in the first required course, Professional Roles and Dimensions of Nursing Practice (NUR 3805) within the LMS via a closed-captioned, video presentations. In one presentation, the basics of scholarly writing are reviewed as well as style expectations, rubrics, library and tutoring resources, and instructor responsibilities (e.g., specific resources, feedback). New students must complete an orientation quiz within the first week of the Professional Roles and Dimensions of Nursing Practice course to assess their understanding of orientation information. The Professional Roles and Dimensions of Nursing Practice also contains two videos providing detailed explanations of scholarly papers in the course and a video explaining how to write an exemplar discussion post and reply. Course assessments evaluate student communication via presentations, discussions, and scholarly writing assignments.

Beyond course design, promoting professional communication requires teaching-learning strategies that involve focused interactions with course faculty. Comprehensive teaching-learning strategies to promote scholarly writing are demonstrated by initiatives implemented throughout the program. Strategies to support scholarly writing begin with the RN-BSN program orientation and continue throughout the curriculum with support by course faculty and related departments. Throughout the curriculum, course faculty support scholarly writing in many ways such as posting a 'news' item, suggesting resources via a voice or video message, including a link to Health Education Center (HEC) library resources within the course, and/or hosting assignment-specific virtual meetings with a link to the video recording of the session sent to the entire class. Course faculty also support scholarly writing by providing timely and meaningful feedback (e.g., scored rubrics, comments added within the assignment file itself, and/or comments added to the dropbox). Within each course, there is a Faculty Resource module (only accessible to course faculty) which contains a variety of items to course faculty with instruction and feedback for students. For example, the Legal and Ethical Aspects of Nursing (NUR 3826) course contain pre-written emails that course faculty can edit and send to students to explain assignments.

In addition to course faculty, promoting professional communication requires teaching-learning strategies that involve focused interactions with personnel in other related departments, specifically the HEC librarians and other writing resources. The librarians collaborate with course faculty to support scholarly writing through multiple mechanisms. The librarians host workshops on general topics (e.g., scholarly writing, literature searching, and APA style) and specific assignments within a course (e.g. Disease Process paper in Pathophysiology, NUR 3125). In addition, the librarian may come to a face-to-face class or host a discussion forum for an online class to instruct and assist students with research to support weekly course topics (e.g., Literature Review paper in Evidence-Based Practice and Research Utilization). The HEC library employs a full-time writing tutor. Students may work individually with the tutor in person or via email. The tutor provides feedback based on the rubric and guidelines for APA style, grammar, and scholarly tone and language. St. Petersburg College has also contracted with Tutor.com to provide 3 free hours of virtual tutoring services. Tutor.com can be conveniently accessed via the LMS.

In Health Assessment and Physical Appraisal (NUR 3066), course design supports student achievement. Options for practicing physical examination skills with an instructor were not

necessarily convenient or feasible, especially for online students. Therefore, instructor-demonstration videos for assessing each body system (i.e., neurological, abdominal, musculoskeletal, etc.) were developed and, initially, only made available to online students. However, the videos are now available in all classes, regardless of course delivery method, because they allow students to watch a demonstration multiple times at their convenience. In this course, course faculty provide opportunities for practicing physical assessment skills during class, scheduled practice sessions, and/or an individual virtual appointment. Regarding related departments, students are able to purchase required examination equipment in the HEC bookstore or borrow non-disposable items from the Nursing Resource lab.

Needs and Expectations of the Community of Interest

Teaching and learning practices consider the unique needs of the community of interest (COI) including current and prospective students, their employers, and graduates of the program. The mission and goals of the program and its parent institution reflect COI needs and expectations. It provides a context for challenging educational opportunities designed to prepare competent, baccalaureate-prepared nurses who respond to changing issues, trends, and global perspectives.

The program is post-licensure; therefore, RN-BSN current and prospective students are usually employed full-time and often have families to care for during their time in the program. The program is responsive to the needs of busy, active adult learners by increasing admission to five times a year and the variety of courses offered each modmester, which allow students to potentially complete the program in three semesters and lowers overall program cost. Students receive individualized learning plans to accommodate their scheduling needs, and course delivery is adapted to meet changing conditions.

The program is responsive to the needs of employers through active engagement with its advisory committee, partnerships with healthcare agencies, and nurse leaders that function as preceptors to students in Leadership Practicum (NUR 4835L). The Advisory Committee includes members from community healthcare agencies, educational institutions, and community agencies in Pinellas County (Appendix D). The Advisory Committee aids in ensuring consideration for the needs of the community. For example, members of the Advisory Committee met with faculty as part of a special subcommittee during July 2021 to suggest ways to optimize the experiences in Leadership Practicum to benefit students and the healthcare agencies. Nurse leaders that function as preceptors are surveyed annually to solicit feedback for program improvement. Leadership preceptor results suggested the program promote professional development by providing program credits to those who obtain a professional certification.

Exposing Students to Persons with Diverse Backgrounds

Students in the program are exposed to individuals with diverse life experiences, professional experiences, perspectives, and backgrounds. Discussions within the courses gives students the opportunity to interact with their classmates and are subsequently exposed to a variety of viewpoints on various topics. Many discussion boards throughout the curriculum require that students discuss a topic from their perspective based on their current area of practice. This dialog exposes students to a nearly endless inventory of scenarios, as nursing is a field which affords an individual numerous choices of practice areas and associated roles. An assignment in Health Assessment and Physical Assessment (NUR 3066) requires that students analyze physical

assessment data and personal data to include cultural beliefs and practices. Students in Community Nursing Practicum (NUR 4636L) are required to engage a population served by various community-service agencies, assess that population, and implement a health promotion tailored to their needs. In this course, students often work with vulnerable and/or marginalized persons with diverse experiences. Students can also take Nursing in a Multicultural Society (NUR 3655) as an elective to for further exposure to diverse populations and exploration of different perspectives and backgrounds through a local, national, and global lens. For evidence of how the curriculum exposes students to individuals with diverse backgrounds, please see *Evidence for Preparing Students for Diverse Populations* under the Standard III tab in the Resource Room.

III-H. The curriculum includes planned clinical practice experiences that:

- enable students to integrate new knowledge and demonstrate attainment of program outcomes;
- foster interprofessional collaborative practice; and
- are evaluated by faculty.

Elaboration: To prepare students for a practice profession, each track in each degree program and each track in the post-graduate APRN certificate program affords students the opportunity to develop professional competencies and to integrate new knowledge in practice settings aligned to the educational preparation. Clinical practice experiences include opportunities for interprofessional collaboration. Clinical practice experiences are provided for students in all programs, including those with distance education offerings. Clinical practice experiences align with student and program outcomes. These experiences are planned, implemented, and evaluated to ensure students are competent to function as members of interprofessional teams at the level for which they are being prepared.

Programs that have a direct care focus (including, but not limited to, post-licensure baccalaureate and nurse educator tracks) provide direct care experiences designed to advance the knowledge and expertise of students in a clinical area of practice.

Program Response:

In the RN-BSN program, clinical experiences are referred to as “practicum” experiences. Practicum experiences occur in Leadership Practicum (NUR 4835L) and Community Health Nursing Practicum (NUR 4636L). Practicum experiences promote professional competency by enabling students to integrate new knowledge and demonstrate major learning outcomes, program student learning outcomes, and professional competencies in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). For students, practicum experiences involve direct and/or indirect patient care activities with interprofessional collaboration and are evaluated by faculty. Table 3.2 summarizes the relationship between the practicum courses and student learning outcomes (SLOS).

Table 3.2. Practicum Courses and Associated Program Student Learning Outcomes

Leadership Practicum NUR 4835L	Community Health Nursing Practicum NUR 4636L	Student Learning Outcomes (SLOs)
	X	Integrate theories, knowledge, and ethical perspectives from nursing science and liberal arts to guide the delivery of culturally sensitive care to clients, groups, and communities within the professional scope and standards of nursing practice.
X	X	Formulate nursing practice decisions utilizing scientific research and evidence-based protocols to ensure that best practices are incorporated into the care of patients, groups and communities.
X		Integrate the principles of leadership into the design, management, coordination and evaluation of health care delivery.
	X	Incorporate principles of disease prevention, risk-reduction and health promotion in providing care to individuals, groups, and communities

Leadership Practicum (NUR 4835L)

The Leadership Practicum course requires 25 hours at an approved healthcare agency with a nurse leader as a preceptor. Students select a nurse leader from a healthcare agency and unit of their choosing to complete learning activities and achieve learning objectives. At a minimum, preceptors are required to have a bachelor’s degree. Preceptors can be employed in a variety of positions such as hospital budget experts, risk managers, Human Resources managers, or unit managers. Note: If a student does not have access to a preceptor by virtue of not currently working as a nurse, or being employed in a non-traditional setting with limited or no access to an experientially or academically qualified preceptor, alternative methods of accumulating practicum hours and meeting the course MLOs are available. For further information regarding preceptors, see Key Element II-F (Standard II).

Ongoing challenges regarding finding appropriate preceptors prompted faculty and administration to identify the need for alternative ways for students to complete the required hours. Many students are working as Travel Nurses or working in some type of limited contract capacity and cannot arrange a preceptor months in advance. The healthcare facilities utilizing contracted RNs have no educational commitment to the RN-BSN student so have little interest in providing a preceptor or going through the process of enacting a legal affiliation agreement. In addition, hospitals nationwide are experiencing record levels of turnover. A student may secure a preceptor only to find that the preceptor abruptly left the facility shortly before the beginning of the practicum course. Without an alternative method to satisfy the practicum hours, these students would have to withdraw from the course, thus delaying their progression and graduation. The Course Coordinator continues to explore different options to meet the needs of the students in the Leadership Practicum.

In this course, students operationalize concepts learned in Leadership Theory (NUR 4835, pre-requisite) to design, deliver, and evaluate a project to resolve or ameliorate a management issue specific to the healthcare setting. At the course level, the project allows students to demonstrate achievement of course objectives including: applying principles of quality assurance, quality improvement, and safety improvement, demonstrating responsibilities of the nurse leader in the use of human and financial resources. At the program level, the project allows students to demonstrate achievement of student learning outcomes related to “using evidence-based knowledge” and “demonstrate the use of leadership and management skills in professional practice”. The project also enables students to demonstrate professional competencies related to *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) specifically; leadership for quality care and patient safety, evidence-based practice, information management and patient care technology, healthcare policy and finance, interprofessional collaboration, and professional values (Essentials II-VI and VIII).

To ensure that the student’s project meets the course learning objectives and satisfy the needs of the healthcare agency, faculty evaluate drafts of the project plan and provide feedback until a final version is approved. In addition to input from the leadership preceptor, students demonstrate interprofessional collaboration by engaging professionals from departments to ensure all agency stakeholder perspectives are considered and integrated into the final project plan as needed. Once the final project is approved, it is implemented by the student and evaluated by faculty (see sample of student project under the Standard III tab in the Resource Room)

Indirect care activities with interprofessional collaboration that students participate in involve working with healthcare providers to identify gaps in quality, collaborate and implement a quality improvement or evidence-based nursing process, and provide healthcare worker education. For example, a student developed a project focused on compassion fatigue for staff nurses at an oncology unit. In addition to reviewing relevant evidence-based literature, the student collaborated other professionals including the intended nurse audience, human resources, and unit educators. There are no direct care activities in Leadership Practicum. The final project plan was approved and implemented by the student which included manifestations of compassion fatigue, prevention strategies (e.g., self-reflection and self-renewal) (see sample of student project under the Standard III tab in the Resource Room). This project exemplifies a benefit to nurses and their ability to deliver effective patient care.

To reinforce the importance of interprofessional collaboration to improve quality of care, students also interact with other nurse leaders and hospital personnel during quality improvement meetings at the agency. During class time, students discuss and reflect on the meeting process, topics covered, short- and long-semester outcomes, and the personnel involved and their roles and responsibilities.

During the COVID-19 lockdown period, some or all of the required hours in Leadership Practicum were transitioned to a virtual format. Research and written homework assignments were substituted for practicum hours, and a “Leadership Seminar” paper was substituted for the project presentation. Students were able to meet the expected outcomes of the course and program because written homework assignments focused on nursing leadership in a time of crisis

and were based on scholarly literature published within 3 years. The “Leadership Seminar” paper required students to create the initial day of formal training for new nurse managers. Students developed the content and presented findings to their peers, which gave them an opportunity to demonstrate knowledge related to professional competencies and scholarship for evidence-based practice in the AACN *Essentials*.

Community Health Nursing Practicum (NUR 4636L)

The Community Health Nursing Practicum course requires 30 hours of direct and indirect patient care activities at an approved, community-service agency of their choosing to complete learning activities and achieve learning objectives. During the 30 required hours, students are involved in spending 20 direct patient care activities at their approved agency and 10 indirect patient care activities with interprofessional collaboration.

In this course, students operationalize concepts learned in Community Health Nursing Theory (NUR 4636, pre/co-requisite) to design, deliver, and evaluate a health promotion project to a vulnerable population. At the course level, a major learning outcome is for students to develop and present a health promotion teaching plan to a vulnerable population. When developing the project, students must ensure it integrates cultural and ethical perspectives of the intended audience. At the course level, the project allows students to demonstrate achievement of learning objectives for “promoting wellness in the community” and “complete a community wellness project”. At the program level, the project allows students to demonstrate achievement of student learning outcomes related to incorporating “cultural and ethical perspectives” into nursing practice. The project also enables students to demonstrate professional competencies related to the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008) specifically; evidence-based practice, interprofessional collaboration, and clinical prevention and population health (Essentials III, VI, and VI).

To ensure that the student’s project meets the course learning objectives and satisfy the needs of chosen group, faculty evaluate drafts of the project plan and provide feedback until a final version is approved. In addition to input from the agency liaison, students demonstrate interprofessional collaboration by engaging professionals from departments and/or agencies to ensure all stakeholder perspectives are considered and integrated into the final project plan as needed. Once the final project is approved, it is implemented by the student and evaluated by faculty.

