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Introduction

Located in the coastal heart of Northwest Florida, Northwest Florida State College (NWFSC), formerly Okaloosa-Walton College (OWC), has earned a reputation for educational excellence and community involvement. The college’s two-county service district stretches from the Gulf of Mexico to the Alabama state line and encompasses a population in excess of 230,000 permanent residents. In addition to a 264-acre campus in Niceville, the college operates a joint campus with the University of West Florida in Fort Walton Beach, the Chautauqua Center in Defuniak Springs, the Robert L. F. Sikes Education Center in Crestview and full-time centers at Eglin Air Force Base and Hurlburt Field. Students in the RN to BSN program may choose to complete general education courses at any of these sites. Upper division nursing courses are offered at the more central Niceville Campus, while clinical experiences will be located in Okaloosa and Walton counties for student convenience.

The educational choice for approximately 16,000 students each year, the college offers a full spectrum of academic programs, ranging from adult basic education and career-technical certificate and a National Blue-Ribbons Charter High School, to associate of arts, associate of science, associate of applied science, bachelor of science and bachelor of applied science degree programs. NWFSC associate of arts degree graduates routinely outperform their native counterparts in the Florida University System and placement rates for individuals completing career-technical programs have exceeded 95% since 1997.

Historical Perspective of the College’s RN to BSN Program

In April of 2003, the college received approval from the Florida State Board of Education to offer upper division nursing courses as part of a cooperative Bachelor of Science in Nursing Program (BSN) with the University of West Florida (UWF). The BSN degree was awarded through UWF; Northwest Florida State College taught the majority of the upper division nursing curriculum. Students enrolled at UWF for the remainder of the coursework and then transferred the NWFSC upper division nursing courses to UWF to meet graduation requirements there. The Cooperative BSN Program was successful, graduating 12-20 students each year.

The Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) approved OWC as a baccalaureate-granting level II institution in December,
2003. In February 2005, a team from the COC conducted an on-site review of the OWC baccalaureate offerings, which resulted in a report affirming the baccalaureate level accreditation and including a commendation with respect to the innovative nature of the college’s baccalaureate programs.

In 2007, NWFSC and UWF agreed that program growth, the logistical challenges of a joint program and the university’s new focus on developing an MSN program indicated that NWFSC should seek approval to provide its own BSN program. At its February 2007 meeting, the Florida State Board of Education approved the college’s request to offer the Bachelor of Science in Nursing (BSN) as its third bachelor’s degree program. The program proposal, which is a natural progression from the cooperative arrangement, coincided with the expiration of the five-year cooperative program agreement with UWF. With the August 2008 approval of the NWFSC Substantive Change Prospectus by the SACS Commission on Colleges, NWFSC is accredited to offer the Bachelor of Science in Nursing Degree, thus opening the door for students to begin the college’s stand-alone BSN program.
Note to the Reader:

Although this self-study is submitted to the CCNE reflecting a new BSN program, NWFSC has been approved by the Southern Association of Colleges and Schools to teach upper division nursing courses since December of 2003. During the past four years, the college has registered students in and awarded credit for coursework completed in twenty-six (26) upper division nursing courses. This places the college in the unusual position of beginning a new program, without “starting from scratch”. Indeed, performance data and instructional experiences gleaned from those four years of teaching upper division nursing curriculum have been used to help establish evaluation benchmarks, incorporate selected program enhancements, anticipate student needs and demonstrate a history of program improvement in ways not typically available to a new program. In conducting and presenting this self-study, the faculty members do not intend to imply a long program history or to borrow the UWF legacy. However, the faculty members have wisely incorporated lessons from the past four years into the self-study process, referencing them as appropriate in this document.
STANDARD I
PROGRAM QUALITY: MISSION AND GOVERNANCE

The mission, goals and expected outcomes of the program 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—all in the pursuit of the continuing advancement and improvement of the program. 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 I-A

The mission, goals, and expected outcomes of the program are written, congruent with those of the parent institution, and consistent with professional nursing standards and guidelines for the preparation of nursing professionals.

Beginning with the original proposal to the Florida State Board of Education and throughout the regional accrediting process with the Commission on Colleges, the NWFSC baccalaureate program in nursing has been designed not only to be consistent with, but also to further the mission and goals of the college (see Appendix A).

The college mission and goals are published each year in the *Northwest Florida State College Catalog and Student Handbook*, which is also available online at [www.nwfstatecollege.edu](http://www.nwfstatecollege.edu). The NWFSC Bachelor of Science in Nursing Program mission and goals are published in the *RN to BSN Student Handbook* (Student Handbook) and appear on the Northwest Florida State College BSN Program website at [www.nwfstatecollege.edu/BSN](http://www.nwfstatecollege.edu/BSN). The *Student Handbook*, which is reviewed and updated annually, is distributed to students during the program orientation session. Table 2.0 on page seven depicts the direct relationship between the program mission and goals and specific college goals.

The program mission, goals, outcomes, and design were developed with a constant eye to the well-established character and philosophy of the college, as well as to the needs and habits of the region and the student body. The context in which these program elements were determined includes the following key attributes.
1) A college-level commitment to educational access through reasonable admission requirements and low cost to students;
2) A college-level commitment to sustain quality through support services which include free face-to-face and real-time online tutorial services, scholarship assistance, affordable on-site childcare for preschool children, and generous faculty office hours;
3) An impressive record of institutional effectiveness which consistently places NWFSC in the top five of the twenty-eight Florida community colleges;
4) A history of successful community partnerships and support, especially in the field of health care;
5) A demonstrated regional need for nurses trained at the baccalaureate level;
6) A service district characterized by both rural and suburban lifestyles, a growing adult population and relatively static child population, significant military and defense department influences; and
7) A relatively non-traditional student body, of which approximately 13% are minorities, 59% are female, and 80% work more than twenty hours per week.

Northwest Florida State College RN to BSN Program Mission Statement

The mission of the Northwest Florida State College RN to BSN Program was developed after review and consideration of information from six primary sources: 1) The Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing (Essentials); 2) the Standards for Accreditation of Commission on Collegiate Nursing Education (Standards); 3) the original mission statement of the NWFSC-UWF Cooperative BSN Program; 4) the mission statements of selected other BSN programs; 5) the suggestions of the NWFSC Nursing Advisory Committee (NAC); and 6) input from the College Curriculum Committee. The full mission statement was composed by the BSN faculty members and reviewed by the NAC (Appendix B). Table 1.0 demonstrates the congruence of the college and program mission statements in a side-by-side comparison. Key phrases that illustrate congruence are indicated in companion bold colors.
Table 1.0 Congruence of College and Program Mission Statements

<table>
<thead>
<tr>
<th>NWFSC Mission Statement</th>
<th>Program Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mission of Northwest Florida State College is to provide quality educational programs and services which enable students to achieve their goals and which enhance the community through academic, vocational, cultural, economic and personal development opportunities.</td>
<td>The mission of the Northwest Florida State College Bachelor of Science in Nursing Program is to offer dynamic, comprehensive and innovative educational experiences that will enable students to expand their nursing knowledge and enhance their professional skills to meet the health care needs of the community.</td>
</tr>
</tbody>
</table>

**BSN Program Goals**

Development of the BSN program goals followed a process similar to that used for the mission statement, using the same background resources, external interest groups, and internal constituencies. This process generated eight major program goals, which appear in Appendix B.

Table 2.0 presents the BSN program goals and the specific college goals to which they are directly related. The design of the curriculum, the selection of instructional methods and the determination of student support services provided to the BSN students reflect several additional college goals. (See Appendix A.) Appendix C presents a matrix detailing the relationship of the program goals and content to the provisions of the Essentials and the Standards.
### Table 2.0
Relationship between RN to BSN Program Goals and NWFSC Goal(s)

<table>
<thead>
<tr>
<th>BSN PROGRAM GOAL</th>
<th>RELATED NWFSC GOAL(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide students with an expanded knowledge base and broader skill sets to meet future career demands.</td>
<td>• Provide courses leading to approved associate and baccalaureate degrees.</td>
</tr>
<tr>
<td>2) Advance the use of the nursing process to promote health, prevent disease and enhance the holistic health and well-being of diverse individuals, groups and communities.</td>
<td>• Provide certificate and degree programs that prepare students for employment and careers in the public and private sectors.</td>
</tr>
<tr>
<td>3) Further student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice.</td>
<td>• Provide leadership and support for the economic and workforce development of Okaloosa and Walton counties.</td>
</tr>
<tr>
<td>4) Expand students’ use of critical thinking skills to assess, analyze and evaluate teaching/learning strategies and decision-making processes.</td>
<td>• Provide a variety of continuing education and distance learning opportunities.</td>
</tr>
<tr>
<td>5) Use critical thinking to influence health care decisions of clients, groups, families and communities within the societal context.</td>
<td></td>
</tr>
<tr>
<td>6) Provide a foundation of continued accountability for practice that is based on sound ethical-legal principles and contemporary standards of professional nursing.</td>
<td></td>
</tr>
<tr>
<td>7) Promote the resolution of complex health care problems by serving as managers, advocates, leaders, and members of the nursing profession when working with clients, groups, families, communities and health care team members.</td>
<td></td>
</tr>
<tr>
<td>8) Encourage students to continue lifelong learning to enhance personal and professional development.</td>
<td></td>
</tr>
</tbody>
</table>
**Expected Program Outcomes**

The BSN program outcomes were designed by the nursing faculty in conjunction with the college institutional research team and reviewed by the NAC and College Curriculum Committees. These outcomes are published in the *Student Handbook* and appear on the BSN Program website at [www.nwfstatecollege.edu/BSN](http://www.nwfstatecollege.edu/BSN). The outcomes are incorporated into the annual program review, the results of which are shared with the College Curriculum Committee and the Board of Trustees as appropriate. (See program review materials in the onsite resource room.)

1. At least 80% of the RN to BSN Program students will earn the baccalaureate degree in nursing within three years of initial enrollment.

2. Within nine months of program completion, at least 80% of the BSN graduates will be employed in positions reflecting the role of the BSN, enrolled in further nursing education, or commissioned as a military officer.

3. Within one year of graduation, at least 80% of BSN graduates will report satisfaction with the RN to BSN Nursing Program.

4. Within one year of graduation, at least 80% of employers hiring graduates of the RN to BSN program will report satisfaction with the performance of those graduates.

5. Within eighteen months of graduation, at least 80% of the program graduates will demonstrate personal or professional growth through membership in a professional association, a community organization or other activity that demonstrates a commitment to citizenship, community service or personal enrichment.

**Student Learning Outcomes**

In addition to program level outcomes, the college has established specific student learning outcomes (SLOs) designed to validate each BSN graduate’s attainment of the program goals. The SLOs are tied to the various educational activities and assessments of the program coursework. (See Appendix D for a detailed crosswalk of program goals, student learning outcomes and course content.) Upon completion of this program, the student will be able to:

1. Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics.

2. Apply the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process.
3. Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities.

4. Demonstrate a commitment to lifelong learning to promote personal and professional development.

5. Employ current theories and principles of leadership and management in the provision of quality nursing care.

6. Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients.

7. Use higher order critical thinking skills (e.g. assessment, analysis, synthesis) effectively by evaluating research findings through various sources to determine their relevance and application to nursing practice.

8. Apply appropriate theory, practice, and research in health promotion and in planning care for complex client situations.

9. Incorporate socio-cultural, ethnic, spiritual, and other unique individual considerations into client care.

10. Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice.

11. Apply effective communication techniques to professional relationships, teambuilding, and client care.

12. Use media resources and information technologies to enhance professional practices derived by accessing, retrieving, and organizing information acquired through various technological avenues throughout the program.

As the first students will be enrolled in the fall 2008 term, performance data is not yet available on these outcomes. However, the tools and processes to collect and analyze these outcomes have been established. (See Appendix I for a comprehensive overview of the evaluation tools and processes; also see the evaluation plans and instruments in the onsite resource room.)

**Key Element I-B**

The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect professional standards and guidelines.

As part of the self-study process, the mission, goals and expected outcomes of the program were reviewed by faculty, with an eye to the professional nursing standards and guidelines in the *Essentials*. Additionally, the NWFSC program mission, goals and outcomes were compared to those espoused by other quality BSN programs. As a result of this effort, the original program outcomes associated with the UWF Cooperative BSN Program were revised
and updated. In addition, the nursing faculty has incorporated this activity as a permanent element of the annual program review. More importantly, consideration of the efficacy of the program mission, goals and expected outcomes will be an ongoing agenda item for the monthly department meetings and a periodic agenda item for the NAC.

Key Element I-C

The mission, goals, and expected outcomes of the program are reviewed periodically and revised, as appropriate, to reflect the needs and expectations of the community.

The primary make-up of the community of interest was defined early in the program development process, along with other major interest groups with whom program development and implementation would need to be coordinated. Those groups are defined in Table 3.0. Issues related to the major outside interest groups were incorporated into the planning process by the BSN planning group, which also ensured that feedback from the entire community of interest was embedded throughout the development process.

Table 3.0 The NWFSC Bachelor of Science in Nursing Community of Interest

<table>
<thead>
<tr>
<th>Primary Internal Community of Interest</th>
<th>Primary External Community of Interest</th>
<th>Other Major Interest Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The District Board of Trustees</td>
<td>• Local Health Care Providers *</td>
<td>• Accrediting, Credentialing and Regulatory Bodies</td>
</tr>
<tr>
<td>• The NWFSC Administrative Staff</td>
<td>• Local Health Care Agencies *</td>
<td>• The Florida Department of Education</td>
</tr>
<tr>
<td>• Nursing and Allied Health Faculty and Staff Members</td>
<td>• Current Registered Nurses</td>
<td>• The Florida Board of Nursing</td>
</tr>
<tr>
<td>• Other College Faculty and Staff Members</td>
<td>• The NWFSC Foundation</td>
<td>• Local Postsecondary Education Institutions</td>
</tr>
<tr>
<td>• NWFSC Associate Degree Nursing Graduates</td>
<td>• BSN Program Graduates</td>
<td>• Professional Organizations</td>
</tr>
<tr>
<td>• Current NWFSC Students</td>
<td>• Consumers of Health Care Services *</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(*Potential employers of program graduates)</td>
<td></td>
</tr>
</tbody>
</table>

The community of interest is well-represented in program planning and decision-making, which helps to ensure that the needs and expectations of both internal and external constituencies are addressed. The mission, goals and outcomes of the BSN program are reviewed annually as part of the NWFSC program review process, which is structured as a closed-loop system to ensure recommendations are actually implemented. In the case of the BSN program, a key element in that review is to ensure the program mission, goals and outcomes reflect community needs and expectations. To that end, program review data includes input from the community of

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interest. The NAC, with its community-based participants, is an integral part of the review process. Faculty and staff involvement in community groups and activities offers additional, less formal constituent feedback (see Appendix E). Figure 1.0 offers a graphic representation of the process.

**Figure 1.0  BSN Annual Program Review Process**

A recent example of the impact that feedback from the community of interest can have on the program mission, goals and outcomes is evidenced by the shift from traditional classroom delivery to the online course delivery format. The impetus for this change came via feedback collected through student surveys. Questionnaires posed to both current and prospective students between 2003 and 2007 indicated a preference for online courses to accommodate work schedules and other convenience issues. The strength of this preference increased over time, although some students continued to prefer traditional classroom learning methods. As a result, the program coursework has been reformatted to include a majority of theory instruction online. Those students who still desire a more traditional approach will be accommodated with liberal faculty office hours and the availability of optional workshops (available both online and face-to-face). The workshop options will be particularly relevant in courses such as NUR 4165 Evidence-based Practice and Nursing Research during which students are developing a dramatically expanded nursing language.
Key Element I-D

Roles of the faculty and students in the governance of the program are clearly defined and enable meaningful participation.

Nursing faculty members enjoy a clearly defined role in program governance at two levels. First, all program goals, outcomes, content, and requirements are developed, reviewed and evaluated by nursing faculty members through participation on Department of Nursing Committees. Second, the review, approval and implementation of faculty-developed program components (e.g. admission criteria, courses, graduation requirements, student outcomes, etc.) is conducted by groups which include significant participation by nursing faculty. All nursing faculty members serve on the NAC and two nursing faculty members, plus the Associate Dean for Nursing and Allied Health, serve on the College Curriculum Committee. Nursing faculty also serve on other college standing committees (e.g. Copyright Committee, College Success Committee, etc.), whose missions may be more global than the interests of a single program, but whose actions and recommendations may affect BSN students. The relationship among the department committees, the faculty as a whole and the college standing committees is one of support and exchange, where groups and individuals cooperate, sharing information and opinions in an effort to reach the best decisions. Figure 2.0 presents a graphic of this governance system and Appendix G contains a description of the responsibilities of each departmental committee.

Figure 2.0 BSN Program Governance
When Board of Trustees approval of program-related items is required, a representative of the BSN program attends the board meeting and, depending on the nature of the item, may present the matter to the board members. Minutes of department meetings, Nursing Advisory Committee meetings and other applicable groups attest to these processes and are available in the onsite resource room.