Direct and indirect care activities with interprofessional collaboration that students participated in involved working with healthcare providers to identify gaps in care and community leaders for health promotion. For example, a student developed a project focused on baby food for women with unplanned pregnancies at a community pregnancy center. In addition to reviewing relevant evidence-based literature, the student collaborated with other professionals including the audience, nutritionist, physical therapists, dentist, and specific agency personnel. The final project plan was approved and implemented by the student which included how to make affordable baby food at home from ‘scratch’ (see sample of student project under the Standard III tab in the Resource Room).

Direct patient care activities are essential to developing an effective health promotion project

including; identify a population in the community, assess its learning needs and interests, creating a teaching project, and implementing it. After identifying their population, students assess it by visiting at the community agency or site multiple times. Since the individual members of the group who present at an agency (e.g., food pantry) may differ at each student visit, students assess for common patterns in their health care needs. Students work with the agency staff to determine a project and then develop it with input from clients, agency staff, scholarly literature, and instructor. The project may be a presentation, poster, flyer, new procedure or process, etc.

During the COVID-19 lockdown period, students were unable to interact with agencies or clients in person; therefore, they completed virtual activities, primarily via Zoom or email with a small group. For example, one student had neighbors who lived across the street from a strawberry farm. The area has water from wells, and residents have worried about the condition of the water and safety. The student did her project on well water safety and how to care for well water. They worked with Hillsborough County Health Department's Environment Health Division to get many of their questions answered. They also worked with a professional from a local well company to ensure the information was accurate. With their input, they created a basic video of information about well water safety for the neighbors to view. This was a creative way to inform community residents when the pandemic prevented in-person contact, and provided a resource for them to refer to later. The video was shared with the neighbors via Zoom (<https://powerflow.mytriomedia.com/share/5fc43e58813ce>). The video provides links to more information for professional help with well water. This example shows how students were able to meet the MLO during the pandemic.

Indirect care activities involved students working with community leaders in their county health department. With the help of a current student employed at the Pinellas County Health Department and her supervisor, the course coordinator created a learning activity in which students explored their local health department. The steps were for students to interview five peers to identify gaps in their knowledge of the health department and then physically visit the department or one of its sites. During their visit, students assessed various factors (e.g., location, accessibility, services) paying special attention to the knowledge gaps identified in their peers. After the visit, students shared what they learned and a flyer was created with input from the peers originally interviewed. Students also described and compared their experiences with class peers during discussions. Another example included working with a dentist to develop and implement a project with young children at a summer camp to teach them proper teeth brushing. The dentist worked with the student to determine the content for the teaching project, and then the dentist appeared via Zoom to talk with the children during the presentation. For samples of assignments, grading rubrics, and course feedback (see the Public Health Department Assignment folder under the Standard III tab in the Resource Room).

Preparation for interprofessional collaboration in Community Health Nursing Practicum is shared by Community Nursing Health Theory (NUR 4636; pre/co-requisite). RN-BSN students participate simultaneously with students in the bachelor's dental hygiene at SPC in a case study presented via a shared discussion forum in both classes. This learning activity enhances their knowledge regarding teamwork. All students are provided with a scenario and are required to discuss several aspects of the case studies. RN-BSN students are required to reply to dental

students, rather than other RN-BSN students, in order to promote examining health conditions from the perspective of another discipline and to prove the value of teamwork.

To reinforce the importance of interprofessional collaboration at the community level, the Community Nursing Practicum course arranged and implemented a health fair for the local community. The course coordinator oversaw the project, but the students were responsible for its implementation. Students identified community members' needs and contacted appropriate vendors to participate in the health fair. RN-BSN students presented content on various topics vital to the community. RN-BSN students also coordinated with multiple health programs at the campus to have their students participate. For example, students from the dental hygiene, emergency medical services, physical therapy assistant, and respiratory services programs also presented information to fair attendees. The event was well received and it is planned to continue as an annual event. However, the COVID-19 lockdown period began in spring 2020, and the event is indefinitely on hold out of consideration for ongoing pandemic conditions (see event pictures under the Standard III tab in the Resource Room).

III-I. Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.

Elaboration: Evaluation of student performance is consistent with expected student outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. Processes exist by which the evaluation of individual student performance is communicated to students. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students in all programs. Faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

Program Response:

All RN-BSN courses use a standardized grading scale approved by the faculty and curriculum committee as summarized in Table 3.3 Evaluation of individual student performance is communicated and accessible to students, consistently applied, and aligned with expected individual student learning outcomes. Achievement of specific course outcomes with an overall performance standard of 70% or greater ensures progression in the program. Student performance is evaluated regularly by faculty with clear expectations explicitly defined in each course syllabus. Each course is accompanied by a syllabus that delineates the major learning outcomes for the course, associated evaluation methods, standard grading policy, and overall performance standard. Faculty have adopted standard rubrics for grading scholarly papers, presentations, discussions, and other types of assessments in each course. Examples of these policies and grading tools can be found in course syllabi and are available under the Standard III tab in the Resource Room. Table 3.3 presents the program grading scale.

Table 3.3. Grading Scale

Letter Grade	Overall Course Percentage
A	90%-100%
B	80%-89%

Letter Grade	Overall Course Percentage
C	70%-79%
D	60%-69%
F	less than 60%

Evaluation Criteria and Learning Outcomes

The evaluation criteria for each assessment and course assignments are consistent with student learning outcomes. For each course, each category of evaluation item is stated as a percentage of the overall course grade and linked to associated major learning outcomes (MLO). In turn, the course MLOs are linked to associated program student learning outcomes (SLOs) and professional competencies in the *Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008). Please see the RN-BSN Curriculum Congruence Grid 2021-22, for MLOs, SLOs, and professional competencies of baccalaureate nurses under the Program Documents tab in the Resource Room. Table 3.4 provides a course example of the congruence between learning outcomes, teaching-learning practices, and evaluation criteria.

Table 3.4. Example Relating Learning Outcomes to Teaching-Learning Practices

Evidence Based Research and Utilization (NUR 4169)			
Program SLOs	Course MLO	Learning Activity	Evaluation Criteria
The student will formulate nursing practice decisions utilizing scientific research and evidence-based protocols to ensure that best practices are incorporated into the care of patients, groups and communities.	The student will demonstrate awareness of legal and ethical parameters required when conducting research with human subjects.	<p>Topic: Research Misconduct</p> <p>Assignment: Homework Activity</p> <ol style="list-style-type: none"> 1. Visit the website of the Office of Research Integrity, U. S. Department of Health and Human Services, Research Misconduct, Case Summaries at https://ori.hhs.gov/case_summary 2. Select an example of research misconduct that has occurred in the past 5 years and answer the following questions: 3. What is the name of the Case Summary you selected? 4. What did the researcher do that constituted scientific misconduct? 5. What were the consequences of the researcher’s actions? 6. Click on the link and view the video “What’s New in IRB Review Under the Revised Common Rule” 	<ol style="list-style-type: none"> 1. Students examine cases of scientific misconduct and answer questions to assist them in identifying components of the Office of Research Integrity administrative process where actions are imposed due to findings of research misconduct. 2. Students view a video presentation on the revised IRB Common Rule and answer questions that address IRB protocols that ensure best research practices.

		<p>7. Answer the following questions using complete sentences: https://www.youtube.com/watch?v=zDsUUs9j3sQ</p> <ul style="list-style-type: none"> • What were the two main goals for revising the Common Rule? • How often will the list for expedited reviews be updated? • When is continuing IRB Review not required? • What changes did the revision make to the waiver of informed consent for screening, recruiting, and determining eligibility? • What was the compliance date for Single IRB Review? • Where should you send your questions about the revised Common Rule? 	
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Defining and Communicating Evaluation Criteria

Evaluation criteria are defined, communicated, and accessible to students. Within each course syllabus states the overall course performance standard (70% or more) and evaluation methods. For each assessment, the grading criteria are clearly defined in a rubric and available to students in multiple places within the course. The rubric is located with the specific assessment item (i.e., dropbox, discussion). In addition, faculty may also provide rubrics directly in the syllabus and/or as separate documents in the Student Resources module. Tutorials with instructions for faculty and students to access dropboxes, discussion boards, and the grades area are available in every course section. Grading processes are agreed upon by faculty. For example, faculty agreed to implement the use of a general rubric for discussion boards during the Curriculum committee meeting on January 27, 2020 (see the minutes under the Standard III tab and the rubric under the Program Documents tab in the Resource Room).

Applying Evaluation Criteria

To ensure consistent application of evaluation criterial, all full- and part-time instructors teaching the same course use the same rubrics for major assignments regardless of course section or delivery method. To ensure consistency throughout the program, rubric use and evaluation are emphasized for part-time faculty during their orientation and annual update meeting. Course coordinators provide examples of A-level (excellent) work and C-level (average) work for faculty to review. Course coordinators also communicate with part-time faculty regarding student evaluation prior, during, and at the completion of each course.

Evaluation of individual student performance is communicated to the student in a variety of ways including scores in the grade area, feedback in the grading rubric, comments and suggestions on returned assignments, and the final course grade. An instructor has the option of recording a voice message in addition to the standard written feedback to increase engagement.

As frontline healthcare workers, RN-BSN students were significantly impacted by the stressors created by the pandemic in their work and home lives. Faculty and administration worked diligently to find solutions to support students and continue their education. Initially, there were multiple program continuity meetings with administrators, full-time, and part-time faculty in attendance to discuss issues and solutions in every course. Evaluative measures for courses were modified and deadlines adjusted. One of the most significant challenges for the program was the cessation of all in-person practicum activities and hours within outside agencies used for Community Health Nursing Practicum (NUR 4636L) and Leadership Practicum (NUR 4835L). For specific details about learning activities and assessments in these courses, see Key Element III-H.

III-J. The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of student outcomes. Such evaluation activities may be formal or informal, formative or summative. The curriculum is regularly evaluated by faculty and revised as appropriate.

Program Response:

The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals. Feedback from faculty and students about teaching-learning practices is evaluated and used to foster ongoing improvement to achieve expected student learning outcomes.

The Curriculum committee facilitates a workshop to review teaching-learning practices to compare courses across the curriculum and by delivery method each year. During this process, teaching-learning practices are compared across the curriculum and by delivery method to ensure they reflect best practices and are sufficient and appropriate across the curriculum and within each course and equitable across delivery methods. For specific details about the teaching-learning practices for the curriculum, see the RN-BSN 2020-2021 Comparison FTF and Online Coursework grid for Teaching-Learning Activities under the Program Documents tab in the Resource Room.

Student Evaluation of Teaching-Learning Practices

Feedback from current students and graduates is solicited throughout the academic year. Current students provide feedback in course evaluation surveys and student surveys of instruction (SSI) that are embedded in every section. Course evaluation surveys provide results about the effectiveness of teaching-learning practices and achieving major learning outcomes (MLO), which are associated with specific student learning outcomes (SLOs). The SSIs provide results about the effectiveness of teaching-learning practices specific to faculty. Graduates provide feedback in graduate surveys sent about 6 months after graduation. Graduate surveys provide results of overall program effectiveness for achieving SLOs and preparing students for baccalaureate nursing practice.

The evaluation committee collects and summarizes results for the faculty each year (see Standard IV). As a whole, the faculty reviews and analyzes aggregate student results about teaching-learning practices across the curriculum, delivery methods, and faculty. Each course coordinator individually reviews the results of the courses they lead. In addition to survey results, faculty provide feedback about unexpected developments that may have affected the course experience, student attrition, and grade distributions. The survey results and additional information are used to inform faculty decisions to foster improvement in teaching learning practices and achieving student learning outcomes in individual courses and across the curriculum.

Recommendations are made by the faculty based on the Evaluation committee presentation. Urgent issues are addressed immediately and regular follow-up is facilitated and reported by the Curriculum committee. Course coordinators provide a summary of course improvements each year. Starting in 2020, course improvement summaries were rescheduled for the first Curriculum committee meeting of the academic year.

For example, teaching learning practice improvements were made in Professional Roles and Dimensions of Nursing Practice (NUR 3805) based on student feedback. In the group student presentation assignment, one student in the group was required to be the group leader. In addition to the official duties stated in the guidelines, group leaders reported additional unofficial duties being imposed on them such as reviewing the quality of other students' work and facilitating the revision process. Revisions were either made or not made and affected the score earned by the group. The unofficial duties created inequity in the time, effort, and level of responsibility for the presentation between the group leader and other members. In some cases, a negative group experience translated into difficult relationships between peers, complaints to faculty, and a lower quality presentation.

Student comments from course evaluation surveys consistently revealed the extra burden on the group leader was unfair, and requested the group leader requirement be removed. In spring 2018, the course coordinator responded to this concern by adapting the group presentation to be an individual presentation with students assigned to differing viewpoints of assigned topics. This change in teaching-learning practices, fostered student achievement of the MLOs associated with the presentation and improved the class experience.

Faculty Evaluation of Teaching-Learning Practices

Course coordinators solicit narrative course feedback at the end of a course from all part- and full-time faculty members via a course debriefing form. The form was last reviewed and affirmed during a Curriculum committee meeting in the summer of 2020. Faculty members perform a summative evaluation of each course which is presented annually (see Evaluation committee minutes from 11.9.20 under the Standard III tab in the Resource Room) and reviewed by course faculty to identify course strengths and areas needing improvement. In addition, course faculty provide feedback to the course coordinator about unexpected issues that may arise during the course. Course Coordinators provide a summary of course improvements each year. Starting in 2020, the summaries were rescheduled for the first Curriculum committee meeting of the academic year. Faculty decided that they will continue to use the debriefing form and will summarize the changes made to each course per the document and other forms of feedback (such

as informal communication like email or verbal discussions) annually during a Curriculum committee meeting.

Summary of Standard III

Strengths

- Curricula and teaching and learning practices integrate the *The Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).
- Processes exist and are systematically used by faculty for ongoing feedback, evaluation, and improvement of courses and curriculum.
- Faculty members are responsive to student needs and contribute significant efforts toward curriculum revisions implemented in fall 2020.

Areas for Improvement

- Reframe the curriculum in light of domains and concepts for entry-level professional nursing established in *AACN Essentials* (2021) and *Nursing: Scope and Standards of Practice* (ANA, 2021).
- Incorporate *Quality and Safety in Nursing Education* (QSEN) standards into the curriculum as a national benchmark.
- Revise the *Leadership Practicum* (NUR 4835L) course to incorporate innovative learning experiences by effective use of preceptors and simulation to strengthen the curriculum, develop more resources for students to complete practicum hours by alternate methods in order to foster student achievement and progression through the program, address barriers to securing a preceptor, and meet the needs of the community of interest.

STANDARD IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

IV-A. A systematic process is used to determine program effectiveness.

Elaboration: The program (baccalaureate, master's, DNP, and/or post-graduate APRN certificate) uses a systematic process to obtain relevant data to determine program effectiveness. The process:

- *is written, is ongoing, and exists to determine achievement of program outcomes;*
- *is comprehensive (i.e., includes completion, licensure, certification, and employment rates, as required by the U.S. Department of Education; faculty outcomes; and other program outcomes);*
- *identifies which quantitative and/or qualitative data are collected to assess achievement of the program outcomes;*
- *includes timelines for data collection, review of expected and actual outcomes, and analysis; and*
- *is periodically reviewed and revised as appropriate.*

Program Response:

The RN-BSN program uses a systematic and comprehensive process to obtain relevant data and determine program effectiveness. Overall program improvement processes are documented in the Plan for Program Quality (Appendix A). Details about aggregate outcome criteria and collection and review of actual outcomes are documented in the Master Data Plan (Appendix H).

Plan for Program Quality

The Plan for Program Quality (Appendix A) explains the processes (i.e., method, time frame, and documentation) related to ongoing quality improvement. The plan is a program-level document based on the Commission on Collegiate Nursing Education *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (2018) and accounts for mission and governance, institutional resources, curriculum and teaching-learning practices with student outcomes, and program outcomes. The Evaluation committee is responsible for facilitating the annual review of the plan's structure and details. Input for revisions are provided by faculty, relevant committees, and administrators. The faculty review and update the plan, and the most recent revisions were approved during the latest update in summer 2021 (see Evaluation Committee minutes from 7.12.21 under the Standard IV tab in the Resource Room).

Regarding specific aggregate outcomes related to students, graduates, and faculty achievements, processes are described in Standard IV of the Plan for Program Quality. For each element associated with aggregate outcomes, the plan identifies the methods, timeframe, and documentation of completion rates. For example, "Key Element IV-E" of the plan discusses graduate employment and identifies the data collection method, timeframe for review, and committee responsible for data collection, summary, and presentation. When faculty review the results as scheduled, actual outcomes are compared to expected outcomes. If an actual outcome does not meet the expected outcome, then an action plan is created to assign a responsible person(s) or committee(s) to investigate influential factors, discuss and implement changes, and provide follow-up within a specific timeframe.

Master Data Plan

The Master Data Plan (Appendix H) identifies specific details related to aggregate outcomes including the calculation methods, data sources, and time frames involved. The Master Data Plan is an Evaluation committee-level document. The Evaluation committee has the primary responsibility for survey administration and/or data retrieval for summary and presentation of aggregate outcomes. Evaluation items in the data plan are consistent with key elements stated in “Standard IV” of the Plan for Program Quality. The faculty review and update the data plan annually and as needed. The latest updates were made in summer 2021 to be consistent with outcome revisions made in spring 2021 (see CCNE preparation meeting minutes for 5.3.21 under the Standard IV tab in the Resource Room).

Results are presented to accomplish timely and meaningful improvement. For example, course success rates and course evaluation survey results are collected and summarized at the end of each academic year after the summer term is completed. Results are presented to the faculty at the next Evaluation committee meeting in the fall term.

IV-B. Program completion rates demonstrate program effectiveness.

Elaboration: The program (baccalaureate, master’s, DNP, and/or post-graduate APRN certificate) demonstrates achievement of required program outcomes regarding completion in any one of the following ways:

- *The completion rate for the most recent calendar year (January 1 through December 31) is 70% or higher;*
- *The completion rate is 70% or higher over the three most recent calendar years;*
- *The completion rate is 70% or higher for the most recent calendar year when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education; or*
- *The completion rate is 70% or higher over the three most recent calendar years when excluding students who have identified factors such as family obligations, relocation, financial barriers, and decisions to change major or to transfer to another institution of higher education.*
- *The program identifies the cohort(s), specifies the entry point, and defines the time period to completion, each of which may vary by track; however, the program provides the completion rate for the overall degree/certificate program. The program describes the formula it uses to calculate the completion rate. The program identifies the factors used and the number of students excluded if some students are excluded from the calculation.*

Program Response:

Graduation rates consistently exceeded the expected outcome ($\geq 70\%$) (Table 4.1). The rates demonstrate program effectiveness at providing student support for course success and timely program completion. Graduation rates are calculated by calendar year and for academic year admission cohorts. For calculations, the entry point is successful completion of the first required course, Professional Roles and Dimensions of Nursing Practice (NUR 3805). Admission and graduation data are obtained from the College’s Business Intelligence database.

Table 4.1: Graduation Rates

Graduates by Calendar Year: All graduates (cumulative percentage) Expected \geq 70%			
2017	2018	2019	2020*
78.0%	76.3%	71.9%	76.6%
Graduates by Academic Year Admission Cohort: At 5-year mark by Summer 2020 percentage) Expected \geq 70%			
2010-11	2011-12	2012-13	2013-14
73.4%	78.9%	84.2%	84.7%

*Reflects percentage of students who graduated from those eligible for graduation.

Cumulative Graduation Rate by Calendar Year

Graduation rate by calendar year is calculated as the proportion of graduates (numerator) from all students admitted (denominator) through calendar year indicated. The rate represents an annual, cumulative measure of graduation beginning in 2009 (first full calendar year of data available). For calendar year 2020, the cumulative graduation rate for all students eligible for graduation was 76.6% (Table 4.1).

Graduation Rate by Academic Year Admission Cohorts at the 5-Year Mark.

Graduation rate by academic year cohort is calculated as the proportion of graduates (numerator) from all students admitted during a specific academic (denominator). To calculate the rate, each academic year admission cohort is followed for 5 years starting at the earliest possible completion term based on the full-time program plan in place upon admission. Prior to fall 2020, full-time students could graduate in 4 terms. Starting in fall 2020, full-time students could graduate in three terms. As of fall 2020, cohorts from academic years 2010-2014 had reached the 5-year mark and had graduation rates ranging from 73.4%-84.7% (Table 4.1). As of fall 2020, cohorts from academic years 2014-2018 had only reached between the 1-year to 4-year mark; however, their graduation rates already exceeded expectations ranging from 76%-82.1%. For all cohorts, graduation rates increase over time as the cohorts reach the 5-year mark.

IV-C. Licensure pass rates demonstrate program effectiveness.

This key element is not applicable to a program that does not prepare individuals for licensure examinations or does not yet have individuals who have taken licensure examinations.

Elaboration: Programs with a pre-licensure track demonstrate achievement of required program outcomes regarding licensure. The program demonstrates that it meets the licensure pass rate of 80% in any one of the following ways:

- *the NCLEX-RN® pass rate for each campus/site and track is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- *the pass rate for each campus/site and track is 80% or higher for all first-time takers over the three most recent calendar years; or*
- *the pass rate for each campus/site and track is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

For each campus/site and track, identify which of the above options was used to calculate the pass rate.

Program Response:

This key element is not applicable because the program does not prepare students for licensure examinations.

IV-D. Certification pass rates demonstrate program effectiveness.

IV-D. Certification pass rates demonstrate program effectiveness.

This key element is not applicable to a degree or certificate program that does not prepare individuals for certification examinations or does not yet have individuals who have taken certification examinations.

Elaboration: The master's, DNP, and post-graduate APRN certificate programs demonstrate achievement of required program outcomes regarding certification. For programs that prepare students for certification, certification pass rates are obtained and reported for those completers taking each examination, even when national certification is not required to practice in a particular state.

For programs that prepare students for certification, data are provided regarding the number of completers taking each certification examination and the number that passed. A program is required to provide these data regardless of the number of test takers.

A program that prepares students for certification demonstrates that it meets the certification pass rate of 80%, for each examination, in any one of the following ways:

- 1. the pass rate for each certification examination is 80% or higher for first-time takers for the most recent calendar year (January 1 through December 31);*
- 2. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) for the most recent calendar year;*
- 3. the pass rate for each certification examination is 80% or higher for all first-time takers over the three most recent calendar years; or*
- 4. the pass rate for each certification examination is 80% or higher for all takers (first-time and repeaters who pass) over the three most recent calendar years.*

The program identifies which of the above options was used to calculate the pass rate. The program provides certification pass rate data for each examination but, when calculating the pass rate described above, may combine certification pass rate data for multiple examinations relating to the same role and population.

Program Response:

This key element is not applicable because the program does not prepare students for certification examinations.

IV-E. Employment rates demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of required outcomes regarding employment rates.

- *The employment rate is provided separately for each degree program (baccalaureate, master's, and DNP) and the post-graduate APRN certificate program.*

- *Data are collected within 12 months of program completion. Specifically, employment data are collected at the time of program completion or at any time within 12 months of program completion.*
- *The employment rate is 70% or higher. However, if the employment rate is less than 70%, the Employment rate is 70% or higher when excluding graduates who have elected not to be employed.*

Program Response:

Graduate employment rates consistently exceeded the expected outcome ($\geq 70\%$, Table 4.2). These results demonstrate program effectiveness in supporting employment and professional achievement. The presence of consistently high employment rates is logical since all students are registered nurses. The vast majority are working prior to and during the program and remain working after program completion. Employment data are obtained from the Graduate survey emailed to graduates approximately 6 months after graduation.

Table 4.2: Graduate Employment Rates

Graduate Employment (percentage) Expected $\geq 70\%$				
2015-16	2016-17	2017-18	2018-19	2019-20
100%	92.1%	96.7%	100%	100%

IV-F. Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.

This key element is applicable if one or more of the following key elements is applicable: Key Element IV-B (completion), Key Element IV-C (licensure), Key Element IV-D (certification), and Key Element IV-E (employment).

Elaboration: The program uses outcome data (completion, licensure, certification, and employment) for improvement.

- *Discrepancies between actual and CCNE expected outcomes (program completion rates 70%, licensure pass rates 80%, certification pass rates 80%, employment rates 70%) inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

Licensure and certification rates are not applicable. Employment and graduation results are reviewed by the faculty for ongoing program improvement. Multiple changes were made to streamline course and program completion and enhance graduation and employment. Scheduled changes as well as urgent, pandemic-related changes resulted in three overlapping and ongoing areas of program improvement affecting a) program duration and credits, b) course delivery, and c) admission and progression support.

Program Duration and Credits

Feedback from leadership preceptors (i.e., employers) in *Leadership Preceptor* survey results from 2017-2018 revealed a slight decrease in program satisfaction and a recommendation that the program encourage students to obtain professional certification to enhance their professional

stature (see Evaluation committee minutes from 4.12.21 and Leadership Preceptor survey results under the Standard IV tab in the Resource Room).

By fall 2018, the decision was made to allow students with an approved nationally recognized nursing certification to receive 2 credits toward the nursing elective requirement if the certification aligned with one of the program's nursing elective courses (see Curriculum committee minutes from 7.9.18 under the Standard IV tab in the Resource Room).

The Student Affairs committee facilitates the approval and tracking process for certification submission and approval. By fall 2020, a total of 61 students with a professional nursing certification were approved for upper division nursing elective credit. An example of an approved certification is the Critical-Care Registered Nurse® certification which aligns with learning objectives in the ECG Interpretation for Healthcare Professionals (NSP 3276). In addition to enhancing program completion, this change also promoted professional development.

Program satisfaction results from student revealed barriers to program completion which directly influence the program's aggregate outcome for graduation. Although program satisfaction results from students in the End-of-Program survey from 2017-2018 and 2019-2020 were relatively high (84.6% and 86.5%, respectively); some comments recommended the program become more efficient in duration and credits to enhance timely program completion (see Evaluation committee minutes from 11.5.18 and End-of-Program survey results from 11.4.19 in under the Standard IV tab in the Resource Room). Similar feedback from all enrolled students was found in results of a Student Affairs committee survey in fall 2019 identifying program duration and course sequencing as barriers to timely program completion (see Student Affairs committee minutes from 9.16.19 under the Standard IV tab in the Resource Room).

In total, these recommendations initiated and supported strategies to increase program efficiency related to required credits, duration, and course sequencing. The goal was to enhance students' ability to achieve their educational and employment goals in a timely manner. By fall 2020, the total number of required credits was reduced from 40 to 32, and course sequencing and scheduling became more flexible. Adjusting total program credits, course sequencing, and scheduling promoted program completion by allowing full-time students to complete the program in three terms rather than four terms.

Total program credits were reduced by eliminating two required courses (Nursing in a Multicultural Society and Nursing of the Family) and the nursing elective requirement. Curricular review revealed Nursing in a Multicultural Society (NUR 3655) and Nursing of the Family (NUR 4606) were redundant because concepts were already integrated among other required courses (see Curriculum committee minutes from 8.28.17 under the Standard IV tab in the Resource Room). For example, the "genetic basis for disease" and "family violence" concepts were already integrated in Pathophysiology (NUR 3215) and Community Health Nursing Theory (NUR 4636), respectively. In addition, feedback from students indicated these courses were redundant as required courses and a preference for retaining them as electives for those who wanted additional, specialized content (see Student Affairs minutes from 9.25.17 under the Standard IV tab in the Resource Room). The nursing elective requirement was also determined to be redundant because essential concepts for a baccalaureate degree in nursing were sufficiently represented in the remaining required courses (see Curriculum committee

minutes from 6.17.19 under the Standard IV tab and RN-BSN Curriculum Congruence Grid 2021-22 under the Program Documents tab in the Resource Room).