Northwest Florida State College is committed at both the institutional and program levels to faculty and student “ownership” of programs and services. The college recognizes that students are crucial in the assessment of services and instruction, while the subject area and professional practitioners that comprise the faculty are crucial in the quality control of program mission, goals, content, and outcomes. Accordingly, both of these groups have a clear and meaningful voice in the governance of the BSN program. There are two primary vehicles for ensuring student participation in program governance. First, representatives from both current BSN students and BSN graduates serve as voting members of the NAC. (See Appendix F.) The student representatives enjoy the same committee status as the faculty, administrative, and outside constituent members do; as such, the students are regular attendees at committee meetings and other program activities (e.g. career nights, orientations, open houses). Second, two students are appointed each year to the College-wide Council, which reviews all college policies prior to submission to the District Board of Trustees and vets all major college initiatives, including the budget and any additions or changes to the college mission and goals. While these students may or may not be BSN program students, they are chosen to represent all students and any nursing student may submit issues to the Council via these representatives. Any BSN student may, of course, attend the NAC or College-wide Council meetings, and may request an issue be placed upon an agenda.

Key Element I-E

Documents and publications are accurate. References in promotional materials to the Nursing Program’s offerings, outcomes, accreditation/approval status, academic calendar, admission policies, grading policies, degree completion requirements, tuition, and fees are accurate.

The RN to BSN Program’s mission, goals and outcomes, as well as all admission criteria and procedures, curriculum content, and completion requirements are clearly outlined in the Student Handbook and appear on the BSN section of the college website at
www.nwstatecollege.edu/BSN. Admission processes and program requirements also appear in the *NWFSC College Catalog* and on the website. Prior to release or dissemination, these items, as well as recruitment materials, brochures, press announcements and related materials, are reviewed for accuracy by nursing faculty and staff, as well as by selected staff from enrollment services, the Office of Instruction and the Office of Marketing and Public Relations. Should errors or omissions be discovered or significant changes needed after publication, notification of such is placed on the college website and written revisions provided to students and the public as appropriate.

In an effort not only to increase access to the information contained in these publications, but also to ensure clarity and understanding, face-to-face information sessions are provided to prospective students and a comprehensive orientation session is conducted for new BSN students each semester. Informational packets are made available to prospective students and all who attend information or orientation sessions are encouraged to ask questions or make suggestions for improvement. Such feedback is incorporated into subsequent publications or, if necessary, disseminated sooner through online or written notification.

**Key Element I-F**

*Policies of the parent institution are congruent and support the mission, goals, and expected outcomes of the program. These policies are fair, equitable, published, and are reviewed and revised as necessary to reflect ongoing improvement.*

College policies and BSN program policies are congruent with and support the mission, goals and expected outcomes of the baccalaureate nursing program. The policies, which include carefully designed appeals procedures, are considered fair and equitable. In an effort to ensure continued congruence, program goals, outcomes, and policies are reviewed each year in concert with the college-wide catalog and policy review process. This coordinated review and timeline generates an updated *NWFSC College Catalog* and *BSN Student Handbook* which are published at approximately the same time each summer prior to the new academic year. College-wide and BSN program publications are thus adjusted in a parallel process that ensures consistency. If changes are made to either college-wide policies/documents or programmatic policies/documents outside the routine annual review cycle, they are first reviewed by the College Curriculum Committee to ensure college-wide and program congruence and equity; if a change is to be
implemented prior to the next policy/document publication cycle, notification is made via the college website, the BSN web page, and/or written notice to students.

In general, program policies may not be less restrictive than college policies; however, selected program policies may be more restrictive to meet statutory, state or accreditation guidelines or to ensure safety or quality. In all cases, differences are carefully monitored and clearly articulated in all appropriate official publications. Table 4.0 provides several examples of this coordinated arrangement. In each case, the more general college policy must be satisfied along with any additional program-level requirements.

Table 4.0 Selected Examples of Policy Coordination

<table>
<thead>
<tr>
<th>Policy</th>
<th>College-wide Policy</th>
<th>Program Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to services for students with special needs</td>
<td>Same policy at college and program levels</td>
<td></td>
</tr>
<tr>
<td>Discrimination and Sexual Harassment Policies</td>
<td>Same policy at college and program levels</td>
<td></td>
</tr>
<tr>
<td>Minimum course grades</td>
<td>Except in selected general education courses, “D” or higher is acceptable and the overall GPA determines credit and progress</td>
<td>Minimum course grade of “C” in all NUR courses is also required to progress in the BSN program</td>
</tr>
<tr>
<td>Faculty workload and office hour requirements</td>
<td>Same policy at college and program levels</td>
<td></td>
</tr>
</tbody>
</table>

Program Admissions

Admission to the RN to BSN program contains both college-wide and program specific requirements designed to meet the Florida Statewide AS to BSN Articulation Agreement (available in the onsite resource room) and to demonstrate the quality control inherent in both the Essentials and the Standards. Students must meet all standard college admissions requirements as well as demonstrate a minimum cumulative GPA of 2.75 with a grade of “C” or higher in all Florida Common Course Prerequisites, and possess a valid Florida RN license. Accommodation for provisional admission may be made for students not meeting the GPA requirements. The full admission criteria are published in the NWFSC College Catalog and on the college website, as are the steps that students must follow to complete the process. (See the detailed admission information is available in the onsite resource room.)
Recruitment and Retention of Students

Recruitment activities for the RN to BSN Program comprise a coordinated effort between the Office of Marketing and Public Relations, Enrollment Services and the RN to BSN faculty and staff. In addition to presenting an accurate picture of both the college and the program, recruitment efforts are designed to reach a variety of potential students and organized to accommodate the special characteristics of the college service district. To that end, numerous recruitment strategies are pursued, including: 1) participation in regional career fairs and college nights; 2) presentations at professional organizations and meetings (e.g. Kiwanis, American Society of Training Directors, etc.; 3) direct mail-outs to registered nurses in the service district; 4) visits to associate degree nursing classes; 5) posters and flyers in area hospitals and clinics; and 6) on-campus information sessions. Prospective students are asked to complete an interest form, which includes data on ideal instructional methods, class schedules, career goals, and other information used to help shape program implementation. All recruitment and information session materials are available in hard copy or electronically on the BSN website.

Retention

Drawing from experience with the NWFSC associate degree nursing program and the NWFSC-UWF Cooperative BSN Program, the nursing department has learned that student retention is influenced by a number of factors, including: academic workload, professional career and work demands, military service, family issues, natural disasters (e.g. hurricanes), community involvement, and the student’s overall ability to focus on completing the program. Accordingly, college advisors and nursing faculty are careful to present a realistic picture of program expectations from the very first contact with students. In addition, NWFSC research has shown several strategies can improve retention. Key among them are good enrollment practices and timely, frequent feedback on coursework. The former is addressed with the option of full-time, part-time and accelerated program enrollment options, as well as by ongoing academic and career advisement throughout the student’s time in the program. By requiring a written program of study for all students, the college provides an academic map that keeps the student on track.

The feedback factor is addressed by a faculty commitment to providing students with timely, constructive feedback on course performance, accompanied by intervention methods as necessary. Students receive feedback from faculty regarding each assignment and their class progress in general. To facilitate this process, students may view their individual assignment
grades, midterm, and course grades online. Faculty evaluate and grade assignments within a reasonable length of time, with online testing results available immediately and performance on projects, presentations, research papers and other instructional activities available no later than the next scheduled class meeting or comparable time period for online classes.

In all instances, faculty members maintain liberal office hours and are available to assist students regarding academic resources, tutoring and help sessions, as well as other means of educational support. Should a faculty member identify a student who is not progressing satisfactorily, the student is contacted by the faculty member and an action plan for improvement is formulated between the student and faculty member. The plan may include tutorial support, study techniques, revised program planning, regular office visits with the faculty member, or other similar actions. The plan is documented by the faculty member in the student file and copied to the student. Should the student not progress, the student will be counseled regarding his/her options, including possible withdrawal from the course. The college-wide policy on midterm grading augments this system, as “official” midterm grades are processed and available to the student electronically prior to the deadline to withdraw without academic penalty.

**Strengths**

1. Broad involvement of internal and external constituents in program design and evaluation ensures the program reflects the needs and expectation of the community of interest.
2. Nursing faculty members are actively involved in the governance of the nursing program as well as in the governance of the college.
3. Program planning and evaluation involves all communities of interest in a closed-loop process that ensures recommendations for improvement are implemented.
4. The broad variety of communication strategies for prospective, new, and continuing students fosters retention and success.
5. Options for full- or part-time enrollment and online course delivery accommodate the needs of BSN students.
Areas for Improvement

1. Increase student enrollment

   Action Plan
   
   • Coordinate with the College Coordinator of Recruitment to increase visibility of program
   • Offer additional information sessions at local hospitals and college sites

2. Broaden participation in the BSN Advisory Committee

   Action Plan

   • Seek representatives from the college general education faculty
   • Seek representatives of MSN programs from neighboring colleges/universities
STANDARD II
PROGRAM QUALITY: Institutional Commitment and Resources
The parent institution demonstrates ongoing commitment and support. The institution makes available resources to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected outcomes of the program.

Key Element II-A
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 outcomes of the program.

The NWFSC administration has made a purposeful commitment to an educational environment that is supportive of faculty teaching, scholarship, service and practice. As evidenced by specific policy and practice, this commitment is commensurate with the mission, goals, and expected outcomes of the program. This college commitment is reflected in the official job description for both full- and part-time faculty members, which states: “[t]he first objective of an instructor shall be to provide the student with quality education through professional competence, effective teaching and wise counseling” and that faculty members are expected to “[m]aintain professional competence through continuous study, research, and awareness of new developments and more effective instructional methods in the specific instructional discipline.”

The administrative commitment to this positive and supportive environment is further illustrated by the fact that the college president and senior vice president maintain an open-door policy which results in an impressive institutional camaraderie and ensures that senior administration is aware of and sensitive to faculty and program needs. In addition, the president and senior vice president participate in new student orientation for the program, as well as serve as guest speakers on topics such as administrative communication and leadership.

Numerous college policies and practices evidence the support necessary for faculty to meet this provision. Specific examples of policy and practice for teaching, service, practice and scholarship follow.

Teaching

- Among the strategic goals adopted by the NWFSC District Board of Trustees are two which particularly demonstrate the essence of Key Element II-A:

  *Build an institutional culture that values teaching excellence, a helping attitude, and lifelong dedication to learning; and*
Provide a learning environment that supports academic competence.

- Per Board of Trustees policy, nursing faculty enjoy the same workload requirement as other NWFSC faculty members. Instructors are obligated by Florida statute and institutional policy to twenty-five hours per week of student contact, of which fifteen hours or the equivalent are instructional and ten are posted office hours. The remaining nine hours per week are designated as “other professional activities” (OPA) which may be devoted to library studies, curriculum development, research, committees, professional development or other similar enrichment activities of the faculty member’s choice.

- Per Board of Trustees policy, nursing faculty are eligible for reassigned time (release from normal classroom obligations) to pursue program improvement, service projects, or professional practice activities. In the past, faculty members have enjoyed release time for course development and enhancement of assessment strategies. For example, one faculty member used release time to develop NUR 3679 Nursing Care of The Complex Client.

- Per the NWFSC Staff and Program Development Plan, faculty members may receive funds for advanced coursework, research, travel, course development and related activities, including sabbaticals. Dependents of faculty members are also eligible for tuition waivers at the college. For the spring of 2009, the college has agreed to fund the BSN Program Director’s participation at the Annual Evidence-based Nursing Conference sponsored by Arizona State University. In addition, two faculty members are currently pursuing graduate coursework funded through this plan.

- NWFSC offers a professional development program for faculty and staff with several components; 1) a week of practical workshops in faculty-oriented subjects such as copyright issues, classroom technology, assisting struggling students, and web resources; 2) a four-part new faculty orientation program, including a small award of release time during the first semester of employment; 3) a faculty mentor from within the department; and 4) weekly Open Technology Lab, where faculty can receive one-on-one support with various software and instructional technology tools. Nursing faculty members are included in these activities and benefit greatly from the institutional knowledge and pedagogical skill-building they address. For example, technology training has provided
faculty with the tools needed not only to use the distance learning delivery platform (Desire2Learn) effectively, but also to enhance that delivery method through use of additional software such as Camtasia, Elluminate, and Tegrity.

**Service and Practice**

Support for service and practice are also key in the overall college commitment to the program and essential to achieving program goals and outcomes. The following examples illustrate the college’s support in this area – support which results in a direct contribution achieving program goals 1, 2, 4, 6 and 7.

- As a matter of community involvement, the college supports the nursing faculty’s efforts each year for the American Heart Association Heart Walk and the American Cancer Society Relay for Life. Planning for and participation in such activities can all be done as part of the faculty member’s workload commitment, though many instructors also elect to spend their own time in support of these activities.

- Through the college budget process, funds are allocated to the program for nursing faculty and staff to attend professional meetings at the state and national level.

- Provision may be made within the faculty member’s work load and OPA hours to participate in on-site professional practice activities such as job shadowing or assisting in client services at local hospitals or clinics. To that end, faculty members currently volunteer at the Crossroads Medical Clinic and the Waterfront Rescue Mission.

**Scholarship**

Although the primary mission of NWFSC is teaching, quality instruction cannot be separated from continued academic inquiry by faculty. To that end, the college provides time during the faculty member’s duty obligation (OPA hours) to pursue research and scholarly activities. In addition, the college funds travel and conference fees associated with professional growth and scholarship, including presentations of research at such conferences. The college also supports scholarship by funding graduate tuition and sabbatical opportunities.

- The director is currently pursuing a doctoral level nursing research project focusing on health care of the homeless, a circumstance which adds depth and perspective to the clinical experiences of her students. She has recently been selected to participate in the
10th Annual Evidence-based Nursing Conference sponsored by Arizona State University in February 2009, where she will present her project on health assessments for homeless individuals using a poster format. NWFSC will fund her participation in the conference.

- One faculty member has completed a significant research project regarding the care of adoptees diagnosed with attachment disorder. During July 2008, she presented her research in this area at the Sigma Theta Tau International Conference in Singapore.

This overall supportive culture, as evidenced by the preceding examples, provides a rich and encouraging setting in which to offer the program and includes policies and practices which enable attainment of program goals and outcomes.

**Key Element II-B**

Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. These resources are reviewed, revised, and improved as needed.

Creating a diverse and adaptable array of fiscal and physical resources is the standard NWFSC approach to ensuring an appropriate level of program support and student success. As part of NWFSC’s visionary master planning, accommodation for new programs and services has been purposefully incorporated into budgeting, construction and renovation/remodeling efforts for more than twenty years. As a result, the resources necessary to support the BSN program are more than adequate for achieving program goals and expected outcomes.

**Financial Support**

Financial support for the program is built upon the college philosophy of fiscal prudence and revenue/asset diversity. Thanks to an early program development grant received through the Florida Department of Education and support from the NWFSC Foundation’s Health Technology Endowment, the college has enjoyed sufficient financial support to cover program start-up costs and maintain a technology refresh program for all the health-related programs. During the four years in which the college participated in the cooperative BSN program, these funding sources were used to satisfy all significant facilities accommodations and major equipment needs for the BSN curriculum.

NWFSC will sustain recurring program costs through a combination of student fees/tuition revenues, state FTE funding allocated by the Florida Legislature, and earnings from the NWFSC Foundation Health Technology Endowment. (The 2008-09 budget is available in
the onsite resource room.) Subsequent years should follow a similar pattern of revenues and expenses. Using the traditional Florida funding mechanisms, when enrollment grows, revenues should increase proportionate to an increase in student numbers; fixed expenses remain relatively constant, with variable expenses increasing proportionately. Once a program has been approved by the Florida State Board of Education, it will continue to receive state support through the standard legislative appropriation process, as long as enrollments and completions are viable.

Program level involvement in budget development adds to the efficacy of the financial support. At NWFSC, the college-wide budgeting process is an open, “bottom upward” rather than “top downward” process. Early each spring term, the associate dean and the program director in consultation with faculty and staff, review the prior year’s expenditures, evaluate new and continuing program needs, and then submit a budget request. At the same time, the program faculty and staff prepare a prioritized equipment and software request. These requests are submitted through the Office of Instruction to the College Budget Committee. While program requests for operating funds must comply with institutional budget development guidelines, the program always has the opportunity to submit “new issues” for consideration. Equipment, software, and new issues are prioritized at the program level to ensure that the decisions are made using the wisdom of the subject/program area experts. For the past two years, the program director has served as an academic representative to the College Budget Committee and has become familiar with the full budgeting process.

Facilities

All facilities-related activities for the last five years have been specifically tailored not only to accommodate immediate needs, but also to anticipate future upper and lower division programming. This foresight is characterized by several factors, including: a) constructing new facilities to university standards (e.g. the Niceville LRC and Science Technology Buildings), b) designing specialized program facilities to meet shared, multi-purpose uses (e.g. the collegiate high school houses high school students by day and college students by night), c) proactive coordination with city, state, and county offices to ensure infrastructure issues such as power, water management, and traffic control to anticipate future concerns, and d) partnering with other public and private entities to leverage and maximize construction funding (e.g. the Arts Center
and the Community Services Complex), and e) repurposing existing facilities to accommodate new programs (e.g. remodeling the old library to house nursing and allied health programs).

The BSN program is housed on the NWFSC Niceville Campus, where upper division students have full access to 6,400 square-feet of dedicated nursing instructional space, which includes didactic/lecture classrooms, a dedicated computer classroom with open lab hours, an OR suite, a skills lab, and a client simulation skills lab. Faculty members have office space adjacent to the classrooms and labs, and the nearby administrative office suite houses a faculty conference room which easily accommodates ten-twelve people. Wireless internet access is available in the building, as well as two open mezzanine areas for student socializing.