Course sequencing and scheduling became more flexible by revising pre- and co- requisite requirements and offering a larger selection of required courses and nursing electives during each term and across both modmesters and allowing summer admissions (see Curriculum committee minutes from 6.17.19 and 10.10.18 under the Standard IV tab in the Resource Room). Professional Roles and Dimensions of Nursing Practice (NUR 3805) remained the first required course; however, pre/co-requisite requirements were revised so courses could be taken in any order. In addition, required courses were scheduled every term, with face-to-face sections scheduled exclusively on Wednesdays so students could coordinate their family, work, and school schedules in advance. The only exception was Leadership Theory (NUR 4835), which remained a pre-requisite to Leadership Practicum (NUR 4835L); and both were offered exclusively in fall/spring terms. Summer 2019 was the first time that students were newly admitted in a summer term. By fall 2020, all curricular changes were implemented.

Nursing elective courses and delivery were adapted based on student feedback, enrollment, and transcript review. Feedback from students in End-of-Program (EOP) survey results from 2016-2017 and 2017-2018 indicated nursing electives should be offered more often (see Evaluation committee minutes 11.13.17 and the EOP survey results from 11.5.18 under the Standard IV tab in the Resource Room). Enrollment data revealed a decrease in face-to-face nursing electives between the academic years 2017-2018 to 2018-2019 from 77 to 38 students. Student transcript review also revealed many students would need upper division (i.e., 3000+ to 4000+ level) credits to meet the Florida baccalaureate degree requirements of 40 upper division credits. Together, these results initiated and supported strategies to adapt nursing elective courses to meet student requirements. By spring 2020, nursing elective courses were offered exclusively online. By fall 2020, nursing elective courses were scheduled more frequently, and a larger number were offered in each modmester. In addition, Nursing in a Multicultural Society (NUR 3655) and Nursing of the Family (NUR 4606) were converted to 3-credit elective courses and revised to provide in-depth exploration of current issues and avoid redundancy with other courses.

Course delivery methods were adapted to maximize student and employee safety at the start of the COVID-19 pandemic. During the second modmester of spring 2020, all face-to-face courses were immediately transitioned to live-online (i.e., synchronous virtual) delivery to allow course completion despite campus closings (see RN-BSN continuity meeting minutes from 3-23-20 under the Standard IV tab in the Resource Room). This change lasted through summer 2020 (see Faculty Affairs committee minutes from 3.30.20 under the Standard IV tab in the Resource Room).

In spring 2021, course delivery was adapted again to begin a measured and safe return of in-person class attendance (see Faculty Affairs committee minutes from 9.14.20 under the Standard IV tab in the Resource Room). Three delivery modalities were made available for required courses and included a) live-online (virtual synchronous attendance), b) online (asynchronous attendance), and c) blended (option of synchronous virtual or in-person attendance) delivery. For blended courses, in-person attendance was restricted to those who signed a release of liability,

agreed to follow all campus safety measures, and had no manifestations or risk factors of COVID-19 infection.

Admission and Progression Support

Summer admission began in summer 2019 to remove a barrier that prevented students from achieving their educational goals in a timely manner (see Curriculum committee minutes from 10.10.18 under the Standard IV tab in the Resource Room). Allowing students to start in summer term eliminated the delay created when students had to wait until fall term to start the program. Professional Roles and Dimensions of Nursing Practice (NUR 3805) and Pathophysiology (NUR 3125) were offered online. A total of 6 credits were offered for students to meet summer term financial aid requirements. Both courses had a 95% successful completion rate.

Admission requirements were revised to remove barriers related to educational preparation. In fall 2020, registered nurses with a nursing associate in science (AS) degree became eligible for admission (see Curriculum committee minutes from 1.6.20 under the Standard IV tab in the Resource Room). After a review of the general education and lower division credits requirements, it was concluded that the nursing AS degree was sufficient preparation for program admission. This change promoted professional development for a larger pool of registered nurses.

Progression support processes were implemented to ensure students complete nursing program requirements along with other baccalaureate degree graduation requirements (i.e., general education, upper division, foreign language) in a timely manner. Specific academic pathway plans were developed based on educational attainment at admission including an AS degree without foreign language, AS with foreign language, nursing associate of arts (AA) degree without foreign language, and AA degree with foreign language (see Academic Pathway documents under the Program Documents tab in the Resource Room). Upon admission, students received the appropriate pathway plan to identify and schedule program and graduation requirements. Students admitted with associated degrees are monitored by the RN-BSN project coordinator for timely completion of general education, foreign language, and nursing program requirements.

IV-G. Aggregate faculty outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of expected faculty outcomes. In order to demonstrate program effectiveness, outcomes are consistent with and contribute to achievement of the program's mission and goals and are congruent with institution and program expectations.

Expected faculty outcomes:

- are identified for the faculty as a group;
- specify expected levels of achievement for the faculty as a group; and
- reflect expectations of faculty in their roles.

Actual faculty outcomes are compared to expected levels of achievement. Actual faculty outcomes are presented in the aggregate. If expected faculty outcomes vary for different groups of faculty (full-time, part-time, adjunct, tenured, non-tenured, or other), actual faculty outcomes may be presented separately for each different group of faculty.

Program Response:

Aggregate faculty outcomes are congruent with organizational expectations of faculty members identified in the annual individual performance evaluation tool. The individual performance evaluation tool is provided via Faculty180 software (see Faculty180 template under Program Documents tab in the Resource Room). The focus area of each outcome reflects a) quality of teaching & learning, b) contribution to College and College of Nursing effectiveness and c) professional development & scholarly activities. Faculty outcome definitions and thresholds were last reviewed in the January 2021 curriculum workshop with no changes. Faculty outcomes for teaching and learning, contribution to college effectiveness, and professional development and scholarly activities consistently met or exceeded expected outcomes (Table. 4.3).

Table 4.3: Faculty Outcomes

Quality of Teaching & Learning (mean) Full- & part-time faculty	2015-16	2016-17	2017-18	2018-19	2019-20*
<i>Expected fall/spring ≥ 5.0, summer ≥ 3.5</i>					
Faculty Engagement	6.54	6.51	6.58	6.66	6.63 fall/spr 4.86 sum
Preparation & Organization	6.59	6.58	6.66	6.74	6.71 fall/spr 4.85 sum
Course Instruction, Learning Experience	6.51	6.52	6.60	6.67	6.67 fall/spr 4.84 sum
Other Outcomes (percentage)	2015-16	2016-17	2017-18	2018-19	2019-20
<i>Full-time faculty, Expected = 100%</i>					
Contribution to College and College of Nursing Effectiveness	100%	100%	100%	100%	100%
Professional Development & Scholarly Activities	100%	100%	100%	100%	100%

*2019-2020: For spring/fall (fall/spr), responses used a 1-7 scale and there was a subscale for “Course Instruction”. For summer (sum), scale changed to a 1-5 scale and subscale changed to “Learning Experience”.

Quality of Teaching and Learning

Teaching and learning outcomes consistently exceeded expected outcomes for all three subscales. Results demonstrate program effectiveness in high-quality teaching and professional relevance. In addition, aggregate mean scores on each subscale were compared to scores for Health Education Center faculty and all College faculty. Data are collected by the student survey of instruction which is an automated process integrated in each course section via the learning management system. Starting in summer 2020, the student survey of instruction was revised to change the subscale from “Course Instruction” to “Learning Experience” and the response scale from a 1-7 scale to a 1-5 scale. Due to these revisions, there was a corresponding change in the expected outcome from a mean score ≥ 5.0 to a mean score ≥ 3.5).

Contribution to College and College of Nursing Effectiveness, Professional Development, and Scholarly Activities

All full-time faculty contribute to College and College of Nursing (CON) effectiveness and participate professional development/scholarly activities. Data are collected for full-time faculty by the Faculty Affairs committee each year via survey. Contribution to college effectiveness identifies faculty that serve on CON and College committees. Professional development and scholarly activities identify a varied list of professional activities (e.g., service in a professional nursing organization, publications, community service) (see list of faculty professional activities under the Standard IV tab in the Resource Room).

IV-H. Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.

Elaboration: The program uses faculty outcome data for improvement.

- *Faculty outcome data are used to promote ongoing program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to foster achievement of faculty outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

Aggregate faculty outcomes are reviewed by the faculty and used to foster ongoing program improvement. Multiple changes were made related to a) quality of teaching & learning, b) contribution to CON & College effectiveness, and c) professional development & scholarly activities.

Quality of Teaching & Learning

Changes in faculty engagement, preparation & organization, and learning environment promoted program improvement by enhancing the learning experience. Examples of improvements include increased use of virtual technology and course development.

Regarding virtual technology, feedback in the Graduate survey from 2018-2019 graduates and End-of-Program (EOP) survey from students in 2018-2019 recommended increased virtual options to engage students in online classes (see Evaluation committee minutes and EOP and Graduate survey results from 11.4.19 and 4.20.20 under the Standard IV tab in the Resource Room). In fall 2019, the Zoom web conferencing tool was integrated into the learning management system and faculty members began offering virtual office hours, and positive student feedback was reported anecdotally by instructors. In spring 2020, online sections of Pathophysiology (NUR 3125) began using video introductions for students to encourage interaction. Shortly afterwards, use of video introductions expanded to other courses including Health Assessment & Physical Appraisal (NUR 3066) and ECG Interpretation for Healthcare Professionals (NSP 3276). In summer 2020, motor exams in Health Assessment & Physical Appraisal (NUR 3066) could be completed by video or virtually rather than in-person due to the pandemic-related campus closures (see Evaluation committee minutes from 11.9.20 under the Standard IV tab in the Resource Room).

By fall 2020, a few courses added virtual and video discussion submission options to the traditional written submission option. For example, students in Community Health Nursing Practicum (NUR 4636L) and Pathophysiology (NUR 3125) could participate in discussions via written, virtual, and/or video options. In addition, other courses had regular virtual sessions to give students a course overview and/or prepare them for major assignments. For example, an

online section of Informatics and Clinical Reasoning (NUR 3874) offered virtual sessions prior to each homework assignment based on preparing information for dissemination using multiple Microsoft Office® products. These instructional sessions were recorded and a link to the recording was sent to the class for those who could not attend. The goal of increasing use of virtual technology was to improve student success by offering more opportunities for engagement and providing a sense of ‘connectedness’ among students in the course. During the spring 2021 orientation, adjunct instructors were informed of ways to incorporate the use of virtual sessions in their online courses to improve student success (e.g., course overview, preparation for major assignments) (see Faculty Affairs adjunct meeting agenda and presentation from 4.26.21 under the Standard IV tab in the Resource Room).

Regarding course development, when faculty assignments changed to 100% teaching in fall 2019, annual stipends were provided for course coordinators to compensate them for non-teaching related deliverables at a predetermined dollar amount. Each course has an assigned coordinator that is responsible for updating the standard online course and filling online sections. In addition, all courses were required to go through online course revitalization. The Online Learning Services department worked with an assigned faculty course developer to align the course with Quality Matters® standards. Faculty course developers were provided with a one-time stipend at a predetermined dollar amount (see Curriculum committee minutes from 8.26.19 under the Standard IV tab in the Resource Room). By spring 2021, all courses had completed the process or were near completion.

Contribution to College and College of Nursing Effectiveness

Faculty participation in program, College of Nursing (CON), and college-wide activities promoted program improvement by enabling reciprocal and timely communication among CON faculty and administrators and engagement with College and community partners.

At the program level, faculty members participate in all committee meetings as chair, co-chair, or members. Committee responsibilities are reviewed regularly. When faculty assignments changed to 100% teaching in fall 2019, annual stipends were provided for committee chairs to compensate them for non-teaching related deliverables based on a predetermined dollar amount (see Curriculum committee minutes from 8.26.19 under the Standard IV tab in the Resource Room). New full-time faculty members are assigned to a committee and mentored. For example, the Curriculum committee was responsible for the transition to a new curriculum in fall 2020. This change involved substantive changes that required preapproval by the CON and St. Petersburg College’s Curriculum & Instruction Committee. Final approval was provided by the Board of Trustees. Official notification of a substantive change was provided to the Commission on Collegiate Nursing Education in summer 2020. At that time, the newest faculty member was assigned to the Curriculum committee and mentored by the chair while the committee worked on all aspects of the curriculum transition.

At the CON level, the entire CON faculty attend faculty-of-the-whole meetings to receive and report specific committee and program updates multiple times each year. During the faculty-of-the-whole meeting in spring 2021, each committee chair provided an annual report on the committee’s goals and activities (see Faculty-of-the-Whole meeting minutes from 5.5.21 under the Standard IV tab in the Resource Room). In addition, the entire CON faculty participate in

reviewing the CON mission and values. The Faculty Affairs committees of the nursing associate in science program and RN-BSN programs work together to plan the annual Endowed Chair professional development event held during the spring term. The spring 2021 Endowed Chair event was virtual.

At the College-wide level, faculty members participate in a variety of events. For example, a faculty member was a long-standing representative of the Health Education Center (HEC) faculty governance organization (FGO) was the FGO senate president during 2019-2021. During the Discovery Day event in fall 2019, faculty members participated in a session titled “Not Your Father’s Online Course” to share specific technologies used in their courses. In fall 2019, faculty members volunteered at the “Back-to-School Backpack” day co-sponsored by the Pinellas Park Chamber of Commerce to provide school back packs and other items to children. A faculty member is on the HEC bookstore committee which meets regularly with Barnes & Noble representatives for updates and to address concerns. In fall 2019, a faculty member coordinated a health education day on multiple campuses on different days for students to provide education on a variety of health-related topics (see Curriculum committee minutes from 1.29.18 under the Standard IV tab in the Resource Room). In spring 2020, the same faculty member expanded the event into a health fair on the HEC campus involving students, faculty from other health-related programs, members of the Pinellas County Department of Health, and other partners representing a wide range of health concerns. The health fair was an overwhelming success and provided information, education, screening, and vaccinations to participants.