The program facility is adjacent to the Learning Resource Center, an expansive library building which houses both reference and circulating collections, as well as student computer stations, group meeting facilities and quiet study rooms for students and faculty. Immediately across the grassy quadrangle outside the library and nursing facilities, is the College Mall, which houses a cafeteria, bookstore and open study space for students. Student parking rings the outer rim of the campus, with ample space to accommodate commuter students.

**Equipment**

In addition to the traditional equipment used in support of baccalaureate curricula college-wide, BSN students and faculty members enjoy access to an impressive inventory of specialized equipment in the nursing facility. First, an on-site skills lab offers the students access to the typical set of advanced health assessment equipment, as well as advanced computerized teaching systems. Second, NWFSC provides BSN students with access to several high-fidelity patient simulators, including both adult and pediatric human patient simulators, a maternal-neonatal simulation system, and numerous anatomical models. (See Tables 5.0 and 6.0)

<table>
<thead>
<tr>
<th>Item(s)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twenty-eight Station Computer Lab</td>
<td>Used for testing and web supplemented/enhanced instruction</td>
</tr>
<tr>
<td>Twelve-station Individual Computer-Assisted-Instruction and Review Lab</td>
<td>Open access for students seeking academic review and practice</td>
</tr>
<tr>
<td>Tegrity Software</td>
<td>Provides the capability for podcasting</td>
</tr>
<tr>
<td>Elluminate Software</td>
<td>Provides the capability for video conferencing</td>
</tr>
<tr>
<td>Desire to Learn (D2L)</td>
<td>Distance Learning online platform also used for course enhancement</td>
</tr>
<tr>
<td>Smarthinking</td>
<td>Web-based, real-time, tutorial system supporting natural science, math, communications, APA format writing skills and general education subjects</td>
</tr>
</tbody>
</table>

Table 5.0

Major Basic Equipment and Software/Online Resources in the Nursing Facility

_Northwest Florida State College Self-Study Report for the BSN Program, August 20, 2008_
Table 6.0
Major Specialized Equipment and Software Resources for the Nursing Curriculum

<table>
<thead>
<tr>
<th>Item</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Patient Simulation Lab</td>
<td>Eighteen beds with headwalls and monitoring equipment</td>
</tr>
<tr>
<td>Mock Operating Room Suite</td>
<td>Complete with surgical lighting, operating table, instrument trays, scrub room, sterile supply facility, and anesthesia machine.</td>
</tr>
<tr>
<td>Adult Patient Simulator</td>
<td>$135,000 computerized adult simulation mannequin with programmable software used especially for health assessment and therapeutic communication scenarios</td>
</tr>
<tr>
<td>Pediatric Patient Simulator</td>
<td>$135,000 computerized child simulation mannequin with programmable software used especially to augment limited pediatric clinical site experiences</td>
</tr>
<tr>
<td>Maternal Neonatal Simulator</td>
<td>$35,000 computerized birthing simulation mannequin with programmable software</td>
</tr>
<tr>
<td>Ear Examination Simulator</td>
<td>$550.00 ear exam simulator for use with otoscope</td>
</tr>
<tr>
<td>Otoscope/Ophthalmoscopes video cameras</td>
<td>Four, at $ 345.00 each</td>
</tr>
</tbody>
</table>

Evaluation of Resources

A review of program resources, including operational budget, staffing, equipment, and facilities is conducted annually as part of the college’s program review process. The program review process is conducted in a timeframe which allows for incorporation of recommendations into the college-wide budget development and facility prioritization processes. The effectiveness of this process is illustrated by the 2007-08 review cycle which included a recommendation for hiring an additional faculty member for the program. Accordingly the college has now employed a doctoral level faculty member who joined the team earlier in this academic year.

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

NWFSC has a deeply-rooted institutional commitment to easily accessible, quality support resources to assist faculty and students in meeting both college and program level mission, goals, and expected outcomes. Resources range from year-round educational advising, library reference and reserve services, career advising and placement assistance and quiet study/collaborative learning areas, to open-access computer labs, ad hoc skill workshops, and free online and in-person tutorial services.
Library Materials, Staff, and Related Services

The Niceville LRC is open to students on weekdays and Saturdays for an average of 68.5 hours per week, during which time patrons may consult approximately 97,000 books, 445 subscriptions to journals and periodicals, 9,800 audiovisual materials, and numerous online databases. Additionally, librarians at NWFSC participate in a state-wide online student reference service via chat on the Internet at www.askalibrarian.org. The NWFSC librarians provide general and course-specific library instruction both in person and using various technologies and conferencing software. Through an agreement with the University of West Florida (available in the on-site resource room), students and faculty also have access to the UWF library located at the NWFSC-UWF Joint Campus in Fort Walton Beach. Additionally, agreements with the Walton DeFuniak Public Library and the Robert L.F. Sikes Library permit students and faculty access to these libraries. Special partnership agreements also allow students and faculty using the college’s education centers at Eglin Air Force Base and Hurlburt Field access to the libraries on those military installations.

In anticipation of the expanded nursing curriculum, the LRC has implemented several strategies to support the program. The collection development policy has been adjusted to reflect the needs of the program and increases have been made in the materials in nursing research, family and community health, nursing leadership and supervision, critical care, health assessment and care of the complex client. Direct access to a reference librarian is included in selected online courses such as Dimensions of Baccalaureate Nursing Practice and Evidence-based Practice: Incorporating Nursing Research. This access includes an interactive presentation regarding search techniques accompanied by student practice time during the presentation; the librarian will reappear in the online course to offer further instruction and answer specific student questions (see Appendix K).

Throughout the duration of the cooperative BSN program, NWFSC made impressive progress toward acquiring the library resources to support a quality program. To assess the status of this key program element, the college selected two benchmark libraries at local postsecondary institutions approved by the Florida Department of Education to offer baccalaureate nursing education: The University of West Florida and Indian River State College, both of which support baccalaureate level nursing curricula. The comparisons were completed using the advanced search feature of the Ex Libris system. Results of this analysis clearly
indicate the holdings at NWFSC are comparable to the benchmark libraries in all categories related to the program. (A summary is available in the onsite resource room.)

All materials at Florida university and community college libraries are accessible through statewide reciprocal borrowing and standard interlibrary loan practices. However, maximizing immediate and local access to academic services and materials is a key element to the NWFSC philosophy of student service. (Details regarding current nursing-related library holdings, including database subscriptions, as well as the plan for new purchases to support the program are available in the onsite resource room.)

**Tutorial Assistance**

Numerous learning support services are available at no cost to nursing students. Students may use the free services of the NWFSC Academic Success Center (ASC), which is a walk-in writing lab and tutorial center located on the Niceville Campus in the same building as the BSN program. Free one-on-one tutoring in targeted areas is also available by appointment in the ASC. The ASC also sponsors student workshops in study skills, writing tips and related skill areas. The free services of the NWFSC Math Lab and Career Resource Center are also open to BSN students. Online tutorials are available on the use of APA style, as well as in specific health and medical-related subjects. BSN students also have access to the NWFSC services of *Ask-A-Librarian* and *Smarthinking.com* at no cost to the student. An open-computer lab, staffed with support technicians is open to students days, evenings and Saturday mornings; most campus locations offer wireless access and/or student work stations with docking sites. Information on all such resources and services is available electronically at [http://learningsupport.nwfstatecollege.edu/](http://learningsupport.nwfstatecollege.edu/), by clicking the “Free Tutoring” button on the NWFSC main web page. In addition, a doctoral level anatomy and physiology professor from the Natural Sciences Department is allocated release time each semester to work with the nursing faculty on student retention and success strategies, as well as serve as a technical resource for students and faculty.

**Services for Students with Special Needs**

Students with special needs may receive accommodations through the NWFSC Office of Services for Students with Special Needs. A licensed counselor is available to consult with students and determine which, from a full range of services, may be appropriate to assist qualified students with the unique challenges of nursing and health-related curricula.
Faculty Instructional Support Services

Adequate support for faculty and the instructional process is a tangential but elemental factor in student success. All library-related services mentioned previously are available to nursing faculty in the pursuit of professional research or program development and delivery. The ASC also provides services to faculty, such as test proctoring, and will design and present workshops on specific skill or content areas to supplement classroom instruction or assist faculty in such endeavors. In conjunction with the Student Success Committee, the ASC also distributes teaching and learning strategies electronically, via the “Spotlight on Success” series. The Learning Technology Department (LTech) provides group workshops and one-on-one technology training for all instructional software products available at the college. LTech will also assist faculty in formatting courses for online or blended delivery, as well as assist in critiquing a course with respect to the college’s best practices in technology standards.

Evaluation of Program Support Resources

All of the instructional resources and services discussed in this section are evaluated at two levels. First, each is evaluated as an individual department or functional unit through the college-wide program review cycle. Second, the impact each academic support service has on the attainment of program mission and goals is addressed in the annual program review. Recommendations at both levels become part of a closed-loop assessment system which includes follow-up on all recommendations. A recent recommendation stemming from this review process resulted in additions to orientation regarding accessing and using courses that are taught online. The latest addition is the use of software Tegrity, which enables students to review orientation content as need throughout the rest of the term and program.

Student support services, ranging from financial aid and advising to math labs and the Academic Success Center, are also reviewed annually from both the college-wide and program perspectives. A recent outcome of such evaluation was to streamline the admission process for prospective BSN students. A very practical result of the streamlining recommendation was development of an electronic program application, which can be completed online.
Key Element II-D
The chief nurse administrator is academically and experientially qualified and is vested with the authority required to accomplish the mission, goals, and expected outcomes. The chief nurse administrator provides effective leadership to the nursing unit in achieving its mission, goals, and expected outcomes.

The Associate Dean for Health Technology is the chief nurse administrator. By virtue of her job description and relative placement in the college organizational structure, she is vested with the authority to accomplish the mission, goals and expected outcomes of the program. The Associate Dean holds the same 12-month contract as other associate deans at the college and is responsible for providing leadership and operational oversight for the program. Specific duties of the Associate Dean include administrative reports, budget proposals and management, hiring of instructors, course scheduling and teaching assignments, as well as faculty and program evaluation to support the mission, goals, and expected outcomes of the program. (Job descriptions for all program faculty and staff are available in the onsite resource room.)

With 38 years of experience in nursing as a clinical practitioner, educator, and nursing administrator in both the clinical arena and higher education, the Associate Dean is clearly qualified to serve as the chief nurse administrator. She earned her master’s degree in nursing in 1977 with a clinical emphasis in community health and has maintained her current Florida RN license. She routinely visits all clinical sites in the program, occasionally participating in the clinical instruction. She has also earned 30 hours post-master’s credit in educational psychology and anthropology, which enhances her pedagogical perspective.

The Associate Dean enjoys excellent working relationships with clinical directors of nursing in the local area and has earned a reputation as a leader across the state, most particularly as a member and immediate past chairperson of the Florida Council of Nurse Educators and Administrators. As a key member of the NWFSC-UWF Cooperative BSN Program leadership team, she learned first-hand the administrative challenges at the BSN level, as well as the student-related challenges faced by Registered Nurses pursuing the BSN degree. As the primary member of the health grant-writing team, she helped to secure approximately $535,000 in state grants to support expansion and improvement of health program at the college between 2005 and 2008. The Associate Dean served as supervisor and mentor for the BSN program director throughout the five-year period of NWFSC’s successful venture with UWF.

The Associate Dean is directly accountable to the Senior Vice President. She serves on the VPI Committee where she works with the Vice President and other college deans and
department directors to enhance communication across instructional services and to determine key academic and student services policies and procedures. The Associate Dean also serves on the NWFSC Curriculum Committee, a strategic assignment that allows her easy access for communicating with all academic departments and support services to help meet the mission, goals and expected outcomes of the program. Her curriculum vitae is available in the onsite resource room.

Key Element II-E
Faculty members are academically and experientially qualified and sufficient in number to accomplish the mission, goals, and expected outcomes of the program.

NWFSC employs only those faculty members who meet or exceed the minimum qualifications specified by the Commission on Colleges of The Southern Association of Schools and Colleges and by the Florida Board of Nursing. In addition to the program director, who also teaches selected upper division courses, the program employs two full-time faculty members. An additional three nursing faculty from the associate degree program who possess additional qualifications as a certified nurse educator and/or licensure as a nurse practitioner also provide occasional part-time teaching support. All program faculty members have at least eight years of teaching experience and at least twenty-one years of professional practice. One full-time faculty member possesses an earned doctorate in nursing science; all others have earned the Master of Science in Nursing Degree with some post-master’s graduate work, and the program director is currently enrolled in the University of South Alabama Doctor of Nursing Practice Program. (All faculty vitae are available in the onsite resource room; Appendix L presents a summary of current faculty credentials and teaching assignments.) In addition, all faculty members comply with the Florida Board of Nursing mandatory continuing education requirements for licensure. As a means to maintain current and up-to-date records on nursing faculty, the program maintains a file on each faculty member, which is available in the onsite resource room.

Each faculty member’s experiential strengths and knowledge are considered when making course assignments. The Program Director taught the Concepts of Nursing Practice course as well as Nursing Research during the NWFSC-UWF Cooperative Program era. Her fifteen years of experience as education director for a local community medical center positions her well to teach the nursing elective, Staff Development for the Departmental Educator, as well
as Nursing Leadership and Management. The director is currently pursuing her DNP at the University of South Alabama.

One of the program faculty members is currently pursuing the Family Nurse Practitioner post-masters certificate, with an expected completion date of December 2008. Her experience as a clinical expert and nurse practitioner student, as well as her duties as the nursing director of a local free medical clinic make her well-suited for teaching both the theory and clinical components of Health Assessment. Another faculty member possesses credentials and expertise as a nurse researcher for the United States Air Force Reserves, which cements her credibility with students enrolled in NUR 4165 Evidence-based Nursing Practice: Incorporating Nursing Research. Additionally, this faculty member is responsible for NUR 3678 Nursing Care of Vulnerable Populations, a nursing elective course, partially based upon her expertise with the vulnerable populations of newborns and research associated with the care of adoptees diagnosed with attachment disorder.

The nursing faculty members work together to develop all courses, including formulating course descriptions and objectives, proposing useful teaching strategies, assignments, and assessment activities for each course. All have been actively involved in the self-study process for the program’s accreditation by the CCNE.

This cadre of well-qualified faculty is sufficient to meet the teaching needs of the program and accomplish the mission, goals and expected outcomes. By established practice and program philosophy, didactic/theory classes, whether in online or traditional format, are limited to twenty-five (25), while the student-to-faculty ratio for direct supervision clinicals does not exceed eight to one (8:1). These standards are commensurate with Florida Board of Nursing, faculty recommendations, and common practice in accredited BSN programs across Florida. Further, these standards easily accommodate the anticipated annual program enrollment of twenty-five (25) students. Additional faculty may be added as enrollment increases and courses are revised based upon program evaluation and stakeholder input. (Faculty teaching schedules and workload calculations are available in the onsite resource room.)

The NWFSC-UWF cooperative program admitted fifteen, eighteen and twenty-five students each of the last three years. As of this writing, the new stand-alone NWFSC program has admitted nineteen students for the fall 2008 term. This data further supports the faculty staffing plan, didactic class size maximums and clinical ratio standards established for the
program, and should easily provide for attainment of program mission, goals and expected outcomes.

**Key Element II-F**
The faculty roles in teaching, scholarship, service and practice are identified clearly and are congruent with the mission, goals/objectives and expected results of the program.

Supporting and retaining highly qualified faculty is a key tenet of NWFSC philosophy. Faculty members receive encouragement in their roles of teaching, scholarship, service and practice that are consistent with this commitment. The college expectations of the faculty in teaching, scholarship and service are clearly defined in the faculty job description, Board of Trustees’ policy, and the *Faculty Handbook*, all of which are available in the onsite resource room.

Teaching assignments allow for the utilization of all nursing faculty to be consistent with the mission/philosophy of NWFSC and to promote excellence in teaching, scholarship, service, practice, and administration within the program. Twenty-six percent (26%) of the faculty load obligation, or nine hours per week, is dedicated to the advancement of excellence in these areas. While instruction is clearly the primary focus of the faculty, scholarship is also a valued professional role and a key factor in achieving program goals and expected outcomes. To that end, the nursing faculty members have developed a definition of scholarship in this program which is consistent with the AACN concept of scholarship:

> Through required credentials for position in academe and demonstration of organized knowledge and expertise, scholarship is evident in professional activities such as research, practice, membership in professional organizations, volunteer service and continuing education.

> Faculty scholars facilitate student learning as evidenced by students’ discovery of new knowledge and experience.

As a new program, the specific application of this definition to the faculty role is still being refined. However, a review of faculty members and administrators’ curriculum vitae evidences an already established pattern of dedication to scholarship and the several scholarship support resources offered by the college will facilitate and encourage future scholarship endeavors.
**Strengths**

1. Enthusiastic support of the program by college administration through the provision of sufficient program resources, active participation in program activities, and support of faculty scholarship and professional development
2. Well-educated, experienced, and cohesive faculty who actively seek to further their education and clinical expertise to support the program’s mission and goals
3. Easily accessible, free academic support services available to students
4. The professional development and scholarship activities available to faculty through various college initiatives
5. Instructional resources, especially technology and technological training/assistance, available to faculty in support of a dynamic internet component in the curriculum

**Areas for Improvement and Action Plan**

1. Office and meeting space is newly remodeled and adequate to meet current program needs; however, the addition of more students, faculty and/or support staff has stretched some of the current facilities

   **Action Plan**
   - Maintain an active role in the college facilities planning process, most especially as additional space becomes available in existing building
   - Develop contingency plans for various office and conferencing site options

2. The current chief nurse administrator (associate dean) retires December, 2008.

   **Action Plan**
   - Work with the senior vice president to develop a transition plan that will ensure the appropriate level of program support and oversight
STANDARD III

PROGRAM QUALITY: CURRICULUM AND TEACHING-LEARNING PRACTICES

The curriculum is developed in accordance with the mission, goals, and expected outcomes of the program and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. There is congruence between teaching-learning experiences and expected outcomes. The environment for teaching, learning, and evaluation of student performance fosters achievement of the expected outcomes.