Professional Development and Scholarly Activities

Participation in professional activities promoted effectiveness by ensuring faculty remain relevant in nursing and teaching and learning practices. At a minimum, faculty must complete state-required continuing education hours to maintain licensure and/or advanced practice certification. In addition, faculty regularly participate in a wide variety of other activities. For example, faculty attend the annual spring teaching and learning conference hosted by the College’s Center for Teaching and Learning Excellence with specialized breakout sessions and a nationally recognized keynote speaker. Faculty are also members of professional nursing organizations (e.g., Sigma Theta Tau) and attend other organizational national events.

IV-I. Program outcomes demonstrate program effectiveness.

Elaboration: The program demonstrates achievement of outcomes other than those related to completion rates (Key Element IV-B), licensure pass rates (Key Element IV-C), certification pass rates (Key Element IV-D), employment rates (Key Element IV-E), and faculty (Key Element IV-G).

Program outcomes are defined by the program and incorporate expected levels of achievement. The program describes how outcomes are measured. Actual levels of achievement, when compared to expected levels of achievement, demonstrate that the program, overall, is achieving its outcomes.

Program Response:

Program outcomes are appropriate and relevant to the degree and certificate programs offered. The program monitors other aggregate outcomes to demonstrate program effectiveness and they include a) program quality, b) student learning outcomes d) graduate professional activities, and e) student diversity. Data sources and methods vary by outcome. Results are summarized and presented regularly for review by faculty and CON administration.

Program Quality

Program quality is evaluated from; a) students, b) graduates, and c) employers. Program effectiveness in providing baccalaureate educational preparation is demonstrated by reports of satisfaction and/or educational preparation that consistently exceeded the expected outcome in all groups ($\geq 70\%$, Table 4.4).

Table 4.4: Program Quality

Program Quality (percentage)						
<i>Expected $\geq 70\%$</i>	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21*
Students <i>program satisfaction</i>	86.5%	87.7%	84.6%	85.5%	89.8%	69.9%
Employers <i>program satisfaction</i>	91.0%	90.0%	87.5%	96.0%	91.3%	95.0%
Graduates <i>program satisfaction, educational preparation</i>	77.8%	78.9%	76.7%	84.2%	85.7%	88.9%**

Note: The number of respondents varies by group and academic year.

* Starting with graduates from 2020-2021, definition of program quality revised to focus on educational preparation.

** Partial findings from graduates only from fall 2020. Spring 2021 graduates are not due to be surveyed until November 2021 (i.e., 6 months after graduation).

Program quality data from students, employers, and graduates were collected using the End-of-Program survey (Leadership Practicum NUR 4835L), Leadership Preceptor survey (academic year end), and Graduate survey (6 months after graduation); respectively. Leadership preceptors are considered sources of employer information as they are involved in employing registered nurses, and they are surveyed about their perceptions about the program and student performance. After the 2019-2020 academic year, the End-of-Program survey for students was discontinued because there was no longer a final designated course in the curriculum plan starting fall 2020. However, the Student Affairs committee began surveying students for satisfaction related to various program aspects in fall 2020.

In fall 2020, the first student satisfaction survey from the Student Affairs committee was administered. Responses were limited to students who had completed at least one course. Results revealed student satisfaction with the program, academic advising, and textbook/resource information in advance were low at 69.9%, 66.3%, and 66.3% respectively. With rounding, student satisfaction with the program would be 70% and just met the expected outcome to demonstrate program effectiveness. However, this has decreased from prior academic years. Multiple factors may explain the decrease including survey timeframe, curriculum change, and pandemic effects. The survey timeframe changed from when students were in the final required core course to when students were at any point in the program and may have completed only one course. fall 2020 was a period of curriculum transition with newly admitted students on a new curriculum, while previous cohorts were on the prior curriculum. Finally, many students were likely burdened by additional work and family stress during an unrelenting pandemic while also enrolled in the program. During the January 2021 curriculum workshop, graduate satisfaction

was revised slightly to elicit perspectives about the degree of educational preparation (see Curriculum workshop minutes from 1.25.21 under the Standard IV tab in the Resource Room).

Student Learning Outcomes

Program effectiveness related to student learning outcomes is demonstrated by a) course success rates and b) perceptions from students, graduates, and employers (leadership preceptor) about specific qualities.

Course success is defined as a final letter grade of C or better and rates consistently exceeded the expected outcome for courses overall and by delivery method ($\geq 90\%$, Table 4.5). Course success rates measure student learning outcomes because they are associated with course objectives throughout the curriculum (see the RN-BSN Curriculum Congruence Grid 2021-22 under the Program Documents tab in the Resource Room).

Table 4.5: Success Rates by Course and Delivery (2019-2020)

Course	Success Rate (percentage) <i>Expected $\geq 90\%$</i>		
	Online	Face-to-Face*	Overall
Professional Roles NUR 3805	94.3%	100%	94.8%
Informatics NUR 3874	94.5%	100%	95.1%
Pathophysiology NUR 3125	92.5%	95.7%	92.8%
Evidence-Based Practice NUR 4169	92.4%	91.7%	92.3%
Health Assessment NUR 3066	93.9%	100%	94.9%
Legal-Ethical Issues NUR 3826	95%	100%	95.9%
Multicultural Nursing** NUR 3655	94.4%	100%	94.5%
Family Nursing** NUR 4606	98.1%	100%	97.8%
Community Theory NUR 4636	91.6%	95.2%	92.3%
Community Practicum NUR 4636L	96.8%	97.8%	97%
Leadership Theory NUR 4835	99.5%	100%	99.5%
Leadership Practicum NUR 4835L	98.4%	100%	98.6%
Pharmacology NUR 3145	100%		100%
ECG Interpretation NSP 3276	97.4%		97.4%
Topics in Gerontology NSP 3289	100%		100%

End-of-Life Issues NSP 3685	95.8%		95.8%
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Note: Shaded cell indicates course not offered in that modality.

* In spring/summer 2020, face-to-face courses transitioned to live-online.

** In fall 2020, Multicultural Nursing and Family Nursing transitioned to elective courses.

Perceptions from students, graduates, and employers (leadership preceptors) are gathered regarding qualities identified in the student learning outcomes. These qualities include a) delivery of culturally sensitive care, b) formulating decisions utilizing scientific research and evidence-based protocols, c) integrating principles of leadership into health care delivery, and d) incorporating principles of disease prevention, risk-reduction, and health promotion into nursing practice. Actual outcomes of students, graduates, and employers (leadership preceptors) perceptions consistently exceed expected outcomes ($\geq 70\%$, Table 4.6).

In spring 2021, the student learning outcomes were revised for surveys to be administered starting in fall 2021. For each student learning outcome, the underlying quality stated remained the same, but the language was revised to indicate a higher level of student achievement (see CCNE preparation meeting minutes from 5.3.21 under the Standard IV tab in the Resource Room).

Table 4.6: Perceptions of Qualities in Student Learning Outcomes

Student Learning Outcomes (percentage) <i>Expected $\geq 70\%$</i>	2015-16	2016-17	2017-18	2018-19	2019-20
Deliver Culturally Sensitive Care					
Student	98.2%	96.6%	92.0%	96.4%	95.3%
Graduate	86.1%	89.5%	93.3%	92.1%	85.7%
Employer	96.4%	94.3%	91.7%	94.0%	87.0%
Utilize Scientific Research and Evidence-Based Protocols					
Student	96.5%	99.0%	95.2%	95.9%	96.7%
Graduate	86.1%	92.1%	83.3%	89.5%	85.7%
Employer	90.9%	95.7%	87.5%	96.0%	100%
Integrate Principles of Leadership					
Student	95.9%	97.5%	95.1%	91.2%	94.7%
Graduate	88.9%	92.1%	83.3%	89.5%	85.7%
Employer	89.1%	87.1%	81.3%	94.0%	82.6%
Incorporate Principles of Disease Prevention, Risk-Reduction, and Health Promotion					
Student	97.7%	98.5%	94.0%	94.8%	93.3%
Graduate	83.3%	94.7%	80.0%	89.5%	85.7%
Employer	96.4%	92.9%	79.2%	96.0%	95.7%

Note: Final End-of-Program surveys administered in 2019-2020 for student perspective.

Student learning outcome data were collected for student, graduate, and employer perspectives with the End-of-Program survey (Leadership Practicum, NUR 4835L) course, Graduate survey (6 months after graduation), Leadership Preceptor survey (academic year end); respectively, Leadership preceptors report their perspectives about students and/or graduates they have encountered. Leadership preceptors are considered sources of employer information as they are involved in employing registered nurses. Starting fall 2020, student learning outcomes at the student-level were measured exclusively by course success rates (i.e., achievement of course objectives associated with student learning outcomes) because the End-of-Program survey was discontinued due to lack of a designated final course.

Course Evaluations

Course evaluation results demonstrate program effectiveness in promoting progression and providing high-quality learning experiences. Course evaluations elicit student perspectives about course-specific items. Overall student ratings consistently met or exceeded the expected outcome (mean score ≥ 3.75). Minor disparities were noted in course evaluation item results by course delivery with mean score for some items below the threshold in face-to-face sections (Table 4.7).

Table 4.7: Course Evaluation Scores by Course and Delivery (2019-2020)

Course	Mean Score (range) <i>Expected</i> ≥ 3.75		
	Online	Face-To-Face*	Overall
Professional Roles <i>NUR 3805</i>	4.37 - 4.61	3.25 - 4.25	4.34 - 4.59
Informatics <i>NUR 3874</i>	4.03 - 4.51	4.00 - 4.80	4.03 - 4.50
Pathophysiology <i>NUR 3125</i>	4.48 - 4.63	4.58 - 5.00	4.52 - 4.68
Evidence-Based Practice <i>NUR 4169</i>	4.13 - 4.52	3.60 - 4.40	4.10 - 4.48
Multicultural Nursing** <i>NUR 3655</i>	3.84 - 4.38	3.50 - 4.75	3.81 - 4.41
Family Nursing** <i>NUR 4066</i>	4.61 - 4.74	4.71 - 4.86	4.63 - 4.75
Health Assessment <i>NUR 3066</i>	4.56 - 4.83	4.00 - 4.86	4.58 - 4.83
Legal-Ethical Issues <i>NUR 3826</i>	4.38 - 4.73	4.40 - 4.60	4.40 - 4.72
Community Theory <i>NUR 4636</i>	3.85 - 4.71	3.71 - 4.86	3.83 - 4.73
Community Practicum <i>NUR 4636L</i>	4.71 - 4.88	4.20 - 5.00	4.62 - 4.90
Leadership Theory <i>NUR 4835</i>	4.06 - 4.60	4.25 - 5.00	4.03 - 4.66
Leadership Practicum <i>NUR 485L</i>	4.60 - 4.90	results not available*	4.60 - 4.90
Pharmacology <i>NUR 3145</i>	4.67 - 5.00		4.67 - 5.00
ECG Interpretation <i>NSP 3276</i>	4.63 - 4.84		4.63 - 4.84

End-of-Life Issues <i>NSP 3685</i>	4.83 - 5.00	5.00 - 5.00	4.90 - 5.00
Topics in Gerontology <i>NSP 3289</i>	4.50 - 4.88		4.50 - 4.88

Note: Shaded cell indicates course not offered in that modality.

* In spring/summer 2020, face-to-face courses transitioned to live-online modality; however, survey responses were not updated. It is unknown how many students in live-online sections identified as being in a face-to-face vs. online section. The face-to-face sections of Leadership Practicum did not have any results, which may have resulted from live-online students identifying as online students instead of face-to-face students.

** In fall 2020, Multicultural Nursing and Family Nursing transitioned to elective courses Shaded cell indicates course was not offered in that modality.

Examples of course-specific items include the achievement of course objectives, textbooks, assessments, instructor feedback, etc. Course success rates are collected from the Business Intelligence database at the end of each academic year. Course evaluation item scores are collected using a survey embedded within each section, and results are aggregated at the end of the academic year.

The 2019-2020 results are difficult to interpret because of the pandemic-related changes in course delivery in the middle of spring 2020 and the surveys were not updated in time. This means that response options were “face-to-face” and “online” when they should have been changed to “live-online” or “online”. It is likely that many face-to-face students selected “online” when they should have selected “live-online”, which would have influenced the results may be partially responsible for a few scores in face-to-face courses that were below the threshold. The course evaluation survey items were updated for the 2020-2021 academic year and results will be analyzed for trends in mean scores (see Evaluation committee minutes from 11.9.20 under the Standard IV tab in the Resource Room).

Graduate Professional Activities

Graduate participation in professional activities demonstrates program effectiveness in expanding professional roles and promoting lifelong learning in nurses. Since 2016-2020, graduates reported levels of participation in professional activities that consistently exceeded the expected outcome ($\geq 70\%$, Table 4.8).

Table 4.8: Graduate Professional Activities

Graduate Professional Activities (percentage) <i>Expected $\geq 70\%$</i>				
2015-16	2016-17	2017-18	2018-19	2019-20
69.4%	84.2%	96.7%	100%	85.7%

In spring 2018, an expanded definition of professional roles and activities was used and included professional organization member, board/committee member, volunteer service, mentoring or precepting nurses, obtaining a professional certification, attending a conference or workshop, and ongoing education (see Curriculum workshop minutes from 1.29.18 under the Standard IV tab in the Resource Room). Professional activities data are collected using the Graduate survey administered approximately 6 months after graduation.

Student Diversity

Student demographic characteristics demonstrate program effectiveness at supporting a diverse

student population. There are no defined expected outcomes related to student demographic characteristics; however, they are reviewed to ensure that reflects the larger community. The proportions of minority and/or underrepresented students enrolled during 2019-2020 were comparable to corresponding proportions in Pinellas County, the registered nurse supply of Pinellas County, and the registered nurse supply in Florida (Table 4.9). Student demographics are collected from the Business Intelligence database.

Table 4.9: Student Demographic Characteristics

Characteristic (percentage)	Students 2019-2020	Florida RNs 2018-2019	Florida 2019	Pinellas County 2019
White	59.9%	60.7%	77.3%	82.5%
Black/African American	11.9%	15.1%	16.9%	11.1%
Hispanic/Latino	13.3%	14.7%	26.4%*	10.2%*
Asian	8.6%	6.8%	3.0%	3.6%
American Indian/Native Alaska or Hawaiian/Other Pacific Islander	0.8%	2.5%	0.6%	0.5%
Multi-ethnic	4.0%		2.2%	2.3%
Not specified	1.4%			
Female	82.5%	87%	51.1%	52.0%
Male	15.3%	12.3%	48.9%	48.0%
Unspecified	2.2%			

Notes: Enrolled students = 720. Shaded cell indicates data unavailable. Data Sources include: SPC Business Intelligence database, Florida Center for Nursing, and US Census Bureau.

* Hispanic category may be overrepresented as US Census includes Hispanics in multiple race categories.

IV-J. Program outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: For program outcomes defined by the program:

- *Actual program outcomes are used to promote program improvement.*
- *Discrepancies between actual and expected outcomes inform areas for improvement.*
- *Changes to the program to foster improvement and achievement of program outcomes, as appropriate, are deliberate, ongoing, and analyzed for effectiveness.*
- *Faculty are engaged in the program improvement process.*

Program Response:

To foster program improvement actions were taken to address a) program satisfaction, b) student learning outcomes, c) graduate professional activities, and d) student diversity. Results are reviewed by faculty and administration during meetings to identify discrepancies between expected and actual outcomes and/or specific patterns of concerns, inform improvement decisions, and evaluate effectiveness of changes.

Program Quality

Results from students, graduates, and employers were used to make several program improvements. For example, lower satisfaction with program quality among graduates was found each year relative to other groups; and there were minimal increases in satisfaction among students in recent years (Table 4.4). To increase student and graduate program satisfaction, there have been ongoing curricular and program development efforts. Program duration and credits were decreased to promote completion, adapting course delivery adaptations to meet demand, and providing increased admission and progression support. For the specific timeline and details, see Key Element IV-F.

Feedback from students and graduates was also used to make program improvements in grading consistency and virtual/video activities. Student feedback in the End-of-Program survey from 2019-2020 revealed concerns with grading consistency among instructors. To enhance grading consistency, samples of selected graded assignments were added to the faculty resources folder to provide faculty with concrete examples of applying the rubric when grading (see Evaluation committee minutes from 11.9.20 under the Standard IV tab in the Resource Room). Feedback in the Graduate surveys from 2018-2019 graduates recommended increasing virtual/video options to engage students in online classes (see Evaluation committee minutes and Graduate survey attachments 11.9.19 under the Standard IV tab in the Resource Room). To increase virtual and/or video options, faculty members provided regular virtual office hours to meet with students, and virtual and/or video options for discussion submissions became available in some courses. For a specific timeline and details, see the “Quality of Teaching & Learning” section in Key Element IV-H.

Student feedback in the Student Affairs program satisfaction survey from fall 2020 was used to make program improvements in academic advising resources and textbook/resource information prior to course start (see Curriculum workshop minutes from 1.25.21 under the Standard IV tab in the Resource Room). To address academic advising, administrators collaborated to add additional academic advising capacity at the Health Education Center for RN-BSN students. To address the adequacy of information prior to starting the first courses, the admission acceptance letter was revised to provide additional information including a link to the RN-BSN orientation. In spring 2021, newly admitted students in Professional Roles and Dimensions of Nursing Practice (NUR 3805) were required to watch a video to instruct them on accessing their advising report in MySPC and submit a signed form to document their activity.

Student Learning Outcomes

Student learning outcomes related to course success rates were used to make program improvements. Improvement efforts involved investigation and follow-up. For example, in the 2018-2019 academic year, the overall success rate in Pathophysiology (NUR 3125) was 91.6%. However, there was a slight discrepancy by modality, with a 92.1% success rate for online students and an 89.8% success rate for face-to-face students. Investigation revealed the low success rate in the face-to-face students was attributed to 4 failures out of 35 students in the fall 2018 term. The instructor revealed that the students who failed were unable to attend regularly and/or submit work for a variety of personal reasons. Follow-up revealed that those students had all re-enrolled and successfully completed the course. Subsequent course success rates for

Pathophysiology (NUR 3125) met or exceeded the expected outcome (see Evaluation Committee minutes from 11.4.19 under the Standard IV tab in the Resource Room).

In addition, a curricular review was performed to ensure the changes to be implemented in fall 2020 continued to provide sufficient coverage for the focus areas identified in the student learning outcomes. The focus areas were a) delivery of culturally sensitive care, b) formulating decisions utilizing scientific research and evidence-based protocols, c) integrating principles of leadership into health care delivery, and d) incorporating principles of disease prevention, risk-reduction, and health promotion into nursing practice. The review revealed that essential concepts were sufficiently integrated throughout the new curriculum (see RN-BSN Curriculum Congruence Grid 2021-22 under the Program Documents tab in the Resource Room).

Course Evaluations

Student feedback from course evaluations is used to make program improvements. For example, in Evidence-Based Research & Utilization (NUR 4169), lack of a textbook was identified as a barrier to success in 2019-2020 course evaluation surveys (see Evaluation committee minutes and Course Evaluation survey results attachments from 11.4.19 under the Standard IV tab in the Resource Room). Selected reading materials were used to support course concepts, but students indicated that a textbook would be more effective for learning than selected reading materials. A required textbook was adopted for fall 2020 to address this concern. In another example from the same year, students in Pathophysiology (NUR 3125) expressed concerns regarding the volume of written work (see Evaluation committee minutes and Course Evaluation survey results attachments from 11.9.20 under the Standard IV tab in the Resource Room). Written work was streamlined and adapted to address this concern. For written work associated with discussions, the nature of submission process was adapted to allow students virtual/video discussion submission options and by reducing the number of replies to one.

In addition to course evaluations from students, feedback from instructors teaching a particular course is used to make program improvements. In fall 2020, the course coordinator for each course gave precise updates made for the current academic year. For example, activities were updated in Community Health Nursing Practicum (NUR 4636L) due to pandemic restrictions that promoted understanding of community nursing in a virtual setting (see Evaluation committee minutes and Course Evaluation survey results attachments from 11.9.20 under the Standard IV tab in the Resource Room).

Graduate Professional Activities

Graduate feedback is used to make program improvements. A trend of decreasing rate of graduate professional activities was noted, with the lowest rate at 63.4% in 2015-2016 (Table 4.8). To reverse this trend, faculty assessed and revised the scope of defined activities. The initial definition of professional activities was limited to three items: professional organization membership, hospital board/committee service, and health-related volunteer service. A review of outcomes from other accredited RN-BSN programs in Florida revealed broader definitions reflecting lifelong learning with a wide range of activities. Based on the findings, the definition of professional activities was expanded to also include mentoring or precepting nurses, nursing certification, healthcare-related conference or workshop, and healthcare-related education (see

Curriculum workshop minutes from 1.29.18 under the Standard IV tab in the Resource Room). Follow-up results between 2016-2019 showed improvement and ranged from 84.2%-100%.

Student Diversity

The program supports a diverse student body consistent with the surrounding community members and nurses. No urgent intervention is needed because student representation reflects the diversity found in the county and in registered nurses. The program must continue to monitor the student population to ensure there are no disparities in representation or completion.

Having a diverse student body allows a variety of perspectives to be shared as students work together to tackle contemporary issues. Issues influenced by diversity are threaded throughout the curriculum to prepare students to work with people from varied backgrounds and life experiences. For example, in Informatics and Clinical Reasoning (NUR 3874), learning activities explore the use of technology for effective communication with specific racial/cultural groups. In Legal-Ethical Aspects of Nursing (NUR 3826), learning activities focus on the intersection of civil rights, health care, race, and culture (see Curriculum meeting minutes from 4.26.21 under the Standard IV tab in the Resource Room).

Summary of Standard IV

Strengths

- Faculty engagement at every stage of the evaluative process including data collection, analysis, and strategies to improve program quality.
- Comprehensive evaluation plan including aggregate outcomes for students, graduates, employers (i.e., leadership preceptors), faculty, and courses.
- Regular updates and revision to the evaluation plan to reflect the current program environment.

Areas for Improvement

- Increased and strategic use of qualitative feedback to form the basis of program improvement decisions with detailed follow-up.
- Soliciting feedback from the Advisory Committee on a defined schedule to ensure program improvement decisions are consistent with the priorities of community partners.

Appendix A
Plan for Program Quality (July 2021)

Plan for Standard I, Program Quality: Mission and Governance			
The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program’s mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.			
Key Element	Evaluation Process		
	Method	Time Frame	Documentation
I-A: The mission, goals, and expected program outcomes are: <ul style="list-style-type: none"> ▪ congruent with those of the parent institution; and ▪ Reviewed periodically and revised as appropriate 	The Student Affairs Committee will conduct a review of the SPC mission, goals, and expected outcome criteria as well as review of common components within standards and guidelines used by major academic and professional nursing organizations.	Every 5 years or as needed	Annual Report (Student Affairs Committee) addressing congruence with SPC missions and components of standards and guidelines
I – B: The mission, goals, and expected student outcomes are consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.	The Student Affairs Committee will conduct a periodic review of the mission, goals and expected student outcomes comparing them to the AACN Essentials.	Every 5 years or as needed	Annual Report (Student Affairs Committee) addressing alignment with AACN Essentials.
I-C: The mission, goals, and expected program outcomes reflect the needs and expectations of the community of interest.	The Student Affairs Committee will conduct a periodic review of the mission, goals and expected program outcomes to examine whether the needs and expectations of the community of interest are being met.	Every 5 years or as needed	Annual Report (Student Affairs Committee) addressing congruence with mission, goals, and expected student outcomes
I – D: The nursing unit’s expectations for faculty are written and communicated to the faculty and are congruent with institutional expectations.	The Faculty Affairs Committee will perform a periodic review to assure that written materials are provided for all faculty and that faculty expectations are communicated as needed. Faculty data are collected to confirm congruence with institutional expectations.	Annually or as needed	Annual Report (Faculty Affairs Committees) addressing expectations communicated to faculty and congruence with institutional expectations.
I-E: Faculty and students participate in program governance.	The chairs of the Students Affairs and Faculty Affairs Committees will conduct a review of student and faculty involvement in program	Annually or as needed	Annual Report (Student Affairs Committee) addressing governance participation.

	governance.		
I-F: Academic policies of the parent institution and the nursing program are congruent and support achievement of the mission, goals, and expected outcomes. These policies are: <ul style="list-style-type: none"> ▪ fair and equitable; ▪ published and accessible; and ▪ reviewed and revised as necessary to foster program improvement. 	The Student Affairs Committee will annually review pertinent SPC and CON policies to ensure they are congruent, support the mission, goals, and expected outcomes. In addition, to confirm the policies are fair and equitable; published and accessible; and foster program improvement.	Annually or as needed	Annual Report (Student Affairs Committee) addressing congruence of academic recruitment, admission, retention, and progression policies
I-G: The program defines and reviews formal complaints according to established policies.	Formal complaints are submitted online. The Dean of Nursing is responsible for addressing and resolving the complaint. If required, complaints will be brought to the appropriate committee meeting for faculty discussion to determine recommendations. Recommendations and implementation responsibilities will be assigned to the appropriate committee(s) or the Dean as needed.	Annually or as needed	A summary of formal complaints will be reported annually to the faculty by Dean and included in the annual report of the Student Affairs Committee addressing any use of formal complaints to foster program improvement.
I-H: Documents and publications are accurate. A process is used to notify the constituents about changes in documents and publications.	Each academic year, the Student Affairs Committee will implement a review of RN-BSN Program documents containing new and/or year-specific information (e.g., catalogues, student/faculty handbooks, annual reports, financial aid information, various brochures, and website content).	Annually or as needed	Annual Report (Student Affairs Committee) addressing congruence of documents/publications with SPC and CON policies

Plan for Standard II, Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty and staff, as resources of the program, enable the achievement of the mission, goals, and expected program outcomes.