Key Element III- A: The curriculum is developed, implemented, and revised to reflect clear statements of expected student learning outcomes that are consistent with professional nursing standards and guidelines and congruent with the program’s mission, goals, and expected outcomes.

In the spring of 2008 the faculty developed the program, mission, goals, and expected outcomes. After the mission and goals were developed, the faculty carefully examined the Essentials and the Standards to develop the expected student learning outcomes. Appendix C indicates the congruence of the baccalaureate mission, program goals, and expected outcomes. The program builds on the strong foundation obtained during the associate degree, while preparing graduates with the competencies needed for further education or specialized practice and encouraging a commitment to lifelong learning.

For example, the associate degree program provides the foundation skills necessary to use peer-reviewed nursing research. Specifically, the skill set that is acquired during the associate degree nursing program includes use of a client data base and application of basic physical assessment skills. The BSN program expands upon those early skills to include greater depth of health assessment, health history, and goal setting with the client and family members. In addition, the general education component of the associate degree provides a strong basis in computation skills, interpersonal relations, cultural diversity, and information technology – each of which is necessary for the well-prepared baccalaureate nurse.

The program is dedicated to the preparation of associate degree registered nurses for the comprehensive role of the professional nurse. The mission, philosophy and expected outcomes, along with the Essentials and the Standards of Practice are used to support the program curriculum, which includes upholding the values of altruism, autonomy, human dignity, integrity, and social justice (see Appendix I). The curriculum framework was developed to prepare nurses to provide client care in and across many environments using a holistic and
scientific approach. The content and sequence of courses such as NUR 4165 Evidence-based Practice: Incorporating Nursing Research, NUR 4615 Family and Community Health, and NUR 3679 Nursing Care of the Complex Client, is specifically designed to reflect this notion. NUR 3678 Nursing Care of Vulnerable Populations is designed to address the needs of the increasingly more diverse local and regional client population.

The expected SLOs reflect role development of the professional nurse as provider of care using compassion, critical thinking, effective communication, and assessment. When formulating health care decisions, students in the program incorporate associated ethics and patient advocacy that lead to an overall improvement in client outcomes, the underpinning of which is evidence-based practice.

Students are equipped with a knowledge base in the liberal arts and sciences which the faculty believes is essential in order to prepare them for professional nursing practice. They are also prepared with additional competencies regarding professional nursing leadership, management of complex systems, utilization of biotechnology and informatics as well as values affirmation.

- NUR 3080 Dimensions of Baccalaureate Nursing Practice is one of the initial courses and provides students with an overview of professional values, core competencies, nursing theories, and role expectations for the professional nurse. The teaching methods are interactive and serve to engage and motivate students to participate in online discussion boards and analysis of current issues for professional nurses.
- Expanded assessment skills are honed during NUR 3067 Health Assessment and the accompanying lab course (NUR 3067L). Clinical experiences that involve working with underserved populations residing in local homeless missions provide opportunities for professional growth beyond traditional clinical settings as well as engaging students in learning advanced skills. Further examples can be found in the onsite resource room.
- The student learning outcomes will be regularly reviewed and revised as noted in Appendix I. Beginning in the fall of 2008, evaluation will occur at the completion of each semester. After the program has existed for three years, evaluation will be conducted on an annual basis at the end of each academic year.

The baccalaureate program includes nine didactic/theory courses and three clinical courses. The curriculum is outlined in Appendix H. The theoretical courses focus on the
development of the professional roles in nursing. The concepts of leadership, critical thinking, evidence-based practice and life-long learning are the foundation of the curriculum. The clinical courses focus on the use of critical thinking in implementing therapeutic interventions for families and communities, along with the development of leadership and management skills. Clinical courses provide the student with an arena to apply content acquired in the corresponding theoretical courses. Students are required to complete a three-credit nursing elective. The faculty has developed several nursing electives based on careful analysis of needs in the area and interest of the nursing community. Syllabi for all courses are available in the onsite resource room.

Key Element III-B

The curriculum is developed, implemented and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates. The baccalaureate curriculum incorporates knowledge and skills identified in The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 1998).

Using the underpinnings of the AACN Essentials for Baccalaureate Education and the ANA Standards, students learn professional nursing values, core competencies, and core knowledge to assist in their professional role development. These roles include: provider of care, designer/manager/coordinator of care, and professionalism. Role development begins in the first semester, is threaded throughout the curriculum and concludes in the final course, Nursing Management and Leadership.

- In NUR 3080 Dimensions of Baccalaureate Nursing Practice (Dimensions) provides students with an opportunity to transfer their knowledge from the liberal arts, humanities, and sciences to a study of the theoretical foundations of nursing practice. Students research various nursing theorists and apply the theories to their clinical practice area. Professionalism is defined with the students during NUR 3080 and the concept is threaded throughout the program.

- NUR 3067 and NUR 3067L Health Assessment focuses on the synthesis of nursing, biologic, psychological, and socio-cultural knowledge and theories as they apply to the findings obtained in the comprehensive health assessment of individuals of various ages.
Students complete a comprehensive health assessment on individuals who are residents at a local homeless mission. In this setting students serve as client advocates as they manage and coordinate care with social workers and physicians.

- Management and leadership skills are further developed in NUR 4827 and in NUR 4827L as students precept with community nursing leaders during a clinical experience.
- NUR 4615 and NUR 4615L Family and Community Nursing incorporates the opportunity to work with vulnerable populations as providers of care. Students partner with clients to help them make informed decisions regarding health promotion and prevention of disease. Students assess the health needs of selected families in the community with health promotion and health maintenance needs. Variables such as culture and environment, which influence health behaviors of families and the community, are considered in providing nursing interventions to foster and support active client participation. While working with these populations, students serve in the role of patient advocate, coordinator, designer and manager of care.

**Key Element III-C**

The curriculum is logically structured to meet expected outcomes. The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.

A liberal education is essential and serves as a foundation for the student to develop competencies that are needed to be able to practice as a professional nurse. The majority of the pre-nursing courses are mandated by the college and the State of Florida as part of the common prerequisites, these courses provide the needed base for a liberal education by requiring courses in the arts, sciences and humanities. Students enroll in forty-nine (49) credits of general education and support courses. Appendix H lists the required general education courses mandated by the Florida Department of Education and necessary to meet the liberal education outlined in the Essentials. The general education courses provide the students with a broad educational foundation and are essential requirements for all associate of arts degree and baccalaureate degree programs. Acceptable courses within the Humanities and Social/Behavioral Science are specified and communicated in the NWF State College catalog.

The program is an upper division program for registered nurses who are graduates of diploma or associate degree nursing programs. A total of 120 credit hours are required for
program completion. Students enroll in thirty (30) credits of upper division nursing credits. The baccalaureate program allows the inclusion of credit hours earned through the Associate of Science in Nursing Degree program and diploma programs. Students complete at least 25% of the coursework towards the degree and 50% of the upper division program coursework (not to include portfolio assessment) in residence at Northwest Florida State College. (Plan of Study options appear in Appendix L.)

All students are required to complete general education courses prior to the beginning of their senior year. Students in the program meet the general education requirements with a number of courses that are relevant to professional nursing practice. For example, an understanding of statistical analysis is essential prior to enrolling in the course Evidence-based Practice – Incorporating Nursing Research NUR 4165. Humanities, psychology and social science courses increase students’ awareness of behavioral norms as they relate to nursing practice. Communication courses provide students with the means to effectively communicate orally and in writing, critical skills required in all upper division nursing courses.

Key Element III-D:

**Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.**

The faculty has developed a process for evaluation of all courses in the program as published in the Program Evaluation and Assessment Plan (Appendix I). Mechanisms that ensure regular review of curriculum and teaching-learning practices include student evaluation of instruction each term using standardized evaluation tools; further, students will evaluate the entire curriculum prior to graduating from the BSN program, as well as evaluating their experiences at the college. (All survey and evaluation tools are available in the onsite resource room.) Consistent with NWFSC policy, all courses will be evaluated anonymously by students each term. At the college level, the NWFSC Online Distance Learning Course Evaluation affords students the opportunity to provide feedback regarding instructional delivery, use of course resources, testing, course objective, course delivery, and grading. Students’ comments often offer valuable information to the faculty in evaluating course effectiveness.

Program faculty (Committee-of-the-Whole) will meet at the end of each course to review the course evaluations completed by students in order to identify strengths, areas of improvement and strategies to improve the course the next time it is offered. Faculty or students may bring
issues regarding the curriculum to the department’s curriculum committee for discussion. Further, curriculum matters may be presented by the program director to the college-wide curriculum committee for information, input and approval. Examples may include revising course objectives, clinical hours and other course syllabi changes.

Using data from multiple sources, the faculty will evaluate the total curriculum annually, report findings to the Vice President of Instruction, and target specific teaching-learning practices that will lead to improvement. Per college policy, the program will also be reviewed extensively as part of the triennial evaluation cycle for all academic programs. An additional annual review and report, which responds to a set of state-level accountability indicators, is filed each year with the Florida Department of Education.

**Key Element III-E**

*The didactic and clinical teaching-learning practices and learning environments support the achievement of student learning outcomes.*

The faculty believes that students learn best in a supportive environment. Support begins with the initial dialogue between the potential student and a faculty member. This dialogue may occur even before students begin the Associate of Science curriculum or between graduation and licensure. The faculty supports students’ success by helping them relate prior learning to new situations by fostering confidence through positive reinforcement, and by offering alternative learning experiences which enhance discovery. Through application of the Socratic questioning technique, faculty members model the essence of scholarship, encouraging students to examine common nursing practices and probe for answers in nursing literature. This serves to develop a professional foundation for inquiry and critical thinking.

- During the first semester of the program, a learner-centered environment empowers students to voice their learning needs. As part of the support system for NUR 3080 Dimensions of Baccalaureate Practice, faculty members offer targeted workshops in response to student needs. Workshops are structured with a brief presentation on a specific skill or topic; the remaining time is spent working individually and in groups with students to assist in mastering the outcome in question.
• All online courses contain an “electronic suggestion box” that provides students with an anonymous forum in which to question, discuss, and resolve academic issues and questions in a non-threatening and timely manner.

• The faculty incorporates social learning theory in both didactic and clinical instruction through group assignments where students learn from each other, as well as from faculty and preceptors.

• During selected clinical experiences, faculty members are onsite with the students to demonstrate advanced assessment techniques and therapeutic communication for diverse client populations. This face-to-face interaction with students enables the faculty to give immediate feedback to students regarding their progress.

• During clinical field experiences in NUR 4827 Nursing Leadership and Management, the learning process includes a one-to-one student and preceptor relationship. The student and preceptor pairing is arranged to reflect the student’s clinical interest and career goals.

  Clinical learning assignments give students an opportunity to learn and apply skills, while re-enforcing theoretical concepts within a social environment with various cultural and ethnic clients from underserved and vulnerable populations. In this way, learning is enriched as it takes place in real-world settings.

**Key Element III-F**

The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.

Talking with and listening to the community of interest is a regular and dynamic practice, accomplished through several interactive methods. NAC meetings offer members the opportunity to exchange ideas and share concerns about education and practice. Students are queried regarding their career goals, experiences, and clinical preferences. Every effort is made to place students in clinical settings based upon their interests and prior nursing experience. Faculty members consider both the geographic factors and student work schedules when determining clinical placements, as well as preceptor expertise and availability. In addition, although the core program curriculum content is designed for students to accomplish established program goals and outcomes, elective courses are developed and offered in direct response to student interest and local needs.
• For example, last January, the Chief Nursing Officer at a local medical center indicated during a NAC meeting a concern related to appropriate delegation of nursing tasks by registered nurses. In response, the faculty quickly implemented a revision to the online discussion board activities. The revised assignment addressed the Florida Nurse Practice Act. As a result, both general and specific information regarding the laws associated with the Practice Act and delegation of nursing tasks were discussed among students and faculty.

• Faculty members collaborate with the NAC and other local health care leaders to ensure that nursing electives are tailored to the local area needs. Potential students are also surveyed regarding their interests their suggestions for electives. As a result of these processes, a nursing ethics course and a peri-operative course are currently under development by faculty.

• The original program was structured with traditional, blended and online courses. After consulting with students regarding their preferred course delivery methods, the didactic/theory components of the program were re-designed such that all non-clinical nursing courses now offered online.

Strengths

1. Clinical settings which involve vulnerable and underserved populations provide real-world learning experiences for students.

2. Four years of experience teaching upper division nursing courses provided a comprehensive foundation from which to develop the curriculum.

3. Face-to-face interaction with students in clinical courses allows the faculty promotes learning and professional role development.

4. Incorporation of targeted workshop to augment traditional course content and support struggling students.
Areas for Improvement

1. Seek additional and alternative clinical sites to offset limitations stemming from local economic pressures.
   **Action Plan**
   - Work with local agencies and organizations to seek grants and other funding
   - Develop a clinical contingency plan

2. Develop/acquire additional assessment tools to evaluate cultural competency
   **Action Plan**
   - Consult with faculty at other BSN programs
   - Consult the professional literature
   - Review commercial test options
Standard IV
Program Effectiveness: Student Performance and Faculty Accomplishments
The program is effective in fulfilling its mission, goals, and expected outcomes. Actual student learning outcomes are consistent with the mission, goals, and expected outcomes of the program. Alumni satisfaction and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual faculty outcomes are consistent with the mission, goals, and expected outcomes of the program. Data on program effectiveness are used to foster ongoing improvement.

By including multiple assessment mechanisms, multiple points of evaluation, multiple data sources, and a closed loop process (see Figure 3.0), NWFSC has developed a comprehensive, systematic process of program evaluation. By recognizing the hierarchical relationship of program mission, goals and expected outcomes, and by adopting the concept that success at the more specific, quantifiable level of expected outcomes helps to validate success at the slightly more global program goal level and subsequently that success at the program goal level helps evidence success at the broader mission level, the evaluation process produces a cohesive and integrated perspective of program effectiveness.

Figure 3.0 Relationships among Mission, Goals, Outcomes and Evaluation Data
Although this program is new as a stand-alone degree curriculum, NWFSC has been approved by SACS to teach upper division nursing courses since December 2003, and has registered students in and awarded credit in 26 upper division nursing course sections over the past four years. Thus, performance data from that experience has been available to help establish evaluation benchmarks, to incorporate selected program enhancements, anticipate student needs, and demonstrate a history of program improvement in ways not typically available to a new program.

Key Element IV-A

Student performance is evaluated by the faculty and reflects achievement of expected outcomes. Evaluation policies and procedures are defined and consistently applied.

Program faculty members are responsible for assessing student achievement and the attainment of expected outcomes at both the student and program levels. This responsibility is delineated in the official faculty job description, the program handbook, and the college catalog, all of which are available in the onsite resource room. To that end, program faculty members have established three primary categories of assessment activities:

1) Student mastery of the learning outcomes established for each course within the program;
2) Term-by-term review of each student’s program progress (course grades, success rates, and retention rates); and
3) Analysis of program completion and placements rates (see Key Element IV-B).

Categories one and two include data assembled at both the individual and aggregate levels; category three is reviewed at the aggregate level only. All course assignments and final course grades are determined through a criterion-referenced approach; however, aggregating the category one and two data at the assignment and course level provides faculty members with norm-referenced perspective from which to consider student performance. This norm-referenced view can provide corroborating information on pedagogical decisions for course structure and delivery. A systematic longitudinal review using trend and percentage analysis is also incorporated in each category. All assessments tools and plans are available in the onsite resource room.
Student Mastery

Student learning outcomes (SLOs) for each course provide the fundamental basis for faculty evaluation of student performance. These outcomes are derived directly from the program mission, goals, and expected outcomes (see Appendix C). Students are evaluated based upon their mastery of the objectives prescribed for each course. Each nursing course syllabus details expected student learning outcomes, the grading scale, and other accountability measures for successfully passing the course as well as for meeting program progression. (Complete course syllabi are available in the onsite resource room.) Grading activities and standards are essentially the purview of the individual faculty member, however, program faculty work as a team to coordinate activities, review student achievement patterns and confer on course standards to ensure appropriate sequencing of program content and to facilitate student progress through the program.

As presented in Standard III, faculty members apply a variety of evaluation strategies and assessment tools to measure student learning outcomes. Among them are: student examinations, theory and clinical assignments, simulations, demonstrations, written papers, group and individual presentations, case study analyses, teaching projects, seminar participation, personal reflection logs, online discussions, portfolio review, and clinical performance. The faculty members determine which evaluation methods are most appropriate for specific skills and content, as well as for establishing student mastery of a given learning objective. This matching process ensures that evaluation of student performance provides evidence of attaining the program mission, goals and expected outcomes. The evaluation map provided by this matching process is available in the onsite resource room.

Student feedback on course and program process is an essential retention strategy; accordingly, faculty members communicate frequently with students regarding their program. They provide specific evaluation results to students through various avenues, including the online mechanisms available through Turnitin and D2L software, as well as hard copy written assessments and evaluation comments. Students also participate in the evaluation process via clinical logs and self-evaluations of their class/clinical presentations. In addition, both formal and informal feedback from clinical preceptors is considered when measuring students’ learning. Preceptor evaluations are shared with the students in written form, as well as discussed with the
student in clinical exit conferences. Final course grades are communicated to the students via US mail and electronically through the online RaiderNet service.

After comprehensive analysis of student performance through course grades, performance on selected activities and examinations within those courses, feedback from clinical preceptors, and related assessment strategies during the past two years of upper division nursing instruction, faculty determined that students needed additional support in selected areas if they were to meet expected outcomes and program goals. Faculty learned the following through this review process: 1) although students must satisfy the writing component of general education prior to program admission, many still need to build writing and critical thinking skills; 2) competencies in pediatric nursing were weaker than in other areas, due in part to the limited pediatric clinical experiences available in this relatively low population density region; 3) results of course content evaluated through group projects were less reliable than results obtained through alternate methods; and 4) student demonstration of the critical thinking skills inherent in health assessment was weaker than needed to achieve program outcomes. Accordingly, the faculty implemented the following program enhancements to counteract the findings:

- Additional assignments and activities designed to build writing skills were added to NUR 3080 Dimensions of Baccalaureate Nursing Practice, NUR 4165 Evidence-based Practice: Incorporating Nursing Research, and NUR 4827 Nursing Leadership and Management.

- A workshop on the APA writing style was added as an optional element of the first semester curriculum.

- Group projects in NUR 3080 Dimensions of Baccalaureate Nursing Practice and NUR 4165 Evidence-based Practice: Incorporating Nursing Research were restructured to ensure individual students can be held accountable for participation and mastery.

- Clinical sites and assignments were realigned to ensure an appropriate variety and level of pediatric experiences.

- Additional activities using the adult patient simulator (following additional training and preparation time for faculty) were incorporated into NUR 4165 Evidence-based Practice: Incorporating Nursing Research to strengthen student assessment skills.
**Term-by-Term Review of Student Progress**

The second area of performance evaluation involves the periodic review of student progress through the program. This effort includes a term-by-term review of four primary performance indicators: 1) student success rates in each course taught during the term, where success is defined as completion of the course with a “C” or higher; 2) student performance on course final examinations or other culminating course activity; 3) individual cumulative upper division student GPAs; 4) course and program retention rates, where retention is defined as the student’s being in good academic standing and still enrolled in the program; and 5) student progress toward degree completion per the college degree audit system. The process and forms used to conduct this review are included in the Student Handbook. Table 7.0, which follows, summarizes these activities, indicators (benchmarks) and actions/interventions pursued if benchmarks are not met.
Table 7.0 Student Progress Evaluation Indicators, Benchmarks and Action/Intervention

<table>
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<th>Performance Indicator</th>
<th>Benchmark/Analysis</th>
<th>Action/Intervention if Benchmarks are not Met</th>
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</table>
| 1. Course Success Rates | ▪ Ultimate goal is that 100% of students in the course are successful completers; the benchmark is 90% successful completion for each course  
▪ Course success rates are compared to prior year rates for the same course, as well as to rates in other nursing courses to uncover trends/patterns | ▪ If less than 90% of the students are successful, the faculty review student performance patterns for assignments within the class, reconsider grading rubrics, examine the performance of outliers with respect to other academic indicators, and conduct other similar analyses  
▪ Individual students who do not achieve a “C” or higher are counseled by the program director and/or a faculty member and a short or long term remediation plan is developed |
| 2. Final Exam or project Performance | ▪ Ultimate goal is that 100% of students in the course earn a “C” or higher on the course’s culminating project/exam; benchmark goal is 90% success rate | ▪ If less than 90% of the students are successful, faculty review student performance on other class assignments, reconsider the grading rubric, examine the performance of outliers with respect to other academic indicators, and conduct other similar analyses  
▪ Individual students who do not achieve a “C” or higher course grade as a result of this the culminating experience/exam are counseled by the director and/or a faculty member; a short or long term remediation plan is developed |
| 3. Upper Division Student GPAs | ▪ Ultimate goal is that 100% of students with an upper division GPA of at least 2.75; benchmark goal is 90%                                                                                                           | ▪ If less than 90% of the students maintain the minimum GPA, faculty review other student grades, examine the performance of outliers with respect to other academic indicators, and conduct other similar analyses  
▪ Individual students who do not maintain a 2.75 GPA are counseled by the director and/or a faculty member; a short or long term action/remediation plan is developed |
| 4. Retention Rates | ▪ Ultimate goal is that 100% of students continue the program in good standing; benchmark goal is 90%                                                        
▪ Retention rates are compared to prior year rates, as well as to retention rates in other baccalaureate and health programs to uncover trends/patterns | ▪ If individual and/or aggregate retention rates fall below 90%, faculty review individual student histories and an exit interview is conducted with any students who leave the program; the goal is to develop a plan by which they may return to the program and complete sometime in the future  
▪ Faculty also review the rates in light of any program changes from prior years (e.g. course requirements, grading practices, admission standards, etc.) which might suggest a reason for a falling rate or suggest an area for improvement |
| 5. Student Degree Progress | ▪ Degree Audit (DA) Form compared to student’s program of study should indicate the student is on track with his/her plan  
▪ Current cohorts are compared to prior cohorts for trends or patterns | ▪ If the DA and program of study are not in sync, the student is counseled regarding progress. Depending on the situation, the planned program of study may be adjusted or a plan developed to assist the student  
▪ Class scheduling is reviewed to ensure students have adequate access to courses needed for program completion |
Evaluation Policies and Procedures

College-wide student evaluation policies and procedures are published in the college catalog and referenced in the BSN Student Handbook (see “Student Rights and Responsibilities” section of the NWFSC catalog, available online at www.nwfstatecollege.edu, as well as in the onsite resource room). Additional program-specific policies and procedures are published in the Student Handbook, which is distributed each year to all students, as well as posted on the department website and is available in the onsite resource room. Final course grades, reported through the college’s traditional “A” through “F” grade system, are tied to specific skills, content and competencies detailed in each course syllabus.

College policy requires that all course-specific grading policies be provided to students in writing. Accordingly, each nursing course syllabus details all assignments, evaluation standards and grade calculation methods applicable to that course. All course objectives (NUR prefix courses and pre-requisites) must be successfully completed with a grade of “C” or higher in order to progress in the program.

Student learning objectives (SLOs) for each course are assessed using a variety of criterion-referenced methods including exams, quizzes, research papers, presentations, reflection journals, group projects, and self-evaluation. Each SLO in a course is assessed using at least two different evaluation events which have been determined by the faculty as pedagogically sound mechanisms from which to measure mastery of the given objective and determine a course grade. All assessment and grading activities are clearly delineated in the course syllabi, which are available in the onsite resource room.

Consistent application of grading policies is ensured through several mechanisms: 1) new courses, including grading policies and procedures, are reviewed by the College Curriculum Committee prior to the initial offering; the review ensures that the grading is consistent with college policy and standard academic practice; 2) the nursing department student progress review (see items 1 and 2 of Table 7.0 on page) serves as a check and balance for grading practices across the program; and 3) the student grade grievance process provides a second check and balance regarding the equitable and consistent application of grading policies (see the “Grade Grievance” section of the college catalog, page twelve of the Student Handbook and page three of the Department Handbook).
Key Element IV-B
Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Student outcome data include, but are not limited to, graduation rates, NCLEX-RN pass rates, certification examination pass rate, and job placement rates as appropriate.

Student and Alumni Satisfaction Data

The college uses two nationally developed assessment tools to measure student satisfaction, including the Community College Survey of Student Engagement (CCSSE), the ACT Graduate Opinion Survey. The BSN students will be added to the survey population beginning with the spring 2009 administration of these instruments. In addition, the college conducts a locally developed graduate survey which is incorporated into the graduation application process and will impact the BSN students as they complete the program in future years. Data from those surveys are reported college-wide and incorporated into enhancement activities through the college-wide institutional effectiveness plan.

BSN students are surveyed at several points during their enrollment in the program. A faculty-designed course and instructional satisfaction survey is administered to all students each semester, along with the college-wide annual evaluation of instruction. Both instruments provide an open-ended comment section, as well as common response questions which can be tracked for trends and patterns. The Program Director and the Associate Dean discuss the results of both surveys with the faculty members (individually or with the full group as appropriate). Upon completion of the program, students participate in a final satisfaction survey. Aggregate results are incorporated into the program review process.

Students who leave the program prior to completion take part in an exit interview, which includes a standard set of specific questions posed to each student, as well as the opportunity for students to make general comments and suggestions. The exit interview is intended to assist in program improvement, as well as to provide support for the departing student.

Program graduates will be surveyed approximately twelve months after program completion, and again three years after graduation. This questionnaire addresses professional preparation, academic support services, personal and professional growth, overall program satisfaction and related topics. Questions will also cover job status, changes in job responsibilities and compensation, future educational goals, and professional achievements. The
survey will be available in hard copy through the US mail, as well as online. Hard copies of the graduate surveys are available in the onsite resource room.

**Employer Satisfaction Data**

Employer satisfaction data will be collected both formally and informally. At each Advisory Committee meeting, members will be invited to provide informal comments on program graduates at work in the field. As many committee members represent employers or have other community contacts who offer comments, this is a good source of ongoing feedback. A more formal employer satisfaction survey will be conducted annually via US mail. (All surveys are available in the onsite resource room.) Follow-up phone calls and e-mails will be used to maximize the response rate.

**Demonstrated Achievements of Graduates**

The graduate surveys mentioned previously will provide the major mechanism for tracking demonstrated achievements of graduates. In addition, the NWFSC Office of Marketing and Public Relations tracks notices of student and graduate achievements in all area newspapers, clipping articles and producing a monthly collection of college and program-related articles. This monthly publication will be reviewed for BSN graduate achievements.

**Student Outcome Data**

Graduation and placement rates are crucial in assessing program effectiveness; analysis of program completion and job placement rates speaks directly to program outcomes 1 and 2 (see page eight). Although the department has a four-year history of teaching upper division nursing courses, as yet there is no history of graduation rates or graduate job placement rates. However, these two performance indicators are crucial elements of the college-level program review process, the state-level baccalaureate accountability standards, and the program review process. Accordingly, these indicators will be closely tracked and analyzed. Past practice within the NWFSC-UWF cooperative program provides confirmation of the commitment to the use of these indicators. Indeed, graduation and job placement rates for the enrollees in the original cooperative program have been closely monitored and reported to the Florida Department of
Education (FLDOE) as part of the accountability requirements associated with the college’s approval to offer upper division nursing courses as part of its curriculum.

Key Element IV-C

Program outcome data are analyzed to provide evidence of program effectiveness and are used to foster ongoing program improvement.

As illustrated by the several previous examples of program improvement initiated via the faculty evaluation of and previous experience with upper division nursing curriculum, the faculty members are clearly committed to using the evaluation process for enhancing the program and promoting student success. Indeed, all evaluation efforts at the college, including those of the BSN program, employ a closed-loop approach which mandates data collection, stakeholder input, follow-up tracking and feedback -- all designed to provoke quality improvement. See figure 4.0 which follows.

**Figure 4.0 NWFSC Planning and Assessment Cycle**

The college employs numerous formal methods to assess success in achieving goals and objectives at the institutional and program levels. Assessment activities are applied on a continual basis and reported at least annually to the District Board of Trustees, the faculty, and other constituent groups. Appendix I presents the primary areas of assessment conducted at the institutional and program levels, the mechanism(s) used to conduct the evaluation, and the group(s) responsible for follow-up and tracking improvement strategies. These primary areas correspond to the major components of the college mission and strategic vision, as well as complement the BSN evaluation processes.
All instructional programs at the college are subjected to a comprehensive review at least once every three years. This data-driven, evidence-based process includes tracking and follow-up of recommendations for improvement. In addition, faculty members in each of the NWFSC baccalaureate programs submit a summary report and program review annually as part of the state’s accountability program. The data types, collection methods, and benchmarks described under Key Elements IV-A and IV-B, as well as those items listed below, are addressed in these evaluation activities:

- Student Evaluation of Instruction
- Student Surveys (e.g. NWFSC Graduate Survey, ACT, CCSSE)
- Success Rates in Subsequent Courses
- Graduate Earnings/compensation levels
- Faculty Awards and Achievements
- Faculty Publications, Research and Conference Presentations
- Graduation Rates by Ethnicity
- Graduation Rates by Gender
- Course and Program Enrollment Patterns
- Cost per Student/FTE comparisons

Applying results of these assessment activities to the upper division nursing courses of the past four years has led to at least one very specific program improvement. The combined analysis of course grades and performance on assignments in NUR 3080 Dimensions of Baccalaureate Nursing Practice, NUR 4165 Evidence-based Practice: Incorporating Nursing Research, and NUR 4827 Nursing Leadership and Management uncovered a problem with student writing skills. Four strategies were initiated to address that problem: 1) course sequencing was realigned to minimize the number of writing-intensive courses in a given term; 2) shorter, more frequent writing assignments were developed to ensure more timely performance feedback and provide for earlier intervention if the student needed tutorial assistance; 3) an introduction to the writing component within the college’s free, online, real-time software program, Smarthinking, was incorporated in the program orientation sessions; and 4) optional writing workshops on APA style and other writing topics are offered each fall and throughout the year as needed. As strong written communication skills are a crucial element in nursing practice, these strategies are helpful in addressing all program goals and expected outcomes.

All program evaluation documents, as well as BSN annual reports, are available in the onsite resource room.
Key Element IV-D

Faculty outcomes demonstrate achievement of the program’s mission, goals, and expected outcomes and enhance program quality and effectiveness.

As illustrated by Appendix J, 100% of program faculty members meet or exceed the qualifications established by the college and the SACS Commission on Colleges. (Also see curriculum vitae in the onsite resource room.) Faculty are members of college standing committees and numerous professional organizations including: the American Heart Association, College-wide Council, and American Nurses Association which provides them with access to community resources and helps to set an exemplary standard of community involvement and service for students (see faculty curriculum vitae found in onsite resource room). In addition, the following summary of the significant accomplishments the program faculty members have achieved over the past academic year illustrates an ongoing commitment to service, scholarship and professional growth.

- Two faculty members worked with local doctors and health practitioners to establish the Crossroads Free Medical Clinic, which opened in 2007.
- One faculty member serves on the Board of Directors for the Crossroads Medical Free Clinic and directs all clinical services for Crossroads.
- The Program Director successfully completed the two-year Florida Community College Leadership Program, sponsored jointly by the college and the FLDOE Chancellor for Community Colleges.
- One faculty member completed 21 out of 27 credits toward satisfaction of her ARNP certificate in Adult Health through the University of South Alabama.
- One faculty member completed 15 out of 37 credits toward the Doctor of Nursing Practice degree from the University of South Alabama.
- The Associate Dean presented portions of the curriculum at the NCLEX Review course for Rinehart and Associates.
- Two Adjunct Faculty to the program attained Certification in Nursing Education (CNE) through the National League for Nursing.

Activities such as the above ensure that the faculty members are able to draw from current real-life experiences, scholarly research, and professional practice during class presentations. Descriptions and examples drawn from these and other similar activities bring didactic and
simulation activities to life and enhance the learning process. In addition, pursuit of these endeavours allows faculty members not only to serve as academic guides, but also to actively model the ideals embodied in the program mission, goals and expected outcomes—two strategies that are especially helpful in furthering attainment of specific student and program outcomes. The impact of these efforts on students is verified in part by results of the student evaluation of faculty and student comments through the program review system in place for the previously existing upper division nursing curriculum. (Evaluation results are available in the onsite resource room.)

Per the official job description, faculty members are accountable for effective teaching in general and in furtherance of program and college goals. Expected faculty outcomes are regularly assessed through various methods and results used for program improvement. Table 8.0 presents a summary of faculty outcomes, all of which are derived from and congruent with the mission, goals, and expected outcomes of the college and the program.
Table 8.0 Expected BSN Faculty Outcomes

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<thead>
<tr>
<th>Area</th>
<th>Expected Outcome</th>
<th>Assessment Method/Indicators</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Excellence</td>
<td>Faculty members will meet or exceed the college-wide composite ranking on student evaluation course organization factors</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Faculty members will meet or exceed the college-wide composite ranking on student evaluation teaching skills factors</td>
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</tr>
<tr>
<td></td>
<td>Faculty members will meet or exceed the college-wide composite ranking on student evaluation substantive value of course factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>At least 75% of the faculty members will complete and present a scholarly research project, successfully complete at least one post-graduate course, attain an additional professional certification, or complete a specialized professional practice training program each year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Growth</td>
<td>100% of the faculty will complete the activities indicated in their professional development plans in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community, College and Professional Service</td>
<td>100% of faculty will participate in the annual Relay for Life, Heart Walk, Give Kids a Smile, or other department designated health-related service project</td>
<td></td>
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<tr>
<td></td>
<td>100% of faculty will serve on at least one standing college committee and at least one department committee</td>
<td></td>
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<tr>
<td></td>
<td>100% of faculty will either volunteer in a health-related setting (e.g. free health clinic) or actively participate in the activities of a health-related professional organization</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Event sign-in logs and minutes of planning meetings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minutes of committee meetings, membership records, and faculty self-evaluation reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty self-evaluation reports, commendation letters, membership records, volunteer forms</td>
<td></td>
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</tr>
</tbody>
</table>

These various evaluation processes provide two important forums for program improvement. First, the Program Director and the faculty member discuss faculty achievements, strengths and areas for improvement in meeting program goals and outcomes. Together the program director and the faculty member determine a mutually agreeable faculty development plan to be achieved.
during the next year. Second, aggregate results of the evaluation processes are discussed in department meetings and used to develop recommendations for program improvements, which are then included in the regular program review process. Throughout these review processes, faculty members are accorded the opportunity to recommend additional or revised outcomes.