Key Element	Evaluation Process		
	Method	Time Frame	Documentation
II -A – Fiscal resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of fiscal resources is reviewed periodically,	The Dean and the Assistant Dean will assess the budget annually to assure that it is sufficient to assure an adequate number of faculty and support	Annually or as needed	Annual Update (The Dean and Assistant Dean) addressing fiscal resources

and resources are modified as needed.	the various program needs.		
II-B Physical resources and clinical sites enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.	The Dean and the Assistant Dean will compare student enrollment with available classroom, lab equipment, and supplies. The Dean and the Assistant Dean will also compare faculty employment with the use of office/work space, equipment, and supplies.	Annually or as needed	Annual Update (The Dean and the Assistant Dean) addressing physical resources
II – C Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.	The academic support services are evaluated through institutional measures including student/participant surveys. The information from these surveys is used systematically to ensure that the various support services meet program as well as student needs.	Annually or as needed	Annual Update (The Dean and the Assistant Dean) addressing academic support services
II-D: The chief nurse administrator: <ul style="list-style-type: none"> • is a registered nurse (RN); • holds a graduate degree in nursing; • holds a doctoral degree if the nursing unit offers a graduate program in nursing; • is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and • provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes. 	Qualifications of the chief nursing administrator are recorded in a human resources employment database securely stored on the SPC network.	Annually or as needed	Annual Update (Dean) addressing experience, authority, and leadership of the chief nursing administrator
II-E: Faculty are: <ul style="list-style-type: none"> ▪ sufficient in number to accomplish the mission, goals, and expected program outcomes; ▪ academically prepared for the areas in which they teach; and ▪ experientially prepared for the areas in which they teach. 	A report with faculty data will be generated using a table designed to identify the numbers and specific qualifications of faculty. The faculty outcomes related to long range planning will stem from the activity categories found in the SPC Faculty Evaluation and Professional Development Plan, which is the formal evaluation tool utilized by the institution.	Every 2 years or as needed	Annual Report (Faculty Affairs Committee) addressing size and experience of the faculty
II-F: Preceptors (e.g., mentors, guides, coaches), if used by the program as an extension of faculty,	Each semester in which preceptors are used for practica, a resume indicating the	Annually or as needed	Annual Report (The Dean, Assistant Dean, and Lead Faculty of Leadership

are academically and experientially qualified for their role. <i>This key element is not applicable to a degree or certificate program that does not use preceptors.</i>	educational background and experience of each preceptor will be maintained and on file for review.		Practicum) addressing academic and experiential qualifications of preceptors
II – G The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service and practice in keeping with the mission, goals and expected faculty outcomes.	Information regarding roles and responsibilities will be documented by CON Administration and Human Resources. Information with regard to roles and responsibilities may be found in the Faculty Handbook and the SPC BOT Rules.	Every 3 years or as needed	Annual Report (Faculty Affairs Committee) addressing identification of faculty outcomes
Evaluation Plan for Standard III, Program Quality: Curriculum and Teaching – Learning Practices and Individual Student Outcomes			
The curriculum is developed in accordance with the program’s mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.			
Key Element	Evaluation Process		
	Method	Time Frame	Documentation
III-A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: <ul style="list-style-type: none"> • are congruent with the program’s mission and goals; • are congruent with the roles for which the program is preparing its graduates; and • consider the needs of the program–identified community of interest. 	The Curriculum Committee will conduct a review that includes end-of-course reports, course evaluations, preceptor evaluations, identified needs of the community of interest, comparison of courses with expected student outcomes and graduate surveys to document curriculum outcomes are congruent with the RN-BSN program mission, goals, and expected student outcomes for RNs achieving a baccalaureate degree.	Annually or as needed	Annual Report (Curriculum Committee) addressing <i>expected student outcomes including congruence</i> with mission, goals, and role of the RN-BSN graduate, and the community of interest.
III-B: Baccalaureate curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Baccalaureate program curricula incorporate <i>The Essentials of Baccalaureate Education for Professional Nursing Practice</i> (AACN, 2008).	The Curriculum Committee will review aggregate and individual student outcomes corresponding with course MLOs, course objectives and assignments to ensure curriculum is reflective of relevant professional nursing standards and consistent with the role of the baccalaureate prepared nurse.	Annually or as needed	Annual Report (Curriculum Committee) addressing congruence with established standards including longitudinal outcomes in relation to the current year

<i>This key element is not applicable if the baccalaureate degree program is not under review for accreditation.</i>			
III – C: Master’s curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Master’s program curricula incorporate <i>The Essentials of Master’s Education for Professional Nursing Practice</i> (AACN, 2011).	Not applicable		
III – D: DNP curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). DNP program curricula incorporate <i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006).	Not applicable		
III – E: Post graduate APRN certificate program curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum and within the expected student outcomes (individual and aggregate). Post-graduate APRN certificate programs incorporate <i>The Criteria for Evaluation of Nurse Practitioner Programs</i> (NTF, 2016).	Not applicable		
III – F: The curriculum is logically structured to achieve expected student outcomes. <ul style="list-style-type: none"> • Baccalaureate curricula build on a foundation of the arts, sciences, and humanities. • Master’s curricula build on a foundation comparable to baccalaureate-level nursing knowledge. • DNP curricula build on a baccalaureate and/or master’s 	The Curriculum Committee will review the curriculum for integration of arts, sciences and humanities into courses.	Annually or as needed	Annual Report (Curriculum Committee) addressing curriculum and structure including longitudinal outcomes in relation to the current year

<p>foundation, depending on the level of entry of the student.</p> <ul style="list-style-type: none"> • Post-graduate APRN certificate programs build on graduate level nursing competencies and knowledge base. 			
<p>III-G: Teaching-learning practices:</p> <ul style="list-style-type: none"> • support the achievement of expected student outcomes; • consider the needs and expectations of the identified community of interest; and • expose students to individuals with diverse life experiences, perspectives, and backgrounds. 	<p>The Curriculum Committee will review the curriculum through outcome data reported by the Evaluation Committee and input from the community of interest. The Committee will acquire information from the Evaluation Committee regarding the needs and expectations of the community of interest (current and prospective students, employers, and graduates of the program).</p>	<p>Annually</p>	<p>Annual Report (Curriculum Committee) addressing evaluation schedule for ongoing improvement, and addressing expectations of the Community of Interest</p>
<p>III-H: The curriculum includes planned clinical practice experiences that:</p> <ul style="list-style-type: none"> • enable students to integrate new knowledge and demonstrate attainment of program outcomes; • foster interprofessional collaborative practice; and • are evaluated by faculty. 	<p>The Curriculum Committee will review practica curriculum to confirm integration of Student Learning Outcomes and content reflective of relevant professional nursing standards consistent with the role of the baccalaureate prepared nurse (ANA & BSNEs).</p>	<p>Annually or as needed</p>	<p>Annual Curriculum Committee Workshop - course content congruence grid addressing on-going review of BSNE, ANA Scope Standards, Teaching Learning practices, and Student Learning Outcomes.</p>
<p>III-I: Individual student performance is evaluated by the faculty and reflects achievement of expected student outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.</p>	<p>The Curriculum Committee will review through student outcome data reported by the Evaluation Committee and evaluation processes relevant to practica curriculum to confirm integration of Student Learning Outcomes.</p>	<p>Annually or as needed</p>	<p>Annual Report (Curriculum Committee) expressing achievement of student outcomes and consistent evaluative policies.</p>
<p>III-J: The curriculum and teaching-learning practices are evaluated at regularly scheduled intervals, and evaluation data are used to foster ongoing improvement.</p>	<p>The Curriculum Committee will review course and classroom effectiveness through SSI review and student outcome data reported by the Evaluation Committee</p>	<p>Annually or as needed</p>	<p>Annual Curriculum Committee Workshop - course content grid expressing congruence to determine ongoing improvement of teaching learning practices.</p>
<p>Plan for Standard IV, Program Effectiveness: Assessment and Achievement of Program Outcomes</p>			
<p>The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.</p>			

Key Element	Evaluation Methods		
	Method	Time Frame	Documentation
IV-A: A systematic process is used to determine program effectiveness.	Program quality and Student Learning Outcomes of graduates will be collected from students, alumni, and/or employers.	Annually or as needed	Annual Report (Evaluation Committee) addressing surveys and data collection about students, alumni, and employer satisfaction and Student Learning Outcomes of graduates.
IV-B: Program completion rates demonstrate program effectiveness.	Completion rates are calculated annually based on graduation rates of students. Completion is defined as graduation with a BSN.		Annual Report (Evaluation Committee) addressing completion rates of all cohorts to date.
IV-C: Licensure pass rates demonstrate program effectiveness.	Not applicable	Not applicable	Not applicable
IV-D: Certification pass rates demonstrate program effectiveness.	Not applicable	Not applicable	Not applicable
IV-E: Employment rates demonstrate program effectiveness.	Graduate employment rates are calculated annually based on results of the “Graduation Survey” of recent graduates. Employment is also defined as employment in active duty military service or full-time enrollment in a graduate nursing program.	Annually or as needed	Annual Report (Evaluation Committee) addressing employment rates of most recent graduates.
IV-F: Data regarding completion, licensure, certification, and employment rates are used, as appropriate, to foster ongoing program improvement.	Program outcome data will provide aggregate student outcome data used to foster ongoing program improvement. Discrepancies between actual program outcomes and identified thresholds will be assessed. Recommendations for improvement and implementation responsibilities will be assigned to the appropriate committee(s).	Annually or as needed	Annual Report (Evaluation Committee) addressing use of program outcome data to foster ongoing program improvement.
IV-G: Aggregate faculty outcomes demonstrate program effectiveness.	Aggregate faculty outcome data will be aligned with the faculty role expectations to demonstrate congruence between faculty roles and faculty performance evaluation.	Annually or as needed	Annual Report (Evaluation Committee) addressing faculty outcomes and achievement of the program’s mission, goals, and expected student outcomes.

IV-H: Aggregate faculty outcome data are analyzed and used, as appropriate, to foster ongoing program improvement.	Faculty outcome data will provide aggregate faculty outcome data used to foster ongoing program improvement. Discrepancies between actual faculty outcomes and identified thresholds will be assessed. Recommendations for improvement and implementation responsibilities will be assigned to the faculty affairs committee.	Annually or as needed	Annual Report (Faculty Affairs Committee) addressing use of faculty outcome data to foster ongoing program improvement.
IV-I: Program outcomes demonstrate program effectiveness.	Actual program outcome data will be analyzed and compared to the identified threshold. Outcomes will be analyzed and compared to previous data.	Annually or as needed	Annual Report (Evaluation Committee) addressing analysis and comparison of program outcomes
IV-J: Program outcome data are used, as appropriate, to foster ongoing program improvement.	Program outcome data will be analyzed and compared to previous data including graduation rates, employment rates, alumni satisfaction with program quality, alumni participation in professional activities, and employer satisfaction.	Annually or as needed	Annual Report (Evaluation Committee) addressing program outcomes and effectiveness

- **Program Outcomes:** Results that participants (individually or in the aggregate) derive from their association with the nursing program. The results are measurable and observable and may be quantitative or qualitative, broad or detailed.
- **Student Outcomes:** Results reflecting competencies, knowledge, values, or skills attained by students through participation in program activities.
- **Faculty Outcomes:** Results demonstrating achievements in teaching, scholarship, service, practice, or other areas appropriate to the mission and goals of the nursing program attained by faculty as part of their participation in the program.
- **Expected Outcomes:** Anticipated results expressed as predetermined, measurable levels of student, faculty, and program achievement.
- **Actual Outcomes:** Results describing real student, faculty, and program achievement.

Appendix B

College of Nursing Mission and Philosophy (August 2021)

Mission

The mission of the College of Nursing (CON) is to provide a high-quality undergraduate education in nursing. The CON aims to empower students to achieve success through pursuit of knowledge, dedication to patient advocacy, community engagement, and commitment to lifelong learning.

The mission of the College of Nursing mirrors that of its parent institution. St. Petersburg College is committed to academic excellence through the provision of an innovative and engaging learning environment, cultivating a community of care, and building strong partnerships within the local community with the goal of facilitating positive change and the promotion of economic mobility to enable students to prosper via education.

Philosophy

The faculty of the College of Nursing believes that every individual is entitled to pursue a fulfilling professional career regardless of race, gender, ethnicity, sexual orientation or socioeconomic status. The College of Nursing embraces the culturally diverse backgrounds of students because it considers that diversity enhances the educational experience for all and provides a richer understanding of our world.

Caring is a fundamental tenet of the nursing profession and encompasses the characteristics of compassion, empathy, and the ability to connect with patients across the lifespan. The College of Nursing is committed to preparing nurses to deliver the highest standard of culturally-competent, patient-centered care within an ethically and culturally diverse population.

The faculty considers learning a life-long endeavor that fosters intellectual and personal growth through critical thinking, active inquiry, and evidence-based practice. Faculty actively promote development of leadership skills and professional nursing values such as accountability, safe and ethical practice, and interprofessional collaboration.

The college faculty is committed to evidence-based, high impact teaching that enhances student learning across all academic programs with continuous improvement in teaching and the academic programs. The faculty is dedicated to designing and implementing a concept-based curriculum in which students develop high levels of critical thinking and clinical judgment through an innovative and engaging learning environment. Faculty is considerate of the needs of adult learners and the multigenerational student body found within the college in the pre- and post-licensure programs. Knowles' Four Principles of Andragogy (1984) serve as a foundation for the development of curricula. Incorporating these adult learning principles within a concept-based curriculum provides a framework to integrate new and previous learning by encouraging problem solving and knowledge application across a variety of situations and settings.

Adult learners in the AS and BSN programs bring a richness of life experience that augments the learning experience for the individual and those around them.

Associate of Science (AS) Program

The pre-licensure associate of science in nursing degree integrates the liberal arts and sciences with the knowledge, skills, and attitudes essential for students to enter the health profession as a Registered Nurse (RN). Professional nursing practice requires the acquisition of knowledge, competencies, and values. This level of education prepares the RN to use clinical judgment, critical thinking, and interprofessional collaboration to make safe practice decisions regarding health care based upon competencies and standards for patients across the lifespan.

RN-BSN Program

The post-licensure RN-BSN degree builds upon the AS program to enhance the acquisition of knowledge, competencies, and values in professional nursing practice. The RN-BSN program prepares graduates to function in leadership roles and to address issues affecting the design and delivery of health care within increasing complex and constantly changing systems across the United States and the world. This level of education is further guided by a spirit of inquiry focused on improving the quality of nursing services through ethical and evidence-based practice for diverse populations. Consideration is given to health promotion and provisions of culturally-competent care in a safe and nurturing environment, while demonstrating professional nursing values, interprofessional collaboration, and effective use of technology.

Reference

Knowles, M. (1984). *The adult learner: A neglected species* (3rd ed.) Gulf.