Key Element IV-E
The program has established policies and procedures by which it defines and reviews formal complaints; analyses of aggregate data regarding formal complaints are used to foster ongoing program improvement.

As of this writing, no student complaints or appeals have been received from or processed for students in the previously existing upper division nursing courses, nor have any complaints been received or processed in relation to the new stand-alone program. However, a tracking system has been established in both the department/program office and the Office of Instructional Services to monitor student appeals and complaints. All such items are logged into a spreadsheet by name, date and issue, and tracked for follow-up and action as appropriate, including the possible revision of program-level practices. Aggregate data from the tracking system is reviewed annually for trends, patterns and other indicators that program improvements or policy revisions may be necessary.

The college and the program are committed to an environment that encourages feedback and that provides students with fair and equitable avenues for grievance and appeal. To that end, both informal and formal processes are available to students. All such processes are included in the Student Handbook, which is available in the onsite resource room.

Should a student disagree with the grade that was computed by a faculty member regarding an assignment or have other program-related concerns, the student should contact the faculty member to discuss the assignment, grading criteria, the student’s grade and/or other concern. If the discussion does not result in a resolution of the issues, the student may contact the program director to discuss the matter. If the student is uncomfortable raising a specific issue with the instructor while enrolled in that instructor’s class, he/she can approach the director or the associate dean with the concern. If the issue is related to a course grade or grade(s), the student can also wait until the end of the semester to discuss the grade with the faculty member and/or program director.
If the issue or concern is not resolved at the department level, the student may pursue the informal and, if needed, formal appeal/grievance procedures established at the college level. Appeal and grievance procedures for various concerns, including but not limited to course grades, harassment and discrimination are detailed in the “Student Rights and Responsibilities” section of the *College Catalog and Student Handbook*. These rights and responsibilities apply to nursing students in the same manner they do to other students and are clearly referenced in the *Student Handbook*.

**Strengths**

1. Clearly stated expected student outcomes, which are assessed at multiple points in the program, at both the individual and aggregate levels
2. Incorporation of multiple faculty-developed methods of assessing student progress
3. Clearly established faculty outcomes which contribute to program effectiveness
4. Closed-loop program evaluation system which includes multiple data collection mechanisms, involves appropriate constituencies, and ensures follow-up for program improvement
5. Demonstrated commitment to using student feedback and program evaluation to improve the program
Areas of Improvement

1) Enhance ability to track graduates, as the very mobile population of this military community can make follow-up contact a challenge

Action Plan

- Work with the Office of Marketing and Public Relations to identify and implement alumni tracking methods
- Consider acquisition of software to assist in the tracking process

2) Establish a local chapter of Sigma Theta Tau International Honor Society of Nursing to encourage networking opportunities, emphasize the importance of professional growth and accomplishment, inspire students and graduates to program success provide continuing access to professional role models

Action Plan

- Research steps for establishing the chapter and develop a timeline for implementation
- Identify a faculty member to coordinate the project

3) Further refine data gathering mechanisms and processes to ensure valid assessment results and efficient data collection

Action Plan

- Evaluate the assessment processes and procedures (instruments, timelines, data analysis techniques, etc.) after initial implementation during and at the close of the 2008-09 academic year
- Coordinate with the College Institutional Research Committee to improve processes and analyses
Appendix Contents

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Relationship Between Selected Portions of Curriculum to Program Goals....................... Appendix D

RN to BSN Program Involvement in the Community ............................................................... Appendix E

RN to BSN Program Advisory Committee 2008-2009.......................................................... Appendix F

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AACN Essentials and Nursing Curriculum Content............................................................. Appendix H

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APPENDIX A
Mission and Goals

Mission: The mission of Northwest Florida State College is to provide quality educational programs and services which enable students to achieve their goals and which enhance the community through academic, vocational, cultural, economic, and personal development opportunities.

Goals

1) To provide an environment that promotes equity and access to college programs for all members of the community.

2) To provide student services and activities that enhance student success.

3) To provide courses leading to approved associate and baccalaureate degrees.

4) To provide certificate and degree programs that prepare students for employment and careers in the public and private sectors.

5) To provide leadership and support for the economic and workforce development of Okaloosa and Walton counties.

6) To provide college preparatory and basic skills instruction, literacy programs, English for speakers of other languages (ESOL), adult secondary education and vocational preparatory instruction.

7) To provide social, cultural and co-curricular opportunities in Okaloosa and Walton counties.

8) To provide a variety of continuing education and distance learning opportunities.

9) To promote understanding, application, and use of technology.
RN to BSN Program
Mission and Goals

Mission

RN to BSN Program

The mission of the Northwest Florida State College Bachelor of Science in Nursing Program is to offer dynamic, comprehensive and innovative educational experiences that will enable students to expand their nursing knowledge and enhance their professional skills to meet the health care needs of the community.

RN to BSN Program Goals

1) Provide students with an expanded knowledge base and broader skill sets to meet future career demands.
2) Advance the use of the nursing process to promote health, prevent disease and enhance the holistic health and well-being of diverse individuals, groups and communities.
3) Further student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice.
4) Expand students’ use of critical thinking skills to assess, analyze and evaluate teaching/learning strategies and decision-making processes.
5) Use critical thinking to influence health care decisions of clients, groups, families and communities within the societal context.
6) Provide a foundation of continued accountability for practice that is based on sound ethical-legal principles and contemporary standards of professional nursing.
7) Promote the resolution of complex health care problems by serving as managers, advocates, leaders, and members of the nursing profession when working with clients, groups, families, communities and health care team members.
8) Encourage students to continue lifelong learning to enhance personal and professional development.
<table>
<thead>
<tr>
<th>Mission</th>
<th>Philosophy</th>
<th>Curriculum Framework</th>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>AACN Essentials</th>
<th>ANA Standards of Practice</th>
</tr>
</thead>
</table>
| The mission of the Northwest Florida State College Bachelor of Science in Nursing Program is to offer dynamic, comprehensive and innovative educational experiences that will enable students to expand their nursing knowledge and enhance their professional skills to meet the health care needs of the community. | • The client is a biologic, psychological, and social being capable of self-care; lives life to the fullest and has the ability to maintain quality of life.  
• Health is defined as the client’s ability to reach optimal functioning within a psychological, biological, physical, spiritual, and social environment. | Critical Thinking | • Advance the use of the nursing process to promote health, prevent disease and enhance the holistic health and well-being of diverse individuals, groups and communities.  
• Expand the students’ use of critical thinking skills to assess, analyze and evaluate teaching/learning strategies and decision-making processes.  
• Use critical thinking to influence health care decisions of clients, groups, families and communities within the societal context.  
• Advance the use of the nursing process to promote health, prevent disease and enhance the holistic health and well-being of diverse individuals, groups and communities. | • Incorporate socio-cultural, ethnic, religious, and other unique individual considerations into client care | Core knowledge of health promotion, risk reduction, and disease prevention  
Professional values | Standards 1-6, 12  
• Assessment  
• Diagnosis  
• Outcomes  
• Identification  
• Planning  
• Implementation  
• Evaluation  
• Ethics |
## Congruence of Mission, Philosophy, and Curriculum to AACN Essentials and ANA Standards

<table>
<thead>
<tr>
<th>Mission</th>
<th>Philosophy</th>
<th>Curriculum Framework</th>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>AACN Essentials</th>
<th>ANA Standards of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Nursing focuses on utilizing a broad range of skills and knowledge to assist diverse individuals, families, and groups within a community to achieve optimal health.</td>
<td>Critical Thinking Leadership</td>
<td>- Further student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice.</td>
<td>- Evaluate and use the concepts of nursing theory and appropriate research findings for evidence based nursing practice.</td>
<td>- Use higher-order critical thinking skills, for example: assessment, analysis, synthesis effectively throughout the nursing process.</td>
<td>- Apply appropriate theory, practice, and research in the provision of direct nursing care to the complex client.</td>
<td>Nurses are providers, designers, and coordinators of care. Standards 7, 8, 10, 11, 12, 13.</td>
</tr>
</tbody>
</table>
| - RN to BSN education prepares nurses with additional competencies regarding nursing leadership, management of complex systems, and utilization of biotechnology and informatics as well as values affirmation. | Leadership Ethics and Values Communication Critical Thinking | - Provide students with an expanded knowledge base and broader skill sets to meet future career demands.  
- Provide a foundation of continued accountability for practice that is based on sound ethical-legal principles and contemporary standards of professional nursing. | - Employ theories and principles of leadership and management in the provision of quality nursing care.  
- Describe and use appropriate teaching and learning theories to design, implement, and evaluate educational experiences for a diverse population of clients.  
- Use media resources and information technologies to enhance professional practice. | - Information and health care technologies  
Liberal education  
Communication | Standards 12, 14, 15.  
- Ethics  
- Resource Utilization  
- Leadership |
<table>
<thead>
<tr>
<th>Mission</th>
<th>Philosophy</th>
<th>Curriculum Framework</th>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>AACN Essentials</th>
<th>ANA Standards of Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• BSN graduates practice as clinical generalists committed to life-long learning, personal evaluation, and influencing organizational change.</td>
<td>Leadership</td>
<td>• Promote the resolution of complex health care problems by serving as managers, advocates, leaders and members of the nursing profession when working with clients, groups, families, communities and health care team members.</td>
<td>• Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities</td>
<td>Role development and a member of a profession</td>
<td>Standard 9, 10, 11, 12, 14, 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ethics and Values</td>
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<td></td>
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<td></td>
<td>• Education</td>
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<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
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<td></td>
<td>• Collegiality</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td></td>
<td></td>
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<td></td>
<td>• Collaboration</td>
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<td>• Resource Utilization</td>
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<td>• Ethics</td>
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<td></td>
<td>• Leadership</td>
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</tbody>
</table>
APPENDIX D
# Relationship Between Selected Portions of Curriculum to Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Course Name</th>
<th>Student Learning Objectives</th>
<th>Evaluation Methods/Assignments</th>
</tr>
</thead>
</table>
| Further student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice. | Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics | Dimensions of Baccalaureate Nursing Practice | • Discuss ethical responsibilities in professional nursing practice utilizing The Code of Ethics for Nurses (ANA).  
• Relate the attributes of a profession to professional nursing practice. | • Written course scenarios and online board discussions  
• Online discussion boards |
| Provide students with an expanded knowledge base and broader skills sets to meet future career demands. | Use higher-order critical thinking skills (e.g. assessment, analysis, synthesis) effectively throughout the nursing process | Health Assessment | • Relate the nursing responsibilities for health and physical assessment to prepare for conducting the examination.  
• Compare and contrast expressions of behaviors of health and illness among clients of different cultures when performing health assessments. | • Online exam  
• Course exercises |
| Provide students with an expanded knowledge base and broader skills sets to meet future career demands. | Incorporate socio-cultural, ethnic, religious, and other unique individual considerations into client care | Health Assessment Lab | • Demonstrate techniques of inspection, auscultation, percussion, & palpation. | • Simulated client laboratory experience  
• Integrated psychomotor exam  
• Health History interview |
| Encourage students to continue lifelong learning to enhance personal and professional development. | Use media resources and information technologies to enhance professional practices | Portfolio I | • Provide a class presentation about your career goals and objectives.  
• Explain the various professional achievements and contributions the professional nurse offers to the practice of nursing | • Electronic professional portfolio |
<p>| Encourage students to continue lifelong learning to enhance personal and professional development. | Develop a plan for lifelong learning and professional development | Portfolio II | • Develop a life-long learning plan with short term and long term goals | • Electronic life-long learning plan |</p>
<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Course Name</th>
<th>Student Learning Objectives</th>
<th>Evaluation Methods/ Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance the use of the nursing process to promote health, prevent disease and enhance the holistic health and well-being of diverse individuals, groups, and communities.</td>
<td>Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice</td>
<td>Care of the Complex Client</td>
<td>Use evidence-based practice and the nursing process as a framework for developing individualized care plans that promote, maintain, and restore the health of clients while reducing potential health risks.</td>
<td>Case study Presentation</td>
</tr>
<tr>
<td>Promote the resolution of complex health care problems by serving as managers, advocates, leaders, and members of the nursing profession when working with clients, groups, families, communities, and health care team members.</td>
<td>Apply appropriate theory, practice, and research in the provision of direct nursing care to the complex client</td>
<td>Care of the Complex Client</td>
<td>Collaborate with members of the interdisciplinary team while advocating for the needs of the client(s) and significant support persons with Multiple Sclerosis, Lupus, Fibromyalgia, Diabetes Mellitus, Obesity, Thyroid disorders and Metabolic Syndrome.</td>
<td>Flow diagram</td>
</tr>
<tr>
<td>Provide a foundation of continued accountability for practice that is based on sound ethical-legal principles and contemporary standards of professional nursing.</td>
<td>Demonstrate accountability, responsibility, authority, ethical practice, and professionalism as defined by the American Nurses Association Code of Ethics</td>
<td>Care of the Complex Client</td>
<td>Analyze legal and ethical guidelines that are important in the provision of care to groups of clients with complex health care needs while adhering to the ANA Standards of Clinical Nursing Practice and Code of Ethics.</td>
<td>Online discussion boards</td>
</tr>
<tr>
<td>Use critical thinking to influence health care decisions of clients, groups, families and communities within the societal context.</td>
<td>Apply the combined knowledge derived from the natural sciences, behavioral sciences, the humanities, and nursing theory to the promotion of health, reduction of health risks and prevention of disease through expanded use of the nursing process</td>
<td>Family and Community Nursing</td>
<td>Integrate the science of epidemiology with the concepts of health promotion, maintenance, and restoration for populations.</td>
<td>Written Examinations Online discussion boards</td>
</tr>
</tbody>
</table>
### Relationship Between Selected Portions of Curriculum to Program Goals

<table>
<thead>
<tr>
<th>Program Goals</th>
<th>Student Learning Outcomes</th>
<th>Course Name</th>
<th>Student Learning Objectives</th>
<th>Evaluation Methods/Assignments</th>
</tr>
</thead>
</table>
| Expand students’ use of critical thinking skills to assess, analyze and evaluate teaching/learning strategies and decision-making processes. | Incorporate socio-cultural, ethnic, spiritual, and other unique individual considerations into client care | Family and Community Lab | • Evaluate the use of levels of prevention in prioritizing the health needs of communities and populations. | • Family Study  
   • Community Assessment |
| Further student scholarship in evaluating evidence-based research to determine its efficacy and applicability to nursing practice. | Evaluate and use the concepts of nursing theory and appropriate research findings for evidence-based nursing practice. | Evidence-based Practice Incorporating Nursing Research | • Evaluate research findings applicability to nursing practice. | • Online discussion boards  
   • Identification & evaluation of research that is applicable |
| Provide students with an expanded knowledge base and broader skill sets to meet future career demands. | Employ current theories and principles of leadership/management in the provision of quality nursing care. | Nursing Leadership and Management | • Participates in identifying, planning, and effecting necessary changes to improve delivery of service within a specific health care agency. | • Online discussion boards  
   • Research paper |
| Expand students’ use of critical thinking skills to assess, analyze and evaluate teaching/learning strategies and decision-making processes. | Employ current theories and principles of leadership and management in the provision of quality nursing care; | Nursing Leadership and Management Lab | • Describe the interaction of authority, responsibility and power within organizational structures. | • Clinical Log Submission |
APPENDIX E
Northwest Florida State College

RN to BSN Program
Involvement in the Community

- Partnership with the Army ROTC Military Science Department and Eglin Air Force Base
- Partnership with the West Florida Area Health Area Health Education Center
- Partnership with the Waterfront Rescue Mission and Harvest Vineyard Mission
- Involvement of faculty and students in the Northwest Florida State College SNA at the local and national level
- Involvement of faculty, students and future graduates with Sigma Theta Tau International
- Faculty participation as a board of trustees member of a local free health clinic, Crossroads Medical Clinic
- Faculty participation in the Northwest Florida State College Associate of Science in Nursing (ASN) Program Advisory Committee
- Faculty participation as guest speakers for the Northwest Florida State College AS in Nursing Program
- Survey of each BSN applicant regarding his or her preferences regarding learning and teaching methods, subjects of interest and need, as well as choices regarding theory & clinical course schedules
- Speaking engagements with local high schools and displays at various career fairs for high school students and other potential nursing students
- Participation of the Northwest Florida State College scholarship donors with the nursing students and graduates at the annual pinning ceremony, commencement, and an annual college breakfast to recognize scholarship recipients
APPENDIX F
Northwest Florida State College
RN to BSN Program
Advisory Committee 2008-2009

Purpose: To ensure that the nursing program is meeting local workforce demands for nurses with clinical, managerial and leadership skills.

Functions:
1. Provide pertinent program and workforce data needed for effective planning, implementation and evaluation of the RN to BSN Program to meet dynamic needs of employers.
2. Provide forum for effective exchange of philosophy, practice frameworks and best practices in both education and service as they affect the nursing program.
3. Maintain effective communication between nursing program and workforce leaders to assure nursing program quality.

<table>
<thead>
<tr>
<th>Member</th>
<th>Member Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Salsgiver, RN, MSN</td>
<td>CNO acute care medical center</td>
</tr>
<tr>
<td>Nina Jeffords, RN</td>
<td>CNO acute care hospital</td>
</tr>
<tr>
<td>Nina Perez, RN</td>
<td>CNO acute care medical center</td>
</tr>
<tr>
<td>Catherine Spears, RN, MSN</td>
<td>School nurse program director</td>
</tr>
<tr>
<td>Susan Simonson</td>
<td>Director local children’s home</td>
</tr>
<tr>
<td>Leonora Claudio, RN, BSN</td>
<td>Education director local medical center and recent grad of OWC-UWF Cooperative BSN Program</td>
</tr>
<tr>
<td>Donna Curry, RN, BS</td>
<td>Education director local medical center</td>
</tr>
<tr>
<td>Kathy Chastain, RN</td>
<td>Education director local hospital</td>
</tr>
<tr>
<td>Bonnie Cruz, RN, MS</td>
<td>CNO local long term care</td>
</tr>
<tr>
<td>Lancy Colaco, MSW</td>
<td>Waterfront Rescue Mission</td>
</tr>
<tr>
<td>Sherry Griffith, RN</td>
<td>Local health dept. supervisor and upcoming BSN student</td>
</tr>
<tr>
<td>Travis Martin, RN</td>
<td>BSN student</td>
</tr>
<tr>
<td>Teresa Ryan, RN, DNS</td>
<td>BSN faculty</td>
</tr>
<tr>
<td>Marty Walker, RN, MSN</td>
<td>BSN faculty</td>
</tr>
<tr>
<td>Linda Whitenton, RN, MSN</td>
<td>Dean Ex-officio, Dean</td>
</tr>
<tr>
<td>Beth Norton, RN, MSN</td>
<td>Ex-officio, Program Director</td>
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</tbody>
</table>
APPENDIX G
Northwest Florida State College

RN to BSN Program
Committee Functions and Purpose

Curriculum Committee

Purpose: To ensure that course objectives, educational and program outcomes for the RN to BSN program are congruent with the program philosophy and the mission of Northwest Florida State College.

Functions:
1. Review, analyze, and recommend changes to the faculty regarding curriculum issues.
2. Review according to the systematic evaluation plan, the outcomes, philosophy, course objectives, and Essentials of Baccalaureate Education (CCNE).
3. Recommend adoption and/or purchase of books, A-V materials, software and other instructional materials to support the nursing curriculum.

Membership:
Dawn Herbert-Miles, BSN student
Charlotte Kuss, ASN Faculty
Teresa Ryan, BSN Faculty
Marty Walker, BSN Faculty
Iris Strunc, MS, Director Academic Success Center
Linda Whitenton, Ex-officio (Dean)
Beth Norton, Ex-officio (Program Director), Chairperson

Evaluation Committee

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

Functions:
1. Maintain overall responsibility for the implementation of the systematic evaluation plan.
2. Develop evaluation tools, collect and analyze data according to the established evaluation timeline for the nursing program.
3. Make recommendations for program changes to the RN-BSN faculty.

Membership:
Toni Higgins, ASN faculty
Teresa Ryan, BSN faculty
Marty Walker, BSN faculty, Chairperson
Beth Norton, Ex-officio (Program Director)
Linda Whitenton, Ex-officio (Dean)
Nursing Student Affairs Committee

Purpose: to promote quality of life for RN to BSN students

Functions:

1) conduct regular meetings to enhance communication between and among students enrolled in the RN to BSN Program and nursing program faculty.

2) provide an open forum for discussion among students to enrich strategies for successful completion of the BSN degree.

3) provide activities that will promote mentorship and retention of students in the RN to BSN Program.

Membership:

Teresa Ryan, BSN faculty, Chairperson
Travis Martin, BSN student
Additional student member to be announced

RN to BSN Program Committee–of-the–Whole

Purpose: promote the effective management and objectives of the RN to BSN Program.

Functions:

1) meet regularly to discuss program matters and issues.

2) provide venue for faculty and program development.

3) promote communication between and among faculty and the program’s communities of interest.

Membership:

Beth Norton, Program Director, Chairperson
Marty Walker, BSN faculty
Teresa Ryan, BSN faculty
Linda Whitenton, Ex-officio (Dean)
## AACN Essentials and Nursing Curriculum Content

<table>
<thead>
<tr>
<th>AACN Essentials</th>
<th>Curriculum Content</th>
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</thead>
<tbody>
<tr>
<td>Liberal Education</td>
<td>General Education Credits</td>
</tr>
<tr>
<td></td>
<td>6 credits – English Composition</td>
</tr>
<tr>
<td></td>
<td>6 credits – College Algebra and Statistics</td>
</tr>
<tr>
<td></td>
<td>6 credits – General Education Humanities</td>
</tr>
<tr>
<td></td>
<td>8 credits – Anatomy and Physiology</td>
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<tr>
<td></td>
<td>4 credits – Chemistry for Life Sciences or higher level Chemistry</td>
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<tr>
<td></td>
<td>3 credits - Psychology</td>
</tr>
<tr>
<td></td>
<td>3 credits – Social Science/History/Government</td>
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<tr>
<td></td>
<td><strong>36 Total General Education Credits</strong></td>
</tr>
<tr>
<td></td>
<td>BSN Common Prerequisite Credits</td>
</tr>
<tr>
<td></td>
<td>3 credits – Human Growth and Development</td>
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<td></td>
<td>3 credits – Nutrition</td>
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<td></td>
<td>3 credits – Microbiology</td>
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<td>3 credits - Sociology</td>
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<td></td>
<td><strong>13 Total Common Prerequisite Courses</strong></td>
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<td></td>
<td>Foreign Language</td>
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<td></td>
<td>8 credits - in the same foreign language; the requirement may also be satisfied with two years of the same high school foreign language or appropriate score on an approved CLEP examination</td>
</tr>
<tr>
<td>Professional Values</td>
<td>We believe that compassionate care is a concept central to the practice of professional nursing and values. It is exemplified by specific values demonstrated during clinical courses NUR 3067L, NUR 4615L, and NUR 4827L. The foundation provided by the ANA Code of Ethics is reinforced during NUR 3080 Dimensions. The concepts are further demonstrated through-out clinical courses NUR 3067L, NUR 4615L, and NUR 4827L. Nursing electives are available such as Vulnerable Populations and Nursing Ethics that serve as vehicle for more in-depth study of professional values.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Critical Thinking is embedded in assignments such as online class discussions during NUR 3080 and written assignments: NUR 4165- written research article critiques, NUR3837 – presentation on a current health care issue, NUR 4827 – research paper</td>
</tr>
<tr>
<td>Communication</td>
<td>Effective communication techniques are discussed in NUR 3080 Political Issues letters: NUR 3837, NUR 3080, NUR 4615, and NUR 4827</td>
</tr>
<tr>
<td>Assessment</td>
<td>Health Assessment Lab NUR 3067L allows for practice</td>
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<tr>
<td>Technical Skills</td>
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<tr>
<td>AACN Essentials</td>
<td>Curriculum Content</td>
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<tr>
<td>Core Knowledge</td>
<td>NUR 3679, NUR 4615, NUR 4615L, and the nursing elective NUR 3676 NUR 3679, NUR4615, NUR 4615L, and the nursing elective NUR 3676 NUR 3679, NUR 34615, NUR 4615L NUR 3067, NUR 3067L, Foreign Language requirement, Nursing elective</td>
</tr>
<tr>
<td>• Health Promotion</td>
<td>NUR 3676 NUR 3080 NUR 4615, NUR 4827</td>
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<tr>
<td>• Risk Reduction &amp; Disease Prevention</td>
<td>NUR 3837, NUR 4827</td>
</tr>
<tr>
<td>• Illness &amp; Disease Management</td>
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<tr>
<td>• Human Diversity</td>
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<tr>
<td>• Global Health Care</td>
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<tr>
<td>• Health Care Systems &amp; Policy</td>
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<tr>
<td>Role Development</td>
<td>NUR 3067, NUR 3067L, NUR 4615, NUR 4615L, NUR 4165 focuses on the efficacy &amp; effectiveness of nursing interventions</td>
</tr>
<tr>
<td>• Provider of Care</td>
<td>NUR 4827, NUR 4827 discuss models of health care delivery, NUR 4615, and the nursing elective NUR 3676 regarding management of care for vulnerable populations</td>
</tr>
<tr>
<td>• Designer/Manager/Coordinator of Care</td>
<td>NUR 3080 discusses the history of nursing, incorporates professional nursing standards using the ANA Code of Ethics NUR 4827 advocacy for professional standards of practice</td>
</tr>
</tbody>
</table>
APPENDIX I
<table>
<thead>
<tr>
<th>Key Element</th>
<th>Program Component</th>
<th>Evaluation Benchmark</th>
<th>Methods of Evaluation</th>
<th>Responsible Committee or Party</th>
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<th>Dissemination of Results</th>
<th>Action and Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-A</td>
<td>Program mission/goals</td>
<td>Program mission/goals are congruent with college mission/goals</td>
<td>Content analysis of program mission/goals and college mission/goals to verify congruence of intent/meaning and compatibility of wording and connotation.</td>
<td>Program Curriculum Committee</td>
<td>Annually or as needed</td>
<td>Results of analysis are shared with nursing faculty and referenced in the annual program review report.</td>
<td>If benchmark/outcome is not met, revisions are developed, then recommended for review and action by the nursing faculty and Advisory Committee.</td>
</tr>
<tr>
<td>I-B</td>
<td>Program mission/goals</td>
<td>Program mission/goals show consistency with: AACN Essentials, ANA Scope and Standards of Practice, Code of Ethics</td>
<td>Content analysis/review of program mission/goals and AACN Essentials, ANA Scope and Standards of Practice, Code of Ethics to verify congruence of intent/meaning and compatibility of wording and connotation.</td>
<td>Faculty and Curriculum Committee</td>
<td>Annually or as needed</td>
<td>Results of analysis are shared with nursing faculty and referenced in the annual program review report.</td>
<td>If benchmark is not met, revisions are developed, then recommended for review and action by the nursing faculty and Advisory Committee.</td>
</tr>
<tr>
<td>I-C</td>
<td>Program mission/goals</td>
<td>Program mission/goals are congruent with needs/expectations of the community of interest</td>
<td>Content analysis/review of program mission/goals with Advisory Committee to verify congruence of intent/meaning and compatibility of wording and connotation.</td>
<td>Faculty and Curriculum Committee</td>
<td>Annually or as needed</td>
<td>Results of analysis are shared with nursing faculty, Advisory Committee, and referenced in the annual program review report.</td>
<td>If benchmark is not reached, revisions are formulated, recommended for review and action by the nursing faculty and Advisory Committee.</td>
</tr>
<tr>
<td>I-D</td>
<td>Roles and participation of faculty and students in program governance</td>
<td>Faculty and students actively participate in program governance</td>
<td>Analysis of the role and participation of faculty and students in the governance of the college program committee rosters that show</td>
<td>Director and Committee Chairs</td>
<td>Annually</td>
<td>Results of analysis are shared with nursing faculty, Advisory Committee and included in the annual program report.</td>
<td>If the benchmark is not met, revisions are developed by the nursing faculty and Advisory Committee.</td>
</tr>
</tbody>
</table>
### Program Evaluation and Assessment Plan