Appendix C
Comparison of CON Mission and RN-BSN Program Goals and Student Learning Outcomes to AACN Essentials and ANA Standards

CON Mission	Program Goals	Student Learning Outcomes	AACN Essentials (2008)	ANA Standards (2015)
<p>To provide a high-quality undergraduate education in nursing. The CON aims to empower students to achieve success through pursuit of knowledge, dedication to patient advocacy, community engagement, and commitment to lifelong learning.</p>	<p>Prepare graduates to function and excel in a variety of nursing roles while providing safe, evidence-based care that reflects sound ethical judgement</p> <p>Graduate individuals with the necessary foundation for further education and specialization within their chosen career path and who demonstrate commitment to lifelong learning for personal and professional growth</p>	<p>Integrate theories, knowledge, and ethical perspectives from nursing science and liberal arts to guide the delivery of culturally sensitive care to clients, groups, and communities within the professional scope and standards of nursing practice</p>	<p>I. Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p>III. Scholarship for Evidence Based Practice</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Professionalism and Professional Values</p> <p>IX. Baccalaureate Generalist Nursing Practice</p>	<p>1. Assessment: Collects pertinent data and information relative to the healthcare consumer’s health or the situation</p> <p>2. Diagnosis: Analyzes assessment data to determine actual or potential diagnoses, problems, and issues</p> <p>3. Outcomes Identification: Identifies expected outcomes for a plan individualized to the healthcare consumer or the situation</p> <p>4. Planning: Develops a plan that prescribes strategies to attain expected, measurable outcomes</p> <p>5. Implementation: Implements the identified plan</p> <p>6. Evaluation: Evaluates progress toward attainment of goals and outcomes</p> <p>7. Ethics: Practices ethically</p> <p>8. Culturally congruent practice: Practices in a manner that congruent with cultural diversity and inclusion principles</p> <p>12. Education: Seeks knowledge and competence that reflects current nursing practice and promotes futuristic thinking</p> <p>13. Evidence-based practice and research: Integrates evidence and research findings into practice</p>

CON Mission	Program Goals	Student Learning Outcomes	AACN Essentials (2008)	ANA Standards (2015)
<p>To provide a high-quality undergraduate education in nursing. The CON aims to empower students to achieve success through pursuit of knowledge, dedication to patient advocacy, community engagement, and commitment to lifelong learning.</p>	<p>Facilitate the graduate's ability to contribute to the profession of nursing by engaging in leadership, scholarship, and practice activities</p>	<p>Incorporate principles of disease prevention, risk-reduction and health promotion in providing care to individuals, groups, and communities</p> <p>Integrate the principles of leadership into the design, management, coordination and evaluation of health care delivery</p> <p>Formulate nursing practice decisions utilizing scientific research and evidence-based protocols to ensure that best practices are incorporated into the care of patients, groups and communities</p>	<p>I. Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p>II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>III. Scholarship for Evidence Based Practice</p> <p>IV: Information Management and Application of Patient Care Technology</p> <p>V: Health Care Policy, Finance, and Regulatory Environments</p> <p>VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Professionalism and Professional Values</p> <p>IX. Baccalaureate Generalist Nursing Practice</p>	<p>7. Ethics: Practices ethically</p> <p>8. Culturally congruent practice: RN practices in a manner that congruent with cultural diversity and inclusion principles</p> <p>9. Communication: Communicates effectively in all areas of practice</p> <p>10. Collaboration: Collaborates with healthcare consumer and other key stakeholder in the conduct of nursing practice</p> <p>11. Leadership: Leads within the professional practice setting and the profession</p> <p>13. Evidence-based practice and research: Integrates evidence and research findings into practice</p> <p>14. Quality of Practice: Contributes to quality of nursing practice</p> <p>15. Professional Practice Evaluation: Evaluates one's own and others' nursing practice</p> <p>16. Resource utilization: Utilized appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible</p> <p>17. Environmental health: Practices in an environmentally safe and healthy manner</p>

Appendix D
Advisory Committee Members 2021-22

Last Name	First Name	Employer	Job Title
Bredeson	Terra	St. Petersburg College	Sr. Administrative Services Assistant
Campbell	Sandy	Retired	Formerly Professor of Nursing
Cappleman	Tammy	St. Petersburg College	Career and Academic Advisor
Carlisle	Kerry	Florida Dept of Health in Pinellas County	School Health Nursing Supervisor
Carroll	Angelina	SPC- student	Student - BSN
Cattell	JoAnne	St. Petersburg General Hospital	Chief Nursing Officer
Chaney	Denise	Veterans Affairs	Nursing Academic Affiliation Coordinator
Daniels	Amanda	St. Petersburg College	Academic Chair - ASN Level 3
DeLaRosa	Brianna	Empath Health	Director of Organizational Development and Learning
Dennis	Jennifer	St. Petersburg General Hospital	Education Director
Dupee	Peggy	Pinellas County Schools	Assistant Principal
Etten	Mary	Hospice of the Florida Suncoast	Board Member
Hartigan	Sheila	Bay Care Hospitals	Nursing Professional Development Practitioner
Hawkins-Johnson	Jacqueline	St. Petersburg College	Academic Chair -ASN Level 2
Jasper	Brenda	St. Petersburg College	Professor -BSN
Johnson	Alphonse	Westminster Palms	Director of Nursing
Johnson	Janie	National Black Nurses Association	President-St. Petersburg Chapter
Jones	Jessica	SPC -Student	Student - BSN

Last Name	First Name	Employer	Job Title
Louis	Louisana	St. Petersburg College	Dean - College of Nursing
Munro	Jacqueline	BayCare Health System	VP Nursing Systems and Resources
Neuzil	Anna	St. Petersburg College	Academic Chair - ASN Level 1
Owen	Clare	St. Petersburg College	Assistant Dean, College of Nursing
Polisknowski	John	HCA- Northside Hospital	Chief Nursing Officer
Roberts	Monica	St. Petersburg College	Career Outreach Specialist
Shimko	Andrea	John's Hopkins All Children's Hospital	Senior Education Specialist
Shingleton	Jacob	St. Petersburg College	Student - ASN
Stephenson	Courtney	Largo Medical Center	Chief Nursing Office
Tabor	Mary	St. Petersburg General Hospital	Chief Nursing Officer
Thielk	Colleen	HCA- Palms of Pasadena	Chief Nursing Officer
Walker	Amari	John's Hopkins All Children's Hospital	Phlebotomist/Student - BSN
Zwissler	Julie	N/A	Nursing Student - ASN

Appendix E
Certifications Approved for RN-BSN Upper Division Elective Credit

- **ACM** (Accredited Case Manager) = NSP 3289 Topics in Gerontological Nursing
- **BMTCN** (Bone & Marrow Transplant Certified Nurse); ONCC = NSP 3477 Communicable Disease
- **CPHON** - (Certified Pediatric Hematology/Oncology Nursing) = NUR 3145 Pharmacology
- **CCM** (Certified Case Manager); Commission for Case Manager Certification = NSP 3289 Topics in Gerontological Nursing
- **CCRN** (Critical Care Registered Nurse); American Association of Critical-Care Nurses (AACN) = NSP 3276 ECG
- **CDN** (Certified Dialysis Nurse); Nephrology Nursing Certification = NSP 3477 Communicable Disease
- **CEN** (Certified Emergency Nurse); Emergency Nurse Association (ENA) = NSP 3276 ECG
- **CHPN** (Certified Hospice and Palliative Nurse); Hospice & Palliative Credentialing Center (HPCC) = NSP 3685 End of Life Care
- **CMSRN** (Certified Med-Surg Registered Nurse); Medical-Surgical Nursing Certification Board (MSNCB) = NSP 3477 Communicable Disease
- **CNOR** (Certified Perioperative Nurse); Competency & Credentialing Institute = NSP 3477 Communicable Disease
- **CPN** (Certified Pediatric Nurse); Pediatric Nursing Certification Board = NSP 3685 End of Life Care
- **EP-C** (Exercise Physiologist - Certified); American College of Sports Medicine (ACSM) = NSP 3289 Topics in Gerontological Nursing
- **GRN** (Gerontology Registered Nurse); American Nurses Credentialing Center (ANCC) = NSP 3289 Topics in Gerontological Nursing
- **NPT** (Neonatal Pediatric Transport) = NUR 3145
- **OCN** (Oncology Certified Nursing); ONCC = NSP 3685 End of Life
- **PCCN** (Progressive Care Certified Nurse); American Nurses Credentialing Center (ANCC) = NSP 3276 ECG
- **RN-BC Psychiatric Mental Health** (Registered Nurse - Board Certified Psychiatric Mental Health); American Nurses Credentialing Center (ANCC) = NUR 3145 Pharmacology
- **RN-BC Medical-Surgical** (Registered Nurse - Board Certified Medical-Surgical Nursing (ANCC) = Communicable Disease (NSP 3477)
- **RNC - NIC** (Registered Nurse Certified Neonatal Intensive Care); National Certification Corporation (NCC)= NSP 3276 ECG
- **RNC - OB** (Registered Nurse Certified Inpatient Obstetric Nursing); National Certification Corporation (NCC) = NSP 3477 Communicable Disease.

Appendix F

Purpose and Function of RN-BSN Committees 2020-2021

Curriculum Committee

Purpose: To establish, implement and review curriculum related to progression, retention, and activities of RN-BSN CON students.

Functions:

1. Review, analyze, and recommend changes to the faculty regarding curriculum issues.
2. Review the outcomes, philosophy, course objectives, and other items as assigned according to the plan for program quality.
3. Recommend adoption and /or purchases of books, audiovisual materials, teaching software, and other materials in support of implementing the nursing curriculum.
Members: L. McGill (Chairperson); B. Jasper

Student Affairs Committee

Purpose: To establish, implement and review issues related to recruitment, progression, retention, completion and activities of students in the RN-BSN program.

Functions:

1. Review and recommend policies related to student recruitment, progression, retention, completion and activities.
2. Review concerns and issues related to student recruitment, progression, retention, completion and activities as generated by the student body.
3. Encourage and promote student development related to recruitment, progression, retention, completion and activities. Member: P. Thielemann (Chairperson)

Evaluation Committee

Purpose: To provide a mechanism to implement the systematic evaluation plan of the RN-BSN program.

Functions:

1. Maintain overall responsibility for the implementation of the plan for program quality.
2. Develop evaluation tools, collect, and analyze incoming data.
3. Initiate the evaluation process.
4. Make recommendations to the faculty and/or faculty committees. Member: J. Lee (Chairperson)

Faculty Affairs Committee

Purpose: To foster and promote the professional and educational growth and development of the faculty of the RN-BSN program.

Functions:

1. Identify CON faculty growth needs.
2. Promote continuing education of CON faculty.
3. Foster professional growth of CON faculty.
4. Participate in implementation of programs and other duties as necessary.
5. Advocate for faculty, Member: J. Briggs (Chairperson)

Appendix G
RN-BSN Committee Assignments (2021-22)

Curriculum	Lori McGill Co-Chair Jeffery Briggs Co-Chair Brenda Jasper Patricia Thielemann Jean Lee
Evaluation	Jean Lee-Chair Lori McGill Jeffery Briggs Brenda Jasper Patricia Thielemann
Student Affairs	Patricia Thielemann-Chair Jean Lee Lori McGill Jeffery Briggs Brenda Jasper
Faculty Life	Brenda Jasper-Chair Patricia Thielemann Jean Lee Lori McGill Jeffery Briggs

Appendix H
Master Data Plan 2021-2022

Meeting	Outcome/Item	Threshold	Source	Comments
Fall	<ul style="list-style-type: none"> Course Success Rates (prior academic year) 	≥ 90%	BI Database	<ul style="list-style-type: none"> Calculated overall and by modality
	<ul style="list-style-type: none"> Course Evaluation Surveys (prior academic year) 	Mean ≥ 3.75 applicable items	Course Evaluation Survey	<ul style="list-style-type: none"> Online Learning and Services (OLS) survey; link in each section
	<ul style="list-style-type: none"> Leadership Preceptor Survey (prior academic year) 	≥ 70% applicable items	Leadership Preceptor Survey	<ul style="list-style-type: none"> OLS survey link emailed to preceptors; email addresses obtained from instructors; employer satisfaction; student learning outcomes (SLOS) revised for Fall 2021 preceptors
	<ul style="list-style-type: none"> Demographics (prior academic year) 	Comparable to county and FL groups	BI Database	<ul style="list-style-type: none"> Comparison data from US Census Bureau and FL Center for Nursing
	<ul style="list-style-type: none"> Master Data Review Plan 	--	--	<ul style="list-style-type: none"> Based on data availability
Spring	<ul style="list-style-type: none"> Plan for Program Quality updates 	--	Prior version	<ul style="list-style-type: none"> Sent out prior to meeting
	<ul style="list-style-type: none"> Graduate Survey (prior academic year) 	≥ 70% applicable items	Graduate Survey	<ul style="list-style-type: none"> OLS survey link emailed in June (Dec grads), November (May grads), and Jan (July grads); graduate professional activities; employment; educational preparation revised for Fall 2020 grads; SLOs revised for Fall 2021 grads
	<ul style="list-style-type: none"> Graduation (prior year) 	≥ 70%	BI database	<ul style="list-style-type: none"> Calculated for calendar year and academic year cohorts
	<ul style="list-style-type: none"> Program Outcomes Summary (prior academic year) 	--	Multiple	<ul style="list-style-type: none"> Compiled from specific sources
	<ul style="list-style-type: none"> Student satisfaction 	≥ 70%	Student Affairs Survey	<ul style="list-style-type: none"> Obtained from committee chair
	<ul style="list-style-type: none"> Faculty Effectiveness (prior academic year) 	Mean ≥ 3.5 all faculty	Student Survey of Instruction (SSI)	<ul style="list-style-type: none"> Mean scores for subscales and comparison groups in SSI site
	<ul style="list-style-type: none"> Faculty Committee Participation (prior academic year) 	100% full-time faculty	Faculty Affairs	<ul style="list-style-type: none"> Obtained from committee chair
	<ul style="list-style-type: none"> Faculty Professional Activities (prior academic year) 	100% full-time faculty	Faculty Affairs	<ul style="list-style-type: none"> Obtained from committee chair
	<ul style="list-style-type: none"> Annual Report 	--	--	<ul style="list-style-type: none"> Report at Faculty-of-the-Whole meeting (end of Spring)