<table>
<thead>
<tr>
<th>Key Element</th>
<th>Program Component</th>
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<tbody>
<tr>
<td><strong>I-E</strong></td>
<td>Documents: website, catalogs, handbooks, postcards, flyers References: offerings, accreditation/approval status, admission policies, degree completion requirements, tuition, grading policies</td>
<td>Promotional material accurately represents program</td>
<td>Comparison of promotional material to official references</td>
<td>Associate Dean, Program Director, Marketing director</td>
<td>At least annually or as needed</td>
<td>Results of analysis are shared with nursing faculty and Advisory Committee.</td>
<td>If the benchmark is not met, revisions are developed by the program director and reviewed by the Associate Dean and the Marketing Director.</td>
</tr>
<tr>
<td><strong>I-F</strong></td>
<td>College and program policies and mission, goals, and expected program outcomes</td>
<td>College and program policies are congruent with the program mission, goals, and expected program outcomes</td>
<td>Content analysis/review of program mission/goals and college/program policies to verify congruence of intent/meaning and compatibility of wording and connotation.</td>
<td>Program Director, Associate Dean, Senior V-P, Registrar</td>
<td>At least annually or as needed</td>
<td>Results of analysis are shared with program faculty.</td>
<td>If benchmark is not reached, revisions are formulated, recommended for review and action by the program director with other appropriate responsible parties.</td>
</tr>
<tr>
<td><strong>II-A</strong></td>
<td>Teaching, scholarship, service and practice within the program</td>
<td>Faculty teaching, presentations; service; professional practice Student evaluations; presentations at local, regional and/or national events; involvement in community/professional organizations; practice</td>
<td>All faculty show proof of presentation at least once annually: letter of appreciation/other documentation verifying faculty presentation or participation in practice</td>
<td>Program Director</td>
<td>Annual input for faculty evaluation by Program Director</td>
<td>Results of analysis are communicated to Associate Dean, faculty, Senior V-P and included in annual program report.</td>
<td>If the evaluation benchmark is not met, discussions with faculty will ensue to determine why faculty are not meeting this benchmark and action will be taken to assure faculty are supported to reach the benchmark.</td>
</tr>
<tr>
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<tr>
<td>II-B</td>
<td>Sufficient fiscal and physical resources</td>
<td>Analyze program resources (fiscal and physical) and condition of equipment to determine if resources and equipment is sufficient to meet program needs; Student input included from Program Evaluation and Course Evaluation</td>
<td>Budget balances meet program/college expectations; documented requests for additional resources as needed to meet program needs</td>
<td>Program Director with faculty and student input</td>
<td>Annually at year’s end faculty meeting</td>
<td>Results of analysis are shared with program Advisory Committee and Committee-of-the whole.</td>
<td>If benchmark is not met, faculty will develop a prioritized list of needs. The list will be addressed with the Associate Dean and/or Senior V-P for approval of purchases as appropriate.</td>
</tr>
<tr>
<td>II-C</td>
<td>Academic support services</td>
<td>Access to support services (LRC, ASC, student services: academic advising, financial aid, ADA, counseling services) that offer valuable and adequate assistance to students and resource lists</td>
<td>Department records: tally of # students accessing services; verification of #students receiving financial aid; forms verifying referral of students to advising or counseling and lists of new resources</td>
<td>Faculty -of-the-Whole Committee and Program Director</td>
<td>Annually at year’s end faculty meeting</td>
<td>Results of analysis are shared with program advisory committee and the Committee-of-the Whole and college administrators as appropriate.</td>
<td>If students indicate that they needed support services that were not made available to them, problem solving will be accomplished with appropriate parties.</td>
</tr>
<tr>
<td>II-D</td>
<td>Qualifications of chief nurse administrator</td>
<td>College requirements met by Chief Nursing Officer</td>
<td>Evaluation report/summary on file in HR</td>
<td>Senior Vice President</td>
<td>Annually</td>
<td>Results of analysis are shared in the annual program review.</td>
<td>If benchmark not met, recommendations made to President for approval and action to problem solve with chief nurse administrator.</td>
</tr>
<tr>
<td>II-E</td>
<td>Faculty qualifications</td>
<td>Qualifications met for faculty to meet program needs; Initial review, CV</td>
<td>Faculty dossiers (HR)</td>
<td>Program Director</td>
<td>Annually</td>
<td>Results of analysis are shared in the annual program review.</td>
<td>If benchmark not met opportunities for faculty to seek academic and experiential qualifications will be discussed with them. If this does not result in change then</td>
</tr>
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<td>dossiers (department files)</td>
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<td>appropriate actions taken to assure faculty meet or exceed benchmark.</td>
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<tr>
<td>II-F</td>
<td>Faculty roles: Teaching Scholarship Service Practice congruency</td>
<td>Analysis reflects teaching, scholarship and service of faculty</td>
<td>Performance evaluations reflect strengths, areas of improvement and goals/plan for professional development (on file in HR)</td>
<td>Faculty members and Program Director</td>
<td>Annually (May) and each semester as appropriate</td>
<td>Results of evaluation reported to individual faculty members, Faculty-as-a-Whole, and Program Advisory Committee.</td>
<td>If benchmark is not met, analysis will be communicated to faculty and appropriate action will be taken to assure faculty are provided ample opportunities to assure they meet all faculty roles. If faculty do not take advantage of opportunities then reassignment will be discussed with faculty member.</td>
</tr>
<tr>
<td>III-A</td>
<td>Curriculum organization and expected student learning outcomes: program mission, goals, and expected outcomes</td>
<td>Curriculum developed from mission, philosophy and objectives; reflects expected student outcomes and professional standards/guidelines</td>
<td>Review of faculty and curriculum committee minutes, students grades/progression, course evaluations by students and input from students</td>
<td>Curriculum Committees (department and college)</td>
<td>Ongoing as needed and annually in May</td>
<td>Aggregate data reported to Advisory committee, college &amp; FLDOE</td>
<td>If expected student learning outcomes do not meet benchmarks, the faculty will devise a plan to improve the curriculum as needed.</td>
</tr>
<tr>
<td>III-B</td>
<td>Curriculum development, implementation, revision: professional standards/guidelines reflective of professional nursing standards/guidelines;</td>
<td>Curriculum development, implementation, revision reflects/congruent with professional standards/guidelines of professional nursing</td>
<td>Analysis of AACN Essentials ANA Code of Ethics, Standards of Practice and Course syllabi, Student course grades and evaluations (theory</td>
<td>Faculty Curriculum Committees (department and college)</td>
<td>Ongoing as needed and annually in May</td>
<td>Aggregate data reported to Advisory Committee, college Curriculum Committee &amp; FLDOE</td>
<td>If expected student learning outcomes do not meet benchmarks, the faculty will devise a plan to improve the curriculum as needed.</td>
</tr>
<tr>
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<td></td>
<td>congruence w/program</td>
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<td>and clinical)</td>
<td>Program Director with input from Program Advisory Committees, other communities of interest</td>
<td>End of each semester</td>
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<tr>
<td>III-C</td>
<td>Arts, sciences and humanities base for curriculum</td>
<td>Curriculum plan includes arts and science to support program mission, goals and expected student learning outcomes</td>
<td>Review of Program Curriculum Plan and graduate/employer surveys</td>
<td>Program Director and Curriculum Committees (department and college)</td>
<td>Annually in May</td>
<td>Report given to Program Advisory Committee, college &amp; FLDOE</td>
<td>If surveys and analysis indicate need for revision, curriculum plan will be revised to reflect changing needs of graduates and employers.</td>
</tr>
<tr>
<td>III-D</td>
<td>Evaluation of curriculum and teaching/learning practices</td>
<td>Individual faculty evaluation scores will meet or exceed those of other college faculty; aggregate department average scores will meet or exceed those of other college departments</td>
<td>Review/comparative analysis of student evaluations (all courses, end-of-program); Individual faculty evaluation reports, comparison with department /college average results</td>
<td>Faculty, Program Director, Department</td>
<td>End of each semester and annually in May</td>
<td>Comparative analysis report to Senior Vice President</td>
<td>If individual faculty scores fail to meet the benchmark, the program director will meet w/faculty members to devise professional development plan.</td>
</tr>
<tr>
<td></td>
<td>Systematic program evaluation</td>
<td>Program reviews will meet college &amp; FLDOE expectations for new programs</td>
<td>Review of Program Review Reports</td>
<td>Program Director &amp; Senior Vice President</td>
<td>Annually in June</td>
<td>Report given to Senior Vice President, FLDOE; Review results will be given to program faculty.</td>
<td>If aggregate faculty evaluation data fall below the benchmark, the program director will meet with the Senior Vice President to devise a corrective plan for the department.</td>
</tr>
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<tr>
<td>III-E</td>
<td>Support for learning Performance a/t practice standards from learning environments</td>
<td>Adequacy of learning environments</td>
<td>Review, analysis of student evaluation data, all courses, end-of-program</td>
<td>Faculty course coordinator Program Director Program Director</td>
<td>Each semester</td>
<td>Report given to program curriculum committee, college curriculum committee and Senior Vice President Recommendations for changes to the MOUs given to the Senior Vice President who refers them to the college attorney for review.</td>
<td>If teaching-learning practices need improvement, faculty and/or program director will make recommendations to Revised MOUs are approved by the college board of trustees.</td>
</tr>
<tr>
<td>III-F</td>
<td>Curriculum, teaching/learning and the needs/expectations of the community of interest</td>
<td>Curriculum, teaching/learning reflective of community of interest needs and expectations</td>
<td>Discussion/input and suggestions for curriculum revisions</td>
<td>Program Director</td>
<td>Three times first year of program, then biannually</td>
<td>Department reports to Office of Instruction Report to Program Director</td>
<td>Recommendations for revision are considered by faculty and implemented as needed to reflect the needs and expectations of the communities of interest.</td>
</tr>
<tr>
<td>IV-A</td>
<td>Student performance by faculty</td>
<td>Students will fulfill requirements of BSN degree and graduate from NWFSC</td>
<td>Degree audit (DA) review</td>
<td>Program Director and college registrar</td>
<td>Academic advising each semester w/final DA semester prior to graduation Annually</td>
<td>Letters to students regarding deficiencies</td>
<td>DAs will reflect student compliance with program of study, degree requirements.</td>
</tr>
<tr>
<td>Key Element</td>
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<tr>
<td>Consistency of grading policies</td>
<td>Grading policies Review publications: website, course syllabi, program student handbook Will show congruence</td>
<td>Review, graduate and employer surveys Input from Advisory Committee</td>
<td>Program Director</td>
<td>Annually and as needed</td>
<td>Report to Office of Instruction and/or Curriculum Committee</td>
<td>Program Director will revise policies as needed to maintain congruence.</td>
<td></td>
</tr>
<tr>
<td>IV-B</td>
<td>Program effectiveness: Student, employer and graduate satisfaction</td>
<td>Program satisfaction will be reflected in graduate and employer surveys</td>
<td>Program Director</td>
<td>One and three-year post-graduation</td>
<td>Advisory Committee minutes submitted to members and Senior Vice President</td>
<td>Faculty will implement changes to program to ensure effectiveness AEB consistent compliance with benchmark for satisfaction by graduates and employers.</td>
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<tr>
<td></td>
<td>Graduates</td>
<td>Employment rates will meet benchmark</td>
<td>Curriculum Committee</td>
<td>One year and three-year post-graduation</td>
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<tr>
<td></td>
<td>Student performance</td>
<td>Review, Graduation/employment rates input from Advisory Committee; Comparative analysis to other BSN programs</td>
<td>Program Director</td>
<td>Annually</td>
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<tr>
<td>IV-C</td>
<td>Program improvement</td>
<td>Outcome data reflect program effectiveness</td>
<td>Review, NWFSC Accountability Measures Director, Curriculum Committee</td>
<td>Each semester and annually</td>
<td>Reports to Office of Instruction/ FLDOE</td>
<td>Faculty implement the changes in program that are necessary to reflect improvements in outcomes.</td>
<td></td>
</tr>
<tr>
<td>IV-D</td>
<td>Faculty outcomes</td>
<td>Index of program effectiveness AEB faculty accomplishments and evaluations by supervisor</td>
<td>Review, faculty evaluations by supervisor(filed in HR); faculty CVs Director and Dean Faculty</td>
<td>Annually</td>
<td>Reports to Office of Instruction</td>
<td>Faculty and Program Director devise professional development plan to improve faculty</td>
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<tr>
<td>IV-E</td>
<td>Student complaints</td>
<td>Policy, procedures in place for filing complaints</td>
<td>Review, college and program handbooks Faculty minutes that reflect program revisions</td>
<td>Students Program Director</td>
<td>As needed</td>
<td>Aggregate data reports to Office of Instruction</td>
<td>Faculty implement changes in department procedures to assure timely response/compliance with college procedures to address student complaints.</td>
</tr>
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APPENDIX J
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
<th>Professional Memberships</th>
<th>Education/Teaching Experience, curriculum development and administration</th>
<th>Current knowledge, nursing practice</th>
</tr>
</thead>
</table>
| Beth Norton, MSN, RN Director and Professor | **Diploma:** Nursing Diploma, Piedmont Hospital School of Nursing, Atlanta, Georgia  
**Baccalaureate:** Bachelor of Science in Nursing (BSN), Vanderbilt University, Nashville, Tennessee  
**Masters:** Masters of Science (MSN), University of South Alabama, Mobile, Alabama  
**Doctorate:** D.N.P. (Student), University of South Alabama, Mobile, Alabama | 2008-present: American Nurses Association  
2006-present: University of West Florida Honor Society for Nurses  
2003-present: Florida Association of Community Colleges  
1995-present: Sigma Theta Tau National Nurses Honor Society | 2005-present: Division Director Allied Health and BSN Programs Northwest Florida State College Niceville, Florida  
2003-2005: Lead faculty, OWC-UWF Cooperative BSN Program, Okaloosa-Walton College, Niceville, Florida  
2000-2003: Adjunct Professor, Okaloosa-Walton College, Niceville, Florida  
1989-2003: Education Manager or Director, Fort Walton Beach Medical Center, Fort Walton Beach, Florida | February 2009 10th Annual Evidence-based Practice Conference Poster Presenter regarding Health Assessment for the Homeless  
2005-2006: The Academy for Leadership Training and Development  
2005: National League for Nursing Summit Participant  
<table>
<thead>
<tr>
<th>Name</th>
<th>Degrees</th>
<th>Professional Memberships</th>
<th>Education/Teaching Experience, curriculum development and administration</th>
<th>Current knowledge, nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teresa Ryan, DNS, RN</td>
<td>Bachelor, Psychology (BS), Troy State University, European Division, Madrid, Spain</td>
<td>1993 – present: Association of Military Surgeons</td>
<td>2006 – present: Assistant Professor, Nursing Program, Northwest Florida State College</td>
<td>2008 (Presenter): Iron Curtains of the Heart: Adoption, and Attachment Disorder</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Bachelor of Science in Nursing (BSN), Texas Christian University, Ft Worth, TX</td>
<td>1999 – Present: Association for Treatment &amp; Training In the Attachment of Children Medical Committee</td>
<td>2008-present: Nurse Researcher, 81st Medical Group, Keesler AFB, MS</td>
<td>Sigma Theta Tau Honor Society 19th International</td>
</tr>
<tr>
<td></td>
<td>Doctorate: Doctor of Nursing Science (DNS), Louisiana State University, New Orleans LA</td>
<td>1999 – present: Childbirth Education Association</td>
<td>2005 –2008: Sexual Assault Response Coordinator, 919th Special Operations Wing, FL</td>
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<td>1998 – present: Families for Russian &amp; Ukrainian Adoption Medical Committee</td>
<td>2005 –2008: Chief Nurse, 919th Medical Squadron, Eglin FLD 3, FL</td>
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<td>1987 – present: Sigma Theta International Honor Society</td>
<td>2007: NUR 3676 -Developed &amp; taught Nursing Care of Vulnerable Populations (On-Line)</td>
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<td>2007: NUR 1141C- Pharmacology (Blended lecture &amp; On-line)</td>
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<td>2007-Developed NUR ____ (Title TBA)-Nursing Ethics</td>
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</tbody>
</table>
## Faculty Credentials and Teaching Assignments

<table>
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<tr>
<th>Name</th>
<th>Degrees</th>
<th>Professional Memberships</th>
<th>Education/Teaching Experience, curriculum development and administration</th>
<th>Current knowledge, nursing practice</th>
</tr>
</thead>
</table>
| Marty Walker, MSN, RN | **Associate:** Associate of Science in Nursing (ASN), Broward Community College Davie, FL  
**Baccalaureate:** Bachelor of Science in Nursing (BSN), Florida International University Miami, FL  
**Masters:** Master of Science in Nursing (MSN), Barry University, Miami Shores, FL  
**Post Masters:** Family Nurse Practitioner (student), University of South Alabama, Mobile, AL | 2008-present: National League of Nursing  
2004-2007: Sigma Theta Tau International Honor Society of Nursing  
2002-2005: Association of Practical Nurse Educators | 2007-present: Professor Northwest Florida State College  
2005-2007: Assistant Professor, OWC-UWF Cooperative BSN Program, Northwest Florida State College  
2005: Nurse Instructor, Pensacola Junior College, Pensacola FL  
2005: Adjunct Clinical Instructor, Okaloosa-Walton College, Niceville, FL  
2004: Adjunct Instructor, Nursing Program, Barry University, Miami, FL  
2002-2004: Nurse Instructor, Mercy Hospital School of Practical Nursing, Miami, FL  
2001-2002: Nurse Educator, Mercy Hospital, Miami, FL  
2000-2001: Acting Quality Manager Staff, ER, Jackson Memorial Hospital  
2000-2001: Education Coordinator, Jackson Memorial Hospital, Miami, FL | 2006 –present Evaluation Committee Chair, ASN Program (systematic program evaluation of the nursing program), Northwest Florida State College, Niceville, FL  
2006 –present: Coordinator, Testing project, ASN Program Northwest Florida State College  
2007-present: Crossroads Center Volunteer Coordinator for the Clinical Staff  
2008-present: Crossroads Center Board Member |
## Faculty Credentials and Teaching Assignments

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</thead>
</table>
| Linda Whitenton, MSN, RN | **Baccalaureate:** Bachelor of Science in Nursing (BSN), Murray State University, Murray KY  
**Masters:** Masters of Science in Nursing (MSN), Mississippi University for Women, Columbus, MS  
**Post Masters:** Educational Psychology, University of Mississippi, Oxford, MS  
Anthropology, University of South Florida, Tampa, FL | 1970-present: American Nurses Association  
2004-present: National League for Nursing  
1977-2000; 2008-present: Sigma Theta Tau International Honor Society  
2000-present: Florida Association of Community Colleges | 2005-present: Associate Dean, Health Technology, Northwest Florida State College  
2000-2008: Director of Nursing, Northwest Florida State College  
1987-1994: Associate Director of Nursing, St. Petersburg College, St. Petersburg, FL  
1980-1987: Director of Nursing, Northeast Mississippi Community College, Booneville, MS  
1978 – 1980: Assistant Director of Nursing, Northeast Mississippi Community College, Booneville, MS  
2001 – present: Associate Professor, Professor, Okaloosa-Walton College  
1995 – present: Associate, Rinehart & Associates, Booneville, MS | 2000 – present: Member, past chairperson ('05-'07), Florida Council of Nurse Educators & Administrators (FCNEA)  
2006: PNCI Training (METI)  
2005: Ad-hoc committee, QUIN Council: Nursing Education in Florida brochure (published by FNA)  
2005 – Florida Education Summit  
2005 – NOADN conference |
Purpose

The purpose of embedding a reference librarian into selected RN to BSN courses is to give students literature search assistance at the time and point of need when they are most likely to absorb the information.

Providing virtual library instruction

- The course professor and reference librarian connect prior to the beginning of a course as well as during a course regarding expected student research needs and then customize library instruction accordingly.
- The reference librarian meets students face-to-face during an interactive presentation in the library that is held during the orientation to one of the first courses in the curriculum, Dimensions of Baccalaureate Nursing Practice. Students receive instruction on logging in to the college library and locating several resources selected from the plethora of data bases and other resources available to them.
- Accessing the reference librarian is built into a specific assignment in the beginning of the course as students are more likely to use the service if an assignment either requires or reminds them to do so (Matthew & Schroeder, 2006).
- PowerPoint presentations are available in the online course and are used to communicate various instructions to students who may want a review of the information that was covered during the course orientation. Additional information may also be presented by the reference librarian as the online course progresses.
- A Question and Answer discussion thread is provided through selected online courses. Students posting questions for the librarian reap the benefit of the librarian’s answers as well as students who may not need to ask that particular question, as yet.
- Students may phone, drop by the library, or e-mail the reference librarian in order to have specific and detailed questions answered. Because other students in the class cannot benefit from this personalized service, the reference librarian asks these students to post the question and the response to the online Question and Answer thread so other students can gain insight from the exchange.
- The reference librarian posts a Research Tip of the Week during the online course. The tips serve to provide relevant information to students regarding upcoming assignments. Tips include information about finding and narrowing topics, choosing and using library databases and resources, and incorporating research using the American Psychological Association (APA) style of writing.

Summary

The strength of the embedded librarian service is that a student’s perceived obstacles are identified quickly and overcome prior to becoming a highly frustrating matter. It is hoped this will result in a lower attrition rate within the program. Online instruction continues to expand and to be enhanced by suggestions and ideas from students, professors, and librarians.

Reference

Northwest Florida State College

RN to BSN Program
Reference Librarian – Online Course Involvement

Excerpt from Student Syllabus: NUR 3080 Dimensions of Baccalaureate Nursing Practice

Librarian Support – Available in the online course

A reference librarian from the NWF State College Learning Resource Center (LRC) is present in this online course. Students are encouraged to ask for help from the librarian in the online format. All students may benefit from general questions posed to the librarian, so please feel free to post your questions for everyone to see! Remember, if you have a question, one or more of your classmates may have the same question. You may also call the reference librarian at (850) 729-5312 or e-mail the librarian through the online course.
APPENDIX L
Northwest Florida State College

RN to BSN Program
Three and Four Semester Plan of Study Options

4 Semester Part-Time Track

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Dimensions of Baccalaureate Nursing Practice *Online</td>
<td>Nursing Care of Complex Clients *Online</td>
<td>Family and Community Health *Online</td>
<td>Nursing Leadership &amp; Management *Online</td>
</tr>
<tr>
<td>Portfolio I *Online</td>
<td>Nursing Elective *Online</td>
<td>Family and Community Health Lab</td>
<td>Nursing Leadership &amp; Management Lab</td>
</tr>
<tr>
<td>Health Assessment *Online</td>
<td>Nursing Ethics</td>
<td>Evidence-Based Practice: Incorporating Nursing Research *Online</td>
<td>Portfolio II *Online</td>
</tr>
<tr>
<td>Health Assessment Lab</td>
<td>Health Care Issues Online</td>
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*Students in the 3 semester track must be finished with all general education courses prior to beginning Spring semester courses.

3 Semester Track

<table>
<thead>
<tr>
<th>Fall</th>
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<tr>
<td>Dimensions of Baccalaureate Nursing Practice *Online</td>
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<td></td>
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<td>Nursing Care of Vulnerable Populations</td>
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</tbody>
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*Students in the 3 semester track must be finished with all general education courses prior to beginning Spring semester courses